

A Situation Analysis Report



On the Public Schools and its Functionality

A Study of Community Schools in
Durga Bhagwati and Yamunamai
Rural Municipality, Rautahat, Nepal

August 2022



A Situation Analysis Report

On the Public Schools and its Functionality

A Study of Community Schools in
Durga Bhagwati and Yamunamai
Rural Municipality, Rautahat, Nepal

August 2022



© **Learning, Innovation and Knowledge Exchange Lab**

Published by

Learning, Innovation and Knowledge Exchange Lab
Kathmandu University
School of Arts

Research Team

Dr. Binayak Krishna Thapa, Principal Investigator
Dr. Niraj Poudyal, Country Research Leader
Ms. Shreda Shrestha, Project Coordinator
Ms. Salpa Shrestha, Researcher
Ms. Sweta Adhikary, Researcher

Senior Consultant

Prof. Dr. Mahesh Banskota

Editor

Ms. Anoushka Poudel (Independent)

Design and Layout

Mr. Kul Bahadur Thapa Magar

Acknowledgments

This report comes up on the basis of initial field visits conducted by a team of researchers in the Madhesh Province of the Tarai belt of Nepal. The report is an output of the project titled 'Effectiveness and Scalability of Programs for Children who are out of School and at Risk of Dropping out in Bangladesh, Bhutan, and Nepal' funded by Global Partnership for Education's (GPE) Knowledge and Innovation Exchange (KIX) and International Development Research Centre (IDRC).

In completing the work presented in the report, we are grateful to senior researcher Dr. Niraj Poudyal, and the PhD. students Ms. Salpa Shrestha and Ms. Sweta Adhikary for their insight, analysis and case studies they provided for the report.

We are also thankful to officials of 'Aasaman' Nepal, who have contributed to shape our understanding of the local realities during our field work. We also take this opportunity to thank the research participants, educational stakeholders, and public education leaders of Durga Bhagwati and Yamunamai Rural Municipality.

Our final thanks to all the children who willingly participated in meaningful discussion and conversation with us during the field work.

To them all we are grateful.

Binayak Krishna Thapa, *Principal Investigator* and Shreda Shrestha, *Project Coordinator*

Acronyms

DRM	Durga Bhagwati Rural Municipality
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
EMIS	Education Management Information System
EGRP	Early Grade Reading Program
FGD	Focus Group Discussion
GPE	Global Partnership for Education
IDRC	International Development Research Center
KII	Key Informant Interview
KIX	Knowledge, Innovation and Exchange
MoEST	Ministry of Education, Science and Technology
NESP	National Education System Plan
NEGRP	National Early Grade Reading Program
NSMP	National School Meals Program
PPE	Pre-Primary Education
PTA	Parents Teachers Association
RM	Rural Municipality
RTI	Research Triangle Institute
SMC	School Management Committee
OOSC	Out of School Children
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water Sanitation and Hygiene
YRM	Yamunamai Rural Municipality

Executive Summary

The 'Effectiveness and Scalability of Programs for Children who are out of School and at Risk of Dropping out in Bangladesh, Bhutan, and Nepal' is a research for development project funded by Global Partnership for Education's (GPE) Knowledge and Innovation Exchange (KIX) and International Development Research Centre (IDRC). The project began on 1 May 2021. The project aimed to enhance inclusive access and learning outcomes for Out-of-School Children and children at risk of dropping out. The project has three sub-objective a) To build knowledge about innovative practices and strategies to address barriers to inclusive access to education and better learning outcomes for out-of-school children and children at risk of dropping out, including their scalability and scalable pathways, b) To support the mobilization of the knowledge generated in and across education systems to inform policies and practices, and c) To build the capacity of key stakeholders to generate, use and exchange knowledge and practices that promote inclusive access and improve learning outcomes for out-of-school and at-risk children at scale. These three objectives connect the primary objectives of KIX, which are a) knowledge generation, b) knowledge mobilization, and c) capacity building.

This situation analysis report pertains to the first sub-objective of the project and contributes to KIX's core overall objectives, particularly the knowledge generation part. The rationale and objective of this analysis are to provide initial observations and information collected on the schools in Durga Bhagwati and Yamunamai Rural municipalities. The primary objectives of the situation analysis are as follows:

- To examine the historical settings and establishment of public schools.
- To explore the governance of the public education system.
- To examine the current status and functioning of the public school system and schools.
- To explore the programs and practices being operationalized at schools.
- To examine the children's perception and engagement with the schools taking into consideration of access, absenteeism, dropping out, and being out of school.
- To examine gender dynamics that play out in children's experiences at school.

Methodology and Approach

The situation analysis is based on field research conducted in November 2021 and March to April 2022. The research team conducted fieldwork in two rural municipalities in Rautahat district of Province 2 in Nepal. The data considered for the analysis are a) survey data on 24 schools, 15 Key Informant Interviews (KII) that included interviews with the municipal mayor, education officer,

and officials of NGOs, and 10 Focus Group Discussions (FGD) in which boys and girls of grade 6-9 participated.

The analysis draws upon two approaches a) evaluative framework and b) a case study. Based on the capability approach, the evaluative framework examined the functionality of the public schools. The case study offered detailed conditions of programs and practices the schools offer to their students. We examined these programs and practices to understand what contributes to strengthening accessibility to public schooling and how it helped ensure gender inclusive environment and conditions of equity and equality for children from diverse backgrounds.

Findings

- School Establishments: No new government schools have been established in the last 15 years. However, five private schools have been newly established in the last ten years.
- School Types: The government schools are either basic schools from grades 1-8 or secondary schools that include grades 1-12. The guidelines of the local municipal body operate these schools, and the community manages them.
- Schools' Functionality
 - Basic Capability Support Provision
 - Based on the capability approach, this framework considers the basic minimum requirements in government schools that support specific elementary capabilities for students and teachers. These are a) clean drinking water in schools for children, b) provision of sanitation, c) provision of sufficient shelter, d) provision of electricity, and lastly, e) the type of flooring. The schools scored poorly on providing sufficient shelter and flooring while relatively better in drinking water, sanitation, and electricity.
 - Adequate Resources
 - This dimension captures the elementary resources needed in government schools to function to the needs of children and caters to schooling. This dimension has 13 indicators, namely school built-up area, space for classrooms, number of classrooms, number of desks for children, number of chairs, availability of library, access to adequate funds, textbooks, number of teachers, number of supporting staff, space for play, availability of computer and internet facilities. Regarding the adequacy of infrastructure, the schools have scored poorly for built-up school areas, the number of classrooms, and space for play. However, the space available to children in each classroom is of standard size. Scores for adequacy of amenities show that the government schools need strong support to improve or make the school library, computers, and internet available. The scores on adequacy for chairs, desks and distribution of textbooks are commendable. The schools do not have enough teaching staff as required and hence score less on human resources, and the adequacy of the fund scores least among all the resources. This shows the need for funds to improve the conditions of public schools.

- School functioning
 - This dimension of the framework captures how schools actually function daily. The indicators here are a) timely conduction of class, b) classes are based on the routine, c) student attendance, d) provision of WASH facilities in school, e) provision of mid-day meals, f) drafting and submitting School Improvement Plan, g) School Safety Plan, h) School Management Committees, i) practices of disaster risk reduction, j) facilities of students with disabilities and k) provision of first aid. Regarding the basic functioning of schools, the scores for class conduction, routine, and student attendances are relatively at the top. The scores on programs such as mid-day meals are high, while scores for WASH facilities are comparatively low. Among the school plans and practices, the lowest scores are stated for disaster risk reduction, followed by a slightly better score for the school safety and improvement plan. The schools virtually do not have provisions for children with special needs and do not cater to basic needs such as first aid.
- Institutional Conversion Factors
 - This dimension helps capture how the schools use the resources effectively and efficiently. The conversion factor has five separate categories: a) school level conversion factor, b) school's economic conversion factor, c) school's social conversion factor and d) school's environmental conversion factor, and e) school's cultural conversion factor. The low scores in these factors depict major barriers to school functionality. The low scores for the economic and environmental conversion factors indicate that the economic and environmental conditions do not support well-functioning schools. Among the conversion factors, school level, social and cultural factors perform and contribute better to the school functionality.
- Programs and Practices for Strengthening Rural Public Education
 - The Durga Bhagwati and Yamunamai Rural Municipalities ensure access to education for the school-going aged children through the following programs:
 - Inclusive Education program
 - This local program caters to the needs of children with special needs and students from minority communities by providing the basic necessities they need to attend public schools.
 - Mid-Day Meal Program
 - The Mid-day meal program is run to attract children to public schools by enabling them with adequate nutrition, contributing to their mental and physical development.
 - Teachers' Training and Development Program
 - Parent Education: To ensure awareness and engagement of parents for holistic educational development.
 - Incentive and Support Programs
 - The school-going children get scholarships and educational materials like stationery. These programs deliver support to needy students for easy accessibility to government schools.

- Capacity enhancement programs
 - These programs help build the capacity of school management through training sessions for management and non-academic staff of the schools.
- Cases: The cases offered in this report indicate that not all schools are functional. The report provides the case of one school as a non-functional school. It further provides cases of mid-day meal and WASH programs to understand the implication of these programs on inclusion and gender dynamics on school premises during school hours. Voices of girls and boys demonstrated their aspirations and hopes for the future. Towards the end, they expressed their suggestions. They mentioned their minimum expectations: a) the need for motivation to continue education, b) the need to be advised by their elders on their walk of educational life, and c) wish them well while they are getting their education and being and becoming educated.

Table of Content

Acknowledgments	I
Acronyms	II
Executive Summary	III
Section 1	
Introduction	1
A Brief History of School Establishment	2
School Types	4
Public Space and Place for Education	5
Governance of Public Education System	6
Section 2	
Public Schools and their functionality	8
School Functionality Framework	9
Field Sites	10
Methodological Aspects	11
Analysis of the Public Schools Based on School Functionality Evaluation Framework	12
Schools in Durga Bhagwati Rural Municipality	12
Schools in Yamunamai Rural Municipality	17
Section 3	
Case Studies	21
A Case of Non-Functional School	21
Actors, Roles, and Agency in Public Education System	22
Programs and Practices for Strengthening Rural Public Education	22
On the Phenomenon of Absenteeism, Retention, Dropout, and Out-of-School	25
On the Issues of Access, Inclusion, Equity, Gender dynamics	30
Access	30
Inclusion, Equality, and Public Education	31
Equity	33
Gender Dynamics	34
Voices of Girls and Boys	35
Children's Suggestion for the Enhancement of Attendance of Students in School	40
Conclusion	41
References	43
Annex	45

List of Tables

Table 1	Community Schools of Yamunamai and Durga Bhagwati and the year of Establishment	3
Table 2	The roles and responsibilities of agencies in each tier of the government structure	2
Table 3	Basic Capability Support Provision Scores	12
Table 4	Infrastructure Adequacy Scores	13
Table 5	Amenities Adequacy Scores	13
Table 6	Basic Functioning Scores	14
Table 7	Provision of facilities Scores	15
Table 8	School level Plan and Practice Score	15
Table 9	Conversion Factor Scores	16
Table 10	Basic Capability Support Provision Scores	17
Table 11	Infrastructure Adequacy Scores	17
Table 12	Amenities Adequacy Scores	18
Table 13	Basic Functioning Scores	18
Table 14	Provisions of Facilities Scores	19
Table 15	School level Plan and Practice Scores	19
Table 16	Conversion Factor Scores	16
Table 17	Community Schools of Yamunamai and Durga Bhagwati and the year of Establishment	17

List of Figures

Figure 1	Federal Level Structure	6
Figure 2	Provincial Level Structure	6
Figure 3	Local Level Structure	6
Figure 4	Composite Elements of Evaluation Framework	8
Figure 5	Schematic of the School Functionality Framework	10

Introduction

This report presents the situation analysis of rural public schools in the Terai belt of Nepal. This formative research analysis is a part of the research for a development project, “Effectiveness and Scalability of Programs for Children who are Out of School and at Risk of Dropping Out in Bangladesh, Bhutan and Nepal”. The project's main objective is to enhance inclusive access and learning outcomes for Out-of-School Children and children at risk of dropping out of school. This overarching objective has three sub-objectives:

To build knowledge about innovative practices and strategies to address barriers to inclusive access to education and better learning outcomes for out-of-school children and children at risk of dropping out, including their scalability and scalable pathways.

To support the mobilization of the knowledge generated in and across education systems to inform policies and practices.

To build the capacity of key stakeholders to generate, use and exchange knowledge and practices that promote inclusive access and improve learning outcomes for out-of-school and at-risk children at scale.

Adhering to the first objective, the situation analysis presented in this report contributes to knowledge generation on the concerned issue of strengthening the public education system to enhance inclusive access and better learning outcomes for the children of school-going age in rural communities. For this purpose, we selected two rural municipalities - Durga Bhagwati and Yamunamai of Rautahat districts. The reason for selecting these two municipalities was based on the magnitude of children who are out of school, the backward socio-economic status of the communities, and the presence of diverse cultural and religious minority groups.

The first section of the report provides a brief account of the historical aspect of public education in Nepal and the establishment of public schools in the selected communities. This account is followed by information on the types of public schools and their categorization in line with Nepal's current school education system. The report also offers an understanding of the public space and place of education. It describes the public education system's governance, structure, and the role and responsibilities of different government bodies and agencies.

The second section of the report offers findings on the functionality of public schools in the selected municipalities. The understanding of the functionality of the schools draws on an evaluative framework based on the Capability Approach. This framework is called the School

Functionality Framework. It examines resources possessed by the schools, evaluates how the schools use these resources, and how they function in their daily activities to cater to the educational needs of the communities. A total of 24 schools are considered for the analysis, seventeen schools in Durga Bhagwati and seven in Yamunamai rural municipality. The findings were drawn on the primary data collected employing a survey tool during two phases of the fieldwork. The first was conducted in November 2021, and the second in March and April 2022. In addition to the survey, field observations, Key Informant Interview, field notes, and ten focus group discussions were conducted to enrich the data.

The third section offers selected case studies. In the first case, we take the case of a non-functioning public school, followed by a case on programs and practices that strengthen the rural public education system. After presenting the cases, we offer a descriptive analysis of crucial phenomena, namely absenteeism, retention, dropout, and out-of-school children, the central themes of this research. Further, issues on access to public schooling and inclusion, equity and gender dynamics are discussed. The report concludes with the children's suggestions for better functioning of public schooling.

A Brief History of School Establishment

The history of public schools for common citizens in Nepal is not long. Public education has been accessible to the general public for about 80 years. The history of public education can be divided into four waves. The first wave is the pre-Panchayat (pre-1960); the second is the Panchayat era (1960-1990); the third democratic period (1990-2015); the current federal transition period (post-2015) (Parajuli, Uperity, Onta, 2021). These four periods connect well with different educational policies formulated and implemented during the time.

For the case offered here, each rural municipality has one public school established during the pre-Panchayat period. This period is considered the founding period of community-led educational institutions. However, no educational policy guided the public education system.



