

# Baseline Study Report

## (Main Body Report)

### Udaan: Catching the Missed Opportunity Project

*Access to Quality Education for Economically and Socially Vulnerable Girls*

October, 2014



## CHAPTER I

### INTRODUCTION

#### 1.1 Introduction to UDAAN Project

CARE Nepal is an international development and humanitarian organization working in Nepal since 1978. It has been in the vanguard of enhancing the capacity of marginalized groups in general and women in particular by enabling their meaningful participation. CARE Nepal works in partnership with local CBOs, networks, NGOs and government line agencies.

The Udaan: Catching the Missed Opportunity Project has been developed for 3 years focusing on developing and delivering an accelerated learning approach for girls between the age of 10 to 14 years who are from marginalized and socially excluded communities and have never been to school or have dropped out in their early grades.

This project wants to give out-of-school girls a second chance by providing a catch-up course that is appropriate to their needs and that equips them with the necessary skills to lead a self-determined life. Through this project, CARE directly contributes to Nepal's efforts towards achieving MDG-2. The goal of the project is that the participating adolescents together with their families become aware on their rights, educated, conscious on their roles, economically productive and empowered to fight against their social taboo and become less vulnerable for trafficking. Main objective of the project is to empower approximately 360 girls of poor, vulnerable and socially excluded families of Kapilvastu District, who dropped out from school to complete their primary and/or secondary education.

The project will develop an UDAAN model adapted to the context of Kapilvastu, providing an alternative (accelerated) model of schooling, improving teacher's skills, providing educational measures directly targeted towards the most difficult to reach as well as creating the necessary environment for quality education. The model is based on an empowering and enabling approach inspired by the pedagogy of Paulo Freire, and has had huge success in being accepted by girls who usually have little contact to education in India. The model provides not only the needed "catching up" for the girls to pursue secondary education but also strengthens their self-esteem which is necessary for them to build on these educational gains for other spheres of their lives.

The **direct beneficiaries** are girls between the ages of 10 to 15 years from the poorest and most marginalized and excluded (ethnic/religious) groups in Kapilvastu district, Nepal. This includes Dalit groups as well as other low caste and ethnic groups. This project is being implemented in the 4 village development committees (VDCs) of Kapilvastu district this year through the local partner non government organization (NGO) Siddhartha Social Development Center (SSDC) in Kapilvastu.

#### 1.2 Background of the Baseline Study

Out-of-school girls refer to school-age girls who are not enrolled in primary or secondary school. They can be divided into three groups: first, girls who attended school in the past but are no longer in school; second, girls who have not yet been in school but will enter

school in the future; and third, girls who will never attend school. According to UNESCO Institute for Statistics (UIS), 67 million children were out of school globally and 24 per cent in South and West Asia (UNICEF & UNESCO-UIS, 2011). In 2012, 63 million young adolescents around the world were not enrolled in primary or secondary school and 26 million out-of-school adolescents were in South and West Asia (UNICEF and UNESCO-UIS, 2014). Girls account for 54% of the total adolescent out-of-school. Globally, 51% of all primary out-of-school children are expected to never enter school. A further 19% have attended but left school, and the remaining 30% are expected to enter school in the future (UNICEF & UNESCO-UIS, 2011). A total of 27 million children between the ages of 5-13 are out of school in South Asia excluding Nepal and another 25.3 million children ages of 11-13 should be in secondary education but are not in school (UNICEF and UNESCO-UIS, 2014).

Nepal, a signatory of the United Convention on the Rights of the Child (1989) and committed for Education for All (EFA) has bigger problem of children not completing the full cycle of basic education. According to Nepal's Government Flash Report (2011-2012), 94.5 percent of girls and 95.6 percent of boys were enrolled in primary education (DOE, 2012). This report also shows that 26 percent of primary school children dropped out of school, dropout rates for lower secondary and secondary level is 6.5 and 6.9 percent respectively. According to DOE's study report (2009), 8.15% of the sample children were out of school (boys 8.6% and girls 7.7%). Proportion of out of school children was higher in Mountain belt of Mid-Western Region. The dropped out percentage is high in so called Dalits, highly marginalized Janajatis and Religious minority/Muslim compared to others. Lack of Awareness about importance of education among the parents was the most prominent reason for out of school children. The poor family condition, long distance to school, lack of child friendly school environment and socio-cultural beliefs were reported as factors leading children to the out of school (DOE, 2009). Poverty appears to be apparently associated with school dropout children. But link between social status and out of school children are not properly established in Nepal. Family poverty, low level of education of parents, domestic problems, poor comprehension, absenteeism, negative attitude and behaviour of teachers and poor school environment are risk factors pushing children out of school (Chugh, 2011).

Global and national efforts are being made to fulfill the promise of Education for All Goals (EFA) and Millennium Development Goal- education for all by 2015. Education for All is a global movement committed to achieving six goals agreed in the 2000 Dakar Framework for Action. Nepal is the signatory of Dakar Framework of Action and committed to Education for All by 2015. The Interim Constitution of Nepal- 2007 has made basic education a fundamental right of the people. Nepal has made significant efforts to increase enrolment in primary-level education by re-strengthening free primary education, providing various incentive schemes to children, holding school enrolment campaigns and other initiatives. As results show, the net enrolment rate (NER) has risen to 93.7 percent in 2010 from 86.8 in 2005 (UNDP, 2010) and the percentage of out-of-school going children has significantly come down in the last few years. Despite the free primary education, poor, marginalized and social excluded families have not been able to enroll and retain their children in school. Therefore, the Department of Education and its development partners have taken out-of-school phenomenon seriously making every bid possible to bringing this population into mainstream education by addressing their diverse educational needs. To

ensure right to education for all children, the government and concerned Non-governmental Organization should identify out of school girls and provide an opportunity for them to complete basic school education. CARE Nepal has initiated the UDAAN "Catching the Missed Opportunity" Project in Kapilvastu district where about 23 percent of children do not complete the full cycle of Basic education (DEO Kapilbastu, 2014) in order to identify the out of school girls and increase access of these girls to quality education and create supportive environment for completing school education. The project has been prepared based on a preliminary assessment during the project design phase on the scope and reasons for drop-out of girls in the target areas. But there is no baseline data of out of school girls in four VDCs covered by the project. So it is essential to conduct baseline study in order to generate baseline data and establish bench mark indicators. The baseline study will be used for identifying the number of out-of-school girls by VDC and their education grade as a basis for selection of target VDCs; deciding on the exact number and location of UDAAN learning centers; and establishing the basis for the measurement of project progress and impact.

### **1.3 Objective of the Baseline Study**

The objectives of the baseline study are to:

1. Generate data per VDC on school dropout:
  - a. identify numbers of illiterate of age between 10 to 14 years by VDC of Kapilvastu district:
  - b. identify drop out girls of age between 10 to 14 years by VDC of Kapilvastu district:
  - c. identify drop-out girls of grade 1 to 5 by VDC of Kapilvastu district,
  - d. identify the prone VDC, where most drop-out girls and rank VDCs according to number of drop-out girls.
2. Generate baseline data on
  - a. communities' and parents attitudes to girls' schooling including social and
  - b. cultural barriers, financial constrains and other factors that hinder / promote girls being sent to school;
  - c. girls' attitudes to schooling and girls' empowerment (according to CARE empowerment definition – agency, relations, structure,, including own aspirations, structural constraints, knowledge and skills)
3. Identify the kinds of government services provided to drop-out girls including modalities of non-formal education and existing measures for mainstreaming girls into formal schools

### **1.4 Research Questions**

This baseline study addresses the following research questions

- What proportion of the girls aged 10-14 are out of school and illiterate in the Kapilvastu District?
- What kinds of attitude do community and parent hold towards girl's education?
- What are socio-cultural, financial and other factors that are responsible for keeping girls out of school?

- How useful are governmental measures such as scholarship, free uniform and mid-day meals in promoting girls' enrollment in school and continuation in primary and secondary education?

## **CHAPTER II**

### **STUDY METHODS AND PROCEDURES**

On the basis of the objectives and scopes of the study indicated in TOR as well as objectives and scope of UDAAN project, the consultant selected the appropriate method and procedure, and prepared study tools. This study utilized following methods and procedures.

#### **2.1 Study Methods**

This study adopted the mixed method approach that integrates both qualitative and quantitative research methods in order to examine issues from different perspectives. Consultant visited the study areas and collected quantitative data through household survey and participatory census techniques in order to identify out-of-school girls' data in the study areas. Qualitative research method was used to explore the girls, parents, teachers and community perspectives on out-of-school girls.

#### **2.2 Desk Review**

In order to gain through understanding about key issues of out of school girls and properly conceptualize study problem and process, following literature were collected and reviewed before developing research tools and going to fields.

- UDAAN Project document and logical framework/Indicators of the project
- CARE Nepal Strategic Plan and document related to women's empowerment
- Nepal's education policies/plan including MDGs and EFA Plans, and School Sector Reform Plan (2009-2015)
- Study reports and published articles to out-of- school girls

#### **2.3 Study Sites**

This baseline was conducted in nine VDCs of Kapilavastu Distric, namely; Abhiraw, Balarampur, Bhagwanpur, Harirharpur, Shihokhor, Somdiha, Hathihawa, Bithuwa and Banskhor. Theses VDCs were purposively selected considering prevailing problem of school dropouts in consultation with CARE Nepal and its Partner NGO Project staff.

#### **2.4 Sample Size and Sampling Procedure**

Through participatory household census techniques, out-of-school girls aged between 10-14 identified were identified and listed in each ward of nine VDCs. After preparing the list of households with out-of-school girls, twenty seven girls (three in each ward) were selected. Altogether 236 out-of-school girls from nine VDCs as a sample were included in the baseline study.

Aforementioned nine VDCS were purposively selected considering the prevailing problem of school dropout girls. Field enumerator visited each ward of the selected VDCs and made lists of out-of-school girls ages of 10-14 and randomly selected at least three girls and their household from each ward. Participants of FGDS, school dropout cases and key informant

were purposively selected. In each VDC two FGDS (One with mothers and one with fathers), two key informant interviews and two case interviews were conducted. Altogether 18 FGDS and 18 case interviews and key informant interviews were held in nine VDCs.

## 2.5 Data Collection Tools and Techniques

Following tools and techniques had been used to gather data required for the study:

- i) **Record Review:** School Information Sheet was prepared for school record review. Field enumerators visited at least one School in each VDC and identified enrollments and attendance status through record review.
- ii) **Participatory Census:** It is a technique of Participatory Rural Appraisal (PRA) in which local people are gathered in each settlement and list out households and their family members. Field enumerators visited each settlement in selected Wards and organize participatory meeting with community in the presence of key persons and other members of the community. During the participatory meeting, participants first prepared the list of households in their settlement. Then they counted the number of girls aged 10-14 years in each household. A total number of girls aged 10-14 years were counted and list of out-of-school girls of the same age with their fathers/mothers' name and address was prepared.
- iii) **Household survey:** Household survey schedule was prepared to collect household information of sample girls. Survey schedule seeks to gather data/information on age, sex, caste/ethnicity, religion, parental education, occupation, household income, learning environment at home, number of school dropouts, reasons for dropout or being out of school, attitude towards girls' education. A total of households head/fathers/mothers of sample out-of-school girls were surveyed with structured questionnaire (See Appendix 2).
- iv) **Structured interview with sample girls:** A total of 236 sample girls were interviewed with structured interview schedule (See Appendix 3). Information and data related to the girls' literacy status, ever enrollment, reasons for school dropout, co-curricular activities, mental well-being, perceived capability, interest in education, intended age of marriage, sanitation and hygiene behaviour were collected through face to face interview.
- v) **Case interview with out-of-school girls:** Typical case of girls with school dropout and never enrolled in schools were identified and interviewed using semi-structured interview technique in order to explore their experience and views of being out-of-school including barriers to school and expectation to enter school in future. Altogether 18 cases interviews were conducted in nine VDCs.
- vi) **Focus Group Discussion (FGD):** FGD sessions were organized at the community level in order to get additional data and community perceptions and attitude towards out of school girls, roles of different sectors in ensuring education for all and practical measures to bring out of school in school at local level. Eighteen FGD sessions (nine with male groups and nine female groups) with parents and community people were held in nine VDCs.
- vii) **Interview with key informants:** Field study team interviewed head teacher, teacher, local leader, and district education officers as key informants.

## **2.6 Selection and Training of Field Enumerators**

Team Leader in consultation with the Project Staff selected field enumerators considering their educational background, previous involvement in field research and capacity to speak local Abhadhi Language. Ten field enumerators (9 female and 4 males) were selected. Prior to field study, a two-days-orientation training was organized in Kapilvastu in order to orient them about how to collect reliable and valid data from the field using different tools and techniques. Orientation training was rigorous in which participants gained better understanding about objective of the study, sample plan, data collection tools and techniques, nature of data and data collection plan and procedure. The team leader oriented the field enumerators with supports of project staff.

## **2.7 Mobilization of Field Enumerators for Data Collection**

After training of field, five team comprising two members were formed and one team was mobilized for two VDCs. But one team was mobilized for only one VDC, Bhagwanpur in the western part of the district away from District Head Quarter. Before administering/using each research tools and techniques, field enumerator made some efforts to build rapport with the research participants. Each team carried out data collection activities such participatory census, listing out of out-of-school girls, household survey, group discussion, case interview and key informant interview using data collection tools and guidelines. Secondary data was collected from schools using school information sheet

## **2.8 Supervision and Quality Control**

Quality assurance of the data was maintained through the use of competent field workers and rigorous field work using multiple methods of data collection and the supervision of field research activities. Team leader and team member were also involved in supervision of data collection activities and partially involved in qualitative data collection. There was also close link and coordination with UDAAN Project Staff in order to supervise the field activities.

## **2.10 Data Analysis Procedure**

The data management and processing work were carried out through SPSS software. Data were reviewed and checked by the consultants for consistency and clarity of written responses in Kapilvastu as well as Kathmandu. Coding and recoding of data collected from survey forms were done for digital purpose, and entered them into computer within the framework of SPSS programme. Subsequently, data were further processed and analyzed and frequency and percentages were computed using the SPSS programme. Quantitative data and descriptive information were generated in terms of tables, cross-tabulation, descriptive statistics, graphs and charts, etc. relevant to baseline report.

Qualitative data collected from in-depth/semi-structured interviews, interaction and group discussions were managed manually. Field researchers were prepared field notes/transcript after conducting interview and discussion in the field. Key themes and issues emerged from the data were identified through reading transcripts. Data were managed and summarized under identified themes and sub-themes or sub-topics. Thematic approach was followed while analysing qualitative data. Qualitative findings were triangulated with the results of the quantitative data wherever possible.

## CHAPTER III

### DATA ANALYSIS AND RESULTS

#### 3.1 Socio-Demographic Characteristics of the Respondents

##### 3.1.1 Family, Caste/Ethnic and Religious Background

This baseline study was conducted in nine VDCs of Kapilivastu district which are predominated by Madhesi (Terai) people. Madhesi refers to the original inhabitants of terai region of Nepal who have been socio-economically and politically backward. Dalit are socially oppressed, educationally deprived, economically exploited, politically excluded, religiously neglected and culturally discriminated people. Dalit across the country are still treated as untouchables and lower caste people. Terai Dalit includes Chamar, Dhobi, Dom, Raidas, Pasi, Harijan, Khatik, Kori, Kalar, and Tamata. *Janjatis* (Indigenous peoples) are those ethnic groups or communities, who have their own mother tongue and traditional customs, distinct cultural identity, distinct social structure and written or oral history of their own. Most disadvantage and deprived Janajatis are also known as highly marginalized Janajati (HMJ). In this study, Janajati refers to Tharu, Kohar, Bhuj, Barai, Kevat, and Murau

Though almost all sample population is related to Madhesi category by origin, they were categorized as Dalit, Muslim, Janajati, Brahmin, Madhesi and others. Highest percent of the sample out-of-school girls (OSG) belong to Madhesi and other (35.2%), followed by Dalit (31.4%), Muslim (16.1%), Janajati (15.2%) and only 1.7 were Brahmin.

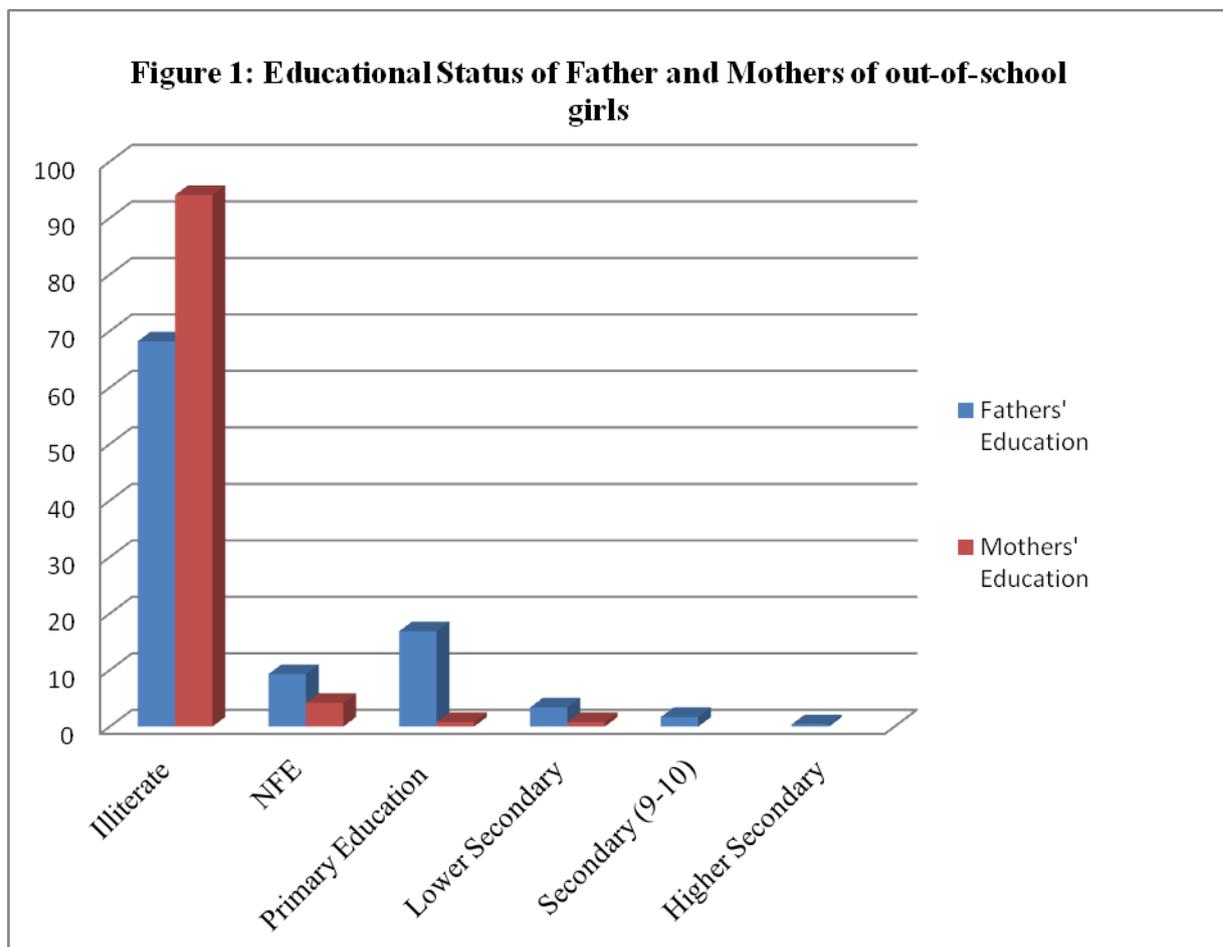
**Table 1: Family, Caste/Ethnic and Religious Background of out of school girls**

SN	Backgrounds variables	Number	Percent
1	Types of Family		
	Nuclear	104	44.1
	Joint	132	55.9
	Total	236	100.0
2	Caste/Ethnicity		
	Madhesi and others	83	35.2
	Madhesi Dalit	74	31.4
	Muslim	38	16.1
	Madhesi Janajati	37	15.7
	Madhesi Brahmin	4	1.7
Total	236	100.0	
3	Religion		
	Hindu	198	83.9
	Islam	38	16.1
	Total	236	100.0

As shown in Table 1, majority of OSGs and their parent respondents were from joint family (55.9%) comprising more than 6 family members. Eighty four percent of them were Hindu and 16 percent Islam by religion. About 18 percent of the total population in Kapilivastu District follows Islam religion. Sample population of the study represents the caste, religion and family background of the District.

