

Assessing the Effectiveness and Scalability of
Programs for Children who are Out of School and
at Risk of Dropping out in Nepal

BASELINE SURVEY REPORT | Nepal

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To them all we are grateful.

Binayak Krishna Thapa, Principal Investigator and Niraj Poudyal, Country Lead

Executive Summary

Effectiveness and Scalability of Programs for the Children Who Are Out of School and at Risk of Dropping Out in Bangladesh, Bhutan, and Nepal is a project supported by KIX and carried out by the Department of Development Studies, School of Arts, Kathmandu University (KU). This project intends to gather data on practices, methods, and technologies that have been used to identify out-of-school children and also those who are at risk of dropping out, as well as what works and what doesn't. This study is carried out primarily to examine a) parents' engagement with community schools and b) after-school activities and educational initiatives. The project will implement the study's recommended activities and also assess the effectiveness of recommended activities in reducing the number of out-of-school children in target areas.

Methods

To accomplish the assigned objectives, the study team adopted a quantitative survey method for data collection, analysis and findings. The intervention aimed at 500 OOSC households, with their parents serving as primary respondents. Baseline data for the after-school program as an intervention were collected from 496 students in grade five from 18 schools in two rural municipalities and a municipality adjoining both rural municipalities in Nepal's Rautahat district. The data were processed, analyzed, and interpreted to determine the conclusions. The findings of the study are presented below:

Findings

1. After-school Program

The goal of the study was to establish a baseline for measuring the status of extracurricular activities, student engagement, identity, and other dropout predictors such as the student's home environment and socioeconomic standing. This survey has made it abundantly evident that ECA in schools needs to be implemented more consistently and routinely if we want students to attend school regularly. As of now, the data show unsatisfactory levels of student participation and identification with school. Also, this study has set a standard and paved the way for working to strengthen the adoption of extracurricular activities as after-school programs. The study's findings also indicate that if schools improve and provide better learning experiences for their students through various programs and activities, including extracurricular activities, the socioeconomic situation and environment at home do not appear to be significant barriers to students attending school regularly and completing their education.

2. Campaigning for parents' awareness

- Regarding their support for the communal responsibilities of community schools, the local parents as respondents indicate that they are still unaware of the community's role and responsibility toward the schools, as well as the schools' overall accountability towards the community.
- The respondents were randomly selected from the list of OOSC; they were predominantly Dalits (61%), followed by other castes (39%). The data shows that caste-based exclusion still exists in the study area. However, a lower percentage of Dalit respondents (33.7%) have claimed that they had experienced any discrimination based on their caste in their educational setting.
- Only 37 parents (6.7%) have set aside money for their children's future education. The culture of saving for their children's education needs to be introduced through campaigning.
- The parents have little understanding of how schools work. The aggregate score of 20.65 points out of 100 suggests that the parents need more information about the school schedule and academic calendar. Parents are less aware of the SMC PTA and its functions. As the findings indicate, only 9.4 percent of the parents are aware and have some information about SMC, while only 3.3 percent know about PTA. However, 41.5 percent of the respondents were interested in being part of such groups if they were formed, while 76.4 percent acknowledged that such forums are necessary.
- Low scores in school-level engagement of parents suggest that the school management is putting less effort into communication with parents regarding school activities and the performance of their children. Even if the parents believe that they can have an active role in improving school climate and are capable of voicing their opinion, fewer parents (36%) actually believe that their concerns will be listened to and valued by the school management. In the past, suggestions or complaints were provided by only 3.3 percent of the respondents, and only half were addressed by the school. Parents also indicated that those head teachers who have good connections with Palika and political parties do not listen to the concerns of the parents. School-level intervention focused on these areas might be effective.
- The survey indicates that the parent's aspiration for education level for a male child is higher than that for a female child, whereas the minimum educational level for a female child was limited to grade 10 and vocational training, but for the boys, higher education was more preferred.
- A sizable proportion of parents (16.1%) wanted their children to be wage laborers just like their parents when they grew up. When asked about the reason, they replied that wage work is available in all seasons and everywhere. They earn as much, if not more, than doctors and engineers on a daily basis. Respondents indicated that they are earning NPR 1000–1500 per day as wage labor. Hence, it can be argued that the parents are focusing on short-term gains instead of long-term benefits. Besides, effective campaigning activities focused on generating awareness among these parents about the importance and life-long significance of continuing school education for their children is necessary for minimizing the risk of student drop out.

- The majority of parents cited that the responsibility to support the family economically was the main reason behind dropout rates (42.9%) and not enrolling children in school (44.1%). The economic support need not be direct, i.e., working for income-generating activities, but could be looking after the siblings and doing HH chores when parents go to work. This, coupled with the data that shows 11.4 percent of children involved in either income-generating activities or involved in HH chores for more than 3 hours, suggests there is a dire need for intervention in the areas of child labor and the creation of a home learning environment for the future retention and enrollment of students.

Future modality

The exclusive objective of both the baseline survey regarding campaigning and the after-school program is to enhance inclusive access to public schools for out-of-school children and children at risk of dropping out. Using this baseline data as a basis for intervention suggests that schools too need to perform better and be more accountable towards their students. The intervention will empower concerned school teachers and sensitize them about the need and importance of extracurricular activities. Through this, it is believed that the students will have a better learning environment at school that has the potential to keep them there until they complete their schooling. Furthermore, the intervention activities for campaigning will primarily be divided into two categories: the formation of functional action groups and information sharing through the action groups. The parents will be able to voice their opinion with the support of the action group and be positively engaged in improving the school environment. On the other hand, there will be increased community-level awareness with the return to education.

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Introduction

1.1 Background and context

The high number of out-of-school children and children at risk of dropping out is one of the major problems faced by the Asia-Pacific region, and this issue is also limiting them from achieving Sustainable Development Goal 4 (inclusive and equitable quality education for all) (UNESCO & UNICEF, 2021). It has been indicated that 770,000 children aged 5–12 are still out of school in Nepal (UNICEF Nepal, 2017). According to UNESCO, almost 30 million children in South Asia are out of school. Of these, an estimated 4.65 million are in Nepal, Bangladesh, and Bhutan (Nakandala & Malik, 2015).

Amidst this issue, "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 project being supported by KIX. The International Development Research Centre (IDRC) and the Global Partnership for Education (GPE) have partnered to create KIX, which connects experience, innovation, and information to help low- and middle-income countries strengthen their educational systems and move closer to achieving Sustainable Development Goal 4. In Nepal, this project has been implemented by the Department of Development Studies, School of Arts, Kathmandu University (KU).

The governments of Nepal, Bangladesh, and Bhutan have many educational initiatives available for the children in their countries. The initiatives include bridging courses to reintegrate the children who are out of school into the educational system, financial assistance to families, enrollment campaigns, non-formal education initiatives, and programs for children with impairments. The extent to which these initiatives achieve their intended goals, however, is still vague and unclear. Hence, this project will look at educational campaigns and after-school programs to harness the evidence on what works and what does not work, including practices, methods, and tools used to identify out-of-school children and those at risk of dropping out. This survey will measure the baseline for after-school programs and parental awareness regarding the importance of education. For the project, we are opting for an experimental research method where it needs to be assessed whether a treatment program that has been endorsed and implemented actually works.

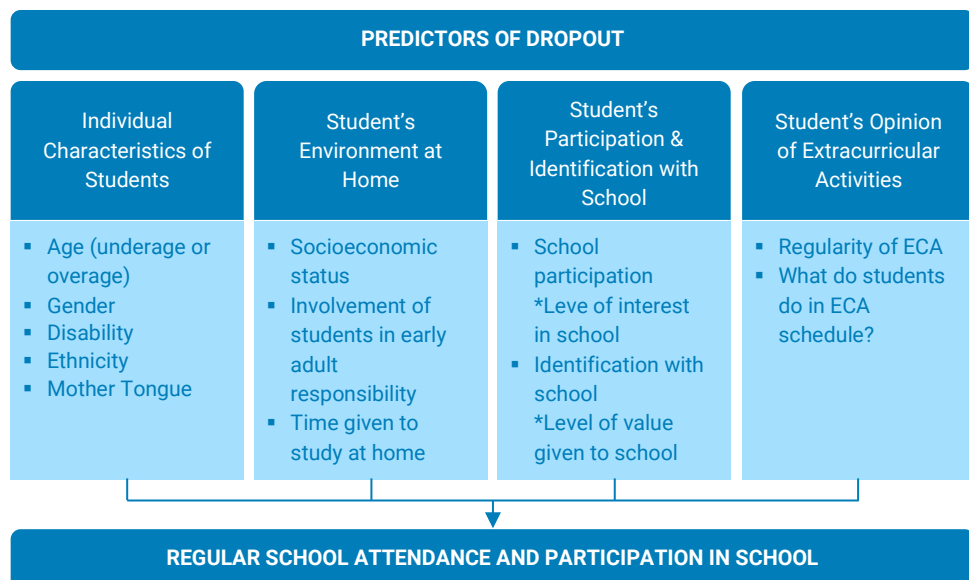
A. After School Program

The government of Nepal supports after-school programs in all community schools throughout the country in the form of extracurricular activities. Subsection 14 of Education Rule 2059 (Nepal Law Commission, 2014) directs all schools to conduct extracurricular activities every Friday after regular classes end at noon for

students to develop creativity. It points out the need for both teachers and students to participate in extracurricular activities. The education rule 2059, subsection 14, also states the responsibilities of the schools and other concerned bodies to facilitate ECA as follows:

- Design and conduct activities that foster patriotism, are entertaining, and are culturally rich. These activities should be encouraged through drama, dance, and music and intra school competitions.
- For the physical fitness of students, conduct sports and physical training exercises regularly.
- Encourage the teachers and students to learn about and advocate for the importance of national, international, historical, social, and religious festivals.
- Encourage teachers to start a scout or junior red cross wing and involve students in various activities through it.
- Students have to be facilitated in taking part in different intra or inter school competitions such as art and drawing, handwriting, quizzing, speaking, acting, playing musical instruments, sports and games, gardening, and literary works such as stories, poems, essays, etc.
- Every Friday after regular classes is over, the students will have to be involved in ECA.
- District Education Officers should facilitate and host district-level sports competitions periodically.
- If required, a school can also form an ECA committee.
- Students doing extraordinarily well in ECA competitions have to be encouraged and given prizes.

How to develop the baseline survey tool and what to include in it were prepared after reviewing and going through different literature. The literature pointed out different predictors of students dropping out of school that were significant to our study and utilized here: (a) status of extracurricular activities (ECA), (b) individual characteristics of students, (c) family characteristics of students, and (d) academic characteristics of a student.



The status of extracurricular activities (ECA) as perceived by students has a direct bearing on remedial intervention. Whereas the academic characteristics of a student have been guided by Finn's participation and identification model. This model was developed to understand students' phenomenon of dropping out of school by trying to understand; a) their participation in school and b) their identification with school. Family characteristics have been influenced by poor family socialization theory, which holds that families and the environment they provide the child predict their dropout rates, and also by structural strain theory, which highlights the relationship between socio-economic status and dropout.

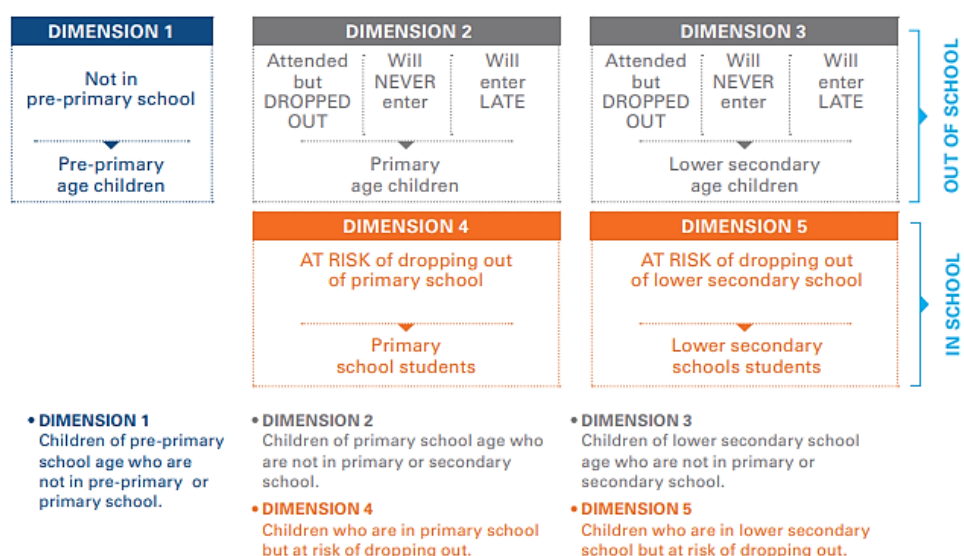
B. Campaigning for Parental Engagement Program

The National Education Policy, 2076, links good governance of community schools to active participation and representation of community members in school management (GoN, 2019). It indicates policy-level improvement for the effective participation of community members in SMC and meaningful participation in PTA. The newly amended Education Sector Plan 2020–30 postulates "maintaining the attraction and trust of parents towards community schools" as one of the main challenges of the educator sector in Nepal (GoN, 2020). Besides, one such strategy for overcoming this challenge includes increasing parent participation and engagement in school through interaction between parents and stakeholders, as well as improving the effectiveness of the social audit process.