Most of the community schools were established in this period. The communities owned these schools and operated with the resources available within the communities.

This period is followed by the Panchayat period. During this period, the government nationalized community schools and operated under the National Education System Plan (NESP). The State controlled schools, which communities previously managed and sustained. The next period was that of the multi-party democratic system. This period favored the decentralization of the education system and once again handed the public schools to communities. No new schools have been established after 2015.

This situation analysis begins with understanding the dynamics of establishing schools in the field sites. We considered looking at each school from the point of its establishment. The understanding of each school's brief history potentially explains its current status. Table 1 list the schools surveyed and their establishment dates.

Table 1 Community Schools of Yamunamai and Durga Bhagwati and the year of Establishment

District		Rautahat	
Rural Municipality		Yamunamai	
S.N.	Name of the Schools	Year of Establishment (BS)	Year of Establishment (AD)
1	Shree Rajpur Tulashi	2006	1949-50
2	Shree Janta Ma Vi	2006	1949-50
3	Shree Ma Vi Jethariya	2017	1960-61
4	Shree Ma Vi Bedhiyahi	2029	1972-73
5	Shree Yamunamai Jhunkunwa	2036	1979-80
6	Shree Jagdamba Adhabhut	2056	1999-2000
7	Shree Mahadev Pra Vi	2064	2006-07
8	Shree Braham Pra Vi	2066	2009-10

District		Rautahat	
Rural Municipality		Durga Bhagwati	
S.N.	Name of the Schools	Year of Establishment (BS)	Year of Establishment (AD)
1	Shree Saraswati Ma Vi	2005	1948-49
2	Aadharbhut Ma Vi Panchrukhi	2013	1956-57
3	Shree Adharbhoot Badharwa	2019	1962-63
4	Shree Saraswati Pra Vi	2023	1966-67
5	Shree Sanskrit Ma Vi	2025	1968-69
6	Shree Rajdevi Pra Vi	2029	1972-73
7	Shree Janta Pra Vi	2041	1984-85
8	Shree Bagmati Pra Vi	2048	1991-92
9	Shree Nayan Kamkshya	2050	1993-94
10	Dali Uthhan Pra Vi	2057	2000-01
11	Bhuraneshwor Pra Vi	2059	2002-03
12	Shree Uma Pra Vi	2065	2008-09

Source: Survey, 2022

The school establishment years of the rural municipalities indicate that there were only two schools in each municipality during the pre-panchayat era, i.e., before 1960. During the panchayat era from 1960-1990, five schools were established in Durga Bhagwati Rural Municipality (DRM) and three in Yamunamai Rural Municipality (YRM). It is essential that during this period, the government nationalized community schools and operated under the National Education System Plan (NESP). In the following era, the Democratic Period, which spanned from 1990-2015, the school establishments trend remained unchanged; five schools in DRM and three schools in YRM were established. No schools were established after the democratic era, i.e., in the Federal Transition Period.

A few schools selected for this study are comparatively older. The older schools hold and acquire adequate land and properties that make such schools look well off in terms of the resources they possess. These schools even have their sources of income. They earn by renting and leasing their properties, and this practice contributes to their sustainability. Other schools depend on funds and grants from different sources, particularly local municipalities and provincial and federal governments.

Chronologically, each wave saw the number of schools increase except the last one. It has been almost 12 years since the last public school was established in the selected municipalities. However, this is not the case with private schools. Around five newly established private schools are operating in the municipalities.

School Types

In 2016, the 1971 Education Act of Nepal got the eighth amendment. With this amendment came the restructuring of the school system. According to this amendment, basic education expands from ECED/PPE to Grade eight; grades nine to twelve make part of the secondary education system. Within this structure, different levels of education in Nepali schools are recognized; a) ECED/PPE, lower basic (Grade 1 - Grade 5), upper basic (Grade 6 - Grade 8), overall basic (ECED/PPE to Grade 8). In the same manner, secondary school has two phases: lower secondary (Grade 9 - Grade 10) and higher secondary (Grade 11 - Grade 12). Given the case, school education in Nepal comprises a combination of all these levels.



Nepal has three categories of schools in terms of the support they receive. First, the government supports public schools; these schools are called community schools. Private schools are the second type; private sectors manage them. Nepal also has religious schools; let's call them the third type. Within the community school category, there are three types, a) community-aided schools where the government supports teachers' salaries and operational costs, b) community-managed schools where the government supports teachers' salaries and other expenses, but the community manages such schools, and c) community-unaided schools which receive partial or no support from the government.

The religious schools are the 'madrasas' (Muslim schools), gumbas and vihars (Buddhist schools), and 'gurukuls', 'Sanskrit and ashram schools' (Hindu Schools). These schools also receive government support upon the condition that they enter the formal education system by registering with local governments.

Seventeen schools were selected for this study. Of these, twelve were primary schools, three basic schools, and two secondary schools. Among these, one school was 'Madrasa', and one offered the Sanskrit language with astrology as a choice.

Public Space and Place for Education

The community schools cater to the general public and are seen as spaces where general education is imparted to ordinary people. Similarly, the educational arrangements made through community schools create educational space for the community's children. The concept of



public space and public place is employed to understand the meaning of space and place where education is offered. This distinction helps understand how users, beneficiaries, and stakeholders play their roles toward making public education functional in the daily lived experiences of teachers, students, parents, and the community at large.

Governance of Public Education System

After the promulgation of the Constitution of Nepal (2015), the education system saw a significant change in its structure and reforms in the functioning of the system. The reforms include policy priorities and changes in regulatory frameworks. The Constitution ensures the fundamental right to education and aims to operationalize its objectives through directive principles for the federal government, the seven provincial governments, and the 753 local government units. Given the right to education, the provision of the Constitution has given the responsibility to local government to oversee school education under their contour of administration.

The figures below offer the current structure of the education bureaucracy that includes all three tiers— federal, provincial, and local. In total, 753 local government units deliver public education. The federal Ministry is mainly concerned with policy formulation, coordination, planning, and monitoring, assuring quality and support to the local governments for efficient and effective service delivery.

Figure 1 Federal Level Structure

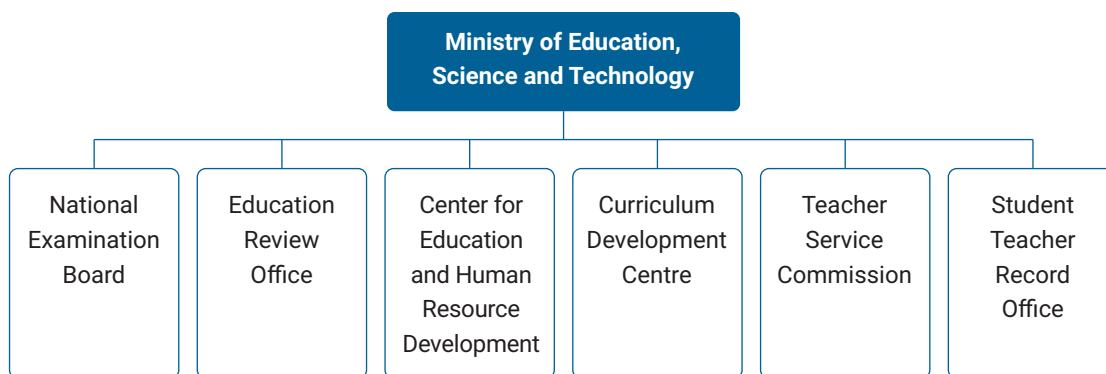
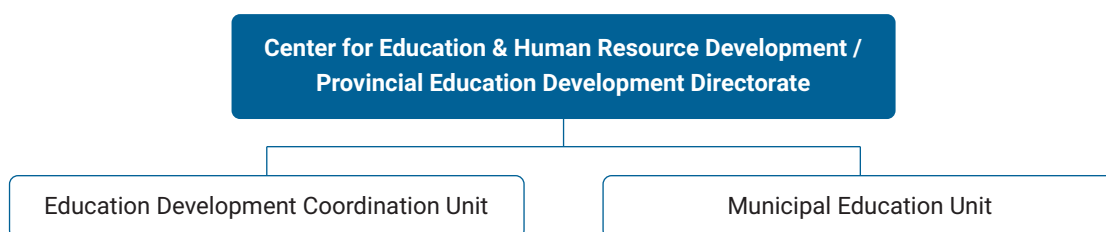


Figure 2 Provincial Level Structure



Source: (Education Sector Analysis, 2021)

Figure 3 Local Level Structure



Source: (Education Sector Analysis, 2021)

Table 2 The roles and responsibilities of agencies in each tier of the government structure

Federal Government	Provincial Government	Local Government
Determine national standards for educational institutions		Map Schools, Manage the permissions and regulation of schools, Establish, merge and close schools
Formulate national policy, law, regulation, and standards	Formulate provincial policies, laws, regulations, and standards	Formulate policies, laws, and standards, and undertake planning, implementation, and regulations relating to early childhood education, school education, non-formal education, open and alternative learning, community learning, life-long learning, and special education
Carry out national-level research	Carry out provincial-level research in education	Implement school education and manage school construction and infrastructure.
Manage education statistics	Collect provincial statistics and records	Collect local education statistics and records
Project human resource needs	<ul style="list-style-type: none"> Project human resource needs at the provincial level. Set and manage standards for regulating secondary level teachers 	Manage teachers and other school employees
Standardize school teachers' qualifications, capacity, and regulations.	Standardize school teachers' qualifications, capacity, and regulations at the provincial level	Coordinate and regulate school education.
Prepare National Curriculum core subjects and produce sample curriculums for local government	Prepare and produce school-level curricula	Distribute and Implement the curriculum.

Source: (Education Sector Analysis, 2021)



Public Schools and their functionality

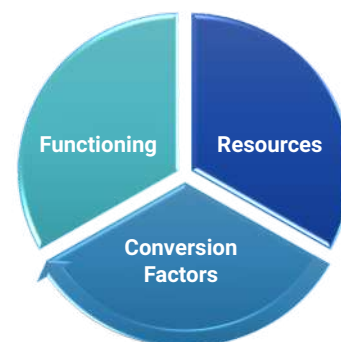
A well-functioning school is generally assumed to bear the institutional well-being characteristics. Institutional well-being refers to the institution's contribution to the holistic well-being of its students and staff (teaching and non-teaching). This analysis discusses how the school makes use of the available resources for its everyday operation to examine the functionality of the school. We also discuss the available infrastructure and facilities to its end users – the students, teachers, and supporting staff. Further, we explore the plans, routines, rules, and norms used in the schools' daily operations.

This analysis draws on the evaluative framework based on the capability approach to examine the functionality of schools. This approach offers an informational space for evaluating well-being or the states of affairs at different levels – individual, institutional, community, and even national (Walter & Unterhalter, 2007; Robeyns, 2017). It provides a lens to see people, institutions, or communities according to what they can be and do, with their autonomy that is considered important to them. While the academicians, researchers, policymakers, practitioners, and social-drivers voice a loud cry for human dignity and social justice, the capability approach provides a new perspective for thinking about life purposes, human values, space for public reasoning, and calls for strengthened social organization and arrangements.

This study aims to understand the effectiveness and scalability of programs for out-of-school children and children at risk of dropping out of school. This understanding enables us to improve the state of affairs for out-of-school children. A practical and scalable program can address the needs to deal with issues of children's choices, conditions, and desires that shape them with human values, constructing identities and attitudes as future citizens.

Thus, we conceptualize three main components of the evaluation framework we develop, as shown in Figure 1. The school has control over the resources; the school management converts these resources for the output of the school; the school operates for the benefit of its stakeholders. Based on these concepts, we offer a school functionality framework.

Figure 4 Composite Elements of Evaluation Framework





School Functionality Framework

This framework comprises four elementary components a) Basic Capability Support Provisions, b) Adequate Resources, c) School Functioning, and d) Institutional Conversion factor.

Basic Capability Support Provision

Based on the capability approach, this framework considers the basic minimum requirements in public schools that support specific elementary capabilities for the students and teachers. These are a) clean drinking water in schools for children, b) provision of sanitation, c) provision of sufficient shelter, d) provision of electricity, and lastly, e) the type of flooring.

Adequate Resources

This dimension captures elementary resources needed in public schools. It can function to the needs of children for effective schooling. This dimension has 13 indicators – built-up school area, space for classrooms, number of classrooms, number of desks for children, number of chairs, availability of library, access to adequate funds, textbooks, number of teachers, number of supporting staff, space for play, availability of computer and internet facilities.

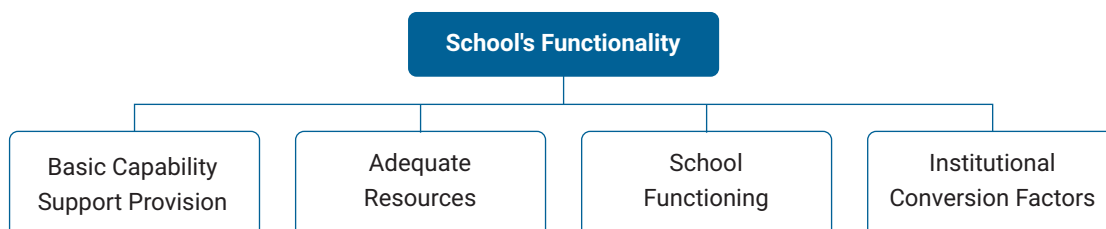
School functioning

This dimension of the framework captures how schools actually function daily. The indicators are – a) timely execution of class, b) classes are based on the routine, c) provision of WASH facilities in school, d) provision of mid-day meal, e) drafting and submitting School Improvement Plan, f) School Safety Plan, g) School Management Committee, h) practices of disaster risk reduction, i) Facilities of students with disabilities and j) provision of first aid.

Institutional Conversion Factors

This dimension helps capture how the schools use the resources for maximum use effectively and efficiently. The conversion factor has four separate categories – a) school level conversion factor, b) school's economic conversion factor, d) school's social conversion factor and e) school's environmental conversion factor, and f) school's cultural conversion factor

Figure 5 Schematic of the School Functionality Framework



Field Sites

This research project selected two adjacent rural municipalities – Durga Bhagwati Rural Municipality (DRM) and Yamunamai Rural Municipality (YRM)¹ in the district of Rautahat, in the province of Madesh Pradesh (Province-2) as its research site. Both of these are named after the famous temple of the goddess having historical importance in their respective localities.

Each of these municipalities has rural municipal offices. Durga Bhagwati Rural Municipality (DRM) has five wards with a population of 22,699 as of 2068 BS. Likewise, YRM has five wards with a total population of 21,930. Hindus and Muslims are the two major religious groups. Bajhika is the majorly spoken language in both municipalities.