### 3.1.2 Educational Status of Parents

Parental education status is the key factor in determining the education of the children. It is also associated with learning environment of children at home. The educational status of parent of the out-of-school girls aged 10-14 year is given in Figure 1.



Sixty percent of the girls' fathers were illiterate and 17 percent had primary education. About two percent had secondary level education. Ninety four percent of mothers were illiterate. Illiteracy rate for father is highest among Dalit community (73%) and it was highest among mothers from Muslim community (97%). It indicates that educational status of the girls' parents is very poor.

### 3.1.3 Ownership of House

Next to food, shelter is another basic need of human being. Almost all the girls' parents had their own houses built on their own land. Thirty seven percent girls live in Kachhi house indicating ultra poor family. About one-fourth live in Semi-Pakki house and only 39 percent had permanent types of houses made of brick and cement (see Appendix- Table 2).

About 50 percent households had access to electricity at their home and 36 percent reported using kerosene as source of light at night. Twelve percent reported still using fire

as source light at evening and night. Access to a reliable source of light is essential for creating learning environment at home.

### 3.1.4 Access to Drinking Water and Sanitation Facilities

Hand pump is the main source of drinking water in Terai region of Nepal. Fifty percent households had their own hand pump in their courtyard and 49.6 percent found to be using public hand pump as source of drinking water.

**Table 2: Access to Drinking Water and Toilet Facility**

SN	Sources of Drinking water	Number	Percent
1	Private hand pump	119	50.4
2	Public hand pump	117	49.6
	Total	236	100.0
3	Access to toilet facility	52	22.0

Twenty two percent of the households reported that they had toilet facility. Among them, only 8 households had permanent and flush types of toilet. Overwhelming majority of population still found to be using open places for defecation. Only 16 percent of Dalit and other Madheshi had access to latrine compared to 37 percent Muslim and 29 percent of Janjatis who had toilet facility. Size of landholding is significantly associated with the use of latrine at the household level. Dalit and poor families are less likely to use toilet at home.

### 3.1.5 Economic Condition of Households

Economic condition is one of the key factors creating opportunity for access of children to school. Size of land holding, food sufficiency and monthly income are used as proxy indicator of the economic condition of the households. Table 3 presents the situation of land holding, level of food sufficiency and monthly income.

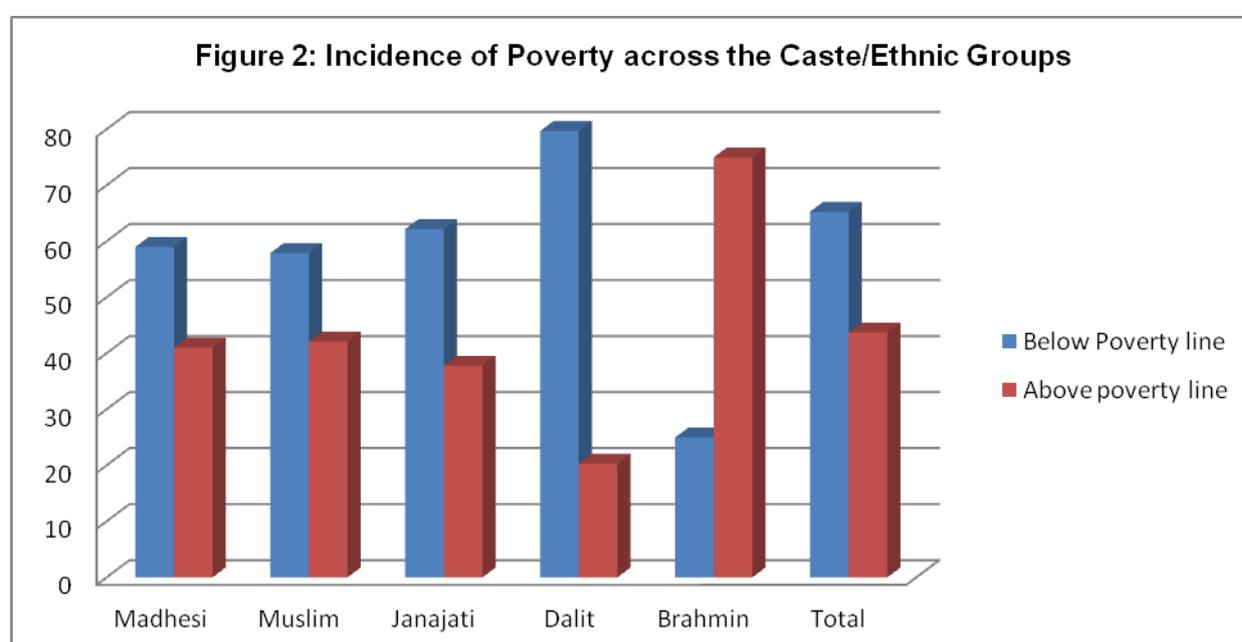
Nine percent of the surveyed households did not have access to their own agricultural land. About 20 percent households had land less than five kattha indicating ultra poor family. About one-third households had land between 10 to 20 Kattha. Only 6.5 percent households had land more than two Bighah. Majority of households could hardly produce food grains sufficient to feed their family members less than six months. One-fourth households could survive for a round year from their own agricultural production. With regards to monthly family income, about 24 percent households could earn up to two thousand per month and only 28 percent reported that they had more than six thousand earning from different sources. Seventy percent households have been adopting agriculture as main occupation and 6 percent engaged in sharecropping in others' land (see Appendix Table 3). About 15 percent totally depend on wage labour. Size of land holding, food sufficiency, monthly income and main occupation all indicate that majority of households are suffering from economic hardship.

**Table 3: Economic Condition of Households**

SN	Socioeconomic variables	Number	Percent
1.	Size of land holding		
	Landless	22	9.3
	Less than 5 kattha	41	19.2
	5-10 Katha	51	23.8
	11-20 Kattha	66	30.8
	21-30 Kattha	24	11.2
	31-40 Kattha	18	8.4
	More than 40 Kattha	14	6.5
	Total	214	100.0
2	Monthly income		
	Up to two thousand	57	24.2
	Two to four thousand	57	24.2
	Four to six thousand	55	23.3
	More than six thousand	67	28.4
	Total	236	100.0

### 3.1.5 Incidence of Household Economic Poverty

Poverty is viewed as a pronounced deprivation in well-being. Poverty is a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education, and information. In this study, an attempt was made to assess the situation of income poverty in the households under study using the national poverty line income per capita as the threshold point. Per capita income varies between Rs. 1500 and Rs. 20,000. According to Nepal, Nepal Living Standard Survey-III conducted by Central Bureau of Statistics (CBS, 2011), an individual earning and living less than Rs 14,430 per year is below the poverty line. Figure 2 displays households living under and above the poverty line.



As shown in Figure 2, 65 percent households under the study live below the poverty line. Incidence of poverty is highest among Dalits (79.9), followed by Janajati (62.2%), Madhesi (59%), Muslim (57.9%) and Brahmin (25%). Size of landholding, level of food sufficiency, type of houses, access to toilet facility and monthly income also indicates that majority of households are poor.

### 3.2 Parent and Community Attitude towards Girls' Education

Community and parent should have positive attitude towards girls' education in order to reduce school dropout problem of girls. The household questionnaire solicited information on the parent/respondents' attitude and perceptions on the education of boys and girls. Table 4 displays the information on some key issues on this subject.

**Table 4: Parents' Attitude towards Son and Daughter's Education**

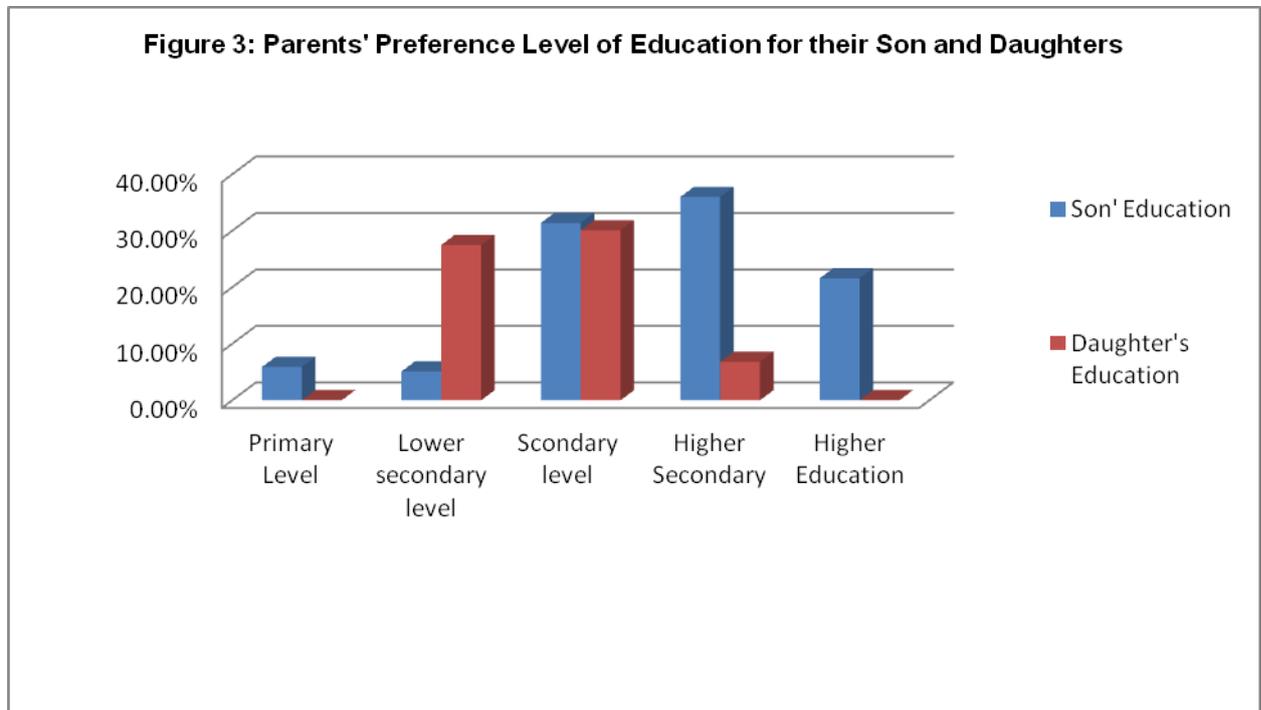
SN	Attitudes	Son	Daughter	Both
1	Who needs more encouragement to attend school?	28.0	10.6	61.4
2	Who are more interested in school?	25.8	18.2	55.9
3	Who performs better at schoolwork?	45.8	22.5	31.8
4	Whose schoolwork is more disrupted with household chores?	8.5	80.9	10.6
5	Who should continue education up to higher level	53.0	7.6	39.4

About thirty percent of parents said that boys need more encouragement to go to school than girl although majority (61.4%) hinted both boys and girls equally need encouragement to go to school. Forty-six percent said that boys perform better at schoolwork than girls and 53 percent in favour of continuation of boys' education up to higher level. Most of the parents (80.9%) agree that girls' schoolwork is more disrupted with household chores as compared to boys' school work. It is obvious that most of the parents had a preference for boys than girls' education as indicated in the figure 3 below.

Figure 3 shows that more respondents had favoured boys for both higher secondary and post higher secondary level education. About 30 percent parents wished to provide their sons and daughters secondary level education. However, one-third parents thought that girls need only primary level education. More than 70 percent disagreed with the statement 'It is a waste of resource to educate girl' and 'girl could not perform well at schoolwork'.

Majority of the respondents agreed that girls could learn important life skills in school and their better education qualification will help in getting better job. Majority of the respondents (51%) said that primary level education is sufficient for girls and after menstruation and puberty age girls should not be allowed to go to school as per socio-cultural norms (Appendix table 6). Thirty-nine percent also said that girl's education would be less productive as girls would be reluctant to adopt traditional roles and occupation. More parents said that that prestige of family would not go down while sending a daughter in school. However, 75 percent were in favour of preparing their daughter as good daughter-in-law, good mother and mother-in-law instead of making educated women. During group

discussion, parent said that girls should be sent to school in order to make them literate and educated. They also said that education makes girls clever and empower. But school level education is not sufficient to get jobs and earn more income. Educated girls are less likely to adopt traditional roles and occupation. Therefore, most parents are against the higher education of girls.



At least two FGD sessions in each selected VDC were held with parent and community people in order to explore their views on girls' education. Most of the FGD participants said that girls should be educated up to secondary level and educated girls can manage their family effectively, create supportive environment for children education, tackle problem easily and they become capable to do as much as men can do. During discussion and interaction, community people were showing interest of girls' education. But many parents were not able to send their daughters in school due to poverty and socio-cultural norms. Some parent said that girls themselves do not like to go to school, what they do. Some said, "we have no earning and no food, how we can send our daughter to school and how we can manage school expense of our children".

Analysis of FGD data revealed a slight negative and discriminatory attitude towards girls' education. Community people were found frequently saying: *Chhori bihe bhaye pachi aru ko ghar ma jane ho, kin padhaunu paryo*" (After marriage, daughter goes to other's home, so why we should send them to school). Because of culture of poverty and ignorance, Dalit and marginalized people are holding negative attitude towards girls' education. Muslim people were not interested to send their daughter in Public/Community Schools located away from their settlement. Many people said that despite awareness of importance of education, many parents are not sending their daughter in school due to culture of not sending girls in school.

### ***Parents' Intention to Support Daughters' Education***

Community people and parents wished that girls be educated so that they can manage their livelihood easily. In the household questionnaire, parents were asked whether they interested to support girl's education.

About 40 percent parents stated that they intended to create supportive environment at home such as providing reading room, tables and light, and buying educational materials. About 70 percent parents intend to reduce daughter workload for household works if daughters get an opportunity to study again (Annex table 7). Parents were also willing to improve family income by engaging themselves in income generation activities such as sewing and netting (30.1%), vegetable farming (27.5%), goat keeping (22.5%), fishery (9.5%), carpenter (2.5%), Mason (1.7%) and plumbing (1.3%). If they got an opportunity to learn income generation skills, they would raise the family income and invest money for girls' education.

Analysis of qualitative data obtained from FGD reveals that because of household income poverty and lack of regular cash income, parents could not pay attention to their daughters' education and could not invest on girl education, and they could not create supportive environment at home to go to school regularly. Even those households who have several Bigha of land suffer from lack of regular cash income. Many parents said that they engage their daughters in more on domestic and agricultural work and less on study.

### **3.3 Household Expenditure on Education of Children**

Despite the provision of free text books for school children, family has to spend on educational materials such as exercise books, paper and pencil. On an average, the level of educational expenditure per primary school going child amounted to Rs. 2205, which varied between a low of Rs. 1191 to high Rs 2,828 per annum. On the whole, average spending per girl child at primary level was Rs 2134 per annum as compared to Rs. 2452 spent per primary-school-going boy. There existed a strong evidence of gender disparity in educational expenditure per primary school going children at the household level. Educational expenditure of Dalit and poor households per school going girl per annum is less than fifteen hundred rupees. Poor and ultra poor families are likely to spend very little amount on educational materials of their children.

On average 5 percent of household income is spent on girl's education. About 10 percent households spend less than 2 percent of their household income on girl education and 16 percent households spent about 10 percent of household income on girl's education.

### **3.4 Prevalence and Causes of School Dropouts**

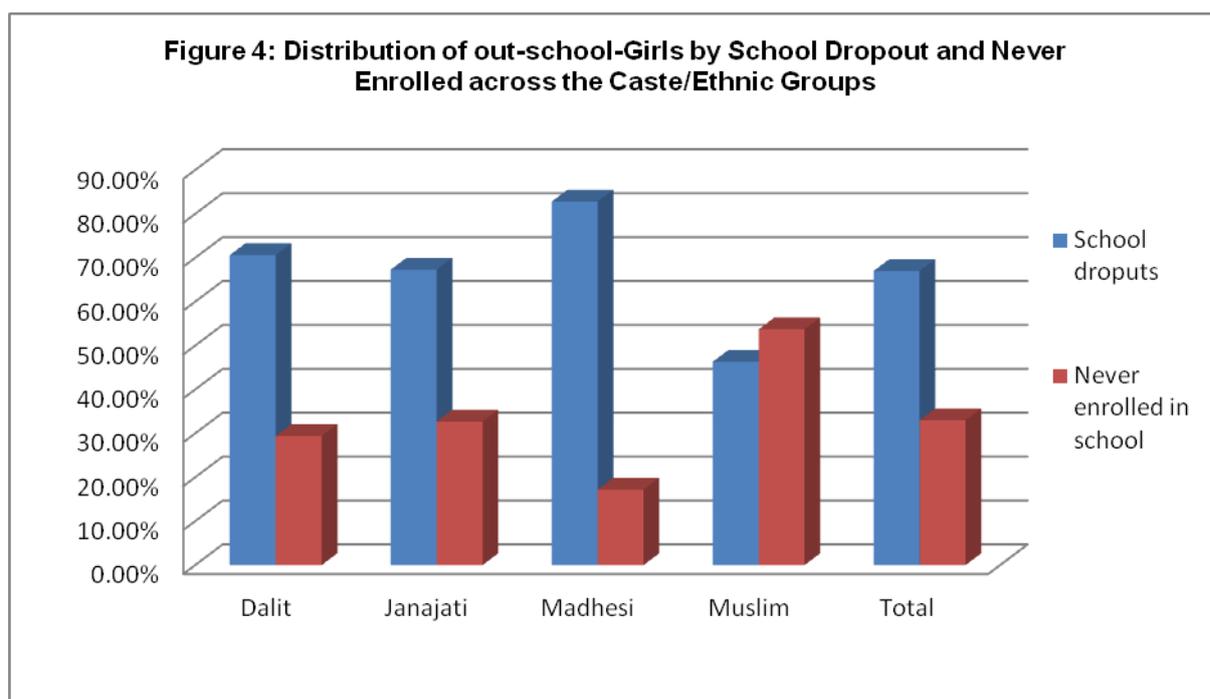
#### **3.4.1 Prevalence of Out of School/Dropout Girls**

Madhesi community, particularly Dalit, Muslim and Marginalized Janajati suffers from high rate illiteracy and malnutrition problem in Kapilvastu District. Sample VDCs included in this study are inhabited by Madhesi community. In this study attempt was made to identify the total population of girl aged 10-14 years and list out the out-of-school girls in each VDC. Prevalence rate of out-of-school girls in the study VDC are given in Table 5 below.

**Table 5: Prevalence of out of school girls in nine VDC of the Kapilbastu District**

SN	VDC	Girl's population	Number of OSG	Percent	Rate in per 1000
1	Shihokhor	464	38	8.1	82
2	Somadiha	437	100	22.9	229
3	Hariharpur	483	44	9.1	91
4.	Balarampur	261	44	16.8	168
5	Abhiraw	525	51	9.7	97
6	Banskor	647	72	11.1	111
7	Hathihawa	637	149	23.4	234
8	Bhagwanpur	372	78	21.0	210
9	Bituwa	303	55	18.2	182
	<b>Total</b>	<b>4139</b>	<b>631</b>	<b>15.2</b>	<b>150</b>

About 15 percent of the total 4139 OSG girls aged 10-14 were out of school in the study areas. Rates of out-of-school girls age of 10-14 years range from 82 per thousand girls to 234 per thousand girls. Prevalence rate of the school dropout girls is highest in Hathihawa (23.4%), followed by Somadiha (22.9%), Bhagwanpur (21.0%), Bituwa (18.2%), Balarampur (16.8%), Abhiraw (9.7%), Hariharpur (9.1%) and Shihokhor (8.1%).



Analysis of caste/ethnic composition of out of school girls revealed that 25 percent girls were from Dalit community, 19 percent from Jananati community, 26 percent from Muslim and 26 percent from Madhesi community. It indicates that problem of school dropout or not

enrolled girls exists in caste/ethnic groups related to Terai people. Among Jajanajti people, problem of out-of-school girls is negligible in Tharu community. Prevalent of out-of-school girls is highest in communities where Dalit, poor and marginalized community reside (Appendix table 8). Among the total out-of-school girls, 33 percent were never been to school (Figure 4)

Among 72 Muslim out-of-school girls, majority (54%) had never been to school. Likewise, one third of Janajati girls and 29 percent Dalit girls were never enrolled in school. Only 17 percent girls of Madhesi category such as Yadav, Chauhan, Loniya etc. had never been to school. Madhesi girls are less likely to enter in school compared to girls of other community.