Connecting parental involvement and out-of-school children

Since parents are the closest people to their children, their role in the growth and development of any child is imperative. This provides the parents with a pivotal role in the educational attainment of their children. After all, the children in basic education (grades 1-8) are still minors, and their parents are primarily responsible for their education as well as other requirements. If these parents are unaware of the education process and detached from the community schools that their children study in, they have little to motivate their young ones to study. The lack of a functional SMC and PTA coincides interestingly with the increasing number of out-of-school children in the area. The definition of out-of-school children aligns with the UNICEF definition (2012).

Figure 1.1: Five Dimensions of exclusion (5DE) as defined by UNICEF, 2012

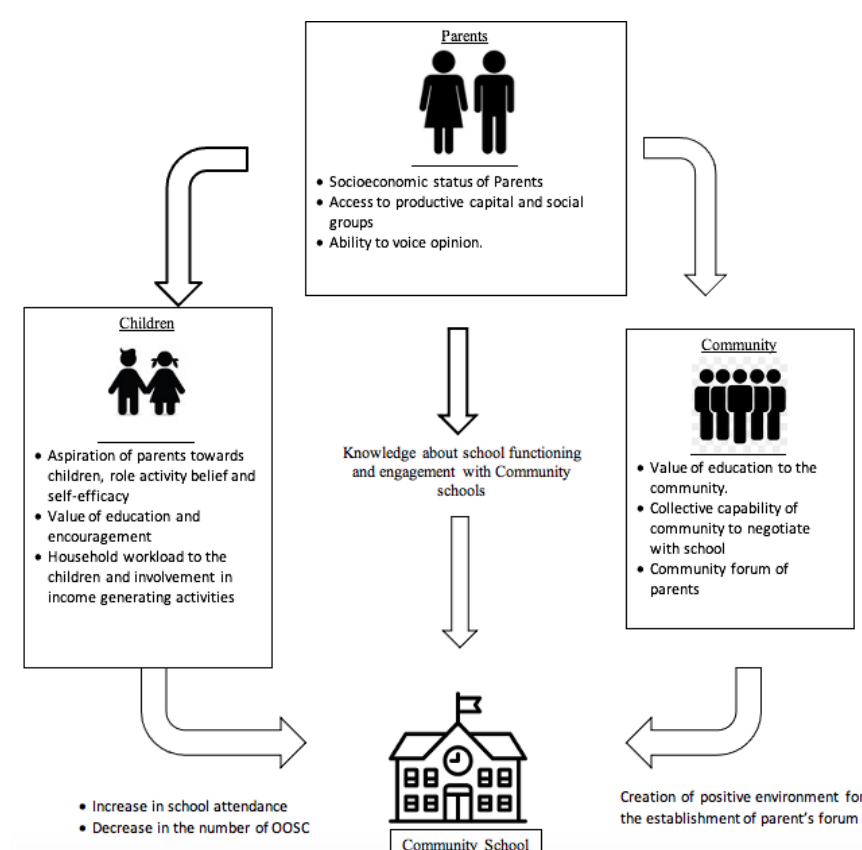


(Source: Cappelle, 2014)

When children in dimensions 4 and 5 (those at risk of dropping out) are absent for one or more days at a time, they are classified as having chronic absenteeism in this study. So this study will gather data about the current socioeconomic status of out-of-school children, their home learning environment, the engagement level of parents with the community schools, their knowledge of school functioning and attitudes towards community schools and education, and the communication points to reach the parents.

Conceptual framework

Through the literature review, three different areas were identified as being important for the engagement of parents with community schools: decreasing the number of OOSC and creating a favorable environment for the parents' forum. A positive home learning environment and the involvement of parents in the education of their children are necessary for aspiring children to gain an education. The parents need support from the community, which values education and has the collective capability to negotiate with the education providers for quality education. The parent's own personal agency for change and knowledge, as well as their attitude towards community school, are vital for changing the learning environment for better results. **The concepts are present as follows:**



1.2 Objective of Baseline Survey

The objectives of the baseline survey related to the two major interventions considered for evaluation in this project has been enlisted below:

A. After School Program

- To document the regularity of extracurricular activities every Friday after the regular classes in community schools in Durga Bhagwati Rural Municipality, Yamuna Mai Rural Municipality, and Rajdevi Municipality of Rautahat District in Nepal

- To examine the existing level of student participation and a sense of identification students associate with their school.
- To gather information on predictors of dropout such as individual characteristics of students, their home environment, and the socioeconomic status of the students' family

B. Campaigning for parental awareness and engagement with community schools

- To analyze the current socioeconomic status of parents of out-of-school children.
- To assess the current engagement of parents in the education of their children
- To explore and understand parents' aspirations and the home learning environment.
- To identify the appropriate means of communication for campaigning

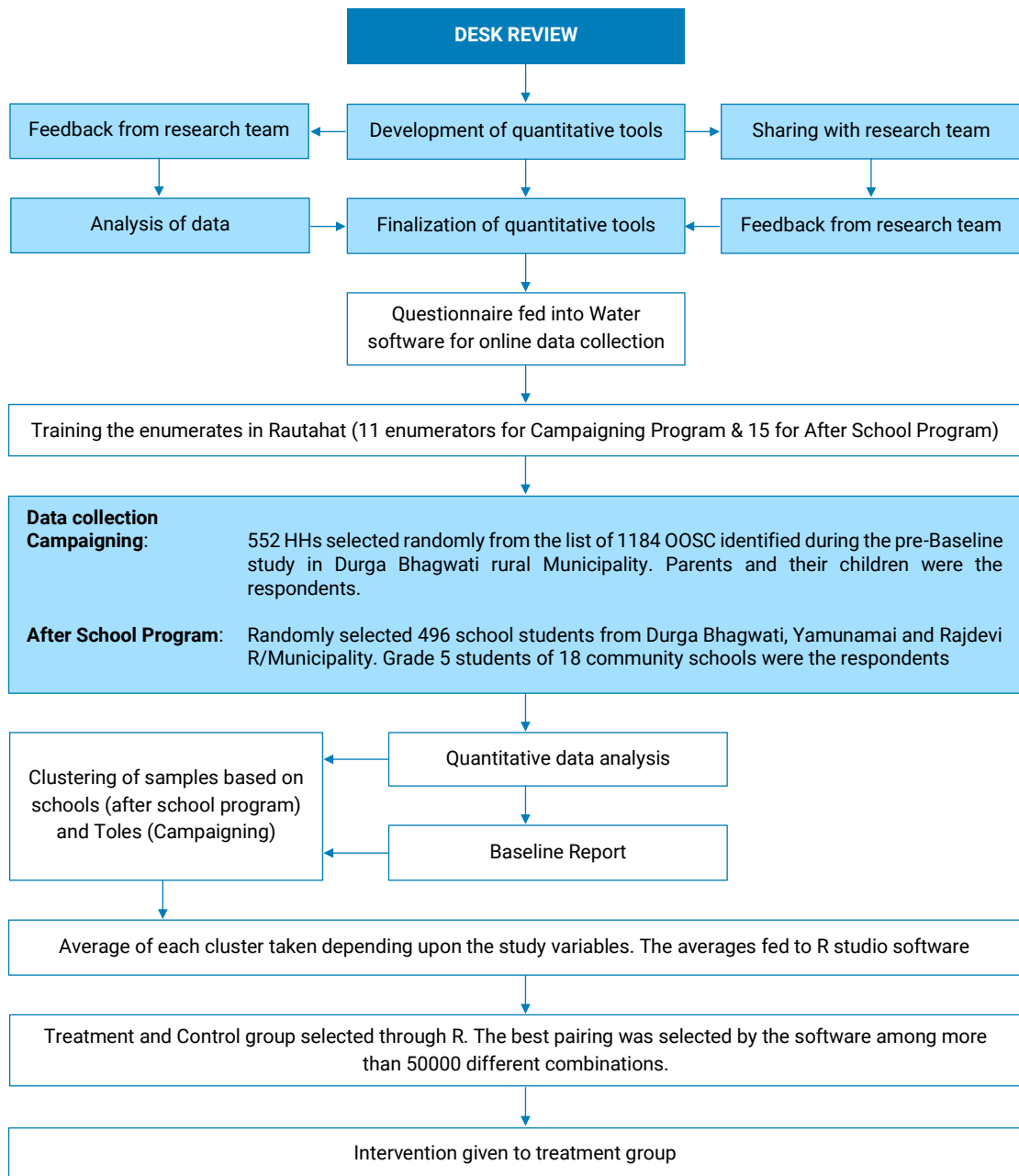
Methodology

Among all the districts, the least literate district in Nepal is Rautahat, according to statistics from a 2013 UNESCO study titled Literacy Status in Nepal. Based on these findings, it was determined that the district with the lowest literacy rate would benefit the most from our intervention. Only two of the district's 18 municipalities are rural, so it was thought pertinent to execute our remedial intervention in schools with rural settings. Durga Bhagwati Rural Municipality was chosen to carry out the campaign. Obviously, after-school programs couldn't be conducted in the same municipality for the risk of spillover; hence, only a few schools in Durga Bhagwati Rural Municipality and other schools in Yamuna Mai Rural Municipality and Rajdevi Municipality were chosen for conducting after-school programs. All three of these municipalities adjoin each other.

How to develop the baseline survey tool and what to include in it were determined after reviewing and going through different literature. The literature supported the development of a survey tool to collect quantitative responses for a baseline. Further, the survey tools developed were pre-tested among 10 percent of the sample population in a school in Kathmandu. The pre-test was done in order to check if the targeted participants could understand the questions and the Likert ranking scale. A community school was chosen for the pre-testing of survey tools as the tool will be administered for surveys in community schools and to parents whose students have dropped out of community school at a research site. Based on the results of the pre-test, the tool was improved. The questions that were difficult for respondents to understand were simplified, and duplication of questions was also corrected.

The revised survey tool was fed into the mWater software for online data collection. Twenty-six enumerators from the study site were recruited for the survey. They were trained to use the tool developed and conduct surveys as required. The recorded responses were extracted in MS Excel (xlsx) format. As there were two different survey tools developed for two different programs—campaigning and the after-school program—the responses of 552 households were collected for campaigning from Durga Bhagwati Rural Municipality, while 496 responses were collected from grade five students at 18 different community schools across three municipalities, which are Durga Bhagwati, Yamuna Mai, and Rajdevi of Rautahat district. The responses collected from the survey were then analyzed, and based on the analysis, treatment and control groups for each program were divided. The treatment group will receive the intervention designed, while the control group will not receive any intervention. The same respondents will be followed up after the time period of nine months to see the effect of the intervention that was provided to the treatment group.

Figure 2.1: Methodology Flow Chart



Findings & Discussion

Section 1: After school program and predictors of dropout

This section has been thematically categorized into four sections as follows;

A. Individual characteristics of students

This section provides information about each student's; gender, age, ethnicity, mother tongue, and disability. All this detailed information has a major role in determining an individual's school going pattern or behavior.

Table 3.1: Individual characteristics of students

Indicators	TREATMENT GROUP (N=231)			CONTROL GROUP (N=269)						
Gender	Male	Female		Male	Female					
	39%	61%		37%	63%					
Age	Underage (8-9)	Right age (10-11)	Overage (12-18)	Underage (8-9)	Right age (10-11)	Overage (12-18)				
	12%	53%	35%	17%	47%	36%				
Ethnicity	Dalit	Non-Dalit	Muslim	Dalit	Non-Dalit	Muslim				
	22%	70%	8%	30%	61%	9%				
Mother tongue	Bajjika	Bhojpuri	Hindi	Bajjika	Bhojpuri	Hindi				
	77%	23%	0%	86%	13%	0.4%				
Disability	Seeing	Hearing	Walking	Speaking	None	Seeing	Hearing	Walking	Speaking	None
	11%	1%	2%	13%	73%	3%	2%	2%	14%	78%

The table shows that there are more female respondents than male respondents in both the treatment and control groups of students. When this phenomenon was discussed with the headteachers and teachers, it was known that most of the male students were enrolled in private schools while the female students were enrolled in public schools. The age of the respondents ranges from 8 to 18 years old. According to the Ministry of Education's 2016-2017 status report, a student in grade five should

be between the ages of 10 and 11 years old. The composition of students based on their age shows that approximately half of the students in both treatment and control groups are of the right age. There are almost 35% of overage students in both the treatment and control groups of students.