We selected 25 public schools from these municipalities. DRM has 17, and YRM has 8 schools. Among the selected schools in DRM, two were secondary, three were lower secondary, 11 were primary schools, and one was Madarasa. As per the EMIS data of 2078 BS, the total number of students enrolled in these schools in ECD is 462. Of these, 218 were girls, and 244 were boys. In Grades 1-5, 4532 students were enrolled. Of these, 2316 were girls, and 2216 were boys. Similarly, in Grades 6-8, 1489 students were enrolled. Of these, 699 were girls, and 790 were boys. In Grades 9-10, 309 students were enrolled. Of these, 340 were girls, and 369 were boys. Likewise, in Grades 11-12, 168 students were enrolled. Of these, 66 were girls, and 102 were boys. They are c-based classes in this municipality, according to the EMIS data.

YRM has one higher secondary school, three secondary schools, two lower secondary schools, and two primary schools. This municipality's EMIS data of 2078 BS shows 579 students in Early Childhood Development (ECD). Of these, 291 were girls, and 288 were boys. The C-based classes had 117 students. Of these, 53 were girls, and 64 were boys. In Grades 1-5, 4368 students were enrolled. Of these, 2178 were girls, and 2190 were boys. Similarly, in Grade 6-8, 2471 students were enrolled. Of these, 1243 were girls, and 1228 were boys. In grades 9-10, 1287 students were enrolled. Of these, 595 were girls, and 692 were boys.

¹ Pictures of the field sites are provided in the Annex

Methodological Aspects

The measure of school functionality is composed of four matrices – a) basic capability support provision matrix, b) adequate resources matrix, c) school functioning matrix, and d) the institutional conversion factor matrix. Each matrix row represents a school indexed by i , where $i = 1 \dots n$, and c_i is a composite measure of individual school i 's achievement score (an additive of all scores in each of the concerned dimensions composing the matrix). Each matrix column represented a single dimension d_j , where $j = 1 \dots m$ columns of the matrix.

Each C_i holds a functional relationship with each d_j . Based on this assumption, a general function is written as

$$C_i = f(d_1, \dots, d_m)$$

The functional relationship between c_i and d_j is additive. We then define 'School Functionality' as S , which takes the general form

$$S = g(c_1, \dots, c_n).$$

Likewise, the basic capability provision matrix says C could hold $i \dots, n$ indexed schools for its rows and has five dimensions $j(1 \dots 5)$ on its column. The dimensions are – 1) drinking water, 2) sanitation, 3) shelter, 4) electricity, and 5) flooring. For each C_{ij} , a maximum value of 10 and a minimum of 1 is assigned. The C_i is the addition of all scores achieved by school indexed i , whereas D_j is the addition of all scores achieved in the particular dimension D_j .

The schools are ranked based on scores C_i , and D_j represents the performance of each dimension. The values calculated for this analysis are first summing the dimension and averaging the same by i number of schools considered for the analysis.



This analysis holds for the other matrixes that comprise the evaluation framework, i.e., the adequate resource matrix, school functioning matrix, and the institutional conversion factor matrix.

The following section will offer an analysis across the dimensions mentioned above and of the score of the public schools.

Analysis of the Public Schools Based on School Functionality Evaluation Framework

Schools in Durga Bhagwati Rural Municipality

Basic Capability Support Provisions

The five basic capability support provisions for this analysis are depicted in Table 3. The scores range from 0-1. The scores for each provision are the average score calculated for all the 17 schools considered for the analysis.²

Table 3 Basic Capability Support Provision Scores

Provisions	Drinking Water	Sanitation	Shelter	Electricity	Flooring
Average Score	0.7	0.71	0.57	0.53	0.78

Table 3 shows schools have better scores for drinking water, sanitation, and flooring provisions, whereas shelter and electricity as basic school facilities still need improvement.

Adequacy of Resources

For a well-functioning school, adequate resources are required. In total, 13 indicators were selected to evaluate the adequacy of school resources. Table 4 lists the average score received by 17 schools, and the analysis offered here depicts the low/ high adequacy of resources available in the schools. The resources available to the students from the schools were categorized into –a) infrastructure, b) amenities, c) human resources, and d) funds. For the first category, infrastructure comprises indicators: built-up area, classroom space, number of classrooms, and space for play. The second category is the amenities, comprising the indicators – number of chairs and desks, access to textbooks, library, computers, and internet availability. The human resource category includes available teachers and supporting staff. The last category is the availability of funds.



² Annex provides matrices for each components of the School Functionality Framework. Each matrices includes the scores calculated across and for each dimensions. The matrices records the ranking of schools in each components too.



Infrastructure Adequacy

Table 4 Infrastructure Adequacy Scores

Resources	Built up Area	Space of Classroom	No. of Classrooms	Space for Play
Average Score	0.56	0.74	0.66	0.45

Table 4 shows, on average, schools have sufficient classroom space, while the number of classrooms is still inadequate. The space for play scored the minimum. The children did not have adequate space for playgrounds. While few schools had enough built-up school areas, on average, most schools did not have sufficient built-up school areas.

Adequacy of Amenities

Table 5 presents the adequacy of amenities available in schools. These are the basic amenities that the schools should possess to be functional and accessible for the students.

Table 5 Amenities Adequacy Scores

Resources	Chairs	Desks	Textbooks	Computers	Internet
Average Score	0.65	0.63	0.78	0.17	0.3

On average, the schools' scores for the library, computer, and internet were significantly low compared to other amenities such as chairs and desks. The amenity of textbooks scored the highest in this category, indicating adequate accessibility of textbooks for the students.

Adequacy of Human Resource

The schools scored on the existing teachers in service and non-teaching staff for support to examine human resource adequacy. The score for adequacy of supporting staff was 0.75, indicating the sufficiency of non-teaching staff. However, they scored just 0.58 for teachers, indicating an inadequate number of teachers. The schools, on average, do not have adequate teaching staff.

Adequacy of Funds available

The score of 0.43 for the adequacy of funds depicts that schools have limited funds at their disposal. On average, the schools lacked a reliable and sustainable source of funds. Among the four categories that pertain to the adequacy of resources, this category scores the least. This minimum score shows that schools are deprived of sufficient funds.

School Functioning

This dimension comprises three categorical indicators—a) the basic functioning of schools, b) facilities provided daily, and c) school level plans and practices. The indicators of schools' basic functioning are timely execution of classes, implementation routine, and student attendance. The facilities provided daily include water, sanitation and hygiene provisions, mid-day meal provision, provision for disabled children, and access to first aid. The school-level plans and practices considered for the analysis include school improvement plan, school safety plan, school management committee, and disaster risk reduction plan.

The Basic Functioning of Schools

Table 6 depicts the basic functioning of 17 schools. The scores are high for all the three indicators selected to represent the basic functioning of schools. These high scores show, on average, that all schools execute classes timely, have a routine to follow for the day, and prioritize monitoring the students' attendance.

Table 6 Basic Functioning Scores

Functioning	Timely Class	Routine	Students Attendance
Average Score	0.96	0.9	0.9



Provision of facilities

Table 7 shows the elementary facilities provided to the students and their associated scores. These elementary facilities generally contribute to the accessibility to education for both girls and boys, particularly nutrition, hygiene, sanitary, and health. The four chosen indicators were the availability of mid-day meals for students, the provision of WASH facilities and practice, facilities for disabled students, and basic first aid.

Table 7 Provision of facilities Scores

Facilities	Mid-Day Meal	WASH	Facilities for Disabled Children	First Aid
Average Score	0.9	0.6	0.2	0.52

Table 7 indicates schools score high on the provision of mid-day meals. Mid-day meals were provided at all schools for pre-school students (ECCD/PPE) to grade five. The WASH and first aid scores were not satisfactory, and schools need to improve upon these facilities. The priority of making schools disability-friendly was the least. This aspect demands a severe concern to improve facilities for children with special needs.

School level plans and practices

The implementation of four plans and practices were scored to evaluate this dimension. These four plans were the requisites for public schools against which performance was measured, monitored, and evaluated for extra support in kinds or funds. The first is the School Improvement Plan, followed by the School Safety Plan, the Digester Risk Reduction Plan, and the School Management Committee.

Table 8 below shows the scores as performance on each of these plans and practices.

Table 8 School level Plan and Practice Score

Plans and Practices	School Improvement Plan	School Safety Plan	Disaster Risk Reduction Plan	School Management Committee
Average Score	0.6	0.4	0.65	0.22

Table 8 presents that schools scored average on their improvement plans and considered the community's risk of disaster periodically in monsoon seasons. However, as most schools did not have a school management committee as an apex body of governance, this indicator scored the lowest, followed by the nature of safety within the premise of the schools.

Institutional Conversion Factors

This component of the proposed framework helps describe how the available resources at the schools were converted to functioning. This proposed framework also helps answer what contributes to or hinders the school's potentially necessary functioning. This section delves into the conversion factors that support or hinder the school's desirable function. The selected factors are— a) school-level conversion factors, b) social factors, c) economic factors, d) environmental factors, and e) cultural factors.

The school-level conversion factors comprise information on teacher availability for each class;

whether there are adequate students in the school, teachers receive training, head teachers attend the school daily, and the attendance of teachers. These are the indicators assumed to either contribute to the elementary functioning of schools or hinder their functioning. On a similar line, we examined the school's economic conversion factor. This factor consists of indicators such as the funds received from local/ national governments, the school self-funding mechanisms, whether teachers receive an adequate salary, and monetary aid or in kind received from public schools. Following this, the third conversion factor is the social conversion factor. This factor consists of – schools' communication practice with parents, provisions of taking up complaints from the community, schools' social events, schools' engagement in admission campaigns, delivery of curriculum and pedagogy, teachers' contentment, representation of gender equity course contents, and class/caste sensitivity. The other two conversion factors are environmental and cultural.

Table 9 shows scores on each of the conversion factors mentioned above.

Table 9 Conversion Factor Scores

Conversion Factor	School level conversion factor	Economic conversion factor	Social conversion factor	Environmental conversion factor	Cultural conversion factor
Average Score	0.8	0.46	0.76	0.68	0.7

The high scores on school level conversion factor, social conversion factor, and cultural conversion factor depict that conditions in each of these contribute to well-functioning schools. However, the low economic and second lowest environmental conversion scores are the significant barriers to school functioning. While poor score on economic conversion factors refers mainly to fund availability to the schools, the environmental conversion factor pertains to the availability of WASH facilities, child-friendly and safe environment, provision of the playground, mid-day meals, and ECA. Further, it also includes facilities for school programs, a gender-friendly environment for the students, an inclusive environment, managing classes without violence, equitable treatment, and disability friendly school. The low score on environmental conversion factors spells out a lot that needs to be done for the community schools considered for the given case.



Schools in Yamunamai Rural Municipality

Basic Capability Support Provisions

Table 10 presents the basic capability support provisions similar to the one offered for Durga Bhagawati Municipality. Here too, the scores range from 0-1. Each score provision, on average, is calculated for selected seven schools considered for the analysis³ of the government schools in the municipality.

Table 10 Basic Capability Support Provision Scores

Provisions	Drinking Water	Sanitation	Shelter	Electricity	Flooring
Average Score	0.7	0.66	0.61	0.67	0.73

Table 10 shows the schools have better scores for drinking water and flooring provisions, whereas shelter, sanitation, and electricity as basic facilities provided in schools need improvement.

Adequacy of Resources

In total, 13 indicators were selected to evaluate the adequacy of school resources. Table 11 lists the average scores received by selected seven schools, and the analysis indicates low or high adequacy of resources available in the schools. The resources available to the students from the schools were categorized into – a) infrastructure, b) amenities, c) human resources, and d) funds. The infrastructure category comprises indicators: built-up area, classroom space, number of classrooms, and space for play. The amenities category comprises the following indicators: number of chairs, number of desks, access to textbooks, library, access to computers, and availability of internet. The human resource category comprised available teachers and supporting staff. The last category is the availability of funds.



Infrastructure Adequacy

Table 11 Infrastructure Adequacy Scores

Resources	Built up Area	Space of Classroom	Number of Classrooms	Space to Play
Average Score	0.58	0.82	0.61	0.48

Table 11 shows that schools had sufficient classroom space, while the number of classrooms was inadequate. The space for play scored the minimum, indicating insufficient space for children to play. The built-up school areas in this municipality were not sufficient enough.

³ Annex provides matrices for each components of the School Functionality Framework. Each matrices includes the scores calculated across and for each dimensions. The matrices records the ranking of schools in each components too.

Adequacy of Amenities

Table 12 below presents the adequacy of amenities in schools. These are the basic amenities the schools should possess to be functional and accessible to the students.

Table 12 Amenities Adequacy Scores

Resources	Chairs	Desk	Textbooks	Library	Computer	Internet
Average Score	0.68	0.70	0.72	0.25	0.44	0.61

On average, the schools' score for the library, computer and internet was significantly low. It was slightly higher for chairs and desks. The indicator for the availability of textbooks to students scored the highest in this category. This is evident that students have access to textbooks.

Adequacy of Human Resource

The schools scored on the existing teachers in service and non-teaching support staff to examine human resource adequacy. While the score for adequacy of supporting staff was 0.58, indicating insufficient non-teaching staff, and a slightly better situation with the teachers with a score of 0.67. The schools, on average, do not have the adequate human resources required for effective functioning.

Adequacy of Funds available

The score of 0.64 for the adequacy of funds depicts that schools have limited funds at their disposal. On average, the schools lacked a reliable and sustainable source of funds. Among the four categories that pertain to the adequacy of resources, this category scores the least. This minimum score shows that schools are deprived of sufficient funds.

School Functioning

As stated in the earlier section, this dimension comprises three categorical indicators— a) the basic functioning of schools, b) facilities provided daily, and c) school-level plans and practices. The indicators of schools' basic functioning are timely execution of classes, implementation of the routine, and student attendance. The facilities provided daily include water, sanitation and hygiene provisions, mid-day meal provision, provision for disabled children, and access to first aid. The school-level plans and practices considered for the analysis include school improvement plan, school safety plan, school management committee, and disaster risk reduction plan.

The basic functioning of Schools

Table 13 presents the basic functioning of the seven schools. The scores are high for all the three indicators selected to represent the basic functioning of the schools. These high scores indicate, on average, that all schools execute classes timely, follow a daily routine, and monitor students' attendance.

Table 13 Basic Functioning Scores

Functioning	Timely Class	Routine	Students Attendance
Average Score	0.9	0.91	0.84

Provisions of Facilities

Table 14 shows the elementary facilities provided to the students and their associated scores. These elementary facilities contribute, in general, to the accessibility to education for both girls and boys and, particularly, to nutrition, hygiene, sanitary, and health. The four selected indicators were the availability of mid-day meals for students, the provision of WASH facilities and practice, facilities for disabled students, and basic first aid.

Table 14 Provisions of Facilities Scores

Facilities	Mid-Day Meal	WASH	Facilities for Disabled Children	First Aid
Average Score	0.95	0.64	0.48	0.55

Table 14 shows schools score high on the provisions for mid-day meals. All schools provided mid-day meals for pre-school students (ECCD/PPE) to grade five. The WASH and first-aid scores were not satisfactory, and schools need to improve these facilities. The priority of making schools disability-friendly is the least. The schools need to improve the WASH, first-aid facilities, and infrastructure to disability friendly for children with special needs.