### 3.4.2 Literacy Rates and Grade of School Dropouts

Literacy is ability to read and write at least one language. In this study, girls are considered literate if they reported enumerator that they could read and write. According to survey result, only 57 percent of out-of-school girls were literate though 73 percent ever been to school. It also indicates that a considerable number of girls left the school without learning reading and writing skill.

**Table 6: Distribution of out-of-school sample girls by literacy rate and dropped out grade**

SN	Literacy and dropped out grades	Number	Percent
1	Literacy rate	134	56.8
2	Ever enrolled in school	171	72.5
3	Grade at school dropout		
	Grade/Class one	22	12.9
	Grade/Class two	39	22.8
	Grade/Class three	60	35.1
	Grade/Class four	39	22.8
	Grade/Class Five	7	4.1
	Grade/Class Six	4	2.3
	Total	171	100.0

As shown in the above table, highest percentage of girls stopped going to school at grade three and 23 percent left the school at grade two and 13 percent at grade one. Only 2.3 percent girls dropped out of school at grade six. It is clear from data that most of the dropped out girls left the school before completing primary school education.

### 3.4.3 Main Constraints/Barriers to Girl's Education

There are several barriers and constraints to girls' education in the study areas. In household survey questionnaire, parent/respondents were asked to say what the main constraint towards girl education in their areas was. Table below depicts the responses to this question.

**Table 7: Main Constraints/Barriers to Girl's Education in the Study Area**

SN	Reasons	Number	Percent
1	Poverty/lack of money	88	37.3
2	Engaging in domestic works and caring younger sibling	64	27.1
3	Low value on girl education	24	10.2
4	Distance to school(too far)	21	8.9
5	Lack of interest in going to school	20	8.5
6	Culture of not sending school after initiation of menstruation	2	0.8
7	Child marriage	14	5.9
8	Insecurity/Harassment	3	1.3
	Total	236	100.0

It is clear from above table that poverty (37.3%) and engaging girls in domestic works (27.1%) have emerged as the main constraints towards girls' education in the study areas. A considerable number of parent thought that low value on girl education was one of the constraint towards girls' education. For some parents, distance to school was the main constraint for sending their daughter in school. Only 6 percent said that child marriage was one of the constrained as expressed by the parents. For a few parents, insecurity and sexual harassment was one of the barriers to girls schooling in the study area.

Seventy three percent of the sample girls had ever enrolled in school. Twenty seven percent girls who were never enrolled in school were asked to mention the reasons for not ever enrolling in school. Majority of girls said that their parent did not take them to school for enrollment and schooling. Seventeen percent girls were not enrolled because parent had engaged them in domestic chores and farm work since the school going age. Being orphan, two girls could not get family support to go to school. In one case, lack of birth registration certificate became constraint for school enrollment (Appendix table 9).

Survey results shows that most of the out of school girls left school at grade 3 and 4. More girls (45%) dropped out of school as their parent engaged them in household chores including farm works and caring younger siblings. Thirty percent girls reported that they left the school due to family poverty and lack of family support. About 6 percent stopped going to school after getting punishment in school and three percent left the school because of school far from home and insecurity. Four girls stopped going to school after marriage. One girl left the school after death of her mother. Less than one percent girls dropped out of school due to lack of sanitation facilities at school.

There are several forces that play the major role of keeping girl children out of school or force them to dropout school. Analysis of quantitative and qualitative data reveals the following factors as main reasons for girls being out of school.

#### ***Poverty and Low Household Income***

Poverty is one of the main factors that force girls to be remained out of school. Poverty is state of being poor. It includes living in low income household and family, and

unemployment. Majority of out of school girls were from Dalit, Marginalized Janajati, religious minority and poor farmers. Girls from poor households are more likely to be kept out of school than rich family. A Dalit girl aged 13 from poor family said:

*I live in poor family. My family does not own any agricultural land. We have a small hut to live. My father works as daily wage labour. My parent has no regular work and income. Household income from wage labour is not even sufficient for buying foods. My parent income could not help me to buy exercise books, pencil and dress. Therefore, my parent never sent me to school.*

A school dropped out girl aged 14 from Hathihawa expressed reasons for leaving school.

*I raised and born in poor family. My family has small piece of farm land. Food grains yielded from our farmland is hardly sufficient for three months to feed our family members. My family used to work as wage labour in village and India. My father earning was main source of livelihood. I dropped at grade three after death of my father. I stopped going to school because of money problem. I have two brothers and two sisters. They also do not go to school. My mother work as occasional wage labour and earn some money. My mother's earning cannot support for my and younger brothers and sister. I also work in landlord farm during rice planting and harvesting season, make some money and give it to mother.*

During group discussion with Dalit and poor people, they often said that they were facing economic hardship, they did not have money to feed their family members, and then how they could send their daughters in school. Poor people give less priority in children education. Most families have some land and cultivate paddy, wheat, lentils and mustards. They can get very little money by selling their agricultural products. Most families lack regular cash income. Teachers and Head Teachers also stated that household poverty and low income of parents is the main factor pushing girl out school. They also said that girls from poor, Dalit and marginalized Janajati do not come to school regularly and most of them dropped out without completing primary education. Qualitative and quantitative data analysis reveals that poverty and low household income is the main reasons for keeping girls out of school.

### ***Involvement of Girls in Domestic Chores as Child Labour***

Most households, irrespective of caste, class and religion, engage girls in household chores from very childhood at the age of five year. Particularly mothers want to engage their daughters in cooking foods, washing utensil and cloths, cleaning houses, collecting fodders for cattle and assisting in farm works. During group discussions, most of mothers said that daughter should learn skills needed for cooking, washing, cleaning and farming, and they taught such skill from childhood of girls. Most families engage their daughter in household chores as child labour. Participants of the FGD session expressed following views on girls involvement in household chores.

*"Many mothers treat their daughters as household labour/worker. A mother becomes happy when she gives birth of girl baby. She thinks that daughter would work at home as a servant. As soon as a girl grows, mother does not hesitate involve daughters in various work. Mother always orders her daughter to cook food, clean utensil, wash clothes and complete other household chores. Girls get less time to do homework and read books at*

*home. Girls could not perform well at school work and then stop going to school. Parents do not encourage daughters to go to school".*

One school dropout girl aged 13 said:

*My parents felt easy to send me to school when I was small. Now I am grown up. Parents want me to support the family. As my involvement in household and farm work increases, my attendance in school decreased. I also began to give more priority on household/farm work than school work. My parent also did not encourage me to go to school. So I stopped going to school at class four.*

During field work, most of the girls said that they left the school because of responsibility of household works. School Teachers/Head Teachers also said that frequency of girls' absenteeism increased as they grown up and got them involved in household and farm works. Girls who have responsibility for doing household and school works have negative effect on school attendance. Such dual responsibility increase irregularity at school and gradually decreases girls' interest in school, and then it resulted in school dropout. It is clear from data that one of the main reasons for school dropout is involvement of girls as labour in household works by their parents.

### ***Gender -based Discrimination***

Girls in Nepalese society, particularly Madhesi community suffer from gender discrimination birth onwards that has direct and indirect impact on girls' education. Each family gives more preference to son's education over the daughter's. School teacher often said that some parents prefer to educate sons than daughters. Preference to son's education is given because parents think that son's are the future caregivers. Parents encourage their sons go to school and study more. Girls are generally more expected to perform household chores and to look after their younger siblings. During field work, some parents were found sending sons to private school and daughters to community school or keeping girls at home for domestic works. Many parents were in favour of son's education. They also thought that primary level education is sufficient for girls. One of the dropout girl said that her brothers had been continuing study even after completing primary education, but I left the school after completing class four due to the pressure of domestic works. Teachers and Head Teachers also said that there is discrimination and inequality between boys and girl education as parents do give more priority on son education and less priority on girls' education. Sons are regularly sent to school even in crops planting and harvesting seasons, but girls irregularly attend the class due to the work pressure. After completing grade four/five, many parents are reluctant to send their daughters to school.

### ***Child Marriage and Socio-cultural/Religious Norms***

Child marriage is still prevalent in poor, Dalit and marginalized Madhesi community of Kapilvastu. Discussion and interaction with community people reveals that societal, cultural and religious norms and regulation plays vital roles among girls who never been to school or stopped going to school after a few years of schooling. Participants of FGDs from Muslim community repeatedly said that as per their cultural and religious norms, girls should not be allowed to go to school located outside their community and girls are not sent to school after menstruation and entering in puberty age. Parents from Muslim

community said that they prefer to send their daughters in Madaras if it is located nearby their village and they did not like to get their daughters enrolled in community school.

Many parents from poor and marginalized Madhesi community get their daughter married before 15 years. After marriage, girls stopped going to school due to shame of early marriage. A school dropped out girls from a poor and backward Madhesi community said that she got married at the age of 10 years when she was studying grade four. She left the school after marriage. Although she is still at her parental houses, she will be going to groom's house after a few years. She said she has seen groom's face once and have not talked with him. After marriage, girls are discouraged to go to school. School teachers also said that after marriage, the girl feels ashamed to attend class and society also discourages the married girls go to school.

### ***Lack of Education of Parents***

About 70 percent fathers and 94 percent mothers of school dropout girls were illiterate. Most of the parents were ignorant and unaware of importance of girl education. They often said that what can girls do after going to school; they could not get jobs with school education and could not learn skills required for their occupation in school, then why should girls go to school. District Education Officers and Head teachers stated that poor and illiterate parents were reluctant to send their daughters to school. Group discussion with community people also reveals that girls who were born and raised in illiterate parents are more likely to be deprived of school education. One of the major reasons for girls being kept out of school is the lack of education of parent.

### ***Insecurity and Distance to School***

Most of the girls living rural areas have access to primary schools located nearby village. But they do not have easy access to lower secondary and secondary school. There is not a secondary school in some VDC like Bhagwanpur and Somadih. After passing primary level education, girls have to travel several kilometers to get in school. Girls feel fear and insecure to go to school located away from home. While discussing and interview with community people and parents, they again and again stated that they felt insecurity to send their daughters to school of long distance because girls might be raped and kidnapped by unknown persons. They also expressed that daughters are other's property and parent's responsibility is to protect them until hand over to rightful owner, in-laws' house. Because of lack of easy access to school, most girls discontinued the education after completing primary level education or before completing primary education.

### ***Poor Quality of School Education***

During field work, classroom and teaching activities of teachers were observed. Some schools there were no desk and bench, students were found sitting on floor without mat and blackboards were not in good condition. Teachers follow traditional teaching methods such as chalk and talk, reading books and memorizing, verbal explanation without using appropriate teaching materials. Teachers often enter the class without preparing lesson and teaching materials. Once teacher comes in the class, he reads book, asks some questions to students. If children are able to understand, teacher does not try to simplify, rather asks children to read text at home and keep memorizing. Teachers were not adequate in number in some schools. Some teachers do not spend fulltime in school and

only some teachers carry out their teaching jobs sincerely. Office assistant of one school stated that teachers of this school do not teach students regularly and because of poor quality of teaching, many parent do not send their children in this school. Some parents of school dropout girls said that girls could not read and write well even after sending them for three years, and it was worthless to send girls in school. Poor quality of education is one of the causes for pushing girl out of school.

### ***Influence of Peer***

Girls often want to be with friend in and outside the school. A girl who is initially not interested to go to school is attracted to school when she sees most of their friend going to school. Likewise, when some friends stop going to school, other girls also decide to quit the school under influence of peer group. Some of the dropout girls said that they dropped out the school because their friends already left the school. Some parents also said that their daughters stopped going to school because girls of the similar age in the village left the school.

### **3.5 Routine Works of Girls at Home**

Out-of-school girls were asked to say about their daily activities at present. Their responses to this question are presented in table below. Most of the girls stated that they daily engaged in household chores such as cooking food, preparing snacks, cleaning utensil and washing clothes. Eighteen percent said that they were mainly responsible for caring younger sibling. Only 2.5 percent works in other houses and farm.

**Table 8: Routine Works/Activities of out-of-school Girls at Home**

SN	Work/Duties	Number	Percent
1	Doing household chores	194	82.2
2	Taking care of younger sibling	43	18.2
3	Working at farm and home	27	11.4
4	Working in other's house and farm	6	2.5

During interview, large number of school dropout girls shared their feelings that they were involved in some types of works inside or outside homes. They are busy with their household activities along with working in farms in the farming seasons. Some girls said that they wish to go to school, they do not have any choice and are compelled to support their family members and as per parents' wishes.

### **3.6 Girls' Views toward Their Education**

Girls' perceptions towards their education and school can play an important role in reducing dropout problems. In this study, attempt was made to explore their views on girl education. Almost all girls said that education is important for them and they should go to school for study. Analysis of qualitative data obtained from in-depth interview also reveals that never enrolled and school dropout girls were interested to go to school, but their parents did support them to go to school. Most of girls said that girls' education is important for life and they want to go to school if opportunity is created for going to school.

**Table 9: Girls' Perceptions on Their Education**

SN	Perceptions	Number	Percent
1	Girls should go to school for study	231	97.9
2	Given an opportunity would you like to go to school?		
	Yes	205	86.9
	No	31	13.1
3	Desired level of education		
	Primary level (1-5)	50	21.2
	Lower secondary level (6-8)	57	24.2
	Secondary level (8-10)	102	43.2
	Higher secondary level (11-112)	24	10.2
	Higher level (BA/MA)	3	1.3
	Total	236	100.0

Eighty seven percent of dropped out girls said that they want to go to school again if their problem is address and opportunity is given to them. Highest percent of girls said that they had desire to complete at least secondary level education. About 20 percent want to complete at least primary level of education. Only 1.3 percent were interested to get higher education. It is clear from data that girls have positive views and attitude towards school level education.

### 3.7 Sanitation and Hygiene Behaviour

Children learn sanitation and hygiene behaviour from their parents and school. Most of the households in study area did not have access to toilet facility and used open space for defecation. Only 13 percent sample girls reported using toilet at home and one third of those ever enrolled girls use toilet in school. However, majority of the girls reported that they washed their hands with water and soap in critical times such after defecation and touching dirty things.

**Table 10: Sanitation and Hygiene Behaviour of Girls**

SN	Sanitation and hygiene	Number N=236	Percent
1	Use of school toilet facility	58	33.9
2	Use of toilet at home	31	13.1
3	Hand washing with soap and water in critical time such as after defecation and touching dirty things	143	60.6

Sixty seven percent of the sample girls had experiences of the monthly period. Girls having menstrual experiences were asked about issues related to menstruation and its hygiene.

**Table 11: Menstrual Abstaining and Hygiene**

SN	Menstrual issues and hygiene	Number	Percent
1	Experiences of menstruation	158	66.9
2	Monthly period stops girls from doing some daily activities such fetching water and cooking food	61	38.6
3	Missing school during monthly period	53	33.5
4	<i>Types of materials used during menstruation</i>		
	Old clothes	152	96.2
	New and hygienic clothes	5	3.2
	Sanitary pad	1	0.6
	Total	158	100

About 40 percent girls said that they abstained from doing some work such fetching water and cooking and 36 percent did not go to school during monthly period. Almost all girls used old clothes as menstrual blood observing pad. They were not aware of menstrual hygiene as they were not instructed properly by mothers as well as teachers at school. During interview many girls said that they learned to use old and torn cloths as blood observing pad from their mothers who also used the similar material during their monthly period.

### 3.8 Mental Well-being and Perceived Ability of Girls

Mental well-being refers to psychological functions, life satisfaction and happiness and ability to maintain good relation with others. In this study, only two indicators of mental well-being scale were included.

**Table 12: Status of Mental wellbeing of girls**

SN	Indicator	Most of time	Some times	A little of time	None of the time
1	Feeling restless, crying, fidgety, or impatient in the last month		23.3	31.4	45.3
2	Feeling cheerful, happy, satisfied and relax in the last month	18.6	57.6	18.6	5.1

As shown in above table, only 23 percent girls felt sometimes restlessness and impatient in the last. But majority girls felt sometimes cheerful, happy, satisfied and relax in the last month. It can be said that mental well-being of girls is satisfactory.

In our society, girls or women are perceived to be weaker than boys/men. In this context, school dropout girls were asked to judge their ability and decision-making capacity themselves.

**Table 13: Perceived ability of the girls**

SN	Ability	Number	Percent
1	Able to do things as much as other people	99	41.9
2	Overall, I feel that I am a failure	155	65.7
3	Decision-making ability/skill	17	7.2
4	Who decide your work and activities?		
	Mother	61	27.9
	Father	98	44.7
	Elder sister	5	2.3
	Mother and Father	55	25.1
	Total	219	100.0
5	Participation in decision-making process of family	69	29.2

Only 42 percent of the girls said that they were able to do things as much as other people at home and outside home. Only 7 percent reported that they could decide themselves about their activities. About 30 percent girls depended on mother on decision-making and 45 percent said that father decided their work and roles. It is obvious that girls by and large depend on father and mother while deciding their roles, works and fates. Only 30 percent said that they occasionally participate in decision-making process of a family.

### **3.9 Girls' Participation in Co-curricular Activities**

Participation in co-curricular activities is essential for physical and mental development of both boys and girls. Girls were asked to mention whether they participated in co-curricular activities when they were in school and whether they are still interest these activities. Fourteen percent girls said that they still play some kinds of local games and sports with their friends at their village and home. Only 13 percent reported that they participated in co-curricular activities organized by school when they used to go to school. Highest percentage of girls found to be interested in singing songs (45%) and one-third in games and sports (Appendix table 10). Most of the girls reported that they were interest to learn sewing and netting occupational skills.

### **3.10 Work Division and Family Environment of Girls**

Family environment plays a huge role in girls' education and socialization. Good family environment can play supportive roles in education of children. In this connection, girls were asked to mention the situation of their family environment. Children are important sources of labour within households. During the group discussion and household interview with parents, it was frequently expressed that girls were responsible for carrying out household chore such as cooking, cleaning utensil and assisting parent at homes and farm. Involvement of boys in household chore is less compared to that of girls. Work division of the households is based on the socially constructed gender roles. Gendered division of labour that exists within homes leaves the bulk of domestic chores to girls thereby decreasing their chance of attending school.

**Table 14: Family environment of school dropout girls**

SN	Family environment	Number	Percent
1	Work division and cooperative work among family members		
	Most often	103	43.6
	Sometimes	119	50.4
	Least often	14	5.9
	Total	236	100.0
2	How is your family environment at present?		
	Good and harmonious environment	87	36.9
	Satisfactory environment	126	53.4
	Bad environment	23	9.7
	Total	236	100.0

About 50 percent girls reported that sometimes there were cooperative work and work division among family members and 44 percent said that these activities happened most often. Likewise, majority rated the family environment as satisfactory. It is clear from data that family environment of majority of girls is satisfactory. But gendered division of the work at the household level demands more labour of girls for domestic chores and disrupt their study at home. Home environment at rural areas is not conducive and supportive for girls' education

### 3.11 Girl Planning for Getting Married

Child marriage and early marriage practices in study areas are still prevalent. Most of the girls get married below the age of twenty year. Only 3.8 percent sample girls age between 10 to 14 years were married. The unmarried girls were asked to say about their planning/thinking of getting married.

**Table 15: Marital Status and Girls' Planning for Getting Married**

SN	Present Status and Planning	Number	Percent
1	Marital status		
	Married	9	3.8
	Unmarried	227	96.2
2	Planning for marriage		
	After completing the age 15 years	15	6.4
	After completing the age of 18 years	136	57.6
	After completing the age of 20 years	74	31.4
	Not decided	11	6.7
	Total	236	100.0

Majority of girls (57%) said that they wished to get married after completing the age of 18 years and only 31 percent wanted to be married after the age of 20 years. They also said

that they could not decide about their marriage on own interest and their parent will decide when and to whom getting married.

One of the married girls still living in parental home said:

*I was married at the age of 11 years. My parent never asked me about when get married and married to whom. My marriage was arranged without consulting me. Girls like have to accept marriage when parent decide on girl's marriage. I have seen my husband only one time during marriage ceremony. After marriage I left to go to school.*

One of unmarried school dropout girl expressed her views on marriage planning.

*I want to get married after age of 19 years. My marriage does not happen in my interest and decision. Matter of when to marry and marry with whom is decided by my parent. My own interest and planning for marriage are worthless thing.*

Decision related to girls is completed controlled by parents and relatives and it is beyond the planning of the girls in Madhesi community.