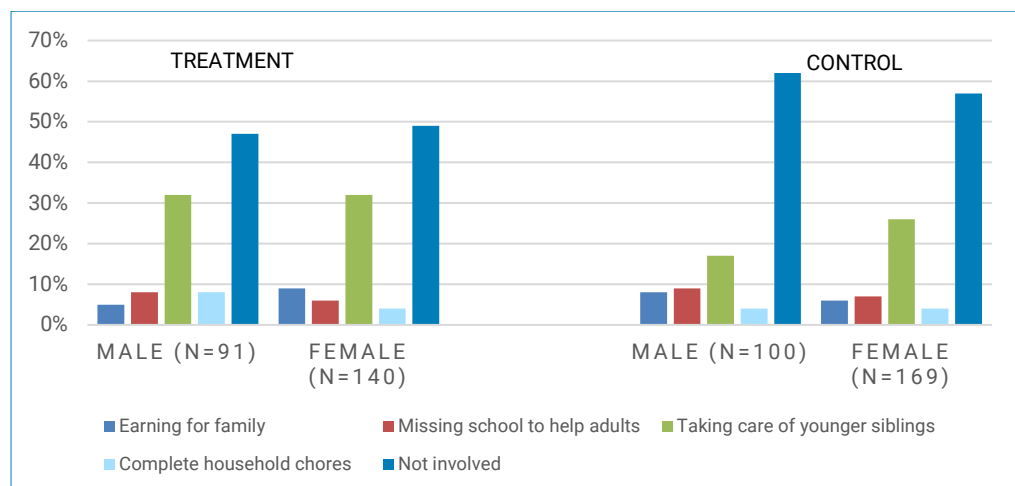
The distribution of ethnicities among the participants in the treatment group and the control group shows that, in the treatment group, 22% of the participants are Dalits, 70% are non-Dalit, and 8% are Muslim. In the control group, 30% of the participants are Dalits, 61% are non-Dalit, and 9% are Muslims. This clearly suggests that most of the students are of non-Dalit ethnicity. Bajjika, Bhojpuri, and Hindi are languages spoken at the study site. Most of the students' mother tongue is Bajjika; however, Bhojpuri is spoken by some. Understanding the mother tongue of the participants can provide insight into their cultural background and language abilities. Books for students in community schools are published in Nepali, and all school-level examinations are given in Nepali, which has made learning difficult for students whose second language is Nepali. This challenge of language also propels students to drop out of school as learning gets tough (Bajracharya, 2019).

It was observed that in both the treatment and control groups, having difficulty speaking clearly was the greatest disability amongst students, while hearing difficulty was the one least affecting them. More than 70% of students in both groups did not have any form of disability. It's important to consider the disability status of participants, as it can affect their ability to fully participate in the school, attend school every day, and complete school. A student having one or multiple forms of disability also determines if a student completes or drops out of school (Thurlow, Sinclair, & Johnson, 2002).

B. Student's environment at home

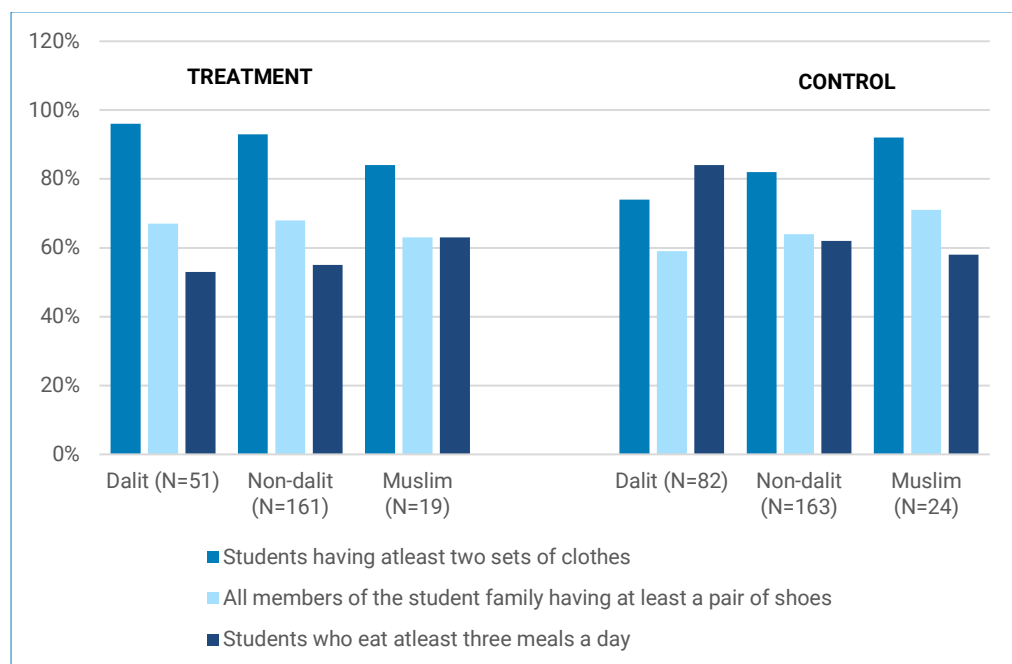
This section provides information about the environment at home that the students experience, because the school going tendency of a student is largely influenced by the learning environment they receive at home.

Figure 3.1: Involvement of students in early adult responsibility



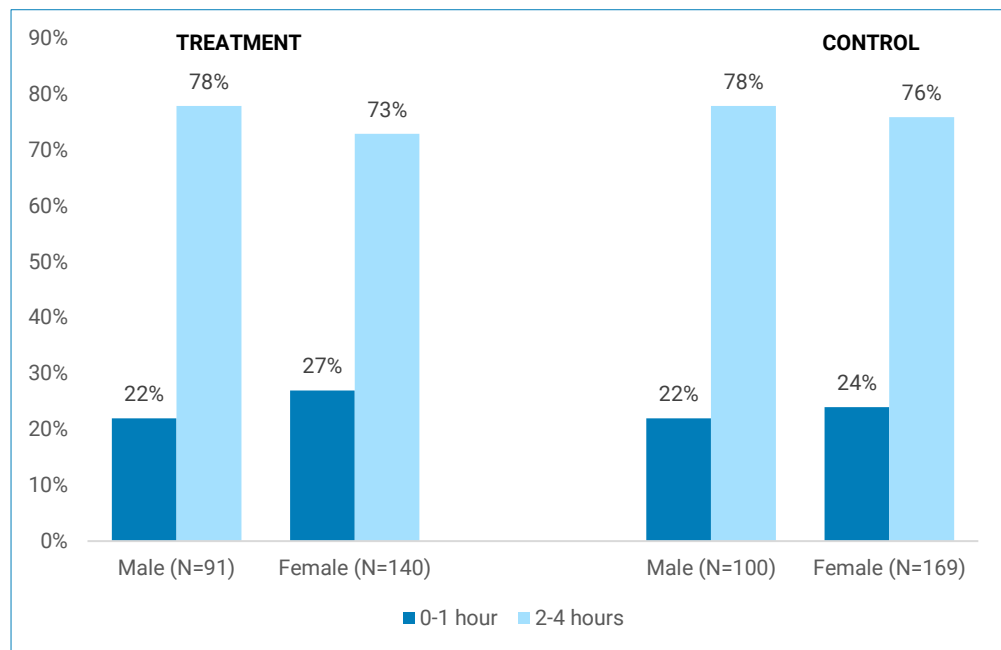
As the multiple bar diagram indicates, almost 50% of students in the treatment group and almost 60% of students in the control group are not involved in any early adult responsibilities. However, most of the students in both groups are seen as engaged in taking care of their younger siblings in comparison to other responsibilities. This finding provides different information from the general understanding that females are more involved in household chores, taking care of younger siblings, and missing school to help adults. The data here shows that males and females are almost equally involved in early adult responsibilities. Likewise, this statistic also disagrees with another general understanding that male students are more involved in earning for the family than female students. The data here shows that females are also engaged in earning for the family, like males. In the treatment group of students, it can be seen that more girl students are involved in earning for the family than boy students.

Figure 3.2: Socioeconomic status of student's family



As the bar diagram above describes the socio-economic status of students in two groups: a treatment group and a control group. The socio-economic background of the students is further broken down by the students' ethnicity into three categories: Dalit, Non-Dalit, and Muslim. Most students from Dalit ethnicity in the treatment group have at least two sets of clothes for themselves, while it is just the other way around in the control group; more students from non-Dalit and Muslim ethnicities have two sets of clothes for themselves. Furthermore, in both the treatment and control groups, nearly 60% to 70% of students have at least one pair of shoes for each member of their family. Students belonging to the Dalit ethnicity in the control group have the greatest number of students eating at least three meals a day, and to the contrary, students belonging to the Dalit ethnicity in the treatment group have the least number of students who eat at least three meals a day. It is interesting to note that there is no significant disparity between the minority groups of students (Dalit and Muslim) and other groups of students.

Figure 3.3: Number of hours students have to study at home



The bar diagram above describes the number of hours that students spend studying at home. The data is broken down by gender, with separate categories for male and female students. The graph shows that more than 70% of students have two to four hours to study at home in both treatment and control groups. The data also shows that 20 to 30 percent of students have no time or at least an hour for their studies at home. Overall, the data suggests that the majority of students in both the treatment group and the control group spend 2-4 hours studying at home.

C. Student's participation and identification with school

The section has been largely influenced by Finn's participation and identification model. This model has been developed to understand the phenomenon of students dropping out of school by trying to understand; a) their participation in school and b) their identification with school. This model elaborates that, a student's higher levels of participation in school activities, including extracurricular activities, predict higher levels of identification, i.e., feelings of belonging and valuing school (Geldenhuys, 2016). He further explains that a learner's lack of participation in school activities such as classroom participation, homework, and participation in extracurricular activities like sport leads to poor school performance and then to less identification with school (Riggans-Curtis, 2017).

Table 3.2: Student's participation in school

Statements	TREATMENT (N=231)		CONTROL (N=269)	
	MALE (N=91)	FEMALE (N=140)	MALE (N=100)	FEMALE (N=169)
	Agree	Agree	Agree	Agree
completes work on time	11%	7%	23%	22%
comes to class on time	17%	19%	27%	29%
works carefully and well	10%	7%	26%	25%
asks questions to learn more	7%	7%	22%	19%
takes own initiative	11%	7%	19%	18%

The above table describes students' level of participation in school and its conditions. The data is broken down by gender. The data shows that among the treatment group, 11% of male students and 7% of female students agree that they complete their work on time, 17% of male students and 19% of female students agree that they come to class on time, 10% of male students and 7% of female students indicate that they work carefully and well, 7% of male students and 7% of female students agree that they ask questions to learn more, and 11% of male students and 7% of female students agree that they take their own initiative. Similarly, among the control group, 23% of male students and 22% of female students agree that they complete their work on time, 27% of male students and 29% of female students agree that they come to class on time, 26% of male students and 25% of female students agree that they work carefully and well, 22% of male students and 19% of female students agree that they ask questions to learn more, and 19% of male students and 18% of female students agree that they take their own initiative. Overall, the data suggests that the majority of students in both the treatment group and the control group agree that they come to class on time and work carefully and well.

Table 3.3: The extent to which the students consider school to be important

School is important to me	TREATMENT (N=231)			CONTROL (N=269)		
	Dalit (N=51)	Non-Dalit (N=161)	Muslim (N=19)	Dalit (N=82)	Non-Dalit (N=163)	Muslim (N=24)
	Agree	Agree	Agree	Agree	Agree	Agree
	0%	10%	10%	26%	26%	46%

To analyze the extent to which students consider school as important for them, the collected data has been broken down into components such as students' ethnicity, split into three categories: Dalit, Non-Dalit, and Muslim. In the treatment group, the students do not consider school to be important, especially those belonging to the Dalit ethnicity. However, in the control group, this scenario is only slightly better than in the treatment group. In the treatment group, the percentage of students considering school important is less than ten, and in the control group, the percentage of students considering school important is between ten and fifteen among students of Dalit and non-Dalit ethnicity, but this range of percentage is over 45 but less than 50 among students of Muslim ethnicity. Overall, the data suggests that a higher percentage of

students in the control group agree that school is important to them compared to the treatment group.

Table 3.4: Student’s identification with school

	TREATMENT (n=231)			CONTROL (269)		
	Underage (N=28)	Right-age (N=122)	Overage (N=81)	Underage (N=46)	Right-age (N=126)	Overage (N=97)
	Agree	Agree	Agree	Agree	Agree	Agree
I am proud of my school	0%	0%	1%	2%	2%	1%
I am treated with respect	7%	2%	2%	0%	1%	0%
I like going to school daily	0%	2%	0%	2%	1%	1%
My learning in class is useful	4%	2%	0%	0%	0%	2%
School is my favorite place	0%	1%	0%	0%	1%	0%
I plan to finish schooling	4%	0%	1%	2%	1%	3%

The table above presents data on student identification with school, based on whether they are in the treatment or control group and whether they are underage, right-age, or overage. The data is presented as percentages of students who agree with each statement. Overall, the percentages of students who agree with each statement are relatively low. For example, only 1% of overage students in the treatment group and 2% of students of the right age in the control group say that they are proud of their school. Likewise, only 2% of students who are right-age in the treatment group say that their learning in class is useful, and only 1% of right-age students in the control group say that school is their favorite place. It is worth noting that some statements have higher agreement rates than others. For example, 7% of underage students in the treatment group say that they are treated with respect, while only 2% of right-age students in the treatment group say the same. Similarly, 5% of students in the treatment group say that they plan to finish schooling, while only 1-3% of students in the control group say the same. Conclusively, identification is the extent to which a student identifies with the school, values it, and gets a sense of belonging in school. The data here displays that the students' identification with school is weak, which suggests that the students do not regard their school highly and also do not wish highly to be a part of it.