School level plans and practices

The implementation of four plans and practices was scored to evaluate this dimension. These four plans are the requisites for public schools against which schools' performances were measured, monitored, and evaluated for extra support in kinds or funds. The first is School Improvement Plan, followed by School Safety Plan, the Digester Risk Reduction Plan, and the School Management Committee.

Table 15 shows the performance scores of each of these plans and practices.

Table 15 School level Plan and Practice Scores

Plans and Practices	School Improvement Plan	School Safety Plan	Disaster Risk Reduction Plan	School Management Committee
Average Score	0.6	0.4	0.65	0.22

Table 15 indicates that schools, on average, scored on their plans to improve and periodically considered the community's risk of disaster during monsoon seasons. In the schools in Yamunamai, the school management committees, as an apex governance body, were formed, and this indicator scored the highest. The lowest score of the Disaster Risk Reduction Plan showed the unpreparedness of schools for the seasonal floods they suffered. The second lowest was the nature of safety within the premise of the schools.

Institutional Conversion Factors

This component of the proposed framework helps describe how the available resources at the schools were converted to functioning. And it helps answer what contributes to or hinders the potentially necessary functioning of the schools. In this section, we delve into the conversion factors that support or hinder the desirable function of the school. The selected factors are —a) school-level conversion factors, b) social factors, c) economic factors, d) environmental factors, and e) cultural factors.

The school level conversion factors comprise information on teachers for each class, the adequate number of students in the school, teachers' training, head teachers daily attending the school, and the teachers' attendance. These indicators are assumed to either contribute to the elementary functioning of schools or be barriers to it. Along a similar line, we examined the school's economic conversion factor. This factor comprises the funds received from local/national government, the school self-funding mechanism, adequate teacher salaries, and monetary aid or in-kind received from public schools. Following this, the third conversion factor is the social conversion factor. This factor consists of schools' communication with parents, provisions for taking up complaints from the community, holding social events, engagement in admission campaigns, and delivery of curriculum content and pedagogy, teachers' contentment, gender representativeness, and class/caste sensitivity. The other two conversion factors are environmental and cultural.

Table 16 shows scores on each of the conversion factors mentioned above.

Table 16 Conversion Factor Scores

Conversion Factor	School level conversion factor	Economic conversion factor	Social conversion factor	Environmental conversion factor	Cultural conversion factor
Average Score	0.8	0.46	0.76	0.68	0.7

The high scores on school level conversion factor, social conversion factor, environmental conversion, and cultural conversion factor depict that conditions in each of these contribute to the well-functioning schools. However, the low economic conversion score is the primary barrier to school functioning. The poor score on economic conversion factors refers mainly to a lack of funds available to schools. A satisfactory score of the environmental conversion factor pertains to the availability of WASH facilities, a child-friendly and safe environment, and provision of a playground, mid-day meal, and ECA. Further, it also includes facilities for school programs, a gender-friendly environment for the students, an inclusive environment, managing classes without violence, equitable treatment, and disability-friendly schools. The score on environmental conversion factors spells out a lot that is relatively better than the schools of Durga Bhagwati.



Case Studies

A Case of Non-Functional School

We visited the Bishara Pra. Vi. on 25 November 2021. This school is located in Ward 3 Matsari, beside the river Bagmati. According to the EMIS of the school, 169 students were enrolled, but only 18 were present on a working day/ the day of school when we visited. The school did not have enough space to accommodate five classrooms. It had two classrooms, and one was used for administration. This school ran classes from one to five and an Early Childhood Development (ECD) program. It had three female and two male teachers for primary classes and one ECD program.

Each class recorded a high level of absenteeism. The school did not have an adequate number of desks and chairs. Among the many primary schools considered in this research, the school had enough teachers, and student teachers ratio was relatively better. However, the absenteeism rate can be seen as a main barrier to their teacher-student ratio advantage.

The infrastructure such as classrooms was used for storing fodders and construction materials. The condition indicates the infrastructure was unsuitable for schooling and did not meet any standards for school classrooms, i.e., an academic environment. This situation calls for immediate attention to children's safe environment during class hours.

The full recruitment of teachers costs the school dearly. There is a lack of accountability in terms of use of school infrastructure for purposes other than conducting classes. The school's location on the river's bank is another risk factor during the monsoon season. The school is even empty during the harvest season because most students engage in farm work during the harvest time. This school did not offer mid-day meals, but the amount equal to the mid-day meals was transferred to the parents at the end of each month. Each meal costs Rs. 15.

In this case, Bishara Pra Vi exemplifies a non-performing school that does not meet the evaluation criterion prepared to evaluate school performances.



Actors, Roles, and Agency in Public Education System

Students, teachers, parents, leaders of education, service providers (promoters), and the local municipal government were identified as the major stakeholders, users, and beneficiaries of the public education system at the local level. These actors have distinct roles in the system. Based on their roles, we grouped them in the education system governance, such as Mayors, education officers, and education coordinators on the government side. At the same time, headteachers teachers represent the school-level actors.

The primary beneficiaries in this system are the students, school employees, academic and support staff, parents of the students enrolled, and the community at large. The promoters of this system are the federal government at the national level, the province-level education coordination committee, and the education officers at the municipal offices at the local level. Along with the government-level support, INGOs and NGOs support these schools financially and other human resources. Apart from organizations, few schools are established from private contributions too.

Programs and Practices for Strengthening Rural Public Education

For the past 18 years, the Center of Education and Human Resource Development under the Ministry of Education, Science and Technology, Nepal, has implemented a nationwide program called the “Welcome to School”. This campaign is nationwide and conducted at the beginning of a new session. Despite its national scale, it achieved its targets at the macro level for the indicators like enrolment rate. The program was ineffective in rural areas with marginalized religious and ethnic minority communities. In the local context, the local level programs supported the national program. The local bodies developed awareness programs and disseminated information to parents on school education, invited the parents of girls and boys who were out of school, conducted street dramas and songs, and distributed textbooks. These were some of the prominent local initiatives.

The Durga Bhagwati and Yamunamai Rural Municipality attempt to ensure access to education for their school going aged children through the following programs:

a. Inclusive Education program

This local program caters to the needs of children with special needs and students from minority communities by providing the basic necessities they need to attend public schools.

b. Mid-Day Meal Program

This program attracts children to public schooling, enabling them to be healthy through providing adequate nutrition and contributing to their mental and physical development.

c. Teachers' Training and Development Program

Parent Education: To ensure awareness and engagement of parents for holistic educational development.

d. Incentive and Support Programs:

This program offered scholarships and distributed educational materials like stationary.

These programs aim to deliver support to the neediest so that public schools are accessible.

e. Capacity enhancement programs:

These programs help build the capacity of school management through training of management and non-academic staff of the schools.

Programs and Practices at School in Durga Bhagwati: A Case

School meal program (or cash transfer per head), scholarships, and the Early Grade Reading Program (EGRP) program by Research Triangle Institute (RTI) are the ones significantly noticed in community schools of Durga Bhagwati Rural Municipality.

The RTI provided technical support to the Government of Nepal's National Early Grade Reading Program (NEGRP), which aims to help children read fluently and comprehend. NEGRP is led by the Ministry of Education, Science, and Technology with support from USAID under the Ministry's School Sector Development Plan. This program is currently being implemented in 38 districts, including Rautahat. All of the schools visited had this program implemented as an after-school program. The teachers were not sure if this program helped in retention or enrollment, but it definitely served its objective of improving the fluency of primary grade students.

The other program was Durga Bhagwati Rural municipality's school uniforms and bags distribution. The RM head initiated this program and distributed the goods in 2019. The school children were still found to be carrying the same bags, although many grew out of their school uniforms.

Toilets and drinking water infrastructure was built with the support of UNICEF in secondary schools. Some toilets were still accessible, with ramps and large doors accommodating wheelchairs. However, the WASH facility in primary schools had a different story. The children were drinking water directly from the tube wells; the toilets were dirty, and some were not usable. In a few schools, the toilets were locked and used only by the school staff and teachers; the children in such schools went home if they wanted to use the toilet.

The school meal program was targeted at students from ECD to grade five. Many schools provided cooked meals to the students, while a few provided junk food like instant noodles and biscuits. Schools not having sufficient human resources were not conducting the school meal program. However, they received NPR 15 as a school meal allowance from the RM. The teacher and head teachers noticed increased enrollment and attendance rates due to this government program. The government of Nepal has scaled up the school meal program, allocating NPR 8.73 billion (USD 73.6 million) for all the children up to grade five of public schools to improve their nutritional level and solve the school dropout problem. It follows the NSMP (cash-based) model providing direct cash to the school to manage school meals.

Out of the 15 schools visited, meals were not provided in three schools; cooked meals were delivered in eight schools, while four schools provided ready-made snacks, e.g., noodles. The



program has even helped out of school come to school. The head teachers argued that children roaming around the village also come to the school to eat the free meals. Few such children have also brought their parents to school to get them enrolled. The school meal program has been conducted for the last 2.5 years, and the teachers have noticed significantly improved attendance during this period.



Those schools that provide a cooked meal to the students prepare meals with the help of the office attendant or external help. The remuneration of Rs. 200 per day was provided to the cook monthly. The cook's salary was also adjusted from the mid-day meal allowance provided by the RM, based on the headcount of students. In primary schools, the enrollment was less, so it was hard for the school management to hire a cook for the school meal. Hence, they distributed packaged food like biscuits and instant noodles to the student during lunch hour. Community members were not involved in managing the mid-day meal program in any school.

The presence of Aasmaan Nepal in the Rautahat district was significant. It ran a coaching program for weak-performing students; it also ran 'kishori sikshya karyakram' targeting adolescent girls so that their rate of dropout declines by using the school teachers and providing them with a monetary benefit of Rs. 1000 per month. UNICEF conducted another program called 'Equity Inclusion Strategy'. Moreover, the government and other donors have also distributed bags, stationeries, and school uniforms.

Scholarship as means to support access to public education

The students from the Dalit community, girls, and students with disability are entitled to monetary benefits on their enrollment status. Girls of the 6-10 year age group received Rs 350 per annum. The amount for Dalit students is Rs 400 per annum, and for disabilities of each category a, b, c, and d, as per the inclusive education act, receive different amounts.

The above-stated amounts are far less to incentivize such marginalized community school children or girls or students with disability to enroll in school. We assume that the amount is insufficient to cover other in-direct costs incurred during schooling even though basic school is free of cost.

Inadequate WASH Facilities

Toilets and drinking water infrastructure was built with the support of UNICEF in secondary schools. Some of the toilets we visited were even accessible by all, with ramps and large doors for accommodating wheelchairs. However, the WASH facility in primary schools had a different

story. The children were drinking water directly from the tube wells; the toilets were dirty, and a few were in unusable condition. In a few schools, the toilets were locked and used only by the school staff and teachers; the children in such schools went home if they wanted to use the toilet.

- How does the provision of toilets as a facility put to use among boys and girls?
- How accessible are toilets for students in the school?
- Do children get sufficient water to use during their time at school?
- Children in some schools are responsible for maintaining the cleanliness of toilets and the utensils they use during school hours.

On the Phenomenon of Absenteeism, Retention, Dropout, and Out-of-School

The terms absenteeism, dropout, and out of school are complex in definition and often can be overlapping. While these terms are frequently used to inform policy and monitoring practices for school education, they also indicate the performance and achievement of individual schools. A survey was conducted in 17 public schools on children of grades 1 -5 of Durga Bhagwati municipality to examine the magnitude of absenteeism, dropout, and out-of-school children. Table 17 records the total number of dropouts and absentees for the past month and not enrolled for all 17 schools.

Table 17 Community Schools of Yamunamai and Durga Bhagwati and the year of Establishment

Data of students -last six months (20th Bhadra 2078 to 20th Falgun 2078)	Total	Boy	Girl	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Dropouts	386	172	214	56	74	81	53	122
Enrolled in other schools	84	64	20	14	26	16	14	14
Absent for the whole month	715	378	337	192	125	130	160	108
Not enrolled	83	27	56	N/A	N/A	N/A	N/A	N/A

Source: Field Survey (November 2021 & March 2022)

According to the school record, the aggregate absent cases in 17 schools were 715. These absent cases pertain to children being absent from school for over a month. The absenteeism for girls and boys was almost equal for the lower grades. The total number of dropouts was 386, and the cases were higher for girls than boys. There were just 83 cases of not enrolled children. However, the number of girls was almost double the number of boys. This situation describes parents' preferences for boys in education.

Further, we also encountered cases of transfer to other schools. These cases were recorded as enrolled in other schools. A total of 84 cases were recorded in this category. The other schools refer to private schools, and the number of cases for boys is three times more than the number of girls. This situation explains gender differentials in school enrolment in private schools. We considered remaining absent for a month a case of chronic absenteeism. The dropouts and not enrolled children were considered out-of-school children. The number of children not in school was 469. Among these, 270 were girls and 199 boys. This scenario depicts how the community prefers education for boys to girls.

Absenteeism

The operational definition of absenteeism for this analysis is borrowed from Monitoring Education Participation: Framework for Monitoring Children and Adolescents who are Out of School or at Risk of Dropping Out, a framework suggested by UNICEF. The report indicated differentiating absenteeism from truancy (UNICEF, 2016). The schools considered for evaluation did not practice recording truancy but absenteeism. Data availability on school absenteeism records shows that schools monitor their students' presence and absence even if they are not ideal.

Absenteeism was the single most pressing issue/problem across all public schools, big or small. High absenteeism potentially indicates loss of learning for the student, reason of poor performance, deprivation of knowledge transfer or gain, and could even lead to dropping out.

Absenteeism is recorded adequately by the school teachers but has been difficult to be monitored at the school level. Hence, the need for monitoring mechanisms can be a useful intervention towards tracking the recurring absenteeism problem.



Among the drivers of absenteeism were cultural and religious factors; the need to attend cultural or religious functions, especially for girls, contributed significantly to absenteeism. Household duties were other pressing reasons that demand children's needs at home and contributed to being absent from school.

A high degree of absents was seen in children from migrant households.

Parents may be aware of the needs and values of education for their children but may not take the absenteeism of their wards as an issue during their schooling.

The children and their parents did not take absenteeism seriously because of the practice of liberal promotion policy in public schools and ignoring children's performance at a particular grade and age. This practice made them perceive taking the class was not mandatory as there was no mechanism for questioning absenteeism.

As a practice, absenteeism embodied daily schooling experiences for students, and teachers accepted it as a regular phenomenon. This practice of absenteeism, substantiated by low school

attendance, was always reasoned on students being absent on a particular day. According to the girl participants in an FGD, school absenteeism occurs when a substantial effort is necessary for the field, such as during the yielding and harvesting seasons, as well as other reasons connected to parents being unwell and unable to do basic household tasks. Further, they informed that students are also absent if there is a marriage ceremony in the family, during relatives' deaths, and during the time of major festivals.

Chronic absenteeism contributed to learning loss and learning poverty too.

Drawing from the focus group discussion among girl children, the students informed that students from Muslim neighborhoods tended to remain absent relatively more than children from other community groups. One of the FGD groups shared the experience of a long time of absenteeism contributing to the development of shame and embarrassment among absentees, leading to avoiding school.