### **3.12 School Features and Girl Attendance**

During the fieldwork, nine schools were observed and collected basic information about school facilities and teaching-learning environments. Out of nine, one primary school had no adequate classrooms. Building and physical facilities including play grounds are moderately satisfactory in most of the observed school. Some schools were constructed a few years back with support of NGOs. Some schools were found running classes in disrepair classroom of old buildings. Two schools had no toilet and urinals facilities for students. Other observed schools had dirty toilet as well as urinals for student.

One primary school in Banshkor had any desk and bench in classroom. Students were found sitting on floor without mat. Some old broken benches were stored in one corner of office room. Other two observed schools had no adequate desk and bench. Schools supported by NGOs had some teaching and educational materials such poster and charts, and library with some books. Thought most of the schools did not have essential teaching materials and books, available materials were not properly used by teachers. A few schools had large number of students in a single classroom especially in primary and lower secondary level, lack of benches and desks for students to stay, crowded classrooms. Children were sweating and feeling uncomfortable inside the classroom. It was difficult for both students and teachers to focus in teaching and learning.

When asked about the recreation facilities available in school, children said that there were not any sport items except the playground. Schools did not have any rules of keeping separate sports teacher. Teachers and head teachers also agreed that schools lack basic recreational facilities which are important means to keep children in school. Children said that schools lacking sports items for children to play during intervals. Only a few schools had some sport items such as volleyball, ludo, carrom board etc.

Out of nine schools, there had no adequate number of teachers. Head teacher of lower secondary school said that classes were not managed and run effectively due to lack of adequate number of teachers. Some teachers including Head teachers of a few schools were reported to be fleeing from their duties. They were not teaching sincerely and effectively in classroom. Almost all teachers entered classroom without any preparation for

teaching. Textbook and chalk and duster were used as teaching materials. Students were asked to read books and memorize the contents without proper understanding of the text. Most of teachers are not trained in child centered and child friendly teaching learning activities. However, they had heard child friendly behaviour and environment. Teachers lack the child friendly teaching activities and even the trained teachers have made little efforts to create joyful learning environment in the schools in Nepal.

When teachers and head teachers were asked about punishment, most of them were against punishing children. They however argued that using different types of punishment measures help keep large number of children in control and maintain silence in classroom. A head teacher said that punishment has become a common system to take control of students. Children are punished when they are unable to complete home works and irregular at school without any specific reasons. Some schools were found preparing code of conduct for teachers, students and SMC. But it seems that code of conduct was not followed properly. Likewise, except two schools, seven had child clubs, but they were not mobilized in sanitation and co-curricular activities. Students and child clubs were not involved in management and decision making of school.

Thought a considerable number of students do not attend school regularly, teachers do not ask irregular students' their parents about reasons of absenteeism. Teachers do not take care of students' frequent absenteeism. As shown in Table below, attendance for boys ranged from 63% to 73% across the grades while the attendance for girls ranged from 57% to 67% in the same grades.

**Table 16: Students attendance in schools**

Grades	Boys Enrolled	Present	%	Girls Enrolled	Present	%
1	290	212	73.1	278	187	67.3
2	215	146	67.9	196	129	65.8
3	182	130	71.4	213	142	66.7
4	126	88	69.8	155	89	57.4
5	104	65	62.5	101	63	62.4
Total	917	641	69.9	943	610	64.7

Data indicates that a large number of students continuously miss their classes. Absenteeism is a quite big problem reaching peak in crops planting and harvesting seasons and ceremonies. Daily attendance of students is low in comparison to enrollment. Girl's Absenteeism is higher than boys' absenteeism. Enrollment is gradually decreased as grade increases, indicating dropout problem.

***Cooperation/Friendship between mother school and UDAAN Center***

School should work closely with community people, CBOs and NGOs working in the field girls' education in order to increase the girls' enrollment in school and to create supportive environment at home, school and community. School teachers are aware of girls' dropout

problem. But most schools do not make any efforts to address the school dropout problem of girls. Only a few schools supported by Save the Children found to be making some efforts such as organizing meeting with parent, visiting the parent of drop children at their home and making list school dropout girls. CARE Nepal has recently established four UDAAN Center for girls' non-formal education bridge course in four VDCs of Kapilvastu District. After graduating from UDAAN Center, girls are encouraged and facilitated to join the nearest school at grade six.

There should be collaborative work between mother school and UDAAN Center to make direct link non-formal education of girls with formal education at school. The mother schools should make essential preparation for intaking and supportive mechanism for girls coming from UDAAN and other Non-Formal Education Center/Community Learning Center. But at present collaboration and friendship between mother school and UDAAN Center/CLC along with concerned stakeholders have not been established.

### **3.13 Girls Scholarship and Midday Meal Programme**

Government of Nepal has introduced scholarship and incentive programme for girls and children from Dalit and Disadvantaged communities, and midday meal programme in selected schools in order to improve their enrollment in school. Data were collected from Teachers/Head Teachers in order to see the relevancy of scholarship and meal programme for enrolling and retaining girls in schools. Teachers said that scholarship programme attracted children from Dalit and Marginalized Janajatis/Madhesi community to the school. Particularly girls had been interest to continue their education in upper grade with support of scholarship. A Head Teacher stated that the scholarship provided by the government have improved the educational status of children of Dalit and Disadvantaged communities, who are deprived of education due to poverty and social exclusion. Despite such programmes, absenteeism and school dropout problem still exist in Madhesi Dalit, Marginalized Janajati and Muslim community. According to teachers and District Education staff, some parents of Dalit Children occasionally said that government provided them only four hundred rupees once a year, why should children be sent to school daily. Because of lack of awareness of importance of education, illiterate parent do not like to send their children to school regularly. Girls who dropped out of school were dissatisfied with the amount given in the form of the scholarship. They said that the amount (Rs 400 per year) was not enough to cover every cost of educational materials like school uniforms, bags, pens, pencils, exercise books and tiffin

The government of Nepal with support from World Food Programme (WFP) is running mid-day meal programme in the selected schools of some part of the country including Kapilvastu District in order to improve educational and nutritional status of children from poor communities. Teachers and Head Teachers said that Midday Meal Programme has been very effective to attract children from Dalit and Disadvantaged communities who were deprived of education. This type of programme needs to be continued in the future.

One Head teacher in Banshkhori said that *"Before two years, our school had midday meal programme. A large number of students were enrolled in this school. Classes became crowded. Children used to be regular at school. It is very sad to say that this programme had been stopped since the last two years. Students' absenteeism has increased and enrollment has declined."*

Teachers suggested that the mid-day meal programme should resume and extended to other schools located poor and deprived communities. Government should introduce other scheme such financial supports for buying dress and educational materials.

### **3.14 Non-Formal Education and Its Modality for OSGs**

Literacy and non-formal programmes have been organizing for decades through different approaches and models by the Government of Nepal, NGOs and INGOs. Non-formal education centers established different parts of the country have been delivering non-formal education services for various target groups including illiterate people of remote areas and those living below poverty line and the wage labour. NFE Center of the Government has been launching literacy classes in massive scale with a view to making all people literate. But the NFE programme was ad hoc in nature due to lack of standard curriculum and graded learning materials for different groups of people. So it could not appropriate for the needs of local people. In order to provide NFE according to the needs and problems of the learners, and to link NFE programme with community development activities, Government of Nepal has adopted Community Learning Centers (CLC) for non-formal education programme. The Government of Nepal established 931 CLCs all over the country by 2009/2010. On top of that NGOs and INGOs established about 200 CLCs. The government has made a plan to establish at least one CLC in each VDC of the country as per Non-Formal Education Policy 2007. According to this policy, an opportunity of school education will be provided through non-formal primary education to school drop outs and to those who are not able to go to regular school for several reasons (MOE, 2008).

But most of NFE Centers including CLCs are not designed and implemented as innovative course bridging primary and lower secondary level of education targeting out-of-school children. In the case of children, NFE followed by bridge courses and incentives were the motivating factors for them to join formal schools. Skill and vocational training along with literacy/NFE were also motivating and useful to older children and to those who couldn't join a formal school. For example some girls who graduated from the literacy programs of BASE (NGO) joined a formal school, passed SLC and began working for BASE. This worked as a motivational factor for other. OSP (Out of school children programme) and FSP (Flexible School Programme) were the programs that directly linked with formal education. Bridge courses, and incentives (dresses, scholarship) provided by INGOs/NGOs to OSP and FSP graduates to motivate them to join formal schools also indirectly established links between non-formal education. Some organizations with the supports of Save the Children, World Education, Plan Nepal and CARE Nepal offered NFE to a variety of children to prepare them for formal school. For example Children Nepal, Aasaman Nepal, a leading NGO with support of Save the Children ten years ago offered the bridge courses to 8 to 14

years old boys and girls from 25 villages in Dhanusa (Acharya, and Koirala, 2006). The duration of Aasaman Nepal's bridge course was three years. Many boys and girls joined the school after completing NFE bridge course. BASE especially encouraged its' young female participants to join schools after the completion of literacy/NFE. But this bridge course was not developed and used as model NFE bridge course for the out-of-school girl age between 10-14 years. There is no specific measures and non-formal education programme for out-of-school girls to complete non-formal education equivalent to primary level and motivate them to join school at grade 6. Furthermore, there is no collaborative efforts of DEO, NGOs, CBOs and Community to create an opportunity for out-of-school girls to gain primary level education through non-formal education and get enrollment in school at grade six.

CARE Nepal has recently implemented UDAAN 'Catching the Missed Opportunity' Project in order to develop a NFE bridge course and UDAAN (Flight) School/Center for targeting out-of-school girls age 10-14 from socially excluded and marginalized community with experiences of the UDAAN School that was piloted in Uttarpradesh a decade ago with support of CARE India. This accelerated model of NFE bridge course will allow the selected girls to complete primary level of education within one in UDAAN Center. After completion of the integrated bridge course, girls graduated from the center will be encouraged to join at grade six of mother school located around the UDAAN Center. The model provide s the girls not only an opportunity to pursue secondary level education, but also empowers them with essential life skills and educational knowledge required for their lives, and improves the quality of education in mother schools.

## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

This chapter provides a short summary and conclusion of the baseline study conducted in nine VDCs of Kapilvastu District and offers some suggestions for policy and programme formulation.

#### 1.1 Summary and Conclusion

Almost all out-of-school girls (OSG) were from Madhesi community that includes Madhesi Dalit (31.4%), Muslim (16.1%), Terai Janajati (15.2%) and other Madhesi (35.2%). Eighty four percent of them were Hindu and 16 percent Islam by religion. Majority of OGS were from joint family (55.9%) comprising more than 6 family members. Sixty percent of the girls' fathers and 94 percent mothers were illiterate. Majority of the OSG live in huts and semi-pakki type of houses. Majority of households had owned less than one Bigha land that could not yield food grains sufficient to feed their family members for year. In terms of households' landholding size, food sufficiency and income level, majority of girls live in family with poverty and economic hardship. Sixty-percent households under the study live below the poverty line. Incidence of poverty is highest among Dalit households (79.9%) compared to other households. On the average each household spent Rs 2205 per child per annum for educational materials. Average spending per girl child studying at primary school is less than boys, indicating gender disparity on educational expenditure of the households.

Fifteen percent of the total girls aged 10-14 were out of school in the study areas. Prevalence rate of the school dropout girls/OSGs is highest in Hathihawa VDC (23.4%), followed by Somadiha VDC (22.9%), Bhagwanpur (21.0%), Bithuwa (18.2%), Balarampur VDC (16.8%), Abhiraw (9.7%), Hariharpur (9.1%) and Shihokhor VDC (8.1%). Only 57 percent of out-of-school girls were literate though 73 percent had ever been to school. It means that 16 percent of the out-of-school girls left school without learning to read and write.

Most girls dropped out school at grade 3 and 4. More girls dropped out of school as their parent engaged them in domestic chores as child labour. About 6 percent stopped going to school after getting punishment in school and three percent left the school because of school far from home and insecurity. Four girls stopped going to school after marriage. Only 3.8 percent girls were married in childhood. Most of the out-of-school girls were interested to go to school again if opportunity and supportive environment is created for them and they had desire to complete at least secondary level education.

Only 13 percent participated in co-curricular activities organized by school when they were in school. Forty-five percent interested in singing songs and one-third in games and sports. Only 13 percent sample girls reported using toilet at home. Most girls did not have decision-making skills. Girls depend on father and mother while deciding their roles, works and fates. Only 30 percent passively participated in decision-making process of a family.

Thirty six percent did not go to school during monthly period. Almost all girls used old clothes as menstrual blood observing pad. Mental well-being of girls was found to be

satisfactory. Majority of girls (57%) wished to get married after the age of 18 years though marital affair is completely controlled by parent wish.

Generally parent and community people are not against the girl's education and majority (61.4%) agreed that both boys and girls equally need encouragement to go to school. Analysis of both qualitative and quantitative data revealed that Dalit, poor, illiterate, socially excluded and marginalized peoples still hold negative attitude towards girls' education. Muslim people did send their daughter in Public/Community Schools located away from their settlement. Irrespective of caste and religious background, most parents do not send their daughters to schools located away from their village due to the perceived insecurity. Parents thought daughter is other's property and it is their responsibility to protect them before sending to in-laws family, rightful owners. Majority of parent are in favour of preparing their daughter as good daughter-in-law, good mother and mother-in-law in future instead of making educated and empowered women. Preparing girls with their traditional gender roles overshadow the importance of school education. Parents want to invest for son's education that will result in better future for parent. In contrast, sending girls to school is perceived as a lost investment. About 40 percent parents intended to create supportive environment at home such as providing reading room, tables and light, and buying educational materials.

There are several barriers and constraints to girls' education in the study areas such as poverty and low household income, involvement of girls in household chores and labour work, gender discrimination, child marriage and socio-cultural/religious norms, lack of education of parent, insecurity and distance to school, quality of school education and influence of peers. Poverty, ignorance and engaging girls in household chores/farm works have emerged as the major constraints towards girls' education. Because of low income and economic hardship, poor families could not support children's schooling. Despite enrollment in school, when parents are out of home for work, girls have to stay at home to complete every household duties. Such dual responsibility increase irregularity at school and gradually decreases girls' interest in school, and then it resulted in school dropout.

There is still traditional practice of marrying girls during childhood among poor, Dalit and marginalized communities. Poor and illiterate families thought that they may not get right groom if they keep daughters at home for longer age. After marriage, girls stopped going to school due to the shame of early marriage and parents also do not encourage married daughter to go to school. Most of the parents were ignorant and unaware of importance of girl education because most of them are illiterate. They are not sure that school level education would not help to get better job as educated persons are not getting jobs. One of the major reasons for girls being kept out of school is the lack of education of parent.

Poor quality of education is one of the causes for pushing girl out of school. Most of the teachers in rural schools teach students using traditional chalk and talk methods and reading textbooks, and assigning students to read and memorize text without clear understanding meaning of text. Such teaching-learning practices resulted in punishment school and discourage students to attend class regularly. Irregularity in school affected children's performance and finally ended in dropping out. Some girls also dropped out of schools due to lack of enough classroom, desk and bench, playing facilities and girl/child

friendly toilet. A few girls were not interested to continue going to school because they wished to be with those friends who were previously dropped out.

Involvement of community in school management through SMC, establishment of Parent Teacher Association (PTA) and Child Clubs are mandatory. But parents were not aware of PTA and its function. Child clubs were not mobilized in co-curricular activities and management of school activities. School had no intention of involving parents and community people in school matters. There is no proper collaboration and cooperation between school, community, CBOs and NGOs in order to promote girls' education and address the issues of school dropout girls. There is a large gap between rhetoric and practice. Parents from ultra-poor families are not satisfied with the amount of the scholarship that is not sufficient to buy educational materials and snacks.

Government through District Education Office (DEO) provides girl scholarship and Dalit scholarship (Rs. 400 per student per annum). DEO provides financial support (Rs. 12 per student per day) to the selected schools located in poor, Dalit and marginalized communities to run midday meal programme that attracted and motivated girls from Dalit and poor households to go to school regularly. Government has also established community learning center for non-formal education where out-of-school girls attend for learning. Parents from ultra-poor families are not satisfied with the amount of the scholarship that is not sufficient to buy educational materials like school uniforms, bags, pens, pencils, exercise books and tiffin. No specific measures are adopted by the government and NGOs to address the issues of out-of-school girls and create supportive environment to go to school. Non-formal education (NFE) programme basically emphasizes on literacy class that is not designed and implemented with a view to preparing out-of-school girls for joining school in certain grade.

Based on the findings of the study, it can be concluded that 15 percent of girls aged 10-14 years are out of school. A considerable number of girls from Dalit, Muslim, marginalized and socially excluded Janajati and Madhesi community have never been to school and school-enrolled girls from these communities are less likely to complete full cycle of basic education as they drop out of school before completing primary level education. Among the out-of-school girls, only 73 percent were enrolled in school and 94 percent dropped out of school before completing grade five. About 17 percent of out-of-school girls were never enrolled in school. It is obvious that about 20 percent of out-of-school girls do not get an opportunity to go to school.

Poverty and low household income, involvement of girls as child labour in domestic chores by their parents, gender-based discrimination, lack of education of parent, child marriage and socio-cultural and religious norms, insecurity and distance to school, poor quality of teaching are barriers to girls' education in the Kapilvastu District.

Most of girls are powerless and their work, life and fate are under controlled of parent decision. Many are interested to go to school and complete at least secondary level education but their interest and right to basic education are grossly denied because of illiteracy and ignorance of parents, and culture of engaging girls on domestic works, and less priority on girls' education. Mid-day meal programme in school has positive impact on increasing enrollment of girls in school. But girl scholarship programme could not motivate parents to send their daughters to school. Amount of girl scholarship is very low that cannot

cover the educational expense of a girl. Girls from Dalit and disadvantaged community are less benefitted from the government scholarship and incentive programme. NFE Center has not developed and implemented specific non-formal education courses that are equivalent to primary level education. There is no proper link between the existing non-formal education and formal education programme for out-of-school girls. There is no collaborative works between DEO, NGOs, CBOs and community to bring out-of-school girls to school and create an opportunity for those girls to complete full cycle of school education.

## **1.2 Recommendations**

Based on findings and conclusion of the study, following recommendations are made for action:

1. Most of the parents of OSG/school dropout girls are illiterate and they give less importance on girls' education and more priority on son's education. Therefore, community based awareness activities targeting gender-based discrimination in children's schooling and value of girls' education to be initiated by community based organization including child clubs, youth clubs and mothers group using local media such street drama, posters, interaction programme, public meeting, rally, FM Radio programme etc.
2. As most of the dropout girls are from illiterate families, it is recommended that parent literacy classes including parent education and parent training programmes are essential.
3. Majority of parents of OSGs are poor and live below poverty line due to lack of regular jobs and income generation activities. Only 5 percent of household income is spent on girl's education and more than 90 percent income goes to necessities like food and clothing. Girls' education needs to be linked with income generation activities of the parent so that they can invest the some portion of the income on girls' education. UDAAN Project should develop income generation activities and provide training/technical supports to the selected poor families on goat raising, poultry, fisheries, vegetable farming, plumbing, candle making, tailoring along with the seed money through revolving funds.
4. Girls who were never enrolled or school dropout at lower grade do not like to go to primary school and sit with small children. One year intensive NFE bridge course covering major contents and skills of primary school curricula should be developed and conducted in UDAAN Center. Such a center may not be easily accessible by the girls selected from different places. Moreover, if the girls commute to the UDAAN Center daily, again they have to carry out household responsibility at their home in the evening and morning, and they may not progress in study as expected. UDAAN Center must be with residential facility where the selected and admitted girls can stay and study during the stipulated period of the study at the center. UDAAN Learning Center should be piloted and developed as alternative and sustainable NFE model for out-of-school girls as a basis for entering them in lower secondary level of school education and create supportive environment at home, school and community for completing secondary level education.

5. Friendship and cooperation between UDAAN Center, Mother schools and District Education Office should be established so that they can help each other and work collaboratively in order to address the issues of out-of-school girls by creating opportunities for out-of-school girls' education.
6. In order to promote quality of education in school, teachers need to be trained on child centered and child friendly pedagogies, inclusive teaching strategies and practical teaching skills using local materials.
7. Some girls dropped out of school due to lack of appropriate infrastructure and sanitation facilities. School should make efforts to establish disabled and girl friendly toilet and classroom with the support of DEO, NGOs and CBOs.
8. The money which is given in the form of scholarship is negligible and not enough to cover cost of schooling. Government should increase the amount of girl and Dalit scholarship and incentive schemes that can cover the total school expenses of the girls from socially excluded and highly marginalized communities.
9. Mid-day meal programme is effective to motivate boys and girls from poor and disadvantaged communities to go to school regularly. This programme should be continued and extended to the school located nearby poor families, Dalit and disadvantaged communities of the District.