D. Student’s experience of extracurricular activities

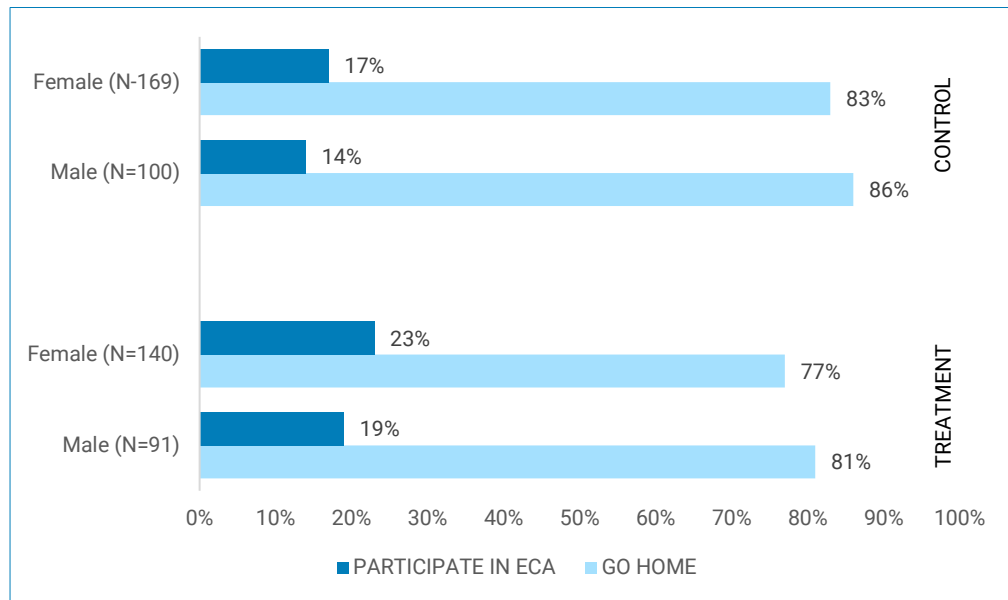
Different empirical studies have pointed out the importance of extracurricular activities for retaining students in schools. Hence, this section attempts to examine the existing status of extracurricular activities in students’ respective schools.

Table 3.5: The extent of regular conduction of extracurricular activities

	TREATMENT (N=231)		CONTROL (N=269)	
	Male (N=91)	Female (N=140)	Male (N=100)	Female (N=169)
ECA happens regularly in school	Agree	Agree	Agree	Agree
	1%	1%	0%	0%

It appears that very few students in either the treatment or control groups agree that extracurricular activities (ECAs) happen regularly in school. Specifically, only 1% of students in the treatment group (both male and female) and 0% of students in the control group (both male and female) agree with this statement. This low percentage could indicate that ECAs are not a regular part of the school experience for these students. The data indicates that the significance of extracurricular activities is overlooked and their conduct is almost non-existent in schools. The schools have not been practicing extracurricular activities to support the students' learning and creativity.

Figure 3.4: What do the students do on Fridays after mid-day?



The graph above presents whether students participate in extracurricular activities (ECAs) or go home after school on Fridays. Overall, the majority of students in both the treatment and control groups, among both the male and female groups, tend to go home after school rather than participate in ECAs. Some of the possible reasons could be that the school is not offering extracurricular activities classes every Friday after the regular classes get over at noon, or ECAs are not offered because they are of interest to students, or due to students' other commitments or obligations at home.

Section 2: Campaigning for Parental Engagement Program

This section is further divided into 5 subsections as per the research objectives. The subsections are as follows,

- a) Socioeconomic status of Out of school children (OOSC)
- b) Engagement of parents in the Education of their children
- c) Parents' aspiration and home learning environment
- d) Communication point for campaigning
- e) Discussion

A. Socioeconomic Status of Out of School Children (OOSC)

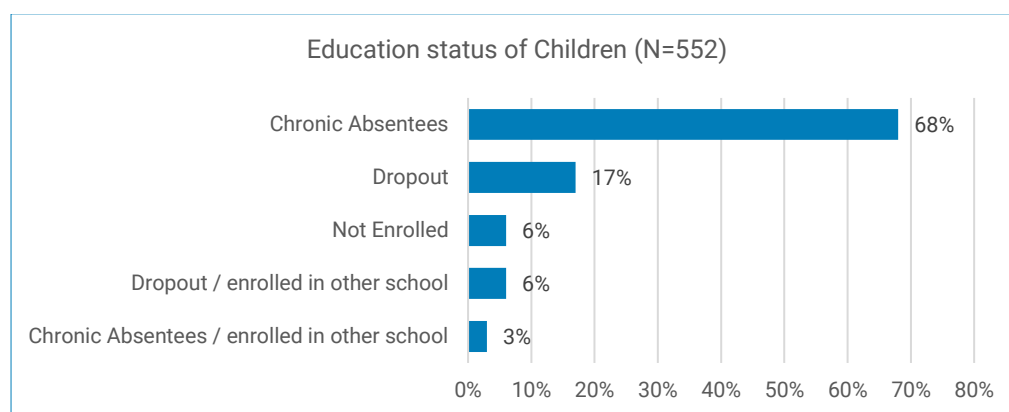
This section presents the demographic variables used in this baseline study. The demographic variables were used to form a Composite Index for selecting Treatment and control group for the intervention. In this section the term 'Respondent' and 'Parent' are used interchangeably. The demography section provides information about the education status, shelter, education level of parents and income, access to productive capital as well as their existing social capital. The demographic profile of the study population has been presented as follows:

INDICATORS		CONTROL GROUP (N=197)	TREATMENT GROUP (N=355)	AVERAGE
Dalit		59.9%	62%	61.0%
Mother's education	Illiterate	80.7%	86.2%	83.5%
	Can read and write	12.7%	7%	9.9%
	Grade 5	3.6%	2.5%	3.1%
	Grade 8	2%	0.6%	1.3%
	Grade 10	1%	3.1%	2.1%
	Grade 12	0%	0.3%	0.2%
	Bachelor level	0%	0.3%	0.2%
	Masters level	0%	0%	0.0%
	Father's education	Illiterate	55.8%	56.1%
Can read and write		12.7%	25.1%	18.9%
Grade 5		11.2%	3.1%	7.2%
Grade 8		9.6%	7%	8.3%
Grade 10		6.1%	5.9%	6.0%
Grade 12		3.6%	2.3%	3.0%
Bachelor level		0.5%	0.3%	0.4%
Monthly family Income	0 - 20000	80.7%	75.2%	78.0%
	20001 - 60000	15.7%	19.4%	17.6%
	More than 60000	3.6%	5.4%	4.5%
Number of productive capital in household	1-2	74.1%	84.2%	79.2%
	3-4	22.8%	14.4%	18.6%
	5-6	3%	1.4%	2.2%
Ease of voicing opinion	Hard	59.4%	50.4%	54.9%
	Neutral	18.8%	20.8%	19.8%
	Easy	21.8%	28.7%	25.3%
Group membership		44.7%	47.9%	46.3%

A.1 Education Status of Students

The education status of the children was the first question asked to the respondent. Although the enumerators had the list of 1184 OOSC (chronic absenteeism/ dropouts/ not enrolled), the information was provided by the school teachers who are unaware of the education status of the children after leaving the school. The enumerators went to the homes of these children to know their whereabouts. The 552 children randomly selected for the study had the following education status,

Figure 3.5: Education Status of children



Some of the students with chronic absenteeism (3%) were also attending other community schools, and 6 percent of the dropouts had enrolled in other schools. For the purpose of analyzing a similar school environment, the dropouts and chronic absentees enrolled in boarding schools are excluded from this study. The cross tabulation of the education status of children with other demographic variables was done. The Chi square test of the variables (Annex 1) shows a significant percentage of students with low family income (0–20,000 per month) as not enrolled, dropouts, or chronically absent. A significant percentage of Terai Dalits also fall into the "out of school" category compared to other ethnic groups. Interestingly, the parents of dropouts are also the ones who mentioned that it is difficult for them to voice their opinion in public.

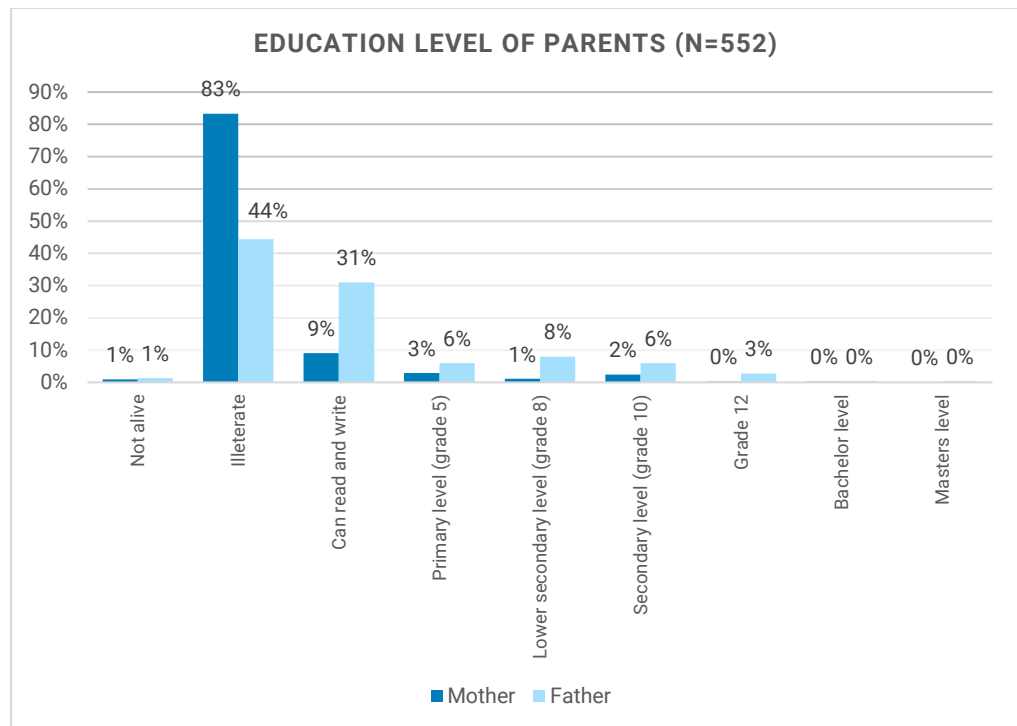
A.2 Shelter

As the survey reveals, most of the respondents (98%) were living on their own. The houses were made up of wood or bamboo (34.4%), cement (33.7%), and mud (22.1%). Tiles were found to be the predominant (37.7%) roofing material, followed by husk and straw (28.3%). Clay and mud flooring were present in most (83.7%) of houses. The major source of drinking water was tube wells (81%), followed by piped water (18.5%). The respondents mentioned that the water they are drinking is clean and without any smell (68.7%), while the rest complained about turbidity and a bad smell or taste. Seventy-four percent of the respondents do not use any kind of water purification method and consume the water as it is. Similarly, sanitation facilities were present in the households of 78.8 percent of the respondents, with a majority (42.1%) having improved toilets connected with septic tanks.

A.3 Family Details

Most of the respondents were females and the mothers of the students, as fathers were not present at home during the data collection. The mother tongue was found to be Bajjika (97%), Bhojpuri (2%), and Hindi (1%). None of the respondents said Nepali was their first language. However, only 34 percent of the respondents acknowledged that a mother tongue other than Nepali has hindered their child's ability to understand what is taught in school. Among all the respondents, only 3.8 percent were migrants from other places; the rest of the 96.2 percent reported that they had lived in the area for more than 70 years. Out of the 3.8 percent, only six were first-generation migrants. The respondents were predominantly Dalits (61%), followed by other castes (39%). The average family size was 7 members, with a female to male ratio of 0.88. The average age of mothers was calculated to be 34 years, while that of fathers was 39 years. Out of the total 552 respondents, 98.4 percent did not have any form of disability. Physical disability was present in 0.7 percent of the mothers, while dementia or a lack of concentration was mostly (0.6%) present in the fathers. The comparative education status of mothers and fathers is presented as follows:

Figure 3.6: Education level of Parents



A considerable percentage (83.3%) of mothers could not read and write, while fathers' education up to postgraduate level has been recorded. The cross-tabulation between the education level and income-generating activities of mothers and fathers is presented in Annex 4. Most of the mothers (64.5%) were homemakers, while fathers worked predominantly (50.8%) as wage labor. Data shows that 5.05 percent of those children are also involved in income-generating activities, which is discussed in the later sections. Wage labor (50%), agriculture (17%), business/entrepreneurship (16%), remittance (12%), service (4%), fishing (1%), and vegetable farming (1%), were the major sources of income

for households. The average monthly household income is NPR 21,279. Only 14 percent of the total 552 respondents reported saving money for future purposes, with an average saving of NPR 13,076. Similarly, 42.6 percent of the respondents have taken loans from banks and other financial institutions for household purposes. The average loan amount is \$ 4,20,277. Out of the total respondents, 85.5 percent claimed that they are not satisfied with the leisure time they can allocate in a day to do what they want to do, i.e., entertainment, socializing, sports, etc.

A.4 Access to Productive Capital

Respondents' access to productive capital was measured in terms of livestock, farming equipment, amenities at home, and small lands. The most common productive capital was goats (82.8%), followed by other livestock. At least one family member owned a smartphone. These smartphones have enabled family members back home to connect with those members who are migrant workers in other countries. Out of the total respondents, 62.3 percent had land of their own. Only 5.3 percent had one bigha (3000 square yards) or more of land. Among the respondents who owned their own land, only 8 percent acknowledged that they could sustain their family for more than 6 months from the crops harvested in their own field.

A.5 Access to Social Groups

The respondents were asked about the social groups they were aware of in their community. Mother's Group was known by 67.6% of those polled, followed by Microfinance (60.7%) and a different religious group (24.3%). Only 11.4 percent of the respondents had knowledge about SMC, and 7.4 percent confirmed the presence of parent-teacher associations. Data shows that 290 (52.5%) out of 552 respondents were not part of any social groups. When asked about the reason for not joining the group, about 64.1 percent conveyed that they were not interested in joining any such groups, while 24.8 percent didn't have sufficient time to contribute to the group's activities. The respondents were asked about how comfortable they feel speaking in public about the quality of public services. The majority of respondents (73.7%) were found to be hesitant to speak in public. When the respondents were asked if they had spoken in public in the last 12 months regarding the quality of public services, only 3.6 percent confirmed such events.