We also conducted a focus group discussion with boys. They informed several reasons for absenteeism. For example, household work, deprivation at home, illness of family members, deaths in the family, festivals, relatives' visits, not attending private schools, accidents, unwillingness to study, gambling and drinking, and parents' neglect to monitor the activities of their children, etc. were the primary reasons for absenteeism. Financial constraints such as the inability to buy dresses and stationery led many of them to child labor; some ran away from home, preferred early marriage, bunked the classes, and the rude behavior of teachers equally contributed to the phenomenon of absenteeism.

Retention

A closer look at the enrollment trend for girls and boys in 17 schools in the municipality tells us that the enrollment increased up to grade two but decreased from grade three to grade five. In higher grades, i.e., 6-8, the number of enrolled students is much less than in primary grades. As grade standards are higher, lower is the number of enrolled students.

This trend indicates retention is higher at the primary level than in higher grades. In other words, as the students get promoted to higher grades, the trend of dropping out the school goes up. From grade five onward, it gets intensified.

The retention phenomenon among the boys is higher than the girls from grade six onwards. Different factors like parents' adequate income and willingness to educate girl children determine the continuation of girl children for further education.

Many factors contribute to the retention of children in school. These factors could be social, economic, and cultural. Hence, to understand the phenomenon of retention in school, we need to assess these aspects in addition to easy access to education.

School Child-friendly Environment

- a. Teacher-Student relationship
- b. Student peer-peer relationship

These are the potential Push/ Pull factors impacting retention

Dropout

Dropout has various definitions and understanding (UNICEF, 2016). The concept is ambiguous. For this study, we define dropout to identify those children who were enrolled in public school but could not continue their studies further. This phenomenon compelled the students to be out of school. The data on enrollment of students for each grade shows that as the grade level gets higher, the number of students in each higher grade decreases. This trend was seen in all the selected primary schools for this study.

External factors also contribute to dropping out the school for many children. These external factors could be –family environment, income at hand, social condition, health condition, etc. The analysis of disaggregated data (age, class, caste, gender) of dropping students indicates better evidence. Two prominent reasons for dropping out that emerged from the interviews collected were marriage and opportunity for income generation.

Dropout for Marriage

Due to cultural practices and demands, girls in this remote part of the Tarai are expected to marry relatively early. Such practices have significantly contributed to girls' dropout in general, particularly for girls from marginalized communities. During the FGD, the participants informed that girls from Muslim communities drop out after eighth grade and do not pursue their education further. The participants went further to help the interviewer understand the dropout situation. According to them, the majority of dropout begins in grade seven. They feel this is because girls are married off at a young age. They estimate that early girl child marriage accounts for 25% of dropouts. In-laws do not bother to educate their daughters-in-law once they are married.

Dropout for Income Generation

Boys are generally attracted to income-generating activities. The focus group discussion revealed that boys often opt for labor in brickfields at an early age. In these workplaces, they are abused, and, as a result, they do not attend school. The participants said that child exploitation would continue unless the community understands and is taught about child rights.

Out-of-School Children

Most school-going-aged children are enrolled in one or other public schools. As most children are enrolled or put in the school enrollment record, identifying the number of children out of school is difficult. In this case, the operational definition suggested by UNICEF (2016) was irrelevant. Here, children who were enrolled in schools but did not attend the schools anymore and children never enrolled at school.

Methods to Identify Out-of-School Children (OOSC) are a challenge

In an FGD discussion, boys and girls revealed that dropout was higher in communities in which education was not valued. The participants estimated that such individuals were not many. The majority of OOSC is occupied with agricultural and household tasks. OOSC is a real issue in the

neighborhood, according to the observations of participants; they estimate that 60-70 percent of such OOSC can be seen in the community. They explain that this is a common practice among boys who start working from an early age. Similarly, dropout rates are high among students, leading to a low rate of attendance in schools.

A Case of OOSCs and Drop-outs

Field notes: The girls noticed that most OOSCs are from marginalized groups like Muslims, Chamars, and Doms. They assume that the OOSC rate among Muslims is as high as 75%, and Hindus contribute the remaining 25%. In the case of drop-outs, they believe it starts from grade 7 and higher. The maximum drop-outs are from grades nine and ten. This trend is higher among girls because they are forced to marry or stay home for household chores, and a few of them willingly choose on their own to discontinue education. Even though schools provide scholarships, they have a provision for paying minimum examination and registration fees. Some families cannot afford the fees, resulting in more drop-outs and OOSCs. In addition, students' unwillingness to go to school is noted as one of the reasons for dropping out. These students are more likely to indulge in household chores.

On the Issues of Access, Inclusion, Equity, Gender dynamics

Access

Access to public education is generally defined narrowly. This concept comprises enrollment, attendance, or retention of students in schools. While these are the school's internal indicators, external indicators such as availability of the public schools, spatial location or geographical condition, climatical condition, frequency of disaster, and the proximity of the school's location to student's home are other indicators used to assess access. Further, there could be various barriers to accessing public schools— a) economic, b) social, and c) cultural factors that hinder achieving public education.

The literature on access shows that progression at an appropriate age, consistent learning following the national curriculum, a safe learning environment, and opportunities to fairly distributed learning are used as extended forms.

Cases Representing Access

COVID-19 Pandemic and Access to Schools

Children could attend educational programs in schools during the COVID 19 pandemic. The schools did not remain teaching and learning spaces. The stakeholders had to innovate new learning spaces for teaching and learning activities. Since the teaching and learning spaces were different from what teachers were used to, they had to design new educational materials to meet the need of children in the changed context. International organizations like RTI came to rescue the school communities and train them to implement a new mode of education practice. In these changed contexts, these programs entailed language classes offered at locations near students' residences. These classes were further extended to teach other curriculum content besides languages. The teachers conducting such classes assisted students with their homework too.

Provision of WASH and Mid-Day Meal Facilities

In most schools, international organizations like UNICEF installed WASH facilities. Schools with the facilities of mid-day meals had higher standards of WASH facilities. Around three schools had accessible WASH facilities.

Barriers to Access

Space Provided by School for students

Few schools did not have enough space for students to engage in learning activities comfortably and freely. The lack of sufficient classroom space forced some schools to run classes in two shifts to manage the space for children enrolled.

Inclusion, Equality, and Public Education

We conceptualize inclusion, equality, and public education based on Sen (1980; 2000). The conditions and environments in schools/learning sites determent the state of inclusion. One of the key prerequisites of inclusion is to provide instrumental opportunities for the learners to contest or change conditions of inequality and exclusion in education. Given this discussion, two clear stances are found: a) a group, namely Stromquist (1998), Mcleod (2005), Lynch and Baker(2005), and Brighthouse (2002) argued that schools potentially contribute to enhancing/generating equity for social justice. This argument favors transformative space in schools, where actors—teachers and students—apply their agency to existing unequal social structures— gender, class, caste— to develop and realize more equalities. Such a stance takes a departure from contributors such as Bourdieu and Passeron (1977), Bowles and Gintiens (1976), Ball (2003), Bowles and Ginties (2002), Kwesiga (2002), and Aikman (1999). The scholars of this school discuss the issues how schools reproduce inequalities and social justice through misdistribution and silencing.

The 17 schools of Durga Bhagwati and seven of Yamunamahi Rural Municipality offer school education to marginalized communities, the lowest in the social hierarchy of Nepali society. By providing school education to the children from the lowest social strata, these public schools are exemplary of inclusive access to education.

Inclusion and equality can be seen at levels. These levels function at macro, meso, and micro. At the topmost level, the presence of schools is functional, along with provisions for education at ECD to secondary level. The management of the school system contributes to inclusive access



to education. However, a school functions for inclusive access to education if the school management, parent-teachers association, and teachers' group are inclusive. Such an inclusive practice in the school respects ethnic, cultural, and linguistic diversities encouraging the children from diverse communities and from various socio-economic strata. All these inclusive spaces need to be considered to analyze inclusiveness in an education system.

At the meso level, the resources and their provisions at the school level need to be functionally inclusive. This level was evident in the availability of WASH facilities, e.g., drinking water, sanitation facilities, and hygienic practices. Apart from these, an inclusive school also has the provision for providing educational materials and care for differently-abled children. Schools that cater to differently-abled children are regarded as inclusive. An inclusive school is further characterized by adequate teachers, including both males and females.

As the EMIS data depicts a high number of girl children enrollment, this has contributed to school being equally inclusive for both boys and girls.

Spheres of Inclusion / Exclusion and Equality

An Inclusive Mid-Day Meal

In the mid-day meal program, boys and girls from across classes and children from all income groups participated. Both male and female teachers monitor the provision of meals. However, some schools did not have mid-day meal programs, and several children from marginalized communities were excluded because their fundamental rights to have nutritional foods were violated.



Scholarship, Free Textbooks, and uniform Distribution

The Ministry of Education, Science, and Technology, the government of Nepal, has policies that provide incentives for scholarships, free textbooks, and uniforms to the children enrolled in public schools. These provisions strengthen inclusive access to public education. However, by default, children not enrolled in public schools are excluded from these incentives.

Teacher Recruitment Process

Inadequate recruitment of teachers in public schools hinders the quality of education in these schools hampering the teaching and learning process. Most public schools lack teachers teaching subjects like English, maths, and science. Low payment for qualified teachers and unnecessary intervention of local municipal authorities affect the recruitment of merit-oriented teachers.

Lack of Community Participation and Engagement in Community Schools

The absence of SMCs and PTAs affects the school's involvement in community practice. This absence results in the community's exclusion from school activities in the decision-making process that matters to the community at large.



Equity

The term equity is frequent in policy documents. However, its definition is not clear in these documents. The concept of equity, in a general sense, is determined through six dimensions —a) socio-economic status, b) geographical location, c) gender, d) ability, e) violence, and f) culture. But, the understanding can be more nuanced when we regard equity in education. The analysis considers Unterhalter's explanation of equity in education. Unterhalter (2009) suggests that equity is understood from below, equity from above, and equity from the middle.

The equity from above is the existing policies, plans, rules, norms, and rights that composite to overarching conditions that potentially contribute to equity. The equity from the middle relates to equity through the distribution of resources. When a concerned body distributes resources, it should ensure that such distribution is accessible to the concerned users and beneficiaries. However, these two types of equity do not confirm that providing equal opportunity, environment, and resources to students or schools serves as benefits the same way or at an equal level. Each student has a different capacity to utilize the opportunities he receives differently.

Similarly, each school can use the resources it receives from donors or governments. Hence, the equity from below is required to overcome these limitations. While equity is clear, on the other, the analysis considers the concept of inequity too. The dimension of inequity is related to the positioning of the beneficiaries by which such characteristics act as a barrier to utilizing the available benefits fully. These are —a) gender of a person, b) cultural norms and practices in the community, c) language, d) class, caste, and ethnicity, and e) migration status.

Cases Representing In/Equity

Public Schooling as Inequity in Education

It is a general understanding that public schools are low-performing and are made accessible to or target the poorer income households in the community.

Equity not Same for Boys and Girls

Many schools are not girlchild-friendly in terms of toilet facilities. Cultural choice and the importance of education concern more boys than girls. The parents mainly offer boys private education while the girls are sent to public schools.

Low Number of Female Teachers in Higher Grades

A low number of female teachers in higher grades correlates with lower girl students in higher grades. The number of women teachers in higher classes is inadequate, while more women teachers are available in lower classes.

Gender Dynamics

Drawing on Unterhalter (2007), this analysis offers two lenses through which gender dynamics in education are explained. First is the value-neutral stance, where quantitative data on numbers of female and male head teachers, teachers, girls and boys are offered as evidence for a given case. The second stance considers social structural relations to explain gendered practices in education, through which gender dynamics among girls and boys are offered in school and community. However, issues related to gender dynamics are complex and cannot be fully addressed. In this regard, the analysis attempts to approach understanding gender dynamics that draw on the realization that gendered differentials and diversity exist for the cases presented in the report.

Female and Male Headed School Differentials

Of the 17, 5 schools had women as heads, and 12 had men as heads. Women headed five basic-level schools. Of the 12 schools where men were the heads, seven were lower, three were basic, and two were secondary. The schools headed by female teachers are small and endowed with inadequate infrastructure. These women were mainly appointed for the Early Childhood Development (ECD) program and were later promoted. These schools performed poorly, and most children were from marginalized communities. The schools managed by men had larger endowments and larger build-up areas supported by male and female teachers. Further, these schools have a higher number of student enrollments due to the relatively high school size or capacity for enrolment.

Female Teachers

Early Childhood Development (ECD) was offered in all schools. This program required women to

teach children. The ECD teachers could teach higher classes if no women teachers were available in these classes. Early childhood development (ECD) programs had all women teachers; however, in higher classes, they were under-represented.

Though women teachers were recruited in Early Childhood Development (ECD) programs, grades 1-5 level did not have sufficient women teachers. Only a few women teachers served as head teachers of lower basic schools. In most cases, these teachers or their family members were the founders of these schools.

Voices of Girls and Boys

Data Differentials: Girls and Boys Enrolment across Grades

According to the EMIS records, 6898 students were currently enrolled in grades 1-12, whereas 4532 students were enrolled in grades 1-5. Of 4532 enrolled students in grades 1-5, 2316 were girls and 2216 were boys. In grades 6-8, 1489 were enrolled. Of them, 699 were girls, and 790 were boys. In grades 9-10, the enrolled students were 709, of which 340 were girls and 369 were boys. In grades 11-12, 168 students were enrolled, of which 66 were girls and 102 were boys.

The enrollment was higher in lower grades than in higher grades. In the lower grades, girls outnumbered boys, but girls were half the number of boys in higher grades. The number of boys and girls in the middle grades was almost the same.



Voices of Girls and Boys: On Discriminatory Practices in Public Schools

The focus group discussions with the boys of classes six, seven, and eight revealed parents' discriminatory treatment in educating boys and girls. The parents preferred educating boys to girls. Parents enrolled boys in private schools, but girls were sent to public schools. The FGD informed us of the skeptical nature of parents about the girls' education. They did not prefer girls



to be educated because higher education would enable girls to be aware of their rights and question the patriarchal norms. They would go out of their parents' control and might run from home. Parents fulfilled their sons' demands, but girls' needs were often ignored.

However, the boys informed that such discriminatory practices were more prominent and severe in the community than in schools. Within the school premises, the perceived difference between girls and boys were— a) sitting in the same class but sitting arrangement in a different column of desks and benches, b) in some schools there were separate classes for girls and boys, c) friendship between girls and boys were considered the violations of the norms, d) during the assembly, the girls and boys stood in separate lines, e) during cultural programs and celebrations of festivals, they formed separate groups for boys and girls, f) during examination separate sitting arrangements were made for boys and girls, g) the school authority discouraged friendship between girls and boys. The boys said girls were treated differently in villages but not in schools. As per the practices in 'gaun', the parents cared for boys more than they did for girls; they preferred friendships between boys or between girls, but a girl was not considered suitable to have a friend who was a boy. Girls got instructions to do the household chores, but boys enjoyed playing out. The boys thought girls needed more care from their parents; however, it was not happening in their community.