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## Appendices

### Appendix-1 Additional Tables of Data Analysis

**Table 1: Educational status of Parents of Out of School Girls**

SN	Educational Status	Number	Percent
1.	Father's Education		
	Illiterate	161	68.2
	Literate/Non-formal Education	22	9.3
	Primary Education (1-5 grade)	40	16.9
	Lower Secondary (6-8)	8	3.4
	Secondary (9-10)	4	1.7
	Higher Secondary (11-12)	1	0.4
	Total	236	100.0
2.	Mother's Education		
	Illiterate	222	94.1
	Literate/Non-formal Education	10	4.2
	Primary Education (1-5 grade)	2	.8
	Lower Secondary (6-8)	2	.8
	Total	236	100.0

**Table 2: Distribution of the households by types of houses and access to electricity**

SN	Socioeconomic variables	Number	Percent
	Ownership of houses	235	99.6
	Types of houses		
	Kachhi	87	37.0
	Semi-pakki	57	24.3
	Pakki (permanent type)	91	38.7
	Total	235	100.0
	Main source of lightening		
	Fire	29	12.3
	Kerosene	85	36.0
	Electricity	122	51.7
	Total	236	100.0

**Table 3 : Socioeconomic conditions of households**

SN	Socioeconomic variables	Number	Percent
	Size of land holding		
	Landless	22	9.3
	Less than 5 kattha	41	19.2
	5-10 Katha	51	23.8
	11-20 Kattha	66	30.8
	21-30 Kattha	24	11.2
	31-40 Kattha	18	8.4
	More than 40 Kattha	14	6.5
	Total	214	100.0
	Food sufficiency		
	Less than three months	39	18.2
	Less than six months	63	29.4
	Less than nine months	44	20.6
	Up to twelve months	54	25.2
	Twelve months	14	6.5
	Total	214	100.0
	Monthly income		
	Up to two thousand	57	24.2
	Two to four thousand	57	24.2
	Four to six thousand	55	23.3
	More than six thousand	67	28.4
	Total	236	100.0
	Main occupation		
	Subsistence farming/Agriculture	165	69.9
	Wage Labour	34	14.4
	Sharecropping in other lands	14	5.9
	Foreign employment and others	16	6.8
	Carpenter and Mason	6	2.5
	Total	236	100.0

**Table 4: Incidence of income poverty across the caste/ethnic groups**

SN	Caste/Ethnicity	Below Poverty Line		Above Poverty Line	
1	Madhesi	49	59.0	34	41.0
2	Muslim	22	57.9	16	42.1
3	Janajati	23	62.2	14	37.8
4	Dalit	59	79.7	15	20.3
5	Brahmin	1	25.0	3	75.0
	Total	154	65.3	82	43.7

**Table 5: Parents' Preference Level of Education for their Son and Daughters**

SN	Preference level of education	Son	Daughter
	Primary Education (1-5 grade)	5.9% (14)	34.3%(81)
	Lower Secondary (6-8)	5.1%(12)	27.5%(65)
	Secondary (9-10)	31.4%(74)	30.1%(71)
	Higher Secondary (11-12)	36.0%(85)	6.8%(16)
	Higher Education (BA/MA)	21.6%(51)	1.3%(3)
	Total	236	236

**Table 6: Parents' Attitude towards Girl's Education**

SN	Statement	Agree	Disagree	Neutral
1	It is a waste of resource to educate girl child	27.1	72.5	0.4
2	Primary education is sufficient for girls	51.3	48.3	0.4
3	Girl could not perform well at school work	26.3	76.3	0.4
4	As per socio-cultural norms, girl should not be allowed to go to school at age of puberty	47.3	51.9	0.8
5	Good education will help my girl child to get ahead in life	81.8	16.9	1.3
6	My girl child learn important life skill in school	69.9	26.7	3.3
7	Parent should encourage their girl children to go to school	78.8	19.5	1.7
8	Better education qualification will help in getting better job	72.5	25.0	2.5
9	Schooling will make my girl child less productive in the sense that she will be reluctant to adopt family occupation	39.0	54.2	6.8
10	Prestige of family is declined while sending a daughter in school	19.5	72.5	8.0
11	Daughter should be prepared as good mother, good daughter-in-law and mother-in-law	75.4	18.2	6.4

**Table 7: Family Support for Daughter Education**

SN	Family supportive efforts	Number	Percent
1	Created supportive environment at home for girls' education		
	Yes	90	38.1
	No	146	61.9
2	Cutting down daughter workload for household chores		
	Yes	163	69.1
	No	73	30.9
	Total	236	100.0

**Table 8: Caste/Ethnic Background of the out of school girls**

SN	Caste/Ethnicity	Number	Percent
	Dalit	126	24.9
	Janajati	101	19.9
	Madhesi	134	26.4
	Muslim	134	26.4
	Others	12	2.4
	Total	507	100.0

**Table 9: Reasons for girls being kept out of school according to girls**

SN	Reasons	Number	Percent
3	Reasons for not ever enrolled in school		
	Parents did not send me to school	34	52.3
	Poor family background	12	18.5
	Need to assist parents in household chores and farm work	11	16.9
	Not interested to go to school	5	7.7
	Being orphans	2	3.5
	Lack of birth registration certificate	1	1.5
6	Reasons for school dropout		
	Need to support parents in household chores, farms works and caring younger sibling	76	44.5
	Poverty and lack of family support	51	29.8
	School activities were not joyful	17	9.9
	Teachers' punishment	10	5.8
	Language barrier	5	2.9
	Insecurity and school far from home	5	2.9
	Married in childhood	4	2.5
	There is no proper drinking water and toilet facility at school	1	0.6
	Being orphans	1	0.6
	School expelled me from class and school	1	0.6

**Table 10: Girls' participation in co-curricular activities**

SN	Co-curricular activities	Number	Percent
1	Play any games and sport at present	34	14.4
2	Participation in extra-curricular activities when you were in school?	31	13.1
3	Interest in co-curricular activities		
	Sport and games	49	34.0
	Dance	19	13.2
	Songs	65	45.1
	Club activities	5	3.5
	Others	6	4.2
	Total	144	100.0
4	Interested to learn occupational skills		
	Sewing and netting	181	76.7
	Beauty parlour	7	3.0
	Cooking	5	2.1
	No I am not decided yet	43	18.2
	Total	236	100.0

**Table 11: Parents' interest to send their out of school girls**

SN	Interest and support needed	Number	Percent
	Are you interested to send out of school daughter to school?		
	Yes	182	77.1
	No	54	22.9
	Total	236	100.0
	Support needed to send out of school daughter to school		
	Social support	61	25.8
	Financial support	106	44.9
	Non-formal preparation class for schooling	32	13.6
	Social support and financial support	28	11.9
	Financial support and Non-formal preparation class	9	3.8
	Total	236	100.0

## Appendix-2

### Household Questionnaire/Interview Schedule

Household ID:

Name of Interviewer

Date of Interview

Place of Interview

I Background information of the respondent

Q101. District:

Q102. Village Development Committee (VDC):

Q103. Ward no.

Q104. Name of Village/cluster

Q105. Respondent's name:

Q106. Respondent's Age:

Q107. Respondent's Sex: 1. Male                      2. Female

Q108. Household Head Name:

Q109. Sex of the Household Head: 1. Male                      2. Female

Q110. Caste/ethnicity :

1) Madhesi (Yadav, Mandal, Jha.....)

2) Muslim

3) Dalit (Chamar, Lohar, Patharkatta, Kami, Damai .....

4) Bahun/Chhetri/Thakuri

5) Janajati (Tharu, Gurung, Magar, Newar.....)

Q111. Religion:        1) Hindu        3) Islam        4) Buddhist    5) others .....

Q112 Type of family:        1) Joint                      2) Nuclear        3) Others .....

Q113 Size of Family: .....

Q114 Level of Education (Out of school girl's father)

1. Illiterate

2. Literate/non-formal education

3. Primary (1-5)

4. Lower Secondary (6-8)

5. Secondary (9-10)

6. Higher Secondary (11-12)

7. Higher Education (BA, BSc, Bed and above)

Q115 Level of Education (Out of school girl's mother)

1. Illiterate

2. Literate/non-formal education

3. Primary (1-5)

4. Lower Secondary (6-8)

5. Secondary (9-10)

6. Higher Secondary (11-12)

7. Higher Education (BA, BSc, Bed and above)

Q116 Respondent's Level of Education

1. Illiterate
2. Literate/non-formal education
3. Primary (1-5)
4. Lower Secondary (6-8)
5. Secondary (9-10)
6. Higher Secondary (11-12)
7. Higher Education (BA, BSc, Bed and above)

Q117 Main occupation of the Respondents

1. Subsistence Farming/Agriculture
2. Andhiya/Sharecropping
3. Wage Labour
4. Carpenter
5. Mason
6. Plumber
7. Stone cutting/making stone grinder
8. Retail shop/tea shop
9. Teaching at school/Clerical job at Government/Non-government Office
10. Sweeper/helper/security guard at office and hotel
11. Security guard
12. Other (specify) .....

**II. Information of out of school children**

Q201 List the all children living in the respondent's household between age 10-14 years and obtain information on sex, age, school status and main activity of children who are currently out of school.

SN	Name	Sex	Age	Ever enrolled 1=Yes 2=NO	Age at enrolled in school	In school 1=Yes 2=NO	Passed class if s/he is/was in school	Main activity

Q202 Why is the child not in school (give the main reason only)? **Ask question for all those children aged between 10 and 14 years who are not in school.**

SN	Name	Sex	Age	Codes												
				1	2	3	4	5	6	7	8	9	10	11	12	

**Codes**

1. Sick/disabled
2. Lack of money to pay for school expense
3. Need support us in household chore/caring sibling
4. Need to work on the farm
5. Lack of interest/did not want to continue study
6. Not doing well in study/poor performance
7. Completed primary school
8. Bullying and fear of school teacher
9. Distance to school (too far)
10. Initiation of menstruation/puberty
11. Death in the family/orphan
12. Other (Specify).....

Q203 What is the most reason for your daughter being out of school (never enrolled/dropout)?

1. Poverty/lack of money
2. Engaging in household chores/farm work and caring younger sibling
3. Girl education is not important for family
4. Distance to school (too far)
5. Fear of going to school/not interested in study
6. Culture of not sending school after Initiation of menstruation/puberty
7. Lack of girl friendly sanitation facilities in school
8. Child marriage
9. Insecurity/harrassesment
10. Other (specify).....

Q204 Do you think girl should be sent to school?

1. Yes
2. No

Q205 If yes, what is the main reason for girls to go to school?

1. To became literate
2. To gain knowledge
3. To obtain certificate
4. To empower girls
5. To get job in future
6. Other (specify)

Q206 Indicate the respondent's attitude towards boys and girls on the following.

SN	Attitude	Boys	Girls	Both
1	Who needs more encouragement to attend school?			
2	Who are more interested in school?			
3	Who performs better at schoolwork?			
4	Whose schoolwork is more disrupted with household chores?			
5	Whose education expenditure is higher at the primary level?			
6	Who should continue education up to higher level			

**Q207 Attitude towards girl education**

SN	Statement	Agree	Disagree	Uncertain
1	It is a waste of resource to educate girl child			
2	Literacy and primary education is sufficient for girls			
3	Girl could not perform well at school work			
4	As per socio-cultural norms, girl should not be allowed to go to school at age of puberty			
5	Good education will help my girl child to get ahead in life			
6	My girl child learn important life skill in school			
7	I am interested to send my girl child every day			
8	Parent should encourage their girl children to go to school			
9	Better education qualification will help in getting better job			
10	Schooling will make my girl child less productive in the sense that she will be reluctant to adopt family occupation			
11	Prestige of family is declined while sending a daughter in school			
12	Daughter should be prepared as good mother, good daughter-in-law and mother-in-law			



Q216. What is your planning for getting daughter married?

1. After 15 year of age
2. After 18 years
3. After 20 year
4. After 25 years
5. Other .....

### III Socio-economic Status of Household

Q301. Do you have your own house?

1. Yes
2. No

Q302. What is the type of your house?

1. Kacchi (made up of bamboo reeds, wood, mud and thatched roof)
2. Semi-Pakki (made up of brick/stone and mud)
3. Cemented/Pakki

Q303. What is the main source of lighting in your house?

1. Fire
2. Candle
3. Kerosene
4. Electricity

Q305. What is the main source of water for your household?

1. Private hand pump
2. Public hand pump
3. Public tap
4. Shallow/Deep well
5. Other (specify).....

Q306 Do you have toilet at home?

1. Yes
2. No.

Q307 What kind of toilet facility do you and your family member usually use?

1. Open Pit latrine
2. Closed pit and fenced by wood and bamboos, kharia etc
3. Flush or pour flush latrine outside house
4. Flush latrine inside house

Q308 Do you or your family have own cultivated land?

1. Yes
2. No (Go to Q304)

Q309 If yes, how many? .....Katha

Q310 How many months are cereals from your own land sufficient to feed your family members?

1. Less than three months
2. Less than six months
3. Less than 9 months
4. Twelve months
5. Twelve month and surplus

Q312 If your agricultural production is not enough for the twelve months, what do you do for survival of your family members?

1. Buying foods with earning from labour work

2. Living and working in landlord's house
3. Engaging in share cropping
4. Go to other place for work (seasonal migration)
5. Other (specify) .....

Q313 What is monthly income of your family? Rs .....

SN	Items	Monthly Estimated amount in Rs	Annual estimated amount in Rs
1	Agricultural products (cereals, beans, potato and vegetables)		
2	Livestock product(Goat, pig, cows, buffalos, chicken etc)		
3	Wage labour		
4	Monthly salary		
5	Retail shop/ tea shop		
6	Pension		
7	House rent		
8	Earning from other sources		
	Total		

Q314 Do you have specific traditional occupation/skills?

1. Yes
2. No

Q315 If yes, what are they?

1. Woodwork/carpenter
2. Tailoring
3. Making metallic utensils and pots
4. Making stone materials/stone grinders
5. Making basket/dhakiya and other prouduct using bamboo/reed etc.
6. Other specify.....

Q316 Are you or your family using vocational skill for earning cash?

1. Yes
2. No

Q317 Are you interest to increase income and support daughter education by engaging income generation activities?

1. Yes
2. No

Q318 In order to improve your livelihood, what types of skill/vocational trainings do you or your family members prefer?

<ol style="list-style-type: none"> <li>1. Sewing/netting</li> <li>2. Goat keeping</li> <li>3. Bee keeping</li> <li>4. Fishery</li> <li>5. Making bamboo basket/products</li> <li>6. Candle making</li> <li>7. Computer training</li> </ol>	<ol style="list-style-type: none"> <li>8. Carpenter</li> <li>9. Mason</li> <li>10. Plumbing</li> <li>11. Painting</li> <li>12. Silk farming</li> <li>13. Fresh vegetable farming</li> <li>13. Others (specify) .....</li> </ol>
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2. Some time
  3. A little of time
  4. None of time
- Q27 How much of the time, during the past month, have you felt cheerful, happy, satisfied and relax?
1. Most of time
  2. Some time
  3. A little of time
  4. None of time
- Q28 I am able to do things as much as other people?
1. Yes
  2. No
  3. Not sure
- Q29 Overall, I feel that I am a failure
1. Yes
  2. No
- Q30. What is your opinion about your village school?
1. Good
  2. Satisfactory
  3. Bad
- Q31. Do your parents want you to study?
1. Yes
  2. No
- Q32 What is the main reason for your parent not sending you in school?
1. Poverty
  2. Ignorance
  3. Traditional thinking of not sending school
  4. Burden of households and farm works
  5. School is far from home
  6. Child marriage
  7. Insecurity
  8. Others.....
- Q33. Do you think girls should study?
1. Yes
  2. No
- Q34. Given an opportunity would you like to study now and get enrollment in school?
1. Yes
  2. No
- Q35. If yes, up to what level?
1. Primary level (1-5)
  2. Lower secondary level (6-8)
  3. Secondary level (8-10)
  4. Higher secondary level (11-12)
  5. Higher level (BA/MA)
- Q36. What kind of support do you need to go to school?
1. Literacy class and basic education before joining the school
  2. School dress and stationery
  3. Financial support

4. Any others.....
- Q38 What do you do at home present?
1. Doing household chores
  2. Assisting parent at home and farm
  3. Taking care of younger sibling
  4. Playing with friends
  5. Other specify .....
- Q39. Do you play any games and sport at present?
1. Yes,..... game/sport
  2. No
- Q40. Did you participate in extra-curricular activities such sport, games, dance and student club activities when you were in school?
- Q41 Were you associated with Child clubs/student club as a member when you were in school?
1. Yes
  2. No
- Q42 Are you interested in any of following extra-curricular activities?
1. Sport and games
  2. Dance
  3. Song
  4. Club activities
  5. Other .....
- Q43. Do you like to learn any occupational skills?
1. Yes, sewing and netting
  2. Yes, beauty parlor
  3. Yes, .....
  4. No, I am not decided yet
- Q44. Can you decide yourself what you want to do at present?
1. Yes
  2. No
- Q45. If no, who decide your work and activities?
1. Mother
  2. Father
  3. Elder brother
  3. Elder Sister
  5. Other Specify .....
- Q46. Do you participate in decision-making activity of your family?
1. Yes
  2. No
- Q47. How is your family environment at present?
1. Good and harmonious environment/good relation, understanding and cooperation among family members
  2. Satisfactory environment/sometime good understanding and some time conflict among family members
  3. Bad environment/bad relation, dispute and misunderstanding among family members
- Q48. Is there work division and cooperative work among your family members?
1. Yes, always
  2. Yes, sometimes
  2. No, there is no work division and cooperation

Q49. Are you married?

1. Yes
2. No.

Q50. If not, when are you planning to get married?

1. After completing 15 years age
2. After completing 18 years age
3. After completing 20 years age
4. After completing my graduation age
5. Any other, specify.....

Q51. When are your parents thinking to get you married?

1. After completing 15 years age
2. After completing 18 years age
3. After completing 20 years age
4. After completing my graduation age
5. Any other, specify.....

Q52. What is the aim of your life?

1. Teacher
2. Nurse
3. Doctor
4. Engineer
5. Pilot
6. Businessman
7. Moldel Farmer
8. Beautician
9. Any other specify.....

The End

## Appendix-4

### Guidelines for Focus Group Discussion with community/parents

Site: VDC .....

Ward.....Village/Cluster.....

Date:

Time:

Duration of FGD session:

Moderator:

Recorder/Note-taker:

Number of Participants: (Maximum 8-12)

S. No.	Name	Age	Sex	Caste/Ethnicity	Education	Occupation

#### Introduction and getting started (5-10 minutes)

Greetings and introduction of participants and moderators

Briefing the purpose of the study

Assuring confidentiality

Obtaining verbal consent from the participants

#### Guiding questions

1. What are the general perceptions in your community/society regarding girls' education?
2. What is your opinion on education of girls?
3. Do you think girls should be educated? If yes, what level? If not, why?

4. What will happen if girls are educated? Or not educated?
5. In your community, how many girls are out of school?
6. What type of households/which section of community (Dalti, Muslim, Madhesi, Pahadi, Poor, Illiterate parents) do not send their girls/daughters to school?
7. Why are some of the girls in your village not going to school?
8. Is there any discrimination in schooling of children in this area?
9. Specifically what are the common difficulties faced by the parents in sending their girls/daughters to school?
10. What are common difficulties faced by girls in relation to their education?
11. What are the key social and cultural factors affecting girls not enrolling in schools?
12. What are the key economic factors affecting girls' education? Is there any relationship between poverty and girls education in this community?
13. What can be done to improve the economic condition of the poor households?
14. What is your opinion about the school in your village regarding:
  - Facilities offered and Infrastructure
  - Functioning of school
  - Academic atmosphere
15. What are your views towards school teachers' teaching activities? Child friendly behaviour?
16. As a whole, how is school environment? Inclusive and child friendly? Attractive/Unattractive?
17. Are there any agencies working for improving girl education in this area? If yes what are they doing?
18. What is the government doing to encourage/promote girls' education?
19. Are you satisfied with the programmes, incentives and facilities provided by government to support girls' education?
20. What additional facilities do you wish to have for girls in your village to be enrolled in school?
21. What changes would you want to suggest so that girls of your village can be sent to school?