A.6 Discrimination based on caste

Caste and ethnicity were considered the primary variables of the study due to the large population of Terai Dalits residing in the area, i.e., 61.2 percent of the respondents were dalit. The ethnicity of the respondents and its association with other study variables were calculated (Annex 5). Data shows that the Terai dalit falls behind compared to other castes in terms of income (82% earn 0–20,000 per month), land ownership (41.7% do not own any land), father's education (63.9% are illiterate), and difficulties in voicing their opinion regarding public services (56.2%). The Muslim population has a higher number of family members (62.6% have 5–10 members), less group

membership (75.8% are not members of any social groups), and a lower level of education for mothers (85.7%). According to the literature, discrimination has a direct relationship with participation (Bhatia et al., 2011; Mattila, 2017). 61.2 percent (N = 338) of respondents from the Dalit caste were asked questions about caste-based discrimination. Data shows that only 33.7 percent of the Dalit respondents have experienced some form of caste-based discrimination in the past. Around 26.3 percent of the parents agreed that their children have experienced some form of discrimination based on their caste at school. However, only 29.6 percent confirmed that they have raised their voice in the past against caste-based discrimination.

B. Engagement of parents in the Education of their children

This sub-section examines and explores the knowledge of parents about the school's functioning, their engagement at school, and education-related practices. The questions in this section were asked to only 518 parents who had their children enrolled in school at some point in time.

B.1 Knowledge about school functioning

To assess parents' knowledge of school schedules, they were asked when school begins and when it ends. During the summer (May–July), the schools operated on morning shifts, from 6:30 am–11:30 am. The rest of the month, it runs from 10:30 a.m. to 4:00 p.m. Both of these answers were considered correct for the analysis. Out of the 518 respondents, only 3.6 percent could correctly mention the school's start time, while 9.1 percent could mention the correct end time. The knowledge of parents regarding the school's functioning is presented as follows:

Knowledge about school functioning	CONTROL GROUP (N=192)	TREATMENT GROUP (N=326)	AVERAGE
Questions	Correct responses		
At what time does school start?	3.6%	3.7%	3.65%
At what time does school end?	7.3%	11%	9.15%
Number of days school closes during Dashain?	27.1%	20.6%	23.85%
Number of days school closes during Tihar?	6.8%	6.4%	6.60%
Number of days school closes during Chaat?	28.6%	24.8%	26.70%
Amount of money the government has allocated for school meals per student per day?	53.6%	51.5%	52.55%
Knowledge about Parent Teacher Association	4.2%	3.1%	3.65%
Knowledge about school management committee	12%	8.9%	10.45%

In Durga Bhagwati Rural Municipality, the Dashain holidays at school start in Ghatasthapana and end in Kojagrat Purnima. The community schools close for 14–15 days during this time. Tihar is only observed for two days around Laxmi Puja; other Tihars, such as Kukur Tihar and Kag Tihar, are not observed in Terai, as they are in hilly regions. Similarly, the school closes for 2 days during Chhath, right after the Tihar holidays. About 23.8 percent of the respondents could correctly state the duration of

the Dashain holiday. Similarly, 6.6 percent and 26.7 percent of respondents could correctly indicate the length of the Tihar and Chhath holidays, respectively. The respondents were also asked about the amount of money the government has allocated for one child's school meal per day. The right answer of NPR 15 per student per day was given by 52.5 percent of the respondents. In comparison to the PTA (3.6%), more respondents had knowledge about the SMC (10.4%) and its functions. The respondents were also asked if they would join the PTA if one was formed at their children's school. Out of the 518 respondents, 215 (41.5%) were willing to be part of such a group. According to the respondents, the main responsibility for managing the community schools is that of the school principal (75.3%), followed by the elected political party or local government (13.1%), the central government (8.3%), and at last the community (2.2%).

B.2 Parents belief and engagement

The questions for parents' engagement were derived from a well-established research instrument, 'The Social Context of Parental Involvement: A Path to Enhanced Achievement' developed by Kathleen V. Hoover-Dempsey and Howard M. Sandler (Hoover-Dempsey & Sandler, 1995). The 6-point Likert scale measured the respondent's perception from strongly agree to strongly disagree. The percentage of raters on the Likert scale was the basis for exploring the direction and intensity of the Likert scale during data analysis. The agree and strongly agree categories were aggregated for each question and presented as follows,

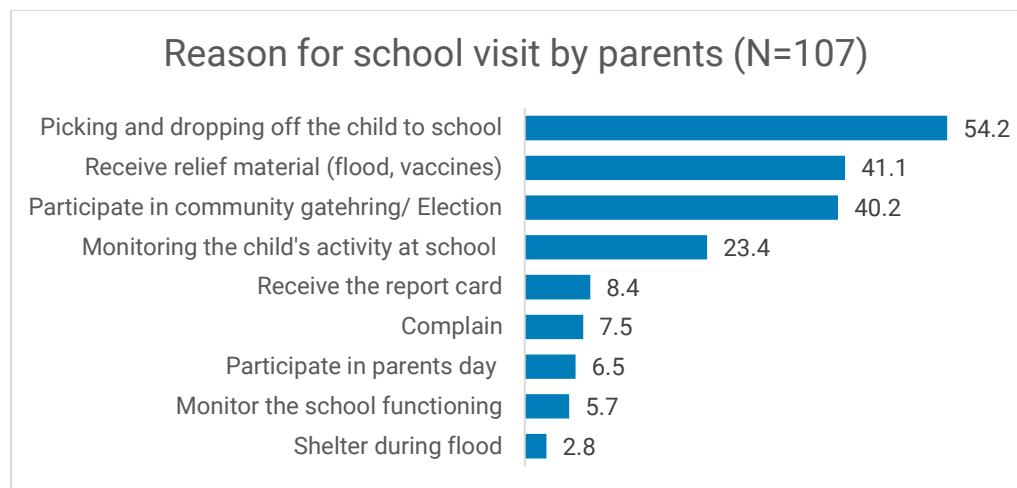
INDICATORS	CONTROL GROUP (N=192)	TREATMENT GROUP (N=326)	AVERAGE
	Percentage		
Satisfied with the school	3.6%	3.1%	3.35%
Believe that their concerns will be catered by the school	14.6%	20.2%	17.40%
Have visited school to monitor the activities	6.3%	5.2%	5.75%
Have met other parents to discuss about the school	7.1%	7.6%	7.35%
Have provided any form of suggestion/ complain to the school management	4.2%	2.8%	3.50%
Believe that parents have role in improving the learning environment at school and home	23.4%	23.9%	23.65%
Believe that they can guide their children in studies	28.1%	22.1%	25.10%
Value the role of education in helping children what they want to be in future	52.1%	55.8%	53.95%
Encourage children for education and regular attendance	45.3%	51.8%	48.55%
Family supports the education of children	31.8%	33.1%	32.45%

Out of the total number of parents, only 3.3 percent expressed some level of satisfaction with the quality of education provided by the community schools to their children. The parents' own agency to influence the school climate was also measured by the scale. It also indicates how much the parents believe themselves to be efficient in influencing the school climate or bringing about positive change in the education provided to their children. A small percentage of parents (17.4%) agree that if they raise

their concerns, their ideas will be well listened to and valued by the school management.

Regarding the role belief, a significant proportion of parents disagreed that it is the role of parents to volunteer at school, communicate regularly with their child’s teacher, make sure that the school has what it needs, and make school a better place. However, the responses were in favor of helping the child with homework, going with other parents, and talking with the child about the school day. Parental sense of efficacy includes parents’ beliefs about their personal ability to make a difference in the child’s educational outcomes through their involvement (Bandura, 1997). The responses indicate that 25.1 percent of parents are confident that they know how to help their child do well at school and know if their child is able to understand what is taught in the classroom. The respondents were asked if they had visited their children's school in the previous six months. Only 107 (20.7%) of the parents confirmed that they had visited their child’s school in the last 6 months. The reasons for their visit are as follows:

Figure 3.7: Reason for school visit by parents



Here, the reasons for school visits were found to be more for social causes (relief material, community gatherings/elections) than to actually monitor the activities of their children (23.4%) or school functioning (5.7%). The rest of the parents who did not visit their child’s school were asked the reason behind it. The reasons for not visiting the school are: not having sufficient time (70.3%), having no reason to visit (12.9%), and feeling shy or awkward going inside the school premises (8.5%). The school only invited eight people (1.5%) to participate in programs related to education, school management, and youth clubs. The parents were asked if they had provided any kind of suggestion or complaint to the school in the past. Only 3.5 percent of respondents made such a suggestion or complaint, half of which were addressed by the school. 14.3 percent of the parents acknowledged that the schools have a complaint hearing mechanism, while the rest were unaware of such a facility. Parents had collectively raised their voices against the misdeeds of the school, as stated by six respondents (1.2%). Few such incidents involved corporal punishment by teachers and the lack of sufficient numbers of teachers. Similarly, 41 parents (7.3%) confirmed that they have

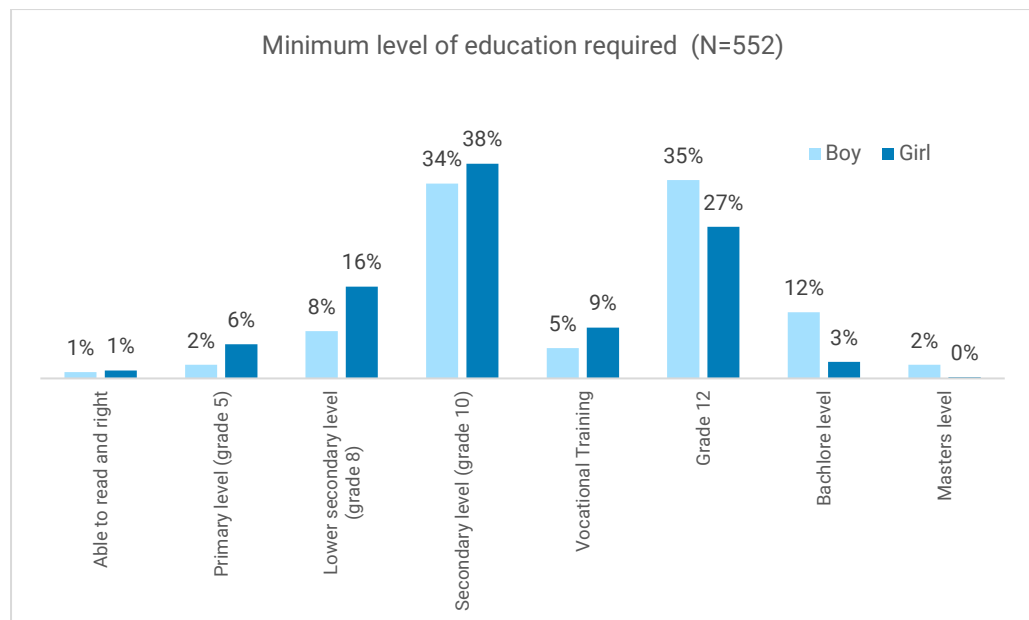
met other parents in the community to discuss the community school. Such forums where parents could share their opinions were deemed necessary by 76.4 percent of the respondents. When the respondents were asked whether parents and community members had provided any kind of contribution to the school in the form of cash or any other kind, only 1.4 percent gave positive responses. However, 44.2 percent of the respondents stated that community members monitor the activities of the school.

C. Parent’s Aspiration and Home learning environment

C.1 Parent’s Aspiration

The respondents were asked about their future plans for the education of their children. The vast majority (40%) stated that their children will continue to attend the same school after finishing grade 5. However, 51.19 percent of parents belong to those children who are studying in a community school with grades up to primary level (grade 5). This indicates that these parents do not know whether the school their child is studying at has higher grades or not. Last year, more religious and social activities were conducted in the households of 78.18 percent of the respondents, out of which 10.2 percent indicated that their children missed school to attend such events. Likewise, the parents were asked about the minimum education level a boy and a girl need to achieve to sustain their livelihood. Their responses are as follows:

Figure 3.8: Gender differences in minimum level of education requirement



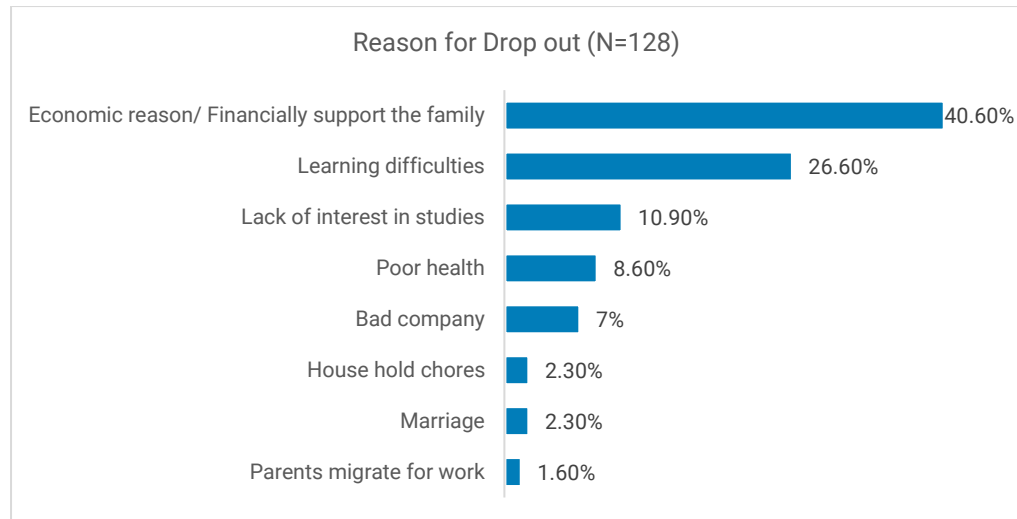
As the multiple bar diagram indicates, girls exceed the percentage of boys from being literate to vocational training, after which boys lead the percentage. The parents' aspiration for an education level for a male child is higher than that for a female child. As per the respondents, the minimum age for income-earning activities is on average 19 years old. The respondents were asked if there are any education role models present in the community. The role models were the ones they wanted their child to

become when they grew up. About 19 percent of the respondents confirmed that such role models are present in their community. The role models were doctors (30.8%), teachers (29.8%), government officers (14.4%), and police (4.8%), among others. Only 16% of parents in this city want their children to pursue the same profession as them when they grow up. When asked about how they want their children to earn a living, a majority of parents (18.8%) had no idea. Interestingly, a considerable number of parents (16.1%) wanted their children to be wage labor when they grew up, just like their parents. When asked about the reason, they replied that wage work is available in all seasons and everywhere. They earn as much as, if not more, than the doctors and engineers on a daily basis. Respondents also stated that they earn between NPR 1000 and NPR 1500 per day as wage labor. Only 37 (6.7%) of the 552 parents have set aside money for their child's future education. Fathers are the sole decision makers (77.7%) for the children's education, followed by mothers (15%). In contrast to prior assumptions, grandparents have less or no role in taking education related decisions for their grandchildren.