On marriage practices, the boys informed the researchers that their parents married off their daughters before they reached 18 years, while boys generally married after 19 years.

The boys informed that they practiced certain things that engaged them with girls. These engagements helped them reduce the gender differences prevalent in their community. The community allowed girls and boys to eat together, engage in keeping their school environment clean, and care for their elderly members of the family. These practices reduced gender biasedness and refrained from physical violence like teasing and bullying in class and community.

On the other hand, the girls informed the research team about other issues that were particularly relevant to them. These are their mobility and demand for household work. They faced restrictions in terms of mobility. They needed their parents' permission to step out of the home, which was not the case with boys. Parents suffered from social prejudice about girls, and they restricted girls' mobility. They continuously reminded the girls that society was not a safe space for them. A few of them also mentioned that their parents asked them to go out with a male family member. In addition, the girls reminded us that they had to face 1000 questions if they

went to their friend's house or a nearby location without their parents' permission.

One of the girls' most discriminatory practices was when the family demanded them to carry out household chores. The girls perceived they had to perform more work at home than their brothers. The girls saw their brothers going to boarding (private) schools while they were forced to attend public schools. Similarly, most of the time, the girls collected fodder for cattle. The boys accessed the best available facilities and luxurious products, including delicious foods, clothing, and education. Girls, on the other hand, were compelled to marry young. Many of them were tortured for dowry in their husbands' homes. Their parents paid a large amount of money, vehicles, electrical appliances, etc., as dowry to their husbands, but they could not use this property. If the bride's family failed to meet the groom's demand, the bride had to face physical and mental harassment by her in-laws. Girls also claimed an alcoholic groom could make the situation worse. The girls said they saw the pitiful conditions of brides in their neighborhood. A few girls had the opportunity of continuing their higher education, but most were not fortunate. They ended up their life doing excessive household chores.



Voices of Girls: The Hope

Some of our girl participants believed girls and boys were equal. They could achieve anything they aimed to be, and their parents would support them. They understood that our society would be more women-friendly as more girls started attending schools and universities. Education would open more opportunities for them, bringing a social transformation and diminishing the disparity between girls and boys. Regarding education and girls, the girls believed things were moving in the right direction. They understood our society was transforming into a just society where boys and girls would go to school together. They further informed us that gender discrimination was reduced in schools and gradually, we would expect it in homes and society.

Being educated would empower girls. In the recent past, the support these girls received from their parents would encourage them to higher education. Our participants, during an FGD, said, Parents inspire, motivate and enable us to attend school.....they provide us a token amount of pocket money on days when we insist on missing school. The excerpt from the fields indicates parents' awareness of the girls' education in the rural community.

According to these girls, their parents always reminded them that life would be difficult without education and encouraged them to higher education. They said, 'Without education, no one in society will respect you, and a degree is required for a quality life in the future. Education aids higher level thinking.' The girls added a few more suggestions: "A well-educated individual does not need to rely on others to make decisions. A well-educated person can contribute to the prosperity of a family and community."

Further suggestions are: "You will not learn anything staying at home. Our parents tell us." Said the girls, "They even explain to us that in today's world, only educated people would be admirable. You must educate yourself to be a great person."

Few girls were willing to admit that their parents punished them if they refused to attend school. Parents consoled them by stating, "You will destroy your life. What will you accomplish if you stay at home? Education is for the benefit of your bright future, not for the benefit of us." They said their mother set an example by saying, "We didn't study, so you better study."

The data indicate that the general understanding of girls' education is changing in the younger generation and their parents' attitude toward girls' well-being. They do not quit their study because of the overload of household chores. Their parents do not expect any help but encourage them to study higher. Instead, the parents promise not to disrupt their studies or school. The mothers, in particular, are incredibly supportive. The parents check on their wards going to school and even provide incentives such as money to get to the school, which exemplifying new hopes for the girls' education.

Voices of Girls and Boys: On their Aspirations

Aspiration refers to students' capability to aspire (Walker, 2007). Walker writes education shapes aspirational maps of students by helping them develop the capability to aspire. In this regard, schools should enable the capacity to aspire for students, particularly the girls, in our context. The support to aspire helps students build upon other aspirations in other walks of life. This is a central concept of Sen's capability approach that advocates the expansion of one's agency and freedom. Untherhalter (2007) states that making up one's mind about schooling and considering schooling as a valued end relates to applying one's agency and freedom. Further, such decision-making, in turn, contributes to converting one's aspirations regarding school education into valued achievements.

The girls aspire to be staff nurses, doctors, police officers, computer engineers, bank managers, teachers, mayors, Mukhiyas, beauticians, tailor masters, etc. Each girl has a solid reason for her aspiration. They wanted to be teachers to impart knowledge to children; the girls aspiring to be engineers wished to build beautiful buildings. The girls who aspired to be doctors wanted to serve their community to be healthy. A good number of girls wanted to keep their society and country safe by serving in the Nepal Police and Army. It was particularly unthought of in earlier generations that a girl aspired to become the police or army officer. It was surprising. Their aspirations indicated the girls wanted the best for their family, society, and country. A few wanted to be mayors and mukhiyas when they became adults. They wanted to be examples to inspire their youngsters.

When the boys were asked what they wished to become in the future, they shared their aspirations. The aspirations indicated various professions. Some wanted to become doctors, singers, police and army officers, cricketers, engineers, bank managers, teachers, pilots, painters, and many more. These were the professions they valued and had reason to value. One of them explained his aspiration to become an army officer. He wanted to contribute to our national security by serving in the Nepal army. The boys who wanted to be doctors argued they would serve the poor people, sick and elderly. Those who aspired to be police officers determined that they would end the alcoholic practices in society, creating a calm and harmonious community. They argued that to achieve their aspirations, the school should provide quality education by exploring the inner talents of learners. Together they said, '*we need to learn new things, sir.*'

Voices of Girls and Boys: The Demands for Extra Curricular Activities

The major Extra Curricular Activities (ECA) conducted for girls at schools were – dancing, singing, quiz contest, debate, Sahiri, sharing jokes, elocutions, hide-n-seek, antakshari, etc., to name a few. These activities are conducted weekly on Fridays for 45 minutes to 1 hour. Even though all the schools practiced ECA, few of them were consistent with it. We observed that girls participated enthusiastically in such activities. It was evident that girls do not shy away from participating and bringing their creativity out for performance. We observed that they formed separate groups for boys and girls to conduct ECA. A few students complained about irregularity in ECA activities by the teachers. The girls strongly believed that ECA improved their studies and helped them bring out the creativity and imagination hidden in them.

Drawing on five different focus group discussions with a group of girls studying in grades six, seven, and eight, we noted the following observations. The girls stated their classmates eagerly participated in ECA activities. They mostly read poems, told stories, and jokes. They even danced playing music in a sound system. They appreciated these ECA programs; they called these ECA activities were their favorites, and always looked forward to Friday. According to the girls, the ECA was a great motivator to study and to come to school. These programs refreshed them and added happiness.

However, the girls spelled out that ECA did not happen frequently in the school and was not consistent in the routine. In some schools, the ECA classes were rarely conducted.

The boys mentioned that they were familiar with the outdoor and indoor games; they wanted activities such as dance, song, football, hide and seek, quiz, cab bady, in-out, carom board, ludo, and badminton, running, and cricket. Even though familiar with all different games they get little chance to engage in each activity in the extra-curricular time allotted as a part of the class routine. At the minimum, 45 minutes was allocated for these activities. In some schools there were given an hour and a half too. The boys suggested that such activities were necessary, and if possible, more of these activities be conducted regularly by the school authorities. The boys further called for two hours of such activities a week.



Children's Suggestion for the Enhancement of Attendance of Students in School

The following notes elaborate on the students' suggestion towards improving school attendance.

The students informed us that class management was inevitable. They also argued that students could contribute to class management by assigning a monitor or a captain to control each class. The second possibility they argued was the potential of peer-peer influence to attend school. They informed us we could reach out drop-out and out-of-school children through peer-peer tracking.

They suggested that students needed to feel welcomed in the school. To happen this, students were to be motivated to attend the school; the school authority should provide right information about the functioning of the school. Many out-of-school children and their parents had no idea why to go to school. Therefore, the school authority should make parents understand the importance of education through proper counseling.

Teachers, caretakers, and guardian could strengthen the rate of attendance in school. Their role could be important in the following ways:

The teachers should follow strict rules to maintain attendance. The school authorities should need to provide appropriate educational environment. The boys also suggested that parents should be serious in their children's education. Further, the school had to work for innovative programs to attract new students and retain the existing ones.

The minimum expectations of students were— a) the need for motivation to continue their education, b) the need for elders' advice on their walk of academic life, and c) wish them well while they attend schools and getting educated.



Conclusion

This report offers a 'School Functionality Assessment Framework'. The framework comprises three dimensions: a) the basic capability support provision available to the students at large at public schools, b) the resources possessed by the school, and c) the functioning of the schools. The framework is employed to rank the public schools by evaluating the scores achieved by each school across the mentioned dimensions. Further, this report offers different case studies of phenomena such as out-of-school children, absenteeism, retention, and programs delivered to children at public schools. In addition, it sheds light on the spheres of students' experiences on the issues of gender equality and social inclusion within the schools.

The report draws on the evidence from 25 Yamunamai Rural Municipality public schools (YRM) and Durgabhagwati Rural Municipality (DRM). YRM had a total of 8 schools, and DRM had 17 schools.

The assessment depicts that the basic capability support provision, such as drinking water and flooring provisions for the students, was broadly available in the public schools. In contrast, shelter, sanitation, and electricity as basic school capabilities still need improvement. Similarly, the assessment of the resources possessed by the schools shows that the schools have sufficient classroom space, but the number of classrooms needs to be increased. Further, the children needed more space for playgrounds too. Very few schools had enough built-up areas; on average, most schools needed more built-up areas. Lastly, the results on the functioning of the school indicate that all schools execute classes timely, have a routine to follow for the day, and prioritize monitoring the students' attendance. Programs such as mid-day meals were provided at all schools till grade five, and the public schools had integrated scholarships, free textbooks, and uniform distribution programs for deprived students. In addition, WASH and first aid need to be more satisfactory, and schools need to improve upon these facilities. For a more inclusive environment and schools accessible to all, the concerned authorities must prioritize making schools disabled-friendly. Moreover, most schools did not have a School Management Committee as a governing body of the school and Parents Teacher Association. The absence of these institutions negatively affected community participation and their engagement with the public schools. The functional lack of the SMCs and PTAs has brought on the community's exclusion from school activities in the decision-making process that matters to the community at large.

As per the demand and suggestion from the primary beneficiaries, i.e., the children, Extra-Curricular Activities were the choice of intervention as a support to strengthen such activities

that did not frequently happen in the school and were not practiced in the routine. In some schools, ECA classes were rarely conducted. Therefore, the students' demanded ECA, which was mentioned as a motivation factor for them to attend the school. The students felt that ECA enhanced their academic performance and assisted them in discovering their hidden creativity and imagination.

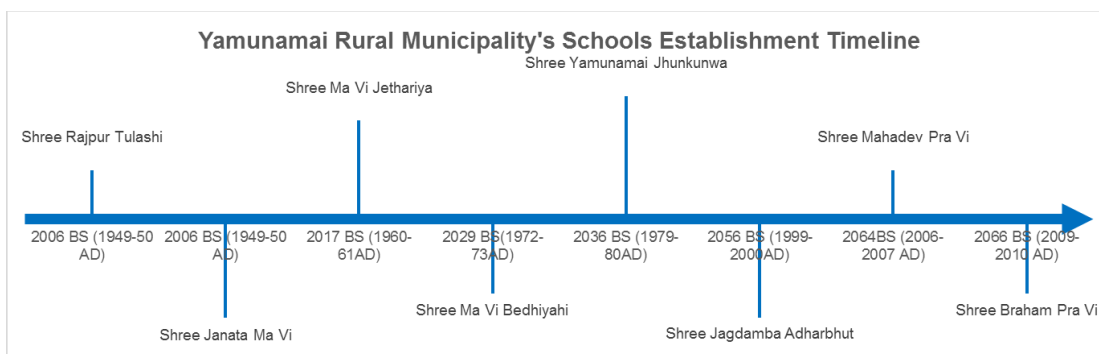
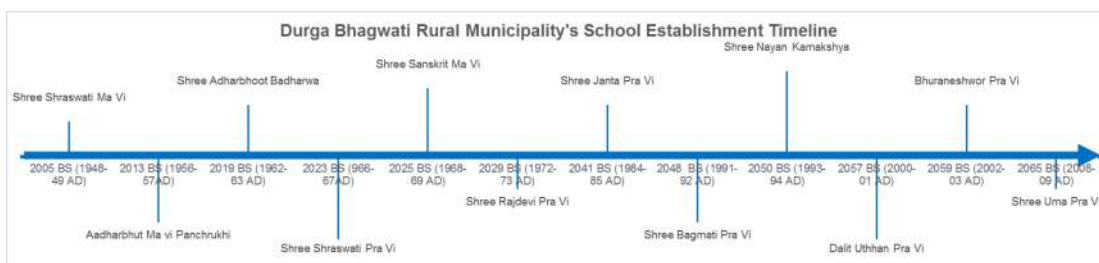
Based on the above conditions, the two most promising interventions were chosen to strengthen the public education system at the rural municipal level. They are- a) Campaign through action groups to improve inclusive access to public schools for OOSC and children at risk of dropping out, and b) Extra-Curricular Activities (ECA) After School programs. These interventions will be put into implementation from the beginning of August 2022 to March 2023. Further, a baseline study will be conducted to gain more insights into the successful implementation of the interventions.