**Appendix -5**  
**Interview Guide for case history of school dropout girl**

1. General Information
  - Name:
  - Sex
  - Age
  - Caste
  - Religion
  - Father's Name
  - Mother's Name
  - Address:
2. Where were you born? Where did you grow up?
3. How many members are there in the household?
4. How many are you in your family of the same mother?
5. Are you the eldest, youngest or somewhere in the middle in the household?
6. How many are older than you? Do they attend school?
7. Are you the eldest among the girls/boys?
8. Do you have any other child staying with you who are not in school?
9. What prevents your parent from sending you to school?

**School Experiences**

10. When did you start school
11. Where did you start your schooling?
12. Did you repeat any class/grade while you were in school? (How many times and which class/grade?)
13. Did you stop before and start again?
14. What did you like about school? What did you not like most in school? Were there unhappy moments at school?
15. What about from teachers; was the help adequate? Did teachers show friendly behavior towards you?
16. Were school environment child friendly/supportive/attractive?
17. Did you get any help from your parents on school work? Were parents supportive?
18. Were your parents happy that you went to school?
19. What else worried you so much that you had to leave school?
20. When did you dropout school? At what grade?
21. Why did you drop out of school?
22. Were there other girls/boys like you who dropped out of school while you were there?
23. Why did they drop out?
24. Suppose your problems were sorted out, will you go to school now? Given the choice, do you like to study now? If yes, up to what level? If no, why not?
25. Do your parents want you to study?
26. What do you think school authorities should do to help you in school?
27. Would you say that your work at home interfered a lot with your school work?
28. What work do you do now that you have stopped going to school?
29. Did you think of any career while you were in school? Did you feel like doing some job after school?
30. What work/job do you like to carry on as career in future?
31. Do you play any games? Do you like to sing and dance?
32. What skill do you want to learn?
33. What are your suggestions to improve girls' participation in school?

## Appendix-6 Interview Guide for Teachers and Head Teachers

### 1. General Information

- Name:
- Designation/position
- School Name and Address:
- Contact phone:
- Academic qualification
- Number of Years of Work experience

1. How many girls and boys are studying in this school? How many girls in school catchment area are out of school at present?
2. How many of them though enrolled are not attending school? Who is usually absent from school- the boy or the girl? Why are they not attending school regularly?
3. Have you ever tried to persuade parents of the out-of-school girls to send their daughter/s to school?
4. In your opinion what is the parents' attitude/perception towards girls' education?
5. Could you please describe dropout situation of students in your school? Who drops out most at the different levels girls or boys? Reasons for girls and boys dropping out.
6. Please elaborate who do you see the most prevalence groups and community of dropout in these area?
7. Can you tell me about the reasons for children drop out from schools?
8. What are key economic factors affecting girl's education? Does poverty influence on school dropout or never enrollment?
9. What are the social and cultural factors affecting girls' education? Does caste and religious background of parent influence on the school dropout of girls?
10. How far do gender stereotypes hamper girls' education?
11. Do you think the practice of early marriage contributes adversely to the education of girls? How?
12. Do you think the distance between school and home is a deciding factor whether to keep girls in or away from school?
13. Do lack of sanitation and water facilities in schools act as barriers for girls attending school?
14. How does the perceived quality of education provided in schools impact on girls' educational participation?
15. Do you think any areas of teaching learning practices at schools be improved to retain the girls in school up to higher education?
16. What are the current and future consequences of drop out of girls from schools? How do you see the impact of dropout in the girls' life and well-being and the society and community?
17. In your opinion, what types of policies and programmes could be vital to reduce the problem of dropout?
18. Please tell about the importance of the community and their roles to reduce the problem of dropout?
19. In your opinion, what could be done to overcome the problems that affect girls' education?
20. Please tell about the importance of I/NGOs and their roles to reduce the problem of dropout?
21. Do you think co curricular activities organized at schools help the students to develop life skills amongst the students? If yes, how?

**Appendix-7**

**School Information Sheet**

1. Name of school..... Date established.....
2. District.....
3. VDC/Municipality.....
4. Main languages spoken (a)..... (b).....
- Main Caste/Ethnicity: a)..... b).....
- c)..... d).....
- Main Religion: a) ..... b) .....c).....
- Head teacher..... Qualification.....sex.....
- Experience as head at present school.....
- Enrolled Students: Boys..... Girls..... Total .....

**Enrollment and Attendance**

Grade/class	Boys		Girls	
	Enrolled	Present today	Enrolled	Present today
1				
2				
3				
4				
5				
6				
7				
8				

**Last year pass rate**

Grade	Boys		Girls		Total	
	Pass	Fail	Pass	Fail	Pass	Fail
1						
2						
3						
4						
5						
6						
7						
8						

### Repeaters

Grade	Boys	Girls
1		
2		
3		
4		
5		
6		
7		
8		

### Dropouts

Grade	Boys	Girls
1		
2		
3		
4		
5		
6		
7		
8		

### School Profile

Description	Number	Remarks
Number of school blocks		
Number of Classroom		
Number of Office room		
Number of teacher room		
Library		
Number of staff toilet: Male Female		
Number of Boys toilet		
Number of Girl toilet		
Number of urinal: For Boys For girls		
Source of Drinking water: Hand mump Tap (Piped water) Filter Water		
Sport field:		

Volley ball Football Badminton Kaprdi Others.... Sport equipment 1 2 3 4		
Child clubs/eco-clubs 1 2 3	Boys	Girls
PTA members	Male	Female
SMC members	Male	Female

Does this school require any support for its improvement? Yes/No

If yes, what types of support do you need for what improvements?

Are there regular interactions between school and NGOs/agencies supporting girl education?

Is friend of Udann established between school children and children studying at Udan Center?

Do school teachers and staff treat children equally?

Do school teachers following child friendly and student centered teaching-learning activities?

Do school teachers engaging all students in classroom activities without intimidating them or without using punishment technique?

Has the school prepared and implemented code of conducts in school?

### List of out-of-school Girls

Name of VDCs	Ward No.	Tol/Basti	Father's Name	Girl's name	Age	Drop out class
Sihokhor	1	Sihokhor	Buddha Miya	Taharunanisah Miya		
Sihokhor	2	Sihokhor	Rajendra Loniya	Shila Lonia	10	NE
			Ghanshyam Chamar	Pramila Chamar	10	NE
			Mohamad Rafik	Sanarunanish	10	NE
			Rajaram Chamar	Laxmi chamar	12	NE
			Lal Bihari Kahar	Laxmi Kahar	11	NE
			Ram Autar Kahar	Bindrawati Kahar	13	2
Sihokhor	3	Sihokhor	Chinku Manihar	Sakina Manihar	14	2
			Pitambar Murau	Angur Murau	14	2
			Muse Yadav	Sarita Yadab	10	1
			Lede Yadav	Mamata Yadav	10	1
			Waris Pathan	Anwari Pathan	12	NE
			Bannar Pathan	Ajarun Nisa	13	NE
			Kallu Kohar	Rinki Kohar	13	NE
Sihokhor	4	Banskor	<i>No out of school girls</i>			
Sihokhor	5	Banskor	Lalit Kurmi	Shushila Kurmi	12	
			Ramji Kohar	Anita Kohar	14	3
			Ramji Kohar	Reshmi Kohar	12	1
sihokhor	6	Khoriya	Sukai Yadav	Shanti Yadav	12	2
			Ghirau Pasi	Saroja Pasi	12	4
			Molah Pasi	Golu Pasi	12	1
			Radhe Loniya	Roshani Loniya	11	NE
			Muse Mallah	Jogana Mallah	14	NE
			Sakuntala Bari	Anjani Bari	14	NE
			Sakuntala Bari	Nandani Bari	12	NE
Sihokhor	7	Khoriya	Chandrika Kori	Rita Kori	11	2
			Ram Milan Barai	Mamata Baria	11	1
			Baitullaha Musalman	Jasima Musalman	13	3
Sihokhor	8	Matamariya	Bharat Patharkatta	Juguli Patharkatta	10	NE
Sihokhor	9	Madhunagara	Bhagirathi Bhar	Rina Bhar	13	1
			Bhagirathi Bhar	Basanti Bhar	11	
			Ram Autar Rajbhar	Mina Rajbhar	13	4
			Ram Autar Rajbhar	Pina Rajbhar	11	1
Somadiha	1	Somadiha	Jatau Kanhar	Bindrawati Kanhar	13	NE
			Baisu Pasi	Maya Pasi	12	2

			Chinku Pasi	Mina Pasi	13	3
			Jite Pasi	Indrawati Pasi	13	2
			Pujan Pasi	Tarmati Pasi	13	NE
Somadiha	2	Somadiha	Mahangi Chamar	Sabitri Chamar	14	NE
			Piyare Chamar	Rina Chamar	13	1
			Chinni Chamar	Urmila Chamar	12	1
			Sumiran Chamar	Bandhana Chamar	12	1
			Ranjana Chamar	Sarita Chamar	14	4
			Chayan P. Kevat	Laxmi Kevat	14	3
			Bishnu Yadav	Kismati Yadav	14	4
			Devaki Nandan Yadav	Roshani Yadav	14	2
Somadiha	2	Maryadapur	<i>No out of school girls</i>			
Somadiha	3	Kopawa	Ram Bilas Prajapati	Pramila Prajapati	14	4
			Baiju Pasi	Mangalawait Pasi	14	2
			Kallu Musalman	Najma Musalman	14	2
			Manohar Chamar	Bindrawati Chamar	14	1
			Mahabali Chamar	Riki Chamar	13	1
			Mahabali Chamar	Pinki Chamar	14	2
			Trokogi Yadav	Manorami Yadav	14	4
			Chhotelal Kanhar	Anita Kanhar	14	4
			Chhadun Ahir	Mira Ahir (Disabled)	12	2
			Ramshuvak Ahir	Rima Ahir	12	2
			Nirjit Ahir	Laxmi Ahir	14	3
			Gobinda Ahir	Sima Ahir	13	3
			Ramgulam Yadav	Puja Yadav	13	4
			Jawahir Prajapati	Punam Prajapati	14	14
			Ramnibas Badhai	Ram Dulari Badhai	11	4
Samadiha	4	Sultanwapur	Beche Sonar	Riko Sonar	12	2
			Moharat Kanhar	Anita Kanhar	12	NE
			Moharat Kanhar	Sarita Kanhar	13	
			Santagulam Dharikar	Shanti Dharikar	14	3
			Ajarun Ni. Musalman	Sehanaj Musalman	12	NE
			Ajarun Ni. Musalman	Mehnaj Musalman	11	NE

			Nandalal Gupta	Sangita Gupta	14	NE
			Nandalal Gupta	Bika Gupta	12	NE
			Kanchan Pasi	Urmila Pasi	13	NE
			Kanchan Pasi	Bindrawati Pasi	14	NE
			Manju Gupta	Mira Gupta	12	4
			Gharbharan Dhobi	Gudia Dhobi	13	3
			Harichandra Dhobi	Rekha Dhobi	13	2
Somadiha	5	Sultanwapur	Bhole Chamar	Parmati Chamar	14	
			Ramdhani Chamar	Kislawati Chamar	13	4
			Ramdash Badhai	Sumitra Badhai	14	NE
			Ramsamajh Chinku Chamar	Akalwati Chamar	12	NE
			Ramsamajh Chinku Chamar	Jyoti Chamar	10	NE
			Anarjit Chamar	Sundari Chamar	12	2
			Chaitu Chamar	Rita Chamar	13	NE
Somadiha	6	Belashpur	Shyam Sundar Pasi	Manni Pasi	13	2
			Bhandari Chai	Antima Chai	14	4
			Gayatri Chai	Jhubli Chai	13	
			Gayatri Chai	Gulab Chai	10	1
			Gayatri Chai	Anju Chai	13	NE
			Rammilan Chai	Manita Chai	12	NE
			Bhola Chai	Rupa Chai	14	4
			Santa Ram Kanhar	Shanti Kanhar	10	NE
			Ram Shankar Leniya	Golaki Pasi	13	2
Somadiha	7	Ikha	Hasan Ali Musalman	Samsun Musalman	12	NE
			Hajul Musalman	Tahira Musalman	13	2
			Khalil Musalman	Abarun Musalman	10	2
			Khalil Musalman	Asarun Musalman	12	2
			Sahabuddin Miya	Sajarun Phakir Miya	12	2
			Najamuddin Miya	Chiginiya Miya	11	2
			Din Mo. Miya	Almuni Miya	11	2
			Din Mo. Miya	Maimuni Miya	13	3
			Ghunu Pasi	Pinki Pasi	13	3
			Doulat Ahir	Rupawati Ahir	13	2
			Pahadiya Musalman	Rokai Musalman	10	2
			Sukharaj Lengi Chai	Bindrawati Chai	11	2

			Sukharaj Lengi Chai	Indrawati Chai	13	2
			Sahib Ali Musalman	Rehana Musalman	10	2
			Sahib Ali Musalman	Fatima Musalman	12	3
			Sakir Musalman	Khairun Nisa Musalman	14	3
			Banke Musalman	Fotu Musalman	12	NE
			Chinnu Musalman	Jarina Musalman	12	NE
			Chinnu Musalman	Parida Musalman	13	NE
			Late Musalman	Khusbun Musalman	13	NE
Somadiha	8	Ikha	Indra Dev Kori	Manita Kori	14	NE
			Gaisa Mo. Kujada	Kaisara Kujada	13	2
			Iliyas Mo. Kujada	Fatma Kujada	10	1
			Iliyas Mo. Kujada	Johara Kujada	12	1
			Manour Kujada	Reshma Kujada	10	1
			Manour Kujada	Aashma Kujada	11	2
			Manour Kujada	Sahnaj Kujada	13	3
			Alisher Kujada	Apsana Kujada	11	1
			Alisher Kujada	Ruksana Kujada	13	2
			Alisher Kujada	Sabnam Kujada	14	NE
			Mahabul Gaddhi	Sahida Gaddhi	13	NE
			Roshan Ali Kujada	Afarin Kujada	10	1
Somadiha	9	Semari	Lokai Yadav	Shila Yadav	13	NE
			Rupanahe Yadav	Suryamati Yadav	14	1
			Ramanebas Yadav	Manatori Yadav	13	2
			Ramshevak Kurmi	Panna Kurmi	13	2
			Ram Milan Kurmi	Nema Kurmi	14	3
			Mahaghi Kanhar	Maniya Kanhar	14	NE
			Ghaichu Kanhar	Chhotkali Kanhar	12	NE
			Bhulan Kanhar	Manni Kanhar	13	NE
			Nandalal Kanhar	Anjani Kanhar	14	NE
			Nokhai Kanhar	Radhika Kanhar	13	NE
			Nokhai Kanhar	Sangita Kanhar	14	NE
Hariharpur	1	Hariharpur	<i>No out of school girls</i>			
Hariharpur	2	Khairhaniya	<i>No out of school girls</i>			
Hariharpur	2	Suryapura	Fotu Yadav	Jayanti Yadav	4	2
			Adalat Pathan	Apsana Pathan	12	NE
			Parbati Yadav	Bimlawati Yadav	14	
			Mustakin Pathan	Soni Pathan	14	2

Hariharpur	2	Amhawa	Ram Sanehi Raidas	Manisa Raidas	12	2
			Mohamad Nau	Fatma Nau	13	2
			Mohamad Nau	Sajma Nau	11	1
			Mohamad Nau	Ashama Nau	10	1
			Isahak Nau	Chinaki Nau	14	NE
			Ajodhaya Khatik	Sona Khatik	14	NE
			Tami Khatik	Sona Khatik	13	4
			Salim Pathan	Hasina Pathan	14	2
			Salim Pathan	Safina Pathan	12	3
			Jhabbu Tharu	Laxmi Tharu	14	NE
			Boghe Yadav	Gita Yadav	14	2
			Ram Dev Kurmi	Anita Kurmi	13	3
Hariharupur	3	Pachigai	<i>No out of school girls</i>			
Hariharupur	3	Thakurapur	<i>No out of school girls</i>			
Hariharupur	4	Pachiganwa	<i>No out of school girls</i>			
Hariharupur	5	Naudihawa	<i>No out of school girls</i>			
Hariharupur	5	Dhansaili	<i>No out of school girls</i>			
Hariharupur	6	Semarhana	<i>No out of school girls</i>			
Hariharupur	6	Chhitaidihawa	<i>No out of school girls</i>			
Hariharupur	6	Parashurampur	<i>No out of school girls</i>			
Hariharupur	7	Madhangara	Giriraj Singh	Sushila Singh	14	NE
Hariharupur	7	Bankatti	Dharmaraj Kurmi	Bifani Kurmi	14	3
			Jhakri Bhar	Mina Bhar	14	3
			Bhikhu Bhar	Kumari Bhar	13	
			Bhikhu Bhar	Budhani Bhar	11	3
			Laleshor Bhar	Jhuna Bhar	14	3
			Rambelas Bhar	Binjana Bhar	14	3
			Manti Kevat	Sakuntala Bhar	11	1
			Ghurahu Kevat	Lali Kevat	14	NE
			Abadhram Kurmi	Guddi Kurmi	13	3
Hariharupur	8	Jhusiya	Batohi Kevat	Shrikanti Kevat	14	3
			Batohi Kevat	Nira Kevat	12	3
			Ramshuvak Kevat	Sadhana Kevat	13	3
			Ramshuvak Kevat	Sahana Kevat	11	2
			Ananur Kevat	Sumirita Kevat	13	4

Hariharpur	8	Gharkhasawa	Raju Mallah	Puspa Mallah	14	NE
			Krishna Mallah	Kislawati Mallah	12	NE
			Rajkumar Mallah	Sonmati Mallah	12	NE
			Maggan Mallah	Sunita Mallah	10	NE
			Sevak Mallah	Sushila Mallah	14	NE
Hariharpur	9	Charigaun	Ali Husen	Salrun Husen	14	NE
			Jainullah Musalman	Anirunisa Musalman	13	NE
			Chhedi Musalman	Fuljahan Musalman	13	NE
			Chhedi Musalman	Nirajahan Musalman	14	NE
			Iliyas Musalman	Abarun Musalman	13	NE
			Iliyas Musalman	Alim Musalman	12	NE
			Nisab Musalman	Sitarun Musalman	12	NE
			Bhola Kevat	Sumawati Kevat	11	1
Balarampur	1	Balarampur	Barashati Godia	Laxmi godia	13	3
			Somai Godia	Kunti Godia	14	1
			Patbari Godia	Biphani Godia	14	3
Balarampur	2	Badegaun	No out of school girls			
Balarampur	3	Bijayanagar	Charnika Bhar	Urmila Bhar	14	2
			Pallu Bhar	Joheri Bhar	11	
			Bishambhar Kurmi	Sarita Kurmi	14	3
			Birendra Kurmi	Subhawati Kurmi	13	3
Balarampur	3	Prabhat Nagar	No out of school girls			
Balarampur	4	Golaipur	No out of school girls			
Balarampur	4	Tagdirpur	No out of school girls			
Balarampur	4	Pratapnagar	No out of school girls			
Balarampur	5	Ramawapur	Insan Ali Ghunia	Sakina Ghunia	11	1
			Pratap Nau	Anuradha Nau	13	NE
			Ramraji Yadav	Sanjani Yadav	13	3
Balarampur	6	Shankarpur	Samsad Daphali	Mehnaj Daphali	12	NE
			Samsad Daphali	Khusnaj Daphali	14	NE
			Gulamrasul Manihar	Mehnaj	11	NE