C.2 Reason for Drop out and non-Enrollment

The parents of drop out students (N=128) were asked about the main reason for leaving the school. their responses are as follows,

Figure 3.9: Reason for drop out



The parents indicated that the responsibility to support the family economically was the main reason for dropping out of school. The economic support (42.9%) was not directly linked to income-generating activities but to looking after the siblings and doing household chores when parents go to work. Other reasons for leaving school were learning difficulties (26.6%) and a lack of interest in studies (10.9%). The 34 parents who had not yet enrolled their school-aged children were asked their reasons for doing so. Similar to the parents of dropouts, the parents of students not enrolled in school mentioned that economic reasons (44.1%) are the primary cause of not enrolling children in school. It was followed by a lack of interest in studies (23.5%).

C.3 Engagement of children in Household work and income generating activities

The daily activities of children in the household were recorded to understand their engagement in various activities on a day-to-day basis. The activities of last Monday (school day for school going children) were recorded for every hour from 6 a.m. to 10 p.m. Activities such as involvement in income generating activities and involvement in HH chores or family business for more than 3 hours were recorded prudently. Those children who were found to be involved in such activities were further interviewed to identify the effect of these activities in their studies and leisure. The daily activities of up to 2 children were recorded if they were of different genders. If a household had two children of the same gender, the eldest child's activity was recorded.

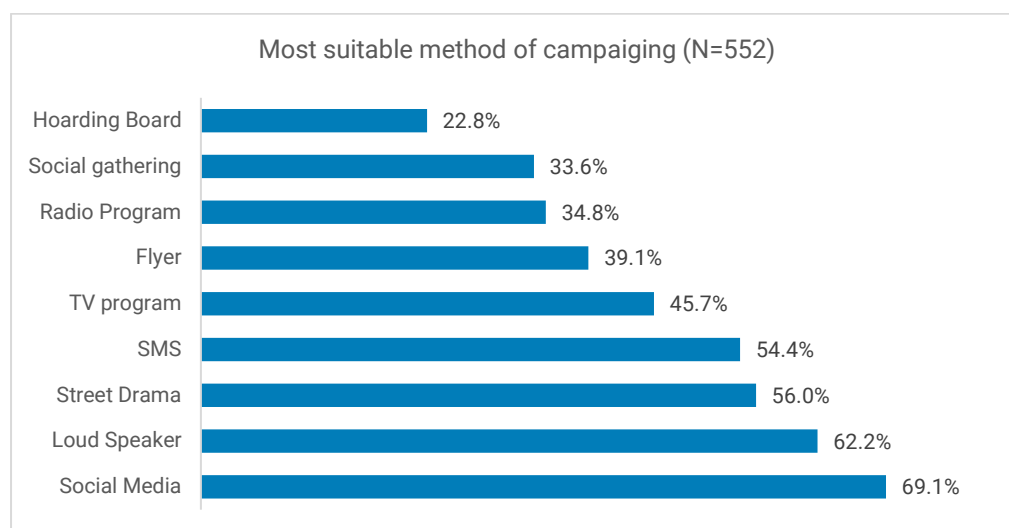
INDICATORS	CONTROL GROUP (N=197)	TREATMENT GROUP (N=355)	AVERAGE
Parents saved some money for the education of children in future	92.9%	93.5%	93.2%
Household with child labor	6.1%	6.5%	6.3%
Household with children working for more than 3 hours in household chores	7.1%	6.1%	6.6%

After the analysis of daily activity, 35 HH (6.3%) were found to have children involved in income-generating activities. Similarly, 34 HH (6.6%) had children working on HH chores or family business for more than 3 hours. Six houses overlapped in both categories, i.e., children under the age of 14 working for both money and more than three hours in HH chores. So, there were 63 households where their children were either working for money or doing household chores for more than 3 hours. Households with child labor have a relationship with the education level of the parents (Annex 3), with a higher proportion of households with child labor having parents with less than a primary education. The children of these 63 HH (11.4%) were then further interviewed to understand the effect of these activities. Half of these were engaged in these activities for their families and for themselves. Only 9.5 percent of them were engaged in these activities to earn money for their personal spending. The activities made them tired after work, more so for children working for money. Out of the 63 children, 71.4 percent stated that they could not do their homework after work. Similarly, 54 percent missed school for the work, and 77.4 percent were either late for school or came back early from school to do the work.

D. Communication point for campaigning

During this baseline survey parents were briefed about the project and campaigning activities. The enumerators discussed 9 different activities with the parents for their relevance in delivering education awareness. The parents rated each activity along with the reason for their suitability and unsuitability, the responses are as follows,

Figure 3.10: Most suitable method of Campaigning



Social media (Facebook, YouTube, and TikTok) were rated as the best method for conducting educational campaigns. The reason for this was that it was widely used by school-age children. The conventional communication points, like radio and TV programs, were less used by the community members, so they were regarded as less effective in delivering education-related messages. As most of the parents could hardly read and write, flyers and hoarding boards were also considered less effective. However, the respondents pointed out that hoarding boards with interesting pictures could be attractive to the masses. Loud speakers in moving vehicles were the most commonly used medium for campaigning. The respondents were also interested in viewing street plays with educational messages, provided they were performed near their community.

E. Discussion

1. Most of the land for community schools was donated by the locals, who had lived there for more than 70 years (96.2%). However, data shows a disparity in community school ownership. According to the respondents, the main responsibility for managing the community schools is that of the school principal (75.3%), followed by the party or elected political authority of the central local government (13.1%), the government (8.3%), and at last the community (2.2%). Only a few responses regarding the communal responsibility of community schools demonstrate that locals have little knowledge of the community's role and responsibility toward the schools, as well as the accountability of community schools to the community.
2. The data shows that the Terai dalit falls behind compared to other castes in terms of income (82% earn 0–20,000 per month), land ownership (41.7% do not own any land), fathers' education (63.9% are illiterate), and difficulties in voicing their opinion regarding public services (56.2%). The Muslim population has a higher number of family members (62.6% have 5–10 members), less group membership (75.8% are not members of any social groups), and a lower level of

education for mothers (85.7%). The data also indicates that there is caste-based exclusion when it comes to access to education in the study area.

3. The education level of mothers does have a significant impact on the home learning environment. This study found that 83.3 percent of mothers cannot read or write. The parents' awareness program in the future needs to be supplemented with an adult literacy program for mothers to increase its effectiveness.
4. Fathers are the sole decision-makers (70.7%) for the children's education. As a large number of fathers were working as wage laborers (50.8%), the campaign sites could be places where they work in large numbers, i.e., brick kilns, farms, etc. Less satisfaction with leisure time (85.5%) also suggests that they won't have enough time to watch TV and listen to the radio for education-related content.
5. A very small percentage of people have the tendency to save money for the future. Data shows that only 14 percent of the respondents claimed to save some money for future purposes, with an average amount of NPR 13,076. Only 37 parents (6.7%) have set aside money for their children's future education. Campaigning is required to instill in parents the culture of saving for their children's future education.
6. The respondents were found to be less comfortable (26.3%) speaking in public regarding the quality of public services. Only 3.6 percent have spoken out in public in the last 12 months regarding the quality of public services. Community is one of the public services provided by the government. Suggestions and complaints are the main tools for improving the quality of services in any organization. The separation of community and community school is one of the most important factors in the state of public schools in the area.
7. The parents have little understanding of how schools work. The aggregate score of 20.65 points out of 100 suggests that the parents need more information about the school schedule and academic calendar. Parents are less aware of the SMC PTA and its functions. Only 9.4 percent of the parents have some knowledge about SMC, while only 3.3 percent know about PTA. However, 41.5 percent of the respondents were interested in being part of such groups if they were formed, while 76.4 percent acknowledged that such forums are necessary.
8. Low scores in school-level engagement of parents suggest that the school management is putting less effort into communication with parents regarding school activities and the performance of their children. Even if the parents believe that they can have an active role in improving school climate and are capable of voicing their opinion, fewer parents (36%) actually believe that their concerns will be listened to and valued by the school management. In the past, suggestions or complaints were provided by only 3.3 percent of respondents, of which only half were addressed by the school. Parents also indicated that those head teachers who have good connections with Palika and political parties do not listen to the concerns of the parents. School-level intervention focused on these areas might be effective.

9. Only one-fifth of parents have visited their child's school in the last six months. And the reasons for school visits were found to be more for social causes (relief material, community gatherings/elections) than to actually monitor the activities of their children (23.4%) or school functioning (7.5%). Only 8 respondents (1.5%) were invited by the school for programs related to education, school management, and youth clubs last year. This demonstrates a further schism between the school and the community.
10. Education planning for the children is another critical area identified by the study. Parents of children in primary school were asked where their children would study after the fifth grade. Three percent of the parents signaled that their children will drop out after grade 5, 26 percent had not made any plans, and half of the parents who cited that their children will study in the same school had no information that their school does not teach above the primary level.
11. Last year, more religious and social activities were conducted in the households of 78.18 percent of the respondents, of whom 10.2 percent indicated that their children missed school to attend such events. Besides, 47 percent of parents believe that their children's involvement in religious activity is important for their family. Therefore, parents need to receive counseling regarding the importance of regular attendance for their children's educational achievement.
12. The parent's aspiration for an education level for a male child is higher than that for a female child. In the study area, it has been discerned that the minimum level of education for a female child has been limited to grade 10 and vocational training, whereas for boys, higher education is more preferred by the family.
13. This survey indicates that the primary role models for education are doctors (30.8%), teachers (29.8%), government officers (14.4%), and police (4.8%), respectively. Local residents who work in this field should be identified for role model campaigns.
14. A sizable proportion of parents (16.1%) wanted their children to be wage laborers like their parents when they grew up. When asked about the reason, they replied that wage work is available in all seasons and everywhere. They earn as much, if not more, than doctors and engineers on a daily basis. Respondents also stated that they earn between NPR 1000 and NPR 1500 per day as wage labor. The parents are focusing on short-term gains instead of long-term benefits. Campaigning activities focused on this area could be effective.
15. The majority of parents cited that the responsibility to support the family economically was the main reason behind dropout rates (42.9%) and not enrolling children in school (44.1%). The economic support need not be direct, i.e., working for income-generating activities, but could be looking after the siblings and doing HH chores when parents go to work. This, coupled with the data that shows 11.4 percent of children involved in either income-generating activities or involved in HH chores for more than 3 hours, suggests there is a dire need for intervention in the areas of child labor and the creation of a home learning environment for the future retention and enrollment of students. Besides, further research is needed to explore different approaches for

incorporating educational orientations into children's participation in household chores and income-generating activities.

16. Out of the 63 children involved in either income-generating activities or HH chores for more than 3 hours, 71.4 percent stated that they could not do their homework after work. Similarly, 54 percent missed school for the work, and 77.4 percent were either late for school or came back early from school to do the work. This data proves the direct linkage between child labor or involvement in HH work and school attendance. Social media (Facebook, YouTube, and TikTok) were rated as the best method for conducting educational campaigns. The reason for this was that it was widely used by school-age children. Hoarding boards with interesting pictures, loud speakers in moving vehicles, and street theater and dramas were the other preferred methods for campaigning.

Conclusion

This baseline study was designed to create a baseline to measure the existing status of extracurricular activities, the level of student participation, the level of student identification, and other predictors of dropout such as the student's environment at home, their socio-economic status, and the current engagement of parents with the community schools, their knowledge of school functioning, their aspirations, their involvement in the education of their children, and their home learning environment.