References

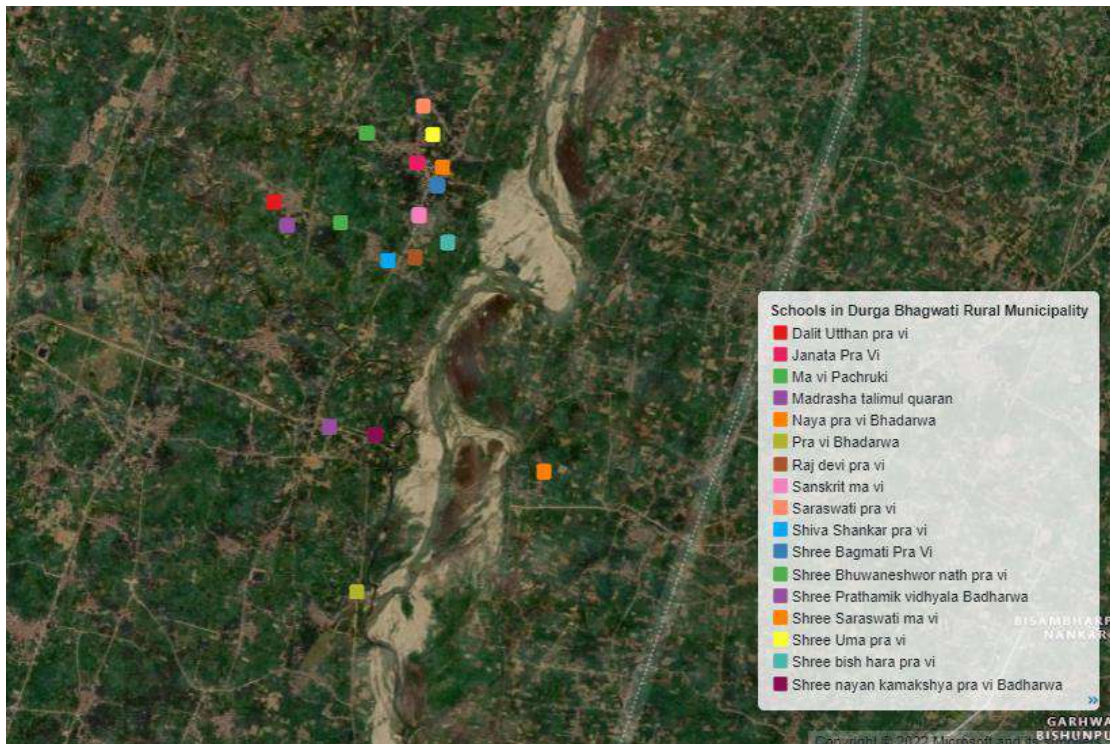
- Aikman, S. (1999). *Intercultural education and literacy: An ethnographic study of indigenous knowledge and learning in the Peruvian Amazon* *Studies in Written Language and Literacy* 7. Amsterdam: John Benjamins.
- Ball, S. J. (2003). *Class strategies and the education market: The middle classes and social advantage*. Routledge.
- Brighouse, H. (2002). What rights (if any) do children have? In Archard, D., Macleod, C. M., & Macleod, C. M. (Eds.). (2002). *The moral and political status of children*. Oxford University Press on Demand.
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society and culture* (Vol. 4). Sage.
- Bowles, S., & Gintis, H. (2011). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. Haymarket Books.
- Kwesiga, J. (2002). *Women's access to higher education in Africa: Uganda's experience*. Kampala: Fountain Publishers.
- Lynch, K., & Baker, J. (2005). Equality in education: An equality of condition perspective. *Theory and research in education*, 3(2), 131-164.
- McLeod, J. (2005). Feminists re-reading Bourdieu: Old debates and new questions about gender habitus and gender change. *Theory and research in education*, 3(1), 11-30.
- Melanie, W., & Unterhalter, E. (Eds.). (2007). *Amartya Sen's capability approach and social justice in education*. Palgrave Macmillan.
- Parajuli, L., Uprety, D., & Onta, P. (Eds.). (2021). *School education in Nepal : History and politics of governance and reform*. Martin Chautari.
- Robeyns, I. (2017). *Wellbeing, Freedom and Social Justice: The Capability Approach Re-Examined* (1st ed.). Open Book Publishers. <http://www.jstor.org/stable/j.ctt1zkjxgc>
- The Government of Nepal, Ministry of Education, Science and Technology. (2021). *Nepal Education Sector Analysis, 2021(2078 BS)*.
- Sen, A. (1980). Equality of what? In *The Tanner Lectures on Human Values*, edited by S. McMurrin. Salt Lake City: University of Utah Press.

- Sen, A. (2000). Social exclusion: Concept, application, and scrutiny.
- Stromquist, N. P. (1986). Empowering women through knowledge: Policies and practices in International Co-operation in Basic Education. SIDEC, School of Education, Stanford University.
- Unterhalter, E. (2007). Gender equality, education, and the capability approach. In Amartya Sen's capability approach and social justice in education (pp. 87-107). Palgrave Macmillan, New York.
- UNICEF. (2016). Monitoring Education Participation: Framework for Monitoring Children and Adolescents who are Out of School or at Risk of Dropping Out.
- Walker, M. (2007). Selecting capabilities for gender equality in education. In Amartya Sen's capability approach and social justice in education (pp. 177-195). Palgrave Macmillan, New York.

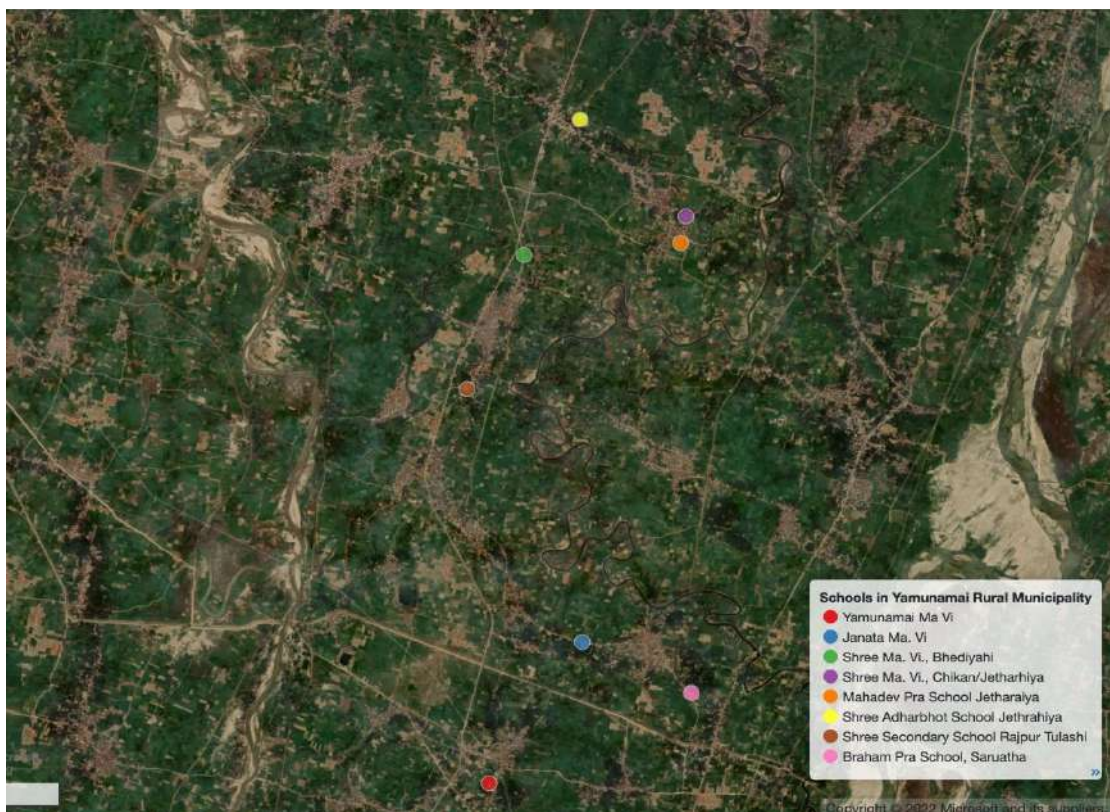
Annex



GPS Map of Community Schools in Durga Bhagwati Rural Municipality



GPS Map of Community Schools in Yamunamai Rural Municipality



Durga Bhagwati Rural Municipality

School Basic Capabilities

Name of the Schools	School ID	Drinking Water	Sanitation	Shelter	Electricity	Cemented Floor	Total_S	Scale to 1	Rank
Adharbhut V. Badharwa	1	8	8	6	8	8	38	0.76	11
Adharbhut V. Pachrukhi	2	5	10	8	6	10	39	0.78	12
Bagmati Pra Vi	3	9	8	2	1	5	25	0.5	4
Bhuraneshwor Pra Vi	4	3	5	4	6	8	26	0.52	5
Bishara Pra Vi	5	5	4	4	1	3	17	0.34	1
Dalit Uthan Pra Vi	6	5	4	4	1	7	21	0.42	2
Janata Pra Vi	7	8	8	6	2	10	34	0.68	9
Madarsa Talimul Quran Chattauna	8	5	10	10	1	10	36	0.72	10
Naya Pra Vi Badharwa	9	10	8	8	10	10	46	0.92	15
Pra Vi V Bhalohiya	10	7	4	2	1	10	24	0.48	3
Raj Devi Pra Vi	11	7	8	4	5	8	32	0.64	8
Sanskrit Ma Vi	12	4	6	5	10	6	31	0.62	7
Saraswati Ma Vi	13	8	10	9	10	10	47	0.94	16
Saraswati Ni. Ma Vi	14	10	10	8	8	7	43	0.86	14
Shiva Shankar Pra Vi	15	10	3	6	6	5	30	0.6	6
Shree Nayan Kamkshya	16	8	9	6	9	8	40	0.8	13
Total Score		112	115	92	85	125	529	10.58	529
Average Score (Scale 0 to 1)		0.7	0.718	0.575	0.531	0.781	0.661		0.66

School Resources

Name of the Schools	School ID	B_Area	space_CR	No_CR	No_Desk	No_Chair	Library	Funds	Text_books	Teachers	Supp_Staff	Space_Play	Computers	Internet	total_Score	Scale to 1	Reso_Rank
Adharbhut V. Badharwa	1	4	5	5	6	6	1	5	5	6	10	1	2	1	57	0.438	4
Adharbhut V. Pachrukhi	2	7	8	8	8	8	3	7	8	7	8	7	10	10	99	0.761	13
Bagmati Pra Vi	3	5	9	1	7	7	1	5	10	5	7	3	1	1	62	0.476	5
Bhuraneshwor Pra Vi	4	7	9	6	5	5	3	5	6	5	5	5	1	1	63	0.484	6
Bishara Pra Vi	5	4	6	5	5	7	1	4	5	8	8	1	1	1	56	0.430	3
Dalit Uthan Pra Vi	6	5	4	5	1	1	1	1	7	2	9	5	1	1	43	0.330	1
Janata Pra Vi	7	5	8	8	8	8	1	5	10	6	5	3	1	1	69	0.530	8
Madarsa Talimul Quran Chattauna	8	5	10	10	10	10	1	3	3	5	10	5	1	1	74	0.569	10
Naya Pra Vi Badharwa	9	5	10	10	6	6	1	5	10	8	5	5	1	1	73	0.561	9
Pra Vi V Bhalohiya	10	5	2	1	1	1	1	3	10	2	8	8	1	1	44	0.338	2
Raj Devi Pra Vi	11	4	8	6	8	8	1	6	10	5	10	5	1	1	73	0.561	9
Sanskrit Ma. Vi	12	5	4	6	5	5	3	2	7	7	6	2	8	8	68	0.523	7
Saraswati Ma Vi	13	10	10	10	9	9	6	6	10	5	10	10	6	6	107	0.823	14
Saraswati Ni. Ma Vi	14	8	8	8	5	6	1	5	8	7	6	3	1	3	69	0.530	8
Shiva Shankar Pra Vi	15	7	8	8	8	7	1	5	8	7	9	6	1	1	76	0.584	11
Shree Nayan Kamkshya	16	5	10	10	10	10	2	2	9	8	5	4	2	10	87	0.669	12
Total Score		91	119	107	102	104	28	69	126	93	121	73	39	48	1120	0.538	
Average Score (Scale 0 to 1)		0.56	0.74	0.66	0.63	0.65	0.17	0.43	0.78	0.58	0.75	0.45	0.24	0.3	0.538		

School Functioning

Name of the Schools	School ID	Timely class conduction	Subject Routine	Students Attendance	WASH	Midday meal	SIP	SSP	SMC	DRR	Provision of Disability	First Aid	Total Score	Scale to 1	Rank
Adharbhut V. Badharwa	1	10	10	10	5	10	5	10	1	5	5	10	81	0.736	12
Adharbhut V. Pachrukhi	2	10	10	10	5	10	1	5	1	10	1	1	64	0.581	4
Bagmati Pra Vi	3	9	8	10	8	10	9	1	5	8	7	9	84	0.763	13
Bhuraneshwor Pra Vi	4	9	9	10	3	9	1	3	5	6	1	3	59	0.536	3
Bishara Pra Vi	5	10	10	10	7	10	10	8	9	10	9	9	102	0.927	16
Dalit Uthan Pra Vi	6	10	9	10	8	10	9	1	1	5	1	1	65	0.590	5
Janata Pra Vi	7	8	10	8	8	10	5	5	1	5	1	5	66	0.6	6
Madarsa Talimul Quran Chattauna	8	10	10	10	10	10	10	1	1	5	1	10	78	0.709	10
Naya Pra Vi Badharwa	9	10	10	10	5	10	7	8	1	5	1	8	75	0.681	9
Pra Vi V Bhalohiya	10	9	1	10	2	10	10	1	9	1	1	1	55	0.5	1
Raj Devi Pra Vi	11	10	8	10	6	10	10	10	1	9	1	5	80	0.727	11
Sanskrit Ma Vi	12	9	10	10	4	8	7	7	8	6	2	2	73	0.663	8
Saraswati Ma Vi	13	10	10	10	7	5	10	1	1	10	1	10	75	0.681	9
Saraswati Ni. Ma Vi	14	10	10	8	7	10	5	5	1	6	2	8	72	0.654	7
Shiva Shankar Pra Vi	15	10	10	10	5	10	10	5	1	10	1	1	73	0.663	8
Shree Nayan Kamkshya	16	10	9	10	7	9	1	5	1	4	1	1	58	0.527	2
Total Score		154	144	156	97	151	110	76	47	105	36	84	1160	0.659	
Average Score (Scale 0 to 1)		0.962	0.9	0.975	0.606	0.943	0.687	0.475	0.293	0.656	0.225	0.525	0.659		

Institutional Conversion Factors

Name of the Schools	School Conversion Factor	Scale to 1	Rank
Adharbhut V. Badharwa	33	0.55	1
Adharbhut V. Pachrukhi	54	0.9	9
Bagmati Pra Vi	50	0.833	6
Bhuraneshwor Pra Vi	33	0.55	1
Bishara Pra Vi	57	0.95	11
Dalit Uthan Pra Vi	42	0.7	2
Janata Pra Vi	53	0.883	8
Madarsa Talimul Quran Chattauna	50	0.833	6
Naya Pra Vi Badharwa	45	0.75	4
Pra Vi V Bhalohiya	43	0.716	3
Raj Devi Pra Vi	56	0.933	10
Sanskrit Ma Vi	49	0.816	5
Saraswati Ma Vi	57	0.95	11
Saraswati Ni. Ma Vi	51	0.85	7
Shiva Shankar Pra. Vi	53	0.883	8
Shree Nayan Kamkshya	50	0.833	6

Name of the Schools	Environment Conversion Factor	Scale to 1	Rank
Adharbhut V. Badharwa	16	0.32	2
Adharbhut V. Pachrukhi	31	0.62	11
Bagmati Pra Vi	17	0.34	3
Bhuraneshwor Pra Vi	23	0.46	7
Bishara Pra Vi	39	0.78	13
Dalit Uthan Pra Vi	21	0.42	5
Janata Pra Vi	17	0.34	3
Madarsa Talimul Quran Chattauna	26	0.52	9
Naya Pra Vi Badharwa	16	0.32	2
Pra Vi V Bhalohiya	13	0.26	1
Raj Devi Pra Vi	23	0.46	7
Sanskrit Ma Vi	18	0.36	4
Saraswati Ma Vi	38	0.76	12
Saraswati Ni. Ma Vi	24	0.48	8
Shiva Shankar Pra Vi	28	0.56	10
Shree Nayan Kamkshya	22	0.44	6