				Munihar		
			Asgar Ali Manihar	Mainaj Manihar	14	3
			Ramshuvak Yadav	Bidyawati Yadav	12	NE
			Hamid Manihar	Soni Manihar	12	NE
			Iliyas Manihar	Araburunisa	11	3
			Iliyas Manihar	Kutbun	14	NE
			Iliyas Manihar	Jarina Manihar	12	NE
			Asiyajam Manihar	Nasibun Manihar	10	NE
Balarampur	7	Bangai	Ramlal Nau	Bidyawati Nau	14	2
			Parashuram Pasi	Nirmala Pasi	14	2
			Ramautar Pasi	Laxmi Pasi	14	1
			Shukai Kori	Sima Kori	14	NE
			Bhadai Pasi	Anara Pasi	14	3
			Jhinkau Kori	Sunita Kori	12	1
			Jhinkau Kori	Anita Kori	14	1
			Budhai Malli	Mina Mali	14	1
			Mannu Teli	Isharawati Teli	14	5
			Shyam Lal Chamkatiya	Hira Chamakatiya	14	1
			Radhe Shyam Kori	Rajkumari Kori	14	1
Balarampur	8	Bangai	Patishori Loniya	Puja Loniya	10	1
			Rajendra Kurmi	Prinka Kurmi	11	1
			Radheshyam Loniya	Shivamati Loniya	13	NE
			Nagendra Loniya	Mamata Loniya	13	1
			Lalman Loniya	Gyanmati Loniya	11	NE
			Banshidhar Kurmi	Kislawati Kurmi	13	4
			Shyamlal Loniya	Urmila Loniya	13	3
			Shyamlal Loniya	Puja Loniya	11	3
			Subhas Loniya	Janaki Loniya	12	3
Balarampur	9	Bangai	Kumar Chamkatiya	Urmila Chamkatiya	13	1
			Kumar Chamkatiya	Lilu Chamkatiya	11	4
			Gaya Ahir	Mira Ahir	14	NE
			Shyam Sundar BK	Ramdulari BK	12	2
Abhiraw	1	Sano Abhiraw	Adal Pasi	Srijana Pasi	10	NE
			Harischandra Pasi	Shyamkali Pasi	10	NE
			Chinaki Pasi	Rinku Pasi	11	NE
			Mohan Pasi	Athjani Pasi	11	NE

			Bipat Kevat	Manu Kevat	14	3
			Bipat Kevat	Gunja Kevat	10	1
			Rajaram Pasi	Anita Pasi	13	3
			Jaisram Pasi	Urmila Pasi	14	3
			Tirtharam Kanhar	Anuradha Kohar	13	3
			Rajmati Kevat	Kislawati Kevat	14	2
Abhiraw	1	Thulo Abhiraw	<i>No out of school girls</i>			
Abhiraw	2	Abhiraw	<i>No out of school girls</i>			
Abhiraw	3	Chamar	<i>No out of school girls</i>			
Abhiraw	3	Bhaiskunda	Ram Kisan Prajapati	Samiksha Prajapati	14	4
Abhiraw	4	Sano Baiskunda	Pancham Kohar	Sangita Kohar	14	
			Chinku Yadav	Juggi Yadav	14	4
			Chinku Yadav	Kismati Yadav	12	
			Chinku Yadav	Kislawati Yadav	10	
			Lalan Lohar	Soniya Lohar	10	2
			Santaram Kohar	Nira Kohar	10	2
			Suresh Kurmi	Anita Kurmi	12	2
Abhiraw	5	Bharwaliya	Abdul Atif Musalman	Sawa Pramin Musalman	10	NE
			Abdul Atif Musalman	Sagrun Nisa	11	1
			Asgar Ali	Sabina Khatun Ali	12	3
			Akbar Ali	Rafikun Ali	13	3
			Salimuddin Fakir	Sahidun Nisa Fakir	14	1
			Abdul Mabin Fakir	Sahibun Nisa	13	2
			Sakir Ali	Kafiya Ali	14	3
			Sakira Ali	Rafiya Ali	12	2
			Hajrat Ali	Sabira Khatun	14	1
Abhiraw	6	Bharwaliya	Laxmi Narayan Bhuj	Bandana Bhuj	10	2
			Salahudin Musalman	Tanwis Wasin	10	2
			Ram Ayodhya Yadav	Shubhawati	14	5
			Shiv Prasad Yadav	Laxmi Yadav	12	3
			Ramchandra Baniya	Laxmi Baniya	10	2
			Nandu Chamar	Puspa Chamar	10	2
			Nirahu Pasi	Manorami Pasi	12	2
			Gurucharan Biswakarma	Nandani Biswakarma	11	3
Abhiraw	7	Mankhoriya	Bahau Kurmi	Puspa Kurmi	13	4
			Haridash Biswakarma	Sunita Kurmi	13	4

			Shiva Puja Yadav	Lalita Yadav	13	4
			Trilok Yadav	Premshila Yadav	13	4
Abhiraw	8	Mankhoriya	Ramdash Pasi	Rinu Pashi	14	3
			Dan Bahadur Mourya	Shila Mourya	14	4
Abhiraw	9	Sipura	Bishram Pasi	Bindrawati Pasi	12	3
			Bijaya Pasi	Kausila Pasi	12	4
			Ramkisun Pasi	Punam Pasi	13	4
			Ramkisun Pasi	Nilam Pasi	11	3
			Sugrim Pasi	Anita Pasi	12	3
			Nandaram Pasi	Puspa Pasi	14	2
			Dharmaraj Pasi	Sundari Pasi	10	3
			Bipat Yadav	Indrawati Yadav	14	3
Abhiraw	9	Sano Mankhoriya	Gaya Prasad Chauhan	Punita Chauhan	14	4
			Shivapujan Pasi	Laxmi Pasi	13	3
			Ramrohita Chamar	Maya Chamar	12	3
			Chhaibal Pasi	Sumitra Pasi	10	3
			Mahendra Pasi	Shusila Pasi	13	2
			Basudev Pasi	Arati Pasi	14	2
			Hari Ram Pasi	Sukalwati Pasi	14	3
			Phagu Pasi	Sakuntala Pasi	13	3
			Prem Narayan Chauhan	Sangita Chauhan	14	2
			Sahindra Pasi	Mayawati Pasi	13	2
			Dipnarayan Chuahan	Sunila Chauhan	13	2
			Rajaram Pasi	Usha Pasi	10	2
			Tribhawan Pasi	Indrawati Pasi	14	2
			Tillu Pasi	Bindrawati Pasi	14	2
			Harichandra Bhuj	Mina Kumari Bhuj	12	3
			Brija Mohan Pasi	Laxmi Pasi	13	
Banskhor	1	Narkhoria	Asarafi Pasi	Ramauti pasi	12	1
			Ganesh Lodh	Akali Lodh	12	2
			Rajendra Lodh	Poonam Lodh	13	3
			Prahalad Pasi	Mina Pasi	12	NE
			Rajindra Pasi	Rina Pasi	13	NE
			Isahak Shesh Khatun	Saheba Khatun	12	NE
			Ismail Shesh Khatun	Fatima Khatun	14	1
			Prahalad Pasi	Sima Pasi	10	2
			Sukhadev Pasi	Rajkumari Pasi	10	NE
			Kota Paswan	Sunita Paswan	13	4
Banskhor	1	Banskhor	Shyamdev Yadav	Anita Yadav	14	3

			Ram Milan Yadav	Sarita Yadav	14	2
			Ramautar Yadav	Urmila Yadav	14	5
			Ramkumar Yadav	Laxmi Yadav	14	5
			Om Prakash Yadav	Sunita Yadav	13	3
			Kalamnath Yadav	Durgawati Yadav	13	2
			Santra Gaderiya	Rambha Gaderia	13	3
			Mangal Kurmi	Gudia Kurmi	14	4
			Maheshor Pandey	Nira Pandey	13	4
			Bechan Chai	Bindrawati Chai	13	3
			Sitaram Teli	Sangita Teli	14	3
Banskhori	2	Baraha	Ramshuvak Yadav	Kalpna Yadav	12	2
			Raj Kamal Yadav	Rupa Yadav	12	3
			Hariram Yadav	Sarita Yadav	13	5
			Kallu Yadav	Dhupa Yadav	13	5
Banskhori	2	Gaurigunja	Raju Chamar	Niroja Chamar	13	2
			Bannar Lohar	Bindawati	11	NE
			Bannar Lohar	Goili Lohar	13	NE
Banskhori	3	Madhunagar	No out of school girls			
Banskhori	3	Mahadev	Suresh Lodh	Sima Lodh	10	NE
			Jagadish Raidash	Maya Raidash	12	4
			Bishram Raidas	Suman Raidash	13	4
Banskhori	4	Bimiha	Rambachan Bhuj	Laxmi Bhuja	13	2
			Mishrilal Tharu	Priti Tharu	10	4
			Chandrika Chaudhari	Sita Chaudhari	10	4
			Ram Autar Kohar	Gauri Kohar	10	3
			Laduram Baniya	Ramgati Baniya	14	4
			Akbar Ali Musalman	Sannam Musalman	14	3
			Muse Chamar	Arema Chamar	12	NE
			Mokim Musalman	Attar Janha	12	4
			Kasi Pasi	Saroja Pasi	14	NE
			Inal Murau	Devanti Murau	13	4
			Satyanarayn Kevat	Akalmati Kevat	10	NE
Banskhori	5	Karma (Thulo)	Rom Bahadur Kohar	Bindrawati Kohar	11	4
			Lalchanda Chamar	Puja Chamar	12	3
			Pahalad Loniya	Sima Loniya	14	4
			Balaram Loniya	Neha Loniya	14	3
			Ram Milan Yadav	Ashokha Yadav	14	4
			Dhupa Pasi	Sangita Pasi	12	3
			Reshma Pasi	Usha Pasi	13	3
			Tobarak Musalman	Fatima Musalman	11	3

			Rajindra Loniya	Nisha Loniya	14	4
			Laduram Pasi	Ramauti pasi	14	4
			Chinaki Gaddhi	Sajida Khatun	12	3
			Gobinda Chai	Sunita Chai	14	4
Banskhora	6	Kapasi	<i>No out of school girls</i>			
Banskhora	7	Titihiriya	Dayaram Yadav	Mamata Yadav	13	1
			Sajida Musalman	Sabiya Musalman	12	2
			Sarbajit Chai	Durgawati Chai	14	3
			Raja Ram Chauhan	Puja Chauhan	14	3
			Raja Ram Chauhan	Lilama Chauhan	12	3
Banskhora	8	Parsiya	Rajindra Yadav	Sunita Yadav	13	5
			Lal Mohan Chauhan	Anita Chauhan	13	4
			Lal Mohan Chauhan	Rita Chauhan	11	4
			Pancham Raidas	Mamata Raidas	12	3
			Pancham Raidas	Manisha Raidas	10	2
			Newas Chamar	Simala Chamar	13	3
			Jokh Pasi	Akalmati Pasi	10	3
Banskhora	9	Gaura	Chirfut Kurmi	Anita Kurmi	13	3
			Jamiallah Musalman	Anirunisa Musalman	12	2
			Davananda Upadhya	Sangita Upadhya	13	3
			Ishor Chandra Dhobi	Shyakali Dhobi	13	3
			Shyam Lal Pasi	Tara Pasi	12	NE
Hathihawa	1	Dohani	Balistar Yadav	Sunita Yadav	14	3
			Man Bahadur Barai	Sunita Barai	12	2
			Phulchandra Barai	Saritat Barai	14	NE
Hathihawa	2	Phulwarpur	Sahadeve Tadiwan	Sarswati Tadiwan	14	3
			Radheshyam Tadiwan	Indu Tadiwan	14	2
			Ramsurat Tadiwan	Riki Tadiwan	13	3
			Ram Subhag Chai	Puja Chai	14	3
			Sahadeve Tadiwan	Gita Tadiwan	12	3
			Ram Sahesh Chai	Manish Chai	14	4
			Ram Naresh Chai	Sima Chai	13	3
			Jhinkak Chai	Salli Chai	12	2
			Rajendra Sukla	Renu Shukla	14	4
			Satai Yadav	Pushpa Yadav	12	2
			Ram Naresh Yadav	Puja Yadav	14	4
			Ram Naresh Yadav	Punam Yadav	12	2
			Musai Yadav	Gita Yadav	14	4
			Musai Yadva	Jhinki Yadav	12	3
			Bhigi Yadav	Gita Yadav	12	2

			Manulal Yadav	Golaki Yadav	13	3
			Najabuddin Musalman	Juguni Musalman	14	3
			Ghar Bharan Chai	Maya Chai	12	3
			Ram Milan Chai	Ramrati Chai	14	3
			Sitil Yadav	Nilam Yadav	14	3
			Kallu Teli	Juguri Teli	13	3
			Baitullaha Nau	Gudia Nau	12	NE
			Ram Surat gupta	Sima Gupta	14	3
			Gaya Teli	Pramila Teli	12	3
			Gaya Teli	Urmila Teli	14	3
Hathihawa	2	Taranagar	Radheshyam Lohar	Moni Lohar	14	NE
			Abadharam Yadav	Shusila Yadav	14	5
			Abadharam Yadav	Puja Yadav	12	3
			Suresh Bhuj	Moni Bhuj	14	3
			Somai Lodh	Sonmati Lodh	13	2
			Parashuram Yadav	Sangita Yadav	12	2
			Santa Kumar Loniya	Chandrakala Loniya	14	3
			Bikram Yadav	Sarita Yadav	14	4
			Ram Brij Yadav	Maya Yadav	14	3
			Dilip Kumar Bhuj	Laxmi Bhuj	12	2
			Rajendra Yadav	Akali Yadav	14	5
			Shiva Har Chamar	Soni Chamar	13	NE
			Gayasuddin Fakir Musalman	Nur Jaha	14	2
			Doshal Lodh	Hema Lodha	13	3
			Ram Keshav Yadav	Sangital Yadav	14	2
Hathihawa	2	Ghirawjot	Ran Tukaj Bhallah	Murati Mallah	12	NE
			Gobardhan Mallah	Anju Mallah	14	NE
Hathihawa	2	Shrinagar	<i>No out of school girls</i>			
Hathihawa	3	Dohani Dakshinadiha	Alagu Barai	Laxmi Barai	14	2
			Rudal Bhar	Gita Bhar	14	3
			Murali Badhai	Pramila Badhai	13	3
			Rishiram Yadav	Bebi Yadav	12	NE
			Suraj Kohar	Lalita Kohar	14	3
			Suresh Goshai	Sonu Giri	14	3
			Ram Newas Lohar	Milli Lohar	12	NE
			Bikram Bhar	Manna Bhar	12	2
			Ram Chandra Ahir	Gita Ahir	12	2
			Kancharam Bhar	Akali Bhar	12	2
Hathihawa	3	Lodhpur	Akar Husen Nau	Budhun Nau	14	NE
			Ram Lakhan Teli	Manish Teli	12	2

Hathihawa	4	Phulwarpur	Ram Milan Murau	Sila Murau	14	4
			Ram Milan Murau	Rima Murau	12	3
			Ram Milan Murau	Sabitri Murau	10	2
			Ram Lakhan Pasi	Sangita Pasi	12	3
			Manikahe Pasi	Indrawati Pasi	14	3
			Sakathu Pasi	Rukmani Pasi	12	2
			Jhinki Pasi	Urmila Pasi	14	2
			Ram Milan Pasi	Gita Pasi	13	NE
			Ram Milan Pasi	Sita Pasi	11	2
			Sabbir Musalman	Jarina Khatun	14	NE
			Sabbir Musalman	Jhinki Khatun	10	NE
			Sabbir Musalman	Nasma Khatun	12	NE
			Ram Prasad Mallaha	Shila Mallah	14	4
			Oli Mohamad	Sabina Khatun Ali	13	NE
			Satyanarayn Yadav	Anita Yadav	14	NE
			Modhu Yadav	Punita Yadav	12	NE
			Gavkaran Lodh	Bindawasini Lodh	14	4
			Saraphu Musalman	Reshmi Musalman	14	3
			Sitaram Pasi	Pramila Pasi	14	3
			Janmohamad Musalman	Afasani	13	NE
Hathihawa	4	Gadhahawa	Amariak Yadav	Sangita Yadav	14	3
			Man Bhawan Yadav	Sima Yadav	14	3
	4	Rajdiha	Abadulah Musalman	Amina Musalman	13	NE
			Abadulah Musalman	Momina Musalman	12	NE
			Abadulah Musalman	Nirjah	10	NE
			Abdul Salam	Sakira	14	NE
			Abdul Salam	Hajara	12	NE
			Abdul Salam	Aphsana	10	NE
			Hakikulla Musalman	Anjum	14	NE
			Hahikulla Musalman	Tarnum	12	NE
			Saiyad Phakir	Najiya	14	NE
			Mohad Mustaf	Robina	13	NE
			Rajaram Loniya	Rita Loniya	12	NE
			Roshan Loniya	Sangital Loniya	10	NE
			Roshan Loniya	Sangita	12	2
			Sukhani Loniya	Shusila	14	4
			Chotelala Yadav	Pramila Yadav	14	NE
			Chotelala Yadav	Sharmial	12	NE
			Reshma Loniya	Prinkya Loniya	14	2

Hathihawa	4	Chhodudiha	Istiyak Gaddi	Tarantum	14	NE
			Istiyak Gaddi	Sajida	12	NE
			Manwar Gaddi	Ayash	14	NE
			Asigar Gaddi	Jarina Khatun	13	NE
			Rashid Gaddi	Sajida Khatun	14	NE
			Bahid Gaddi	Farida Khatun	13	NE
			Mumataj Musalman	Jayana Khatun	14	NE
			Isha Gaddi	Tarantum	13	NE
			Bekarullah	Asmina Khatun	13	NE
			Budda Musalman	Anjum	14	NE
			Budda Musalman	Pramina	12	NE
			Kamruddin Musalman	Ajmerun	14	NE
			Mo. Inush Gaddi	Wasima	14	NE
			Mo. Inush Gaddi	Nasim	11	NE
Hathihawa	5	Sano Genbariya	Malal Fakir	Tahira Khatun	13	NE
Hathihawa	5	Thulo Genbariya41	Jite Chamar	Rekha Chamar	12	2
			Ghar Bharan Chamar	Rima	13	2
			Dukharaj Chamar	Renu Chamar	12	3
			Ram Jivan Chamar	Juguri Chamar	12	2
			Tirath Chamar	Anjani Chamar	13	2
Hathihawa	6	Jayanagar	Haddish Nau	Kani Nau	10	2
			Ajima Nau	Takdiru Nau	14	2
			Chandrika Yadav	Mira Yadav	14	5
			Tuphel Musalman	Akhat Janh	12	2
			Abdul Kaim	Momina	12	NE
			Narad Kohar	Puja Kohar	13	NE
			Lalman Bhuj	Prinkya Bhuj	12	NE
			Pralahad Dhobi	Saroja Dhobi	13	NE
			Ramrup Pasi	Kusum Pasi	11	NE
			Ramajan Musalman	Sajida	12	2
			Ramjan Musalman	Sayada	10	2
Hathihawa	7	Hathihawa	Ujagir Pas	Sundari Pasi	12	NE
			Bachan Dhobi	Rupawati Dhobi	13	4
			Bikri Kurmi	Murawati Kumrim	14	3
Hathihawa	8	Bishnupur	Ram Chandra Ahir	Kamalawait Ahir	12	NE
Hathihawa	8	Shivapur	Koil Bhar	Sita Bhar	13	NE
			Santarm Lodh	Puja Lodh	14	NE
			Rajendra Lodh	Shuvawati	13	NE
			Mulchandra Kevat	Sangita	14	NE

			Ram Achal Lodth	Pramila Lodh	10	NE
Hathihawa	8	Deupur	Akbar Ali Jenha	Haddisun Nisa	12	NE
			Abdulla Musalman	Jamina Khatun	14	NE
			Nasib Musalman	Badia Khatun	14	NE
			Nasib Musalman	Rasida Khatun	14	NE
			Saidullaha Musalman	Sahina Khatun	14	NE
			Masahur Musalman	Abida Khatunn	14	NE
			Masahur Musalman	Farida Khatun	12	NE
			Masahur Musalman	Gulsan	11	NE
Hathihawa	8	Bichpur	Inyat Jolha	Samsun Nisa	14	2
			Sate Mohamad	Wasima	13	2
Hathihawa	9	Shivalawa	Chin Gud Dhobi	Anju Dhobi	14	2
			Ram Sneha Pattarkatta	Kiran	14	NE
Bithuwa	1	Ramwapur	Ram Narayan Chamar	Bindu Chamar	12	2
			Sarbajit Chamar	Indrawati Chamar	12	2
			Santosh Chamar	Usha Chamar	13	3
Bithuwa	3	MotiBhari Sano	Ram Bilas Gupta	Mamata Gupta	12	3
			Ram Bilas Gupta	Shova Gupta	10	2
Bithuwa	3	Madhunagar	<i>No out of school girls</i>			
Bithuwa	3	Madhunagar (Uttardiha)	Milan Pasi	Saroja Pasi	14	3
			Mangal Pasi	Punam Pasi	14	3
			Pralahad Kohar	Shuvawati	13	2
Bithuwa	2	Piparahawa	<i>No out of school girls</i>			
Bithuwa	4	Motibhara Thulo	Matai Kohar	Golaki Kohar	12	2
			Mohamad Rafi	Phuljanha	2	
			Chinak Dhunia	sajina	12	3
			Jamuna Chamar	Asha Chamar	14	3
			Gelagai Dhobi	Anamati Dhobi	14	3
			Chhedi Chamar	Prabhawati Chamar	14	3
			Pancham Chamar	Punti Chamar	13	2
			Mohanlal Chamar	Rekha Chamar	12	3
			Khanjaji Dhobi	Punita Dhobi	10	NE
			Jhinkan Dhobi	Rupa Dhobi	10	NE
			Sakam Dhunia	Asama Khatun	14	NE
			Sakam Dhunia	Phatam Khatun	12	2
			Kishor Kalwar	Babita Kalwar	14	4
Bithuwa	5	Mahadeve Thulo	Bhole Kurmi	Muili Kurmi	12	2