Through this survey, it has become clear that extracurricular activities in schools are not practiced regularly, and if they were practiced more systematically, they could ensure that students visit schools regularly and participate in ECA. As of now, the survey shows unsatisfactory levels of student participation and identification with school. Also, this survey has helped in providing a baseline for understanding the students' experience of extracurricular activities in their schools and reasons for strengthening the implementation of extracurricular activities as an after-school program. However, whether or not students' school participation and identification will increase as the frequency and quality of extracurricular activities increase will be clear only after data from the end-line survey is collected from the same group of students in the same questions after approximately 9 months.

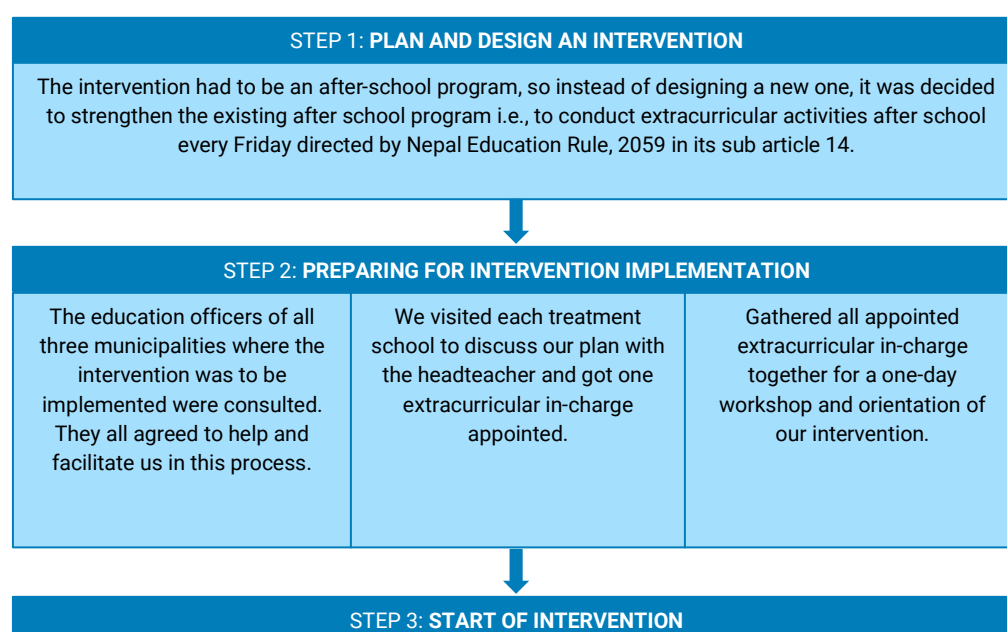
Other predictors of dropout were also measured to understand the environment the students receive at home and their socio-economic conditions. Despite the students' socio-economic conditions and their environment at home, it's not too difficult for many. This suggests that if the schools improve their quality of instruction and offer better learning experiences to their students through different after-school programs, such as extracurricular activities, the socio-economic condition and environment at home do not seem to be significant barriers for the students.

Similarly, the baseline clearly indicated that there remains a gap between community schools and the parents of the students studying there. The parents are less educated and hesitate to participate in school activities, while the school management is reluctant to involve parents in school-level decision-making processes. This entire scenario has created a dislike among parents for education and educational mechanisms. This detachment between parents and the community school has made the parents less involved in the overall education attainment process of their children and less focused on creating a home learning environment. Parental awareness programs through action groups (parents) aim to reduce this gap and create a favorable environment for children to attend school.

Designed Intervention

A. After-school Program

Figure 5.1: Intervention Process



The baseline survey study investigates whether it is possible to reduce student dropout rates through the after-school program. Dropout is an issue that everyone should be concerned about because proper education can help a child develop stronger reasoning capacity, become more independent, become less likely to engage in criminal activity, become more likely to pay taxes, and become more likely to participate in national level elections as a loyal citizen as they grow up (Rumberger, 2008). Instead of designing an entire new after-school program in a place where an existing after-school program is not being executed as it should be, it has been decided that *reinforcing an existing after-school program that is conducting extracurricular activities as suggested by the Education Policy of the Government of Nepal would be better*. Literature also shows empirical evidence of extracurricular activities bearing the capacity to reduce dropouts in schools. A study conducted in Illam, Kathmandu, Gorkha, and Rupandehi among children with disabilities showed that adequate participation in ECA led them to retain in school, and involvement in ECA also resulted in their success (Dynamic Institute of Research and Development (P) Limited, 2014). For the community schools to remain more useful for the local community and establish themselves as successful educational institutions, they can, among other things, suitably carry out co-curricular and extracurricular activities (Shrestha, 2014).

The study proposes that one of the key measures to assure enrolment in children who are out of school is to create the school environment as welcoming as possible by involving them in all school exercises and, ideally, more in co-curricular and extracurricular exercises (Vertex Consult Pvt. Ltd., 2016). Moreover, the plans and policies related to education published by the government of Nepal all encourage the regular practice of extracurricular activities in schools. The school sector development plan (SSDP) expects ECA in schools to foster talents among students. It proposes to recognize 80 students every year for their extraordinary talent (Ministry of Education Nepal, 2016). Also, the 2017/18 flash data shows that all public schools in the country received operation and management grants, as well as grants for extracurricular activities and community mobilization schemes. One of the objectives of the grant was to concentrate on increasing students' regularity in school via enhanced school functions and management and also through improved ECA and community mobilization (Government of Nepal, MoEST, 2021). Similarly, the Education Sector Plan 2021–2030 states that the schools will have to prepare plans for the students and take responsibility for arranging their participation in various extracurricular activities and community events other than subject-centered teaching (Government of Nepal, MoEST, 2021).

A.1 Modality of implementation

The after-school program will be implemented exactly as suggested and directed by the Education Rule 2059, sub-article 14, where the teachers will plan and design extracurricular activities for the week beforehand. The afterschool program will be held every Friday after the school day ends at noon. The extracurricular activities will consist of: (a) painting and handicrafts, (b) music, (c) dancing, (d) drama, (e) elocution, (f) quizzes, (g) spelling contests, (h) sports, (i) literary activities (poems, essays, etc.), (j) gardening skills, and any other related activities as planned and designed by the teachers.

A.2 Enabling implementation of intervention

Different activities conducted at different levels in order to support and strengthen the proper implementation of extracurricular activities are:

i. Activities conducted at the municipal level

A formal meeting with the mayors and education coordinators of each municipality was held, where our intervention and its objectives were shared. All three education coordinators issued letters to each treatment school to support us and our intervention.

ii. Activities conducted at the school level

- a. A formal meeting was held with the principals of all treatment schools, during which our intervention plan was shared, and they all agreed to assist us in implementing our intervention in their schools. In collaboration with the principal,

the researcher was also able to appoint extracurricular in-charges in all the schools.

- b. All treatment schools' extracurricular in-charges were invited to a workshop training where they learned about: a) the benefits of extracurricular activities in children; b) what Education Rule 2059 says about extracurricular activities; and c) a list of extracurricular activities that can be carried out with limited resources. The in-charges were given a handbook for their convenience and reference. They were also instructed on how to plan extracurricular activities, and they all created a sample plan during the workshop. All the extracurricular in-charges have also been issued a template for planning their extracurricular lessons. This session prepared the extracurricular in-charges to conduct different extracurricular activities regularly and effectively in their schools. The extracurricular planning template and the extracurricular handbook issued to teachers are in Annexes 20 and 21, respectively.

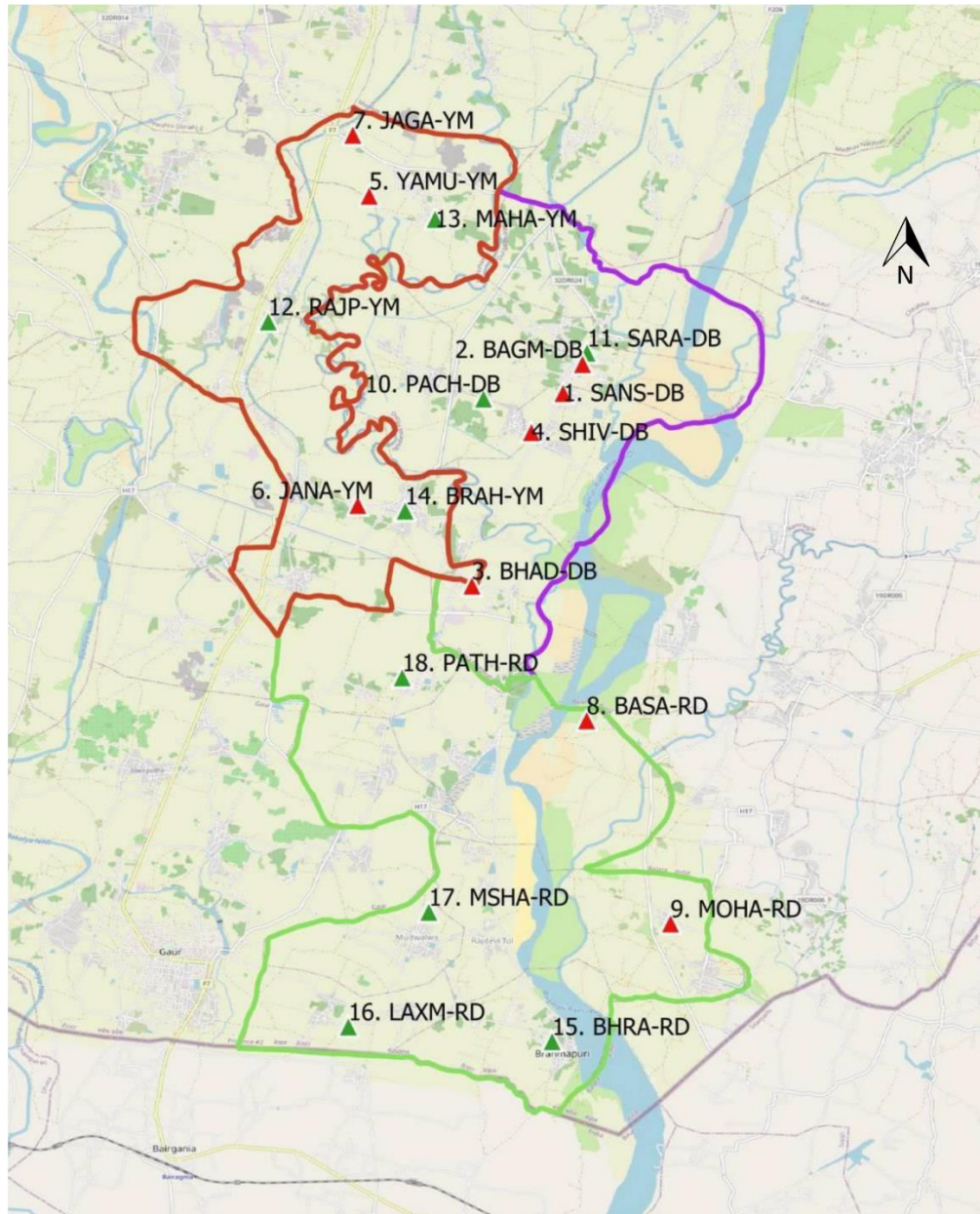
A.3 Monitoring Method

All the people responsible for extracurricular have been connected with the researcher in a Whatsapp group where they will share their weekly plans prepared, and a short clip of students engaged in extracurricular activities every week.

Selection of treatment and control groups

For the evaluation of intervention effectiveness, the 18 schools were divided into treatment and control schools. The intervention will not be provided to control schools, while it will be provided to treatment schools. The variables on whose basis the treatment and control groups have been categorized are: the student's age, regularity of extracurricular activities, student's participation in extracurricular activities, disability, ethnicity, number of younger siblings, hours studying at home, parents' employment, parents migrating for opportunities, involvement in early adult responsibilities, the student's clothes, the amount of clothes the family has, enough blanket for the family, shoes the family has, the number of meals the family eats a day, and the effect of a flood.