Name of the Schools	Social Conversion Factor	Scale to 1	Rank
Adharbhut V. Badharwa	38	0.633	5
Adharbhut V. Pachrukhi	54	0.9	10
Bagmati Pra Vi	49	0.816	8
Bhuraneshwor Pra Vi	37	0.6167	4
Bishara Pra Vi	54	0.9	10
Dalit Uthan Pra Vi	35	0.583	2
Janata Pra Vi	49	0.816	8
Madarsa Talimul Quran Chattauna	60	1	12
Naya Pra Vi Badharwa	38	0.633	5
Pra Vi V Bhalohiya	34	0.566	1
Raj Devi Pra Vi	50	0.833	9
Sanskrit Ma Vi	46	0.766	6
Saraswati Ma Vi	54	0.9	10
Saraswati Ni. Ma Vi	47	0.783	7
Shiva Shankar Pra Vi	55	0.916	11
Shree Nayan Kamkshya	36	0.6	3

Name of the Schools	Environment Conversion Factor	Scale to 1	Rank
Adharbhut V. Badharwa	77	0.7	7
Adharbhut V. Pachrukhi	87	0.790	13
Bagmati Pra Vi	77	0.7	7
Bhuraneshwor Pra Vi	57	0.518	2
Bishara Pra Vi	81	0.736	10
Dalit Uthan Pra Vi	53	0.481	1
Janata Pra Vi	79	0.718	8
Madarsa Talimul Quran Chattauna	82	0.745	11
Naya Pra Vi Badharwa	67	0.609	4
Pra Vi V Bhalohiya	70	0.636	5
Raj Devi Pra Vi	63	0.572	3
Sanskrit Ma Vi	83	0.754	12
Saraswati Ma Vi	96	0.872	14
Saraswati Ni. Ma Vi	80	0.727	9
Shiva Shankar Pra Vi	75	0.681	6
Shree Nayan Kamkshya	77	0.7	7

Name of the Schools	Cultural Conversion Factor	Scale to 1	Rank
Adharbhut V. Badharwa	21	0.7	1
Adharbhut V. Pachrukhi	28	0.933	5
Bagmati Pra Vi	28	0.933	5
Bhuraneshwor Pra Vi	21	0.7	1
Bishara Pra Vi	25	0.833	3
Dalit Uthan Pra Vi	21	0.7	1
Janata Pra Vi	21	0.7	1
Madarsa Talimul Quran Chattauna	25	0.833	3
Naya Pra Vi Badharwa	21	0.7	1
Pra Vi V Bhalohiya	21	0.7	1
Raj Devi Pra Vi	25	0.833	3
Sanskrit Ma Vi	23	0.766	2
Saraswati Ma Vi	25	0.833	3
Saraswati Ni. Ma Vi	27	0.9	4
Shiva Shankar Pra Vi	28	0.933	5
Shree Nayan Kamkshya	21	0.7	1

Yamunamai Rural Municipality

School Basic Capabilities

Name of the Schools	School ID	Drinking Water	Sanitation	Shelter	Electricity	Cemented Floor	Total_S	Rank
Shree Ma Vi Bedhiyahi	1	10	6	5	10	6	37	3
Shree Rajpur Tulashi Ma Vi	2	5	10	5	10	10	40	2
Shree Janta Ma Vi	3	10	8	9	10	10	47	1
Shree Braham Pra Vi	4	7	6	5	5	6	29	6
Shree Mahadev Pra Vi	5	7	5	5	1	1	19	7
Shree Ma Vi Jethariya	6	6	8	6	6	8	34	4
Shree Jagdamba Adhabhut	7	5	3	8	5	10	31	5
Total Score		50	46	43	47	51	237	237
Average Score (Scale 0 to 1)		0.71	0.66	0.61	0.67	0.73	3.39	0.68

School Resources

Name of the Schools	School ID	B_Area	space_CR	No_CR	No_Desk	No_Chair	Library	Funds	Text_books	Teachers	Supp_Staff	Space_Play	Computers	Internet	total_Score	Scale to 1	Reso_Rank	Ba_CA_Rank	Rank
Shree Ma Vi Bedhiyahi	1	3	8	5	8	8	6	4	7	6	2	5	5	8	75	0.576	5	3	2
Shree Rajpur Tulashi Ma Vi	2	7	10	7	7	7	1	9	7	5	5	5	5	10	85	0.653	3	2	5
Shree Janta Ma Vi	3	7	10	8	9	9	3	8	8	8	3	8	6	7	94	0.723	1	1	4
Shree Braham Pra Vi	4	6	7	5	5	5	1	6	7	5	10	5	3	1	66	0.507	6	6	1
Shree Mahadev Pra Vi	5	6	7	1	4	3	1	8	7	8	9	8	2	1	65	0.5	6	7	4
Shree Ma Vi Jethariya	6	6	8	7	9	9	5	5	8	6	7	1	8	8	87	0.669	2	4	3
Shree Jagdamba Adhabhut Ma Vi	7	6	8	10	7	7	1	5	7	9	5	2	2	8	77	0.592	4	5	6
Total Score		41	58	43	49	48	18	45	51	47	41	34	31	43	0.603	0.603	549		
Average Score (Scale 0 to 1)		0.585	0.828	0.614	0.7	0.685	0.257	0.642	0.728	0.671	0.585	0.485	0.442	0.614	0.603				

School Functioning

Name of the Schools	Timely class conduction	Subject Routine	Students Attendance	WASH	Midday meal	Provision of Disability	First Aid	DRR	SMC	SIP	SSP	Total Score	Scale to 1	Rank
Shree Ma Vi Bedhiyahi	9	10	10	5	10	1	9	5	9	7	7	82	0.745	2
Shree Rajpur Tulashi Ma Vi	10	10	9	2	10	1	10	7	10	1	1	71	0.645	5
Shree Janta Ma Vi	9	9	8	8	10	6	4	1	10	1	8	74	0.672	4
Shree Braham Pra Vi	9	9	10	9	10	5	8	7	8	9	7	91	0.827	1
Shree Mahadev Pra Vi	10	8	8	8	10	5	2	1	9	8	5	74	0.672	4
Shree Ma Vi Jethariya	8	9	8	8	8	6	5	6	7	6	6	77	0.7	3
Shree Jagdamba Adhabhut Ma Vi	8	9	6	5	9	10	1	1	10	6	1	66	0.6	6
Total Score	63	64	59	45	67	34	39	28	63	38	35	4.863	4.863	
Average Score (Scale 0 to 1)	0.9	0.914	0.842	0.642	0.957	0.485	0.557	0.4	0.9	0.542	0.5	0.694	0.694	

Institutional Conversion Factors

Name of the Schools	School Conversion factor	Scale to 1	Rank
Shree Ma Vi Bedhiyahi	51	0.85	4
Shree Rajpur Tulashi Ma Vi	41	0.683	6
Shree Janta Ma Vi	56	0.933	1
Shree Braham Pra Vi	37	0.616	7
Shree Mahadev Pra Vi	47	0.783	5
Shree Ma Vi Jethariya	52	0.866	3
Shree Jagdamba Adhabhut Ma Vi	55	0.916	2
Average Score	0.807	0.807	

Name of the Schools	Environmental Conversion Factors	Scale to 1	Rank
Shree Ma Vi Bedhiyahi	18	0.36	5
Shree Rajpur Tulashi Ma Vi	23	0.46	3
Shree Janta Ma Vi	27	0.54	1
Shree Braham Pra Vi	19	0.38	4
Shree Mahadev Pra Vi	23	0.46	3
Shree Ma Vi Jethariya	25	0.5	2
Shree Jagdamba Adhabhut Ma Vi	13	0.26	6
Average Score	0.422	0.422	

Name of the Schools	Social Conversion Factors	Scale to 1	Rank
Shree Ma Vi Bedhiyahi	41	0.683	5
Shree Rajpur Tulashi Ma Vi	45	0.75	3
Shree Janta Ma Vi	53	0.883	1
Shree Braham Pra Vi	46	0.766	2
Shree Mahadev Pra Vi	41	0.683	5
Shree Ma Vi Jethariya	42	0.7	4
Shree Jagdamba Adhabhut Ma Vi	39	0.65	6
Average Score	0.730		

Name of the Schools	Cultural Conversion Factors	Scale to 1	Rank
Shree Ma Vi Bedhiyahi	21	0.7	6
Shree Rajpur Tulashi Ma Vi	22	0.733	5
Shree Janta Ma Vi	24	0.8	4
Shree Braham Pra Vi	30	1	1
Shree Mahadev Pra Vi	28	0.933	2
Shree Ma Vi Jethariya	25	0.833	3
Shree Jagdamba Adhabhut Ma Vi	25	0.833	3
Average Score	0.833		

Children Dropout Cases in Durga Bhagwati Rural Municipality

Name of school	Dropouts	Male	Female	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Saraswoti Pra Vi	16	10	6	0	3	0	4	9
Pra Vi Bhalohiya (Uma)	3	3	0	0	2	1	0	0
Shree Saraswoti Ma Vi	2	2	0	0	0	2	0	0
Bagmati Pra Vi	2	1	1	0	0	0	2	0
Janata Pra Vi	42	20	22	17	18	6	1	0
Bhuaneshwor Pra Vi	24	12	12	3	8	4	9	0
Sanskrit Ma Vi	33	10	23	17	9	7	0	0
Bishara Pra Vi	5	2	3	0	0	0	5	0
Raj devi Pra Vi	5	3	2	0	0	2	1	2
Shiva Shankar Pra Vi	41	25	16	0	1	0	1	39
Adharbhut Ma Vi Pachrukhi (lakhan mishra)	37	24	13	1	3	12	7	14
Dalit Utthan Pra Vi	47	11	36	4	1	14	7	21
Madarsa Talimul Quran Chhatauna	24	5	19	2	4	10	1	7
Pra Vi Badharwa (Bhatkeko school)	0	0	0	0	0	0	0	0
Sri Nayan Kamaksha Pra Vi Badharwa	0	0	0	0	0	0	0	0
Naya Pra Vi Badharwa (Khola pari)	42	4	38	1	7	9	9	16
Pra Vi Badharwa (surendra singh)	63	40	23	11	18	14	6	14
TOTAL	386	172	214	56	74	81	53	122

Children Enrollment in Private School, Durga Bhagwati Rural Municipality

Name of Schools	Enrolled in boarding/ other school	Boys	Girls	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Saraswoti Pra Vi	10	7	3	1	9	0	0	0
Pra Vi Bhalohiya (Uma)	0	0	0	0	0	0	0	0
Shree Saraswoti Ma Vi	0	0	0	0	0	0	0	0
Bagmati Pra Vi	0	0	0	0	0	0	0	0
Janata Pra Vi	1	0	1	0	0	0	1	0
Bhuaneshwor Pra Vi	2	2	0	1	0	1	0	0
Sanskrit Ma Vi	0	0	0	0	0	0	0	0
Bishara Pra Vi	6	6	0	3	1	0	0	2
Raj devi Pra Vi	0	0	0	0	0	0	0	0
Shiva Shankar Pra Vi	16	9	7	1	5	2	1	7
Adharbhat Ma Vi Pachrukhi (lakhan mishra)	9	8	1	0	3	2	3	1
Dalit Utthan Pra Vi	2	0	2	0	0	0	1	1
Madarsa Talimul Quran Chhatauna	0	0	0	0	0	0	0	0
Pra Vi Badharwa (Bhatkeko school)	0	0	0	0	0	0	0	0
Sri Nayan Kamaksha Pra Vi Badharwa	0	0	0	0	0	0	0	0
Naya Pra Vi Badharwa (Kholo pari)	0	0	0	0	0	0	0	0
Pra Vi Badharwa (surendra singh)	38	32	6	8	8	11	8	3
TOTAL	84	64	20	14	26	16	14	14

Children Absentees in Schools of Durga Bhagwati Rural Municipality

Name of the Schools	Absent for the whole month	Boys	Girls	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Saraswoti Pra Vi	82	43	39	15	20	19	21	7
Pra Vi Bhalohiya (Uma)	53	25	28	3	17	18	15	0
Shree Saraswoti Ma Vi	109	72	37	45	20	12	23	9
Bagmati Pra Vi	60	32	28	29	5	4	10	12
Janata Pra Vi	3	1	2	0	1	0	1	1
Bhuwaneshwor Pra Vi	29	6	23	8	2	7	8	4
Sanskrit Ma Vi	33	14	19	0	6	7	10	10
Bishara Pra Vi	6	4	2	1	0	1	3	1
Raj devi Pra Vi	14	7	7	0	2	5	5	2
Shiva shankar Pra Vi	0	0	0	0	0	0	0	0
Adharbhut Ma Vi Pachrukhi (lakhan mishra)	59	30	29	1	23	12	9	14
Dalit Utthan Pra Vi	25	13	12	6	6	5	7	1
Madarsa Talimul Quran Chhatauna	0	0	0	0	0	0	0	0
Pra Vi Badharwa (Bhatkeko school)	84	43	41	34	9	15	6	20
Sri Nayan Kamaksha Pra Vi Badharwa	5	3	2	0	0	0	5	0
Naya Pra Vi Badharwa (Kholo pari)	124	76	48	49	10	15	26	24
Pra Vi Badharwa (surendra singh)	29	9	20	1	4	10	11	3
TOTAL	715	378	337	192	125	130	160	108

Not Enrolled Children, Durga Bhagwati Rural Municipality

Name of the Schools	Not enrolled	Boys	Girls
Saraswoti Pra vi	3	0	3
Pra Vi Bhalohiya (Uma)	20	10	10
Shree Saraswoti Ma Vi	0	0	0
Bagmati Pra Vi	0	0	0
Janata Pra Vi	0	0	0
Bhuaneshwor Pra Vi	10	5	5
Shanskrit Ma Vi	0	0	0
Bishara Pra Vi	0	0	0
Raj devi Pra Vi	0	0	0
Shiva Shankar Pra Vi	0	0	0
Adharbhat Ma Vi Pachrukhi (lakhan mishra)	12	4	8
Dalit Utthan Pra Vi	11	1	10
Madarsa Talimul Quran Chhatauna	16	4	12
Pra Vi Badharwa (Bhatkeko school)	0	0	0
Sri Nayan Kamaksha Pra Vi Badharwa	0	0	0
Naya Pra Vi Badharwa (Khola pari)	0	0	0
Pra Vi Badharwa (surendra singh)	11	3	8
Total	83	27	56

LEARNING,
INNOVATION &
KNOWLEDGE
EXCHANGE

LiKE
LAB



KATHMANDU UNIVERSITY
SCHOOL OF ARTS



IDRC · CRDI

Canada