Bithuwa	5	Dharmapur	<i>No out of school girls</i>			
Bithuwa	5	SanoMahadeve	<i>No out of school girls</i>			
Bithuwa	6	Mudphutwa	Channa Chai	Sajita Chai	12	2
			Rakesh Bhuj	Samjhani	12	2
			Rakesh Bhuj	Bidiya Bhuj	14	3
			Gaphar Musalman	Phatam Khatun	14	2
			Gaphar Musalman	Aphasan Khatun	12	2
			Haddish Musalman	Jamirun Musalman	10	2
			Haddish Musalman	Amarjanh	12	3
			Bijaya Yadav	Puspa Yadav	14	4
Bithuwa	7	Mudphutwa	<i>No out of school girls</i>			
Bithuwa	8	Bithuwa	Jayaram Kurmi	Gudgi Kurmi	10	
			Ram Bhawan Kohar	Sumika Kohar	14	3
			Ram Bahawan Kohar	Ganjiya kohar	10	3
			Shiva Prasad Yadav	Shusila Yadav	12	3
			Shiva Prasad Yadav	Rina Yadav	10	2
			Chandrajit Yadav	Mat Yadav	12	2
			Mahendra Yadav	Rinki Yadav	12	2
			Aran Kurmi	Radhika Kurmi	12	2
			Ram Kisun Kohar	Shila Kohar	12	2
			Ram Kisun Kohar	Pramila	10	1
			Kishum Kurmi	Rinki Kurmi	12	2
			Rajeshor Teli	Sundari Teli	12	2
			Shiva Sayam Yadav	Puspa Yadav	12	2
			Shiva Sayam Yadav	Kusum Yadav	10	1
			Bindeshori Kurmi	Gudiya Kurmi	14	3
			Kamal Kurmi	Sangita Kurmi	12	2
			Malika Kurmi	Puja Kurmi	10	NE
			Badmali Kurmi	Puspa Kurmi	14	2
			Badmali Kurmi	Rima Kurmi	12	4
			Tularam Kurmi	Prabhawati Kurmi	12	2
			Raju Lodh	Gudiya Lodh	14	3
			Ruju Lodh	Sadhana Lodh	12	2
Bithuwa	9	Bithuwa	Sitaram Pasi	Rinki Pasi	14	2
			Sitaram Pasi	Puja	12	1
			Sitaram Pasi	Radhika	10	NE
			Sadhu Pasi	Rupa	11	2
			Pradip Nath Pandey	Rubi Pandey	14	3
			Pradip Nath Pandey	Renu	12	2
			Pradip Nath Pandey	Rina Pandey	10	2
			Lalau Pandey	Nitu Pandey	12	3
			Bishwanath Padhya	Babita Padhya	10	NE

			Chirau Pasi	Kucchi Pasi	12	3
			Maheshor Pandey	Jyoti Pandey	12	NE
			Rameshor Pandey	Sanju Pandey	12	4
			Rajeshor Pandey	Sudha Pandey	14	3
			Radhe Pandey	Juguri Pandey	14	4
			Radhe Pandey	Sadhana Pandey	12	3
			Ram Anup Kurmi	Radhika Kurmi	12	2
			Babunna Pasi	Rima Pasi	12	3
			Adalat Pasi	Ranjana Pasi	10	2
			Ram Shuvag Badhai	Soni Badhai	14	4
			Badri Badhai	Manni Badhai	12	3
			Malhu Pasi	Usha Pasi	12	2
			Shyam Yadav	Durgawati Yadav	10	1
Bhagwanpur	1	Bhagwanpur	Antaram Kori	Puja Kori	12	1
			Pharar Nau	Asima Nau	12	2
			Ram Briksha Yadav	Manmati Yadav	14	2
			Jamuna Pasi	Ramkali Pasi	10	NE
			Munai Pasi	Nisa Pasi	14	4
			Phitbul Musalman	Rajiya	12	3
			Rashish Khatun	Phutaha Khatun	11	3
			Lahari yadav	Juggi Yadav	12	2
			Antlal Pasi	Binita Pasi	14	2
			Chan Mohamad Musalman	Rahina Khatun	10	1
Bhagwanpur	3		<i>No out of school girls</i>			
Bhagwanpur	4	Manpur	Bachu Gadriya	Shita	14	NE
			Bachu Gadriya	Bandana	13	4
			Bachu Gadriya	Sadhana	11	4
			Amita Khatic	Mayawati khatic	13	NE
			Salikram Pal	Puja Pal	13	1
			Nanke Pal	Sita Pal	11	NE
Bhagwanpur	6	Bedgau	Abdul Salam Musalman	Phailasha	14	NE
			Tahal Teli	Joti Teli	14	5
			Nanak Babu Kevat	Rupa Kevat	14	NE
			Chinku Pasi	Saniya Pasi	10	NE
			Ram Biraj Pasi	Pinki Pasi	12	NE
			Bikil Kori	Sunita Kori	11	NE
			Gangaram Kori	Shyamkumari Kori	13	NE
			Gangaram Kori	Sundari Kori	11	NE
			Ramnebas Kori	Sarswati Kori	12	NE

			Bishwanath Kori	Sonmati Kori	13	5
			Dukharam Kori	Usha Pasi	11	3
			Jiban Pasi	Gujarati Pasi	13	3
Bhagwanpur	7	Thakurapur	Habibulla Khan	Mehanaj Khan	12	2
			Habibulla Khan	Khusabu Khan	14	3
			Suderam Pasi	Chandrawati pasai	11	NE
			Arjun Kori	Sunita Kori	12	4
			Arjun Kori	Bhagwati Kori	14	4
			Arjun Kori	Nandani Kori	10	5
			Madhav Raidas	Sarita Raidas	11	NE
			Basantalal Kori	Bholu Kori	10	NE
			Ram Newas Kori	Rita Kori	12	NE
			Ram Surat Ahil	Rita Ahir	10	NE
			Bhaggal Kori	Jugura Kori	12	NE
Bhagwan	8	Hariharpur	Chinnilal Yadav	Sima Yadav	11	NE
			Ramujagir Raidas	Radhika Riadas	11	NE
			Binod Yadav	Sangita Yadav	12	2
			Manu Yadav	Mamata Yadav	13	4
			Nibar Yadav	Mina Yadav	13	2
			Dukhiram Yadav	Amarawati	11	NE
			Ram Newas Yadav	Rina	13	3
			Chhedi Yadav	Kusum Yadav	10	NE
			Ram Tirath Yadav	Mamata Yadav	11	NE
			Ram Tirath Yadav	Anita Yadav	10	NE
			Bikram Yadav	Asha Yadav	10	NE
			Ghanshyam Yadav	Punita	11	NE
			Rajindra Yadav	Mina Yadav	11	NE
			Babulal Yadav	Rekha Yadav	14	4
Bhagwanpur	2	Hatihwa	Kismati Kevat	Phuljhari Kevat	12	NE
			Kismati Kevat	Ramauti Kevat	14	NE
			Shiva Prasad Yadav	Chanamati	14	3
			Mangala Kevat	Rachita Kevat	12	2
			Rammani Kevat	Rita Kevat	12	NE
			Neuar Kevat	Jhinki Kevat	13	4
			Goli Nau	Rabina	12	NE
			Satya Ram Pasi	Puja Pasi	11	NE
			Mina Kevat	Nisa Kevat	10	NE
			Krishna Prasad Yadav	Sangita Yadav	10	1
			Ramdin Miya	Kusan Miya	11	3
			Palav Kori	Binu Kori	11	NE
			Bijay Kumar Kori	Sima Kori	13	3
			Ram Awatar Amrihari	Rubi Amrihari	12	5

Bhagwanpur	5	Narayanpur	Shivapujan Pasi	Rekha pasi	12	3
			Shivapujan Pasi	Punita Pasi	14	3
			Gaura Yadav	Nirmala Yadav	14	NE
			Sitaam Kohar	Sakunti Kohar	14	1
			Chinku Khatik	Sakun Khati	11	
			Dukhiram Kohar	Manni Kohar	14	1
			Durga Prasad Pasi	Rita Pasi	11	1
Bhagwanpur	9	Lakhaura	Rajman Kevat	Durgawati Kevat	14	NE
			Rajman Kevat	Sangita	12	NE
			Lalu Pasi	Shusial Pasi	13	1
			Malkhe Dhobi	Anali Dhobi	14	NE
			Paltu Kevat	Sushila Keavat	12	NE
			Alkhe Ahir	Prema Ahir	12	1

## Terms of Reference (ToR)

For

### **Baseline Study of UDAAN; “Catching the Missed Opportunity” Project**

**Access to Quality Education for Economically and socially vulnerable girls in Kapilvastu**

#### **1. Introduction**

CARE Nepal is an international development and humanitarian organization working in Nepal since 1978. It has been in the vanguard of enhancing the capacity of marginalized groups in general and women in particular by enabling their meaningful participation.

CARE Nepal works in partnership with local CBOs, networks, NGOs and government line agencies.

#### **2. CARE Nepal’s Udaan “catching the missed opportunities” Project in Nepal**

The Udaan project has been developed for 3 years focusing on developing and delivering an accelerated learning approach for girls between the age of 10 to 14 years who are from marginalized communities and have never been to school or have dropped out in their early grades.

#### **2.1 Overall Objectives**

**More girls of the poorest, most vulnerable and socially excluded families in Nepal have completed grade 5, 6 & 7 education, contributing to MDG 2.**

The main impact group of the project are girls from vulnerable and marginalized communities who dropped out from school during early grades and/or have never been to school. At 10 years or older (up to 14 years), they are deemed too old for school and now face a life without education, which deprives them not only of a human right but also - dcmakes it difficult for them to earn a decent livelihood, defend their interests and educate their own children. This project wants to give these girls a second chance by providing a catch-up course that is appropriate to their needs and that equips them with the necessary skills to lead a self-determined life. Through this project, CARE directly contributes to Nepal’s efforts towards achieving MDG-2.

#### **2.2 Specific Objectives**

**To empower approximately 360 girls of poor, vulnerable and socially excluded families of Kapilvastu who dropped out from school to complete their primary and/or secondary education.**

The project follows a holistic approach of empowerment through learning considering the psychological, social and economic environment in which girls learn. Empowerment therefore refers to the following individual as well as structural aspects:

- to break the social and psychological barriers which make girls believe that education is unimportant and irrelevant;
- to provide a competent and fast education system equivalent to primary and lower secondary education to girls who have left school for different socioeconomic reasons;

- to develop girls' independent and critical thinking abilities thereby empowering them for a dignified adult life;
- to develop analytical skills and a spirit of inquiry, empowering them to question the status quo of the world around them and actively seek positive changes;
- to equip girls with relevant information, skills and attitudes that would enable them to deal with the world from a position of strength;
- to provide a joyful learning environment and enhance their interest in continuing further education;
- to raise awareness among drop-out adolescent girls regarding their rights, their health and social and environmental issues;
- to reduce early marriage in the community, which is a major factor for girls drop out; and
- to reduce gender based violence.

The project will develop an Udaan model adapted to the context of Kapilvastu, providing an alternative (accelerated) model of schooling, improving teacher's skills, providing educational measures directly targeted towards the most difficult to reach as well as creating the necessary environment for quality education. The model is based on an empowering and enabling approach inspired by the pedagogy of Paulo Freire, and has had huge success in being accepted by girls who usually have little contact to education in India. The model provides not only the needed "catching up" for the girls to pursue secondary education but also strengthens their self-esteem which is necessary for them to build on these educational gains for other spheres of their lives.

The goal of the project is that the participating adolescents together with their families become aware on their rights, educated, conscious on their roles, economically productive and empowered to fight against their social taboo and become less vulnerable for trafficking.

### 2.3 Target Groups

The **direct beneficiaries** are girls between the age of 10 to 15 years from the poorest and most marginalized and excluded (ethnic/religious) groups in Kapilvastu district, Nepal. This includes Dalit groups as well as other low caste and ethnic groups.

### 2.4 Geographical Focus

This project is being implemented in the 4 village development committees (VDCs) of Kapilvastu district this year through the local partner non government organization (NGO) Siddhartha Social Development Center (SSDC) in Kapilvastu. The program VDCs are;

- I. Singhokhor
- II. Hathihawa
- III. Hariharpur and
- IV. Banskhor

### 3. Rationale

The project has been prepared based on a preliminary assessment during the project design phase on the scope and reasons for drop-out of girls in the target areas. The task of this research is **1)** to gather additional data that will provide the basis for detailed selection of target Village Development Committees (the project will work with those VDCs where most drop-out girls are identified) as well as detailed project activity planning and **2)** to provide baseline data on the key indicators of the log frame.

The baseline study will be used for:

- (i) identifying the number of out-of-school girls by VDC and their education grade as a basis for selection of target VDCs;
- (ii) decide on the exact number and location of UDAAN learning centers; and
- (iii) Establish the basis for the measurement of project progress and impact.

### 4. Objective of the Survey

The objectives of the baseline study are to;

- II. generate data per VDC on drop out: identify numbers of illiterate girls of age between 10 to 15 years by VDC of Kapilbastu district: identify drop-out girls of grade 1 to 5 by VDC of Kapilvastu district, identify the prone VDC, where most drop-out girls and the level of learners' group and rank VDCs according to number of drop-out girls.
- III. generate baseline data on communities' and parents attitudes to girls' schooling including social and cultural barriers, financial constrains and other factors that hinder / promote girls being sent to school;
- IV. generate baseline data on girls' attitudes to schooling and girls' empowerment (according to CARE empowerment definition – agency, relations, structure,, including own aspirations, structural constraints, knowledge and skills);
- V. identify the kinds of government services provided to drop-out girls including modalities of non-formal education and existing measures for mainstreaming girls into formal schools;

### 5. Methodology:

The consultant is expected to devise appropriate methodology for the study in view of the overall objective of the CARE Nepal UDAAN project and its M&E strategy. Analysis of underlying causes of school dropout, not getting chance to enroll at school, discrimination for education between boy and girl, child marriage and gender based violence have been an integral part of UDAAN project. The baseline study team is expected to consider this reality and execute the study accordingly.

The following secondary information will be available to the consultant(s) from the CARE Nepal.

- UDAAN Project document

- Udaan logical framework/Indicators of the project
- CARE Nepal Strategic Plan
- Document related to women's empowerment
- CARE Nepal Mission Level Indicators
- Other relevant documents

## 6. Time Frame:

The consultant(s) will start its work by 15<sup>th</sup> August, 2014 and will finalise the output by 15<sup>th</sup> of October, 2014.

## 7. Roles and Responsibilities:

### CARE:

- a) CARE will provide support to the consultant for logistics arrangements, Udaan center and communities visits.
- b) CARE will provide feedback to the consultant on the documents developed including report based on quality required.
- c) CARE will provide all relevant documents useful to the consultant in his/her assignment.

### Consultant(s):

The consultant(s) will:

- a) Review CARE Nepal relevant documents i.e UDAAN project document, CARE interventions against the gender based discrimination, Violence against Women. Women empowerment framework, CARE Nepal strategic plan etc.
- b) Review existing documents from educational expert institutions and government in Nepal on reduction of drop out of girls; current research;
- c) Prepare study outline including overall objectives, specific objectives, research methodology, research questions, checklists, target populations, coverage, timeline and budget.
- d) Determination of sample size by target members
- e) Sample ( VDC/community/group/household ) selection
- f) Develop tools (household questionnaire and FGD checklist)
- g) Orientation to enumerators including field testing and
- h) Data collection from the field
- i) Data entry
- j) Data analysis
- k) Report writing
- l) Final report preparation
- m) Sharing of final report to relevant stakeholders.

## 8. Defined Deliverables:

A baseline report fulfilling the objectives and tasks above, including an outline of key log frame indicators at the baseline. Before writing the report, a debriefing will be held with CARE after the data collection.

## 9. Team Composition and Responsibilities

The baseline study team will include consultants; one man and another woman. The consultant having education and development background will lead the baseline team. However, staff member from CARE Nepal, Gender and Social Inclusion Coordinator from Country Office and Project Manager and Education Specialist from UDAAN project will be core member of the baseline study team. Also district Education Officer, Kapilvastu and staff from implementing partner organizations will be an integral part of the study team.

The consultant proposed for the study need to have following competencies:

- Team Leader with Educational, development and gender / women's empowerment background.
- Proven experience, skills and knowledge in Baseline study, with particular reference to education and education system of Nepal.
- Knowledge on Right Based Approach to Development and advocacy and major policy issues surrounding education right for all, child rights, gender base violence, child marriage and other harmful practices against women and girl.
- Research and documentation skills.
- Ability to handle SPSS and other relevant software for data processing and produce baseline report.
- Sensitive towards cast, religion, gender, culture and respect to the diversity.
- Knowledge of social inclusion and gender based violence, domestic violence and other women and girls issues.
- Good knowledge on Nepal's social dynamics and issues particularly in Terai.

## 10. Formats and Submission of the Baseline Survey Report

The Baseline Study report should be according to the CARE Nepal policy. It includes:

- Name of the project and country, PN (project Number), dates project was operating.
- Names and contact information of the consultants
- Executive summary;
- Principal findings, including lessons learned that could be useful to the wider CARE and development community, and recommendations for future programs/project.

Annexes, at minimum, should include;

- Terms of Reference;
- Study methodology, including key research questions or hypotheses, sampling strategies, and data analysis procedures;
- Data gathering instruments (observation guides, surveys, focus group discussions etc)

- Data presentation and analysis

The consultant should first submit the draft Baseline study report in an electronic copy in CD/diskette for review to CARE Nepal as per the agreed schedule. CARE staff will review it and provide comments/suggestions to the consultant team in an interaction meeting organized by CARE Nepal. The comments on draft report from other CARE members and partner organizations, who will not actively participate the debriefing meeting will be collected through email. The consultant will incorporate the comments/suggestions and submit the final version of the report electronically as well as in two hard copies.

## 11. Method of Proposal

CARE Nepal will procure the services of consultant(s) for this assignment and therefore invites applicants to submit proposals. The proposal should include how to achieve the expected outputs mentioned above and the budget which will help CARE Nepal's management to decide on the consultancy. All terms and conditions will be included in the consultancy agreement.

An individual consultant and or a company can apply who deserve the ability to accomplish the task with good quality of works within the given timeframe. S/he must submit the updated CV elaborating academic qualification, work experience in the related field and major publications of the consultant applying for and her/his team member(s).

## 12. CARE Contact Person

### 1. Sitesh Tiwari, Project Manager

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AND

### 2. Sangita Rajwar, Program Support Officer

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Cell: 9858025609

Email: [sangitar@np.care.org](mailto:sangitar@np.care.org)

Please send your application to Sangita Rajwar [sangitar@np.care.org](mailto:sangitar@np.care.org) by 4 Aug 2014.

### 13. Logistic Support if required

- Consultant(s) needs to use his/her own lap tops and editing equipments as per need.
- Consultant needs to pay his / her travel cost both at source and destination.
- Consultant needs to pay for any other cost such as interviewer, field trip etc.

### 14. Advance Payment (if required)

CARE contact person will monitor the progress of study and the consultancy fee will be paid against the approved amount only after the successful completion of the assignment. Travel cost only of the consultant(s) will be provided as per the request of the consultant(s).

### 15. Available Budget/Budgeted Amount

Available budget for this assignment is **NRs.**  
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*This is a composite consultancy package inclusive of fees, taxes, travel, per diem, accommodation and associated cost.*

### 15. Pamodzi Chart Field

Fund Code : AT501  
BU : Udaan  
Project ID : CAUTNP0058  
Activity ID : .....