Figure 5.2: Distribution of treatment and control schools



Legend

- ▲ Control School
- ▲ Treatment School

- Study Area
- Durga Bhagwati
- Rajdevi
- Yamunamai
- OSM Standard

Map Scale

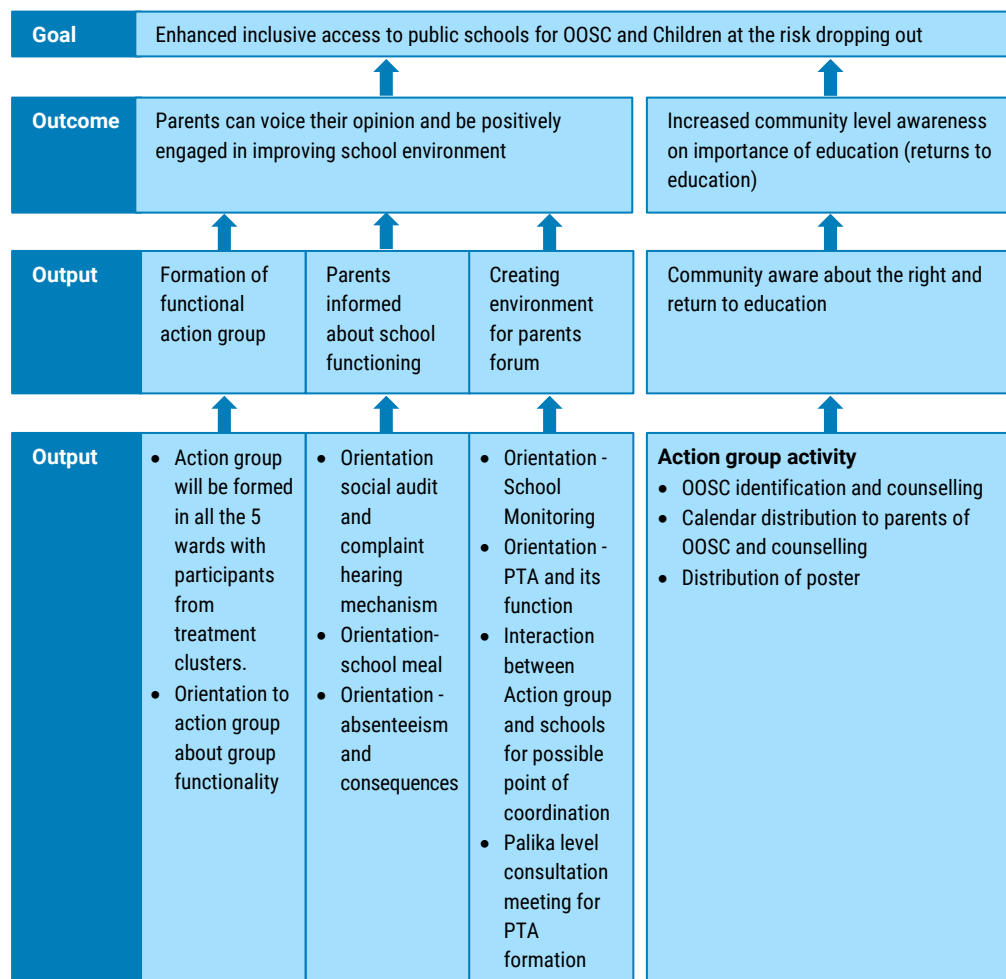
0 1 2 km

1. Sanskrit Higher Secondary School
2. Bagmati Primary School
3. Badharwa Basic School
4. Shivshankar Primary School
5. Yamunamai Higher Secondary School
6. Janata Higher Secondary School
7. Jagadamba Basic School
9. Mohanpur Primary School

10. Pachrukhi Secondary School
11. Saraswati Higher Secondary School
12. Rajpur Tulsi Basic School
13. Mahadev Primary School
14. Braham Primary School
15. Bhrampuri Higher Secondary School
16. Laxmipur Basic School
17. Maa Sharade Primary School
18. Pathara Basic School

B. Campaigning

For campaigning, the activities are primarily divided into 2 categories: the formation of functional action groups and the sharing of information through action groups. The sole objective of the intervention will be to enhance inclusive access to public schools for out-of-school children and children at risk of dropping out. The theory of change designed for the project is as follows:

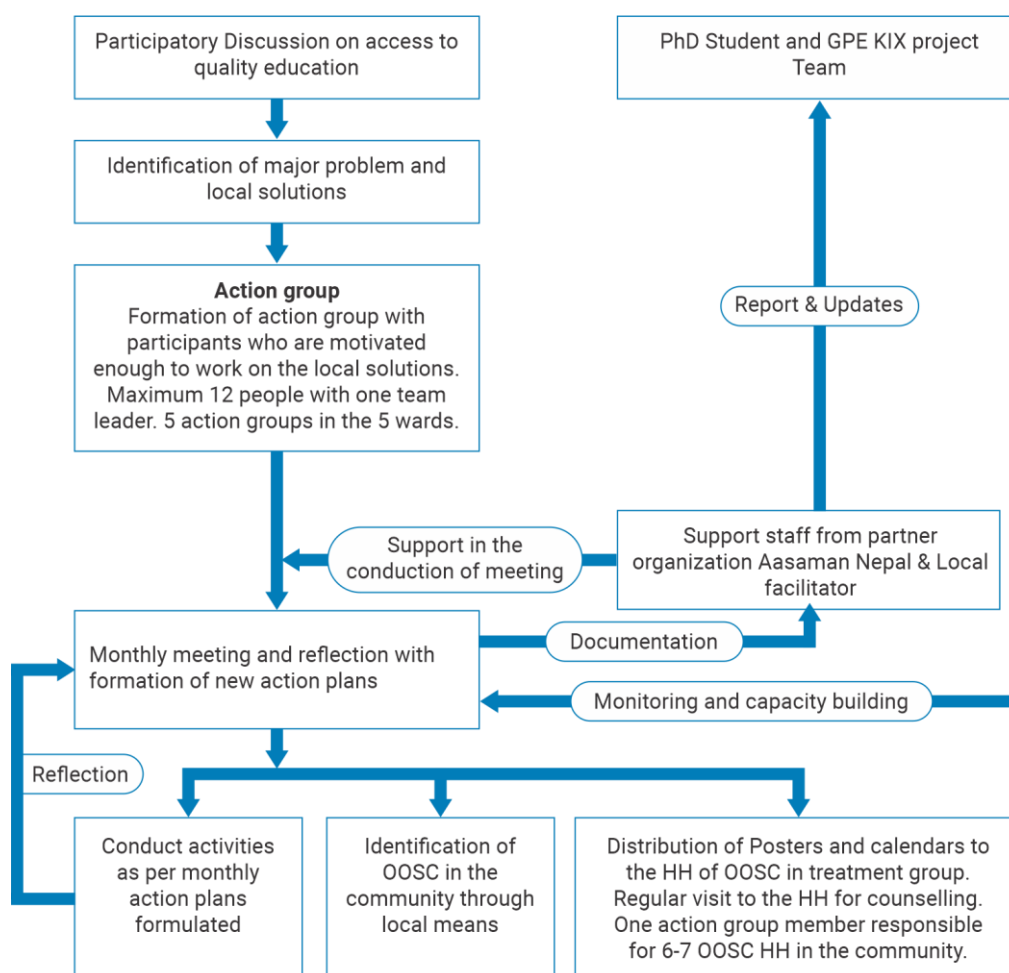


The ultimate goal of the intervention is to achieve enhanced, inclusive access to public schools for OOSC and children at risk of dropping out. This will be achieved through two different outcomes of the project: parents can voice their opinion and be positively engaged in improving the school environment, and there will be increased community-level awareness of the importance of education. These two outcomes necessitate the formation of functional action groups that are aware of their rights and the importance of returning to school. All the activities are designed to meet these outputs.

A.4 Process Outline

The field activities will be conducted through the following process,

Figure 5.3: Process Outline



A.5 Action Groups formation

The activities of the Action Group remain at the center of the campaign's intervention. The campaign activities are designed to be administered through the action group's collective effort. The objective of the formation of the action group is to mobilize and sensitize the people about education, especially the importance of regular attendance, parent's engagement at school, and a positive home learning environment. The specific objectives are as follows:

- Development of participatory action research processes and tools to identify problems and solutions for positive engagement of parents at school and at home.
- Conducting community-led participatory action research to empower and engage communities by generating collective data, analysis, reporting, and action learning that strengthen local ownership of issues

a) Participatory Discussion

The participatory action research (PAR) process is used to work with parents of students studying in Durga Bhagwati Rural Municipality. PAR is an approach focused on inclusion and social action through the mutual transfer of experience, expertise, power, and ownership towards those most directly affected by the issues under investigation. The process has a cyclical nature with repeated rounds of collective analysis, taking and evaluating action, and learning from action. The term 'participants' refers to people or community action groups (CAG) engaged in the PAR process as co researchers rather than passive research subjects. At the beginning of the cycle, the parents in the community are informed about the meeting related to the education of their child. The meeting starts with a discussion on common education related issues of the region and its causes.

b) Identification of problem and its local solutions

After listing out the issues, the discussion is focused on converting subjective perspectives into shared forms of knowledge on the nature of the problem and building consensus on actions to address the issues identified. The sequence progressed as follows:

- The participants are briefed about regular child attendance, its importance, and various factors affecting it. Baseline data of the same region and national data are shared to show the severity of the issue.
- The factors affecting a child's attendance are identified using the participatory method. Tools such as "Problem Tree" are used to identify cause-and-effect relationships at various levels, as well as to build shared accounts and identify and relate relevant social, behavioral, and other pushing factors. The issues identified are ranked based on their severity through a participatory process.
- The participants are then facilitated to identify solutions to the identified issues. Solutions that are achievable through collective action are listed below. Participants are divided into groups of females, males, and children who can come up with different sets of solutions. The group leader is chosen to present the solutions at the end of the discussion.
- Based on the identified solutions, appropriate "action plans" are developed using stepwise pathways specifying actors, actions, and outputs to achieve agreed-upon goals. The participants are encouraged to revisit and cross-validate each other's findings and to reflect on the experience and how the process could be carried forward.
- Discussions are recorded on meta cards or prepared flip charts to display a collective record, allowing for checking and rechecking of consensus views. Researchers co-facilitate the meetings, provide general assistance, and take observational notes.
- With separate permissions, workshops can be audio-recorded, transcribed verbatim, and translated into English. Data is stored in audio recordings, Microsoft Word documents, and image files. Data is managed by researchers and stored.

At the end of the exercise, participants are able to reflect on:

1. Collective effort to enhance the quality of education
2. Importance of school regularity and positive home learning environment

c) Formation of Action Group

After the development of action plans, the participants who are motivated enough to work on them are requested to come forward. A maximum of 12 people can be in an action group with one team leader. While forming the action group, the following things will be considered,

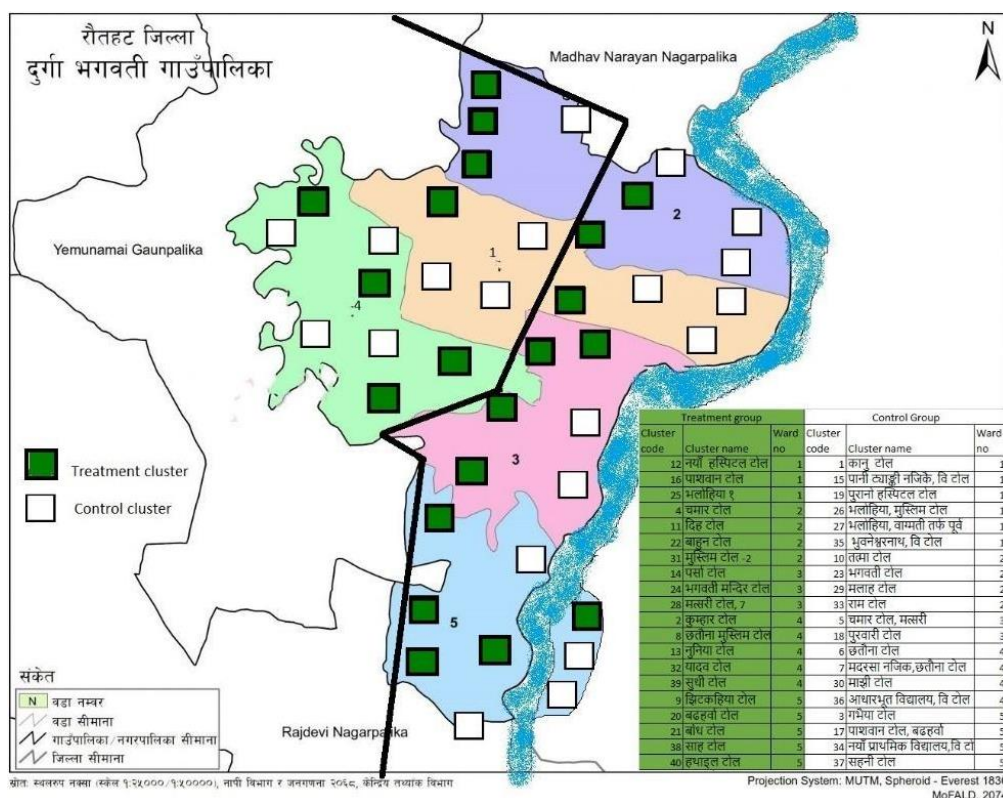
- The interested candidates were active during the discussion
- The candidates are well-motivated to achieve the goal
- Candidates are willing to commit time over a 9-month period.
- Candidates are influential / 'opinion leaders' in their communities in some way.
- Not have a broad mix of people in the CAG - e.g., youth in the same group as adults. Combining them in groups with adults just leads to 'token' representation by youth as they do not participate as fully as they would if they were in a peer group.
- Keep the focus on 'out of school children' and bring cohesion and positive engagement in society rather than its opposite

The study team conducts the second meeting with the action group the next day. The group will be briefed on monthly meetings, meeting minutes, participatory formulation of action plans, their revision, and documentation of learning every month. A total of 5 action groups will be formed in the 5 wards of Durga Bhagwati Rural municipality. The 5 Action Group meets once a month for a progress update, revision of the action plan, reflection, and formulation of a new action plan. The group is facilitated by one salaried staff member and one supervisor from the partner organization (Asaman Nepal). The meeting minutes are maintained by the facilitator in a separate register with the major decisions of the group. The staff of the partner organization facilitates the group and maintains an action plan chart for every discussion. The pictures and videos of the meeting are recorded with prior consent. All the documents are sent to the PhD researcher every month, along with important notes. The PhD researcher, facilitator, and supervisor from the partner organization arrange a virtual meeting every month to discuss the action group's activities.

5.6 Poster & Calendar Distribution

The poster will be distributed by the action groups in 5 wards. It will be given to the 341 respondents from 20 treatment clusters as depicted in the following figure,

Figure 5.4: Distribution in clusters



Members of the action group will assist in placing posters in the homes of these respondents. The wall to which the poster will be stuck will be the one where all family members sit together, i.e., the kitchen, dining table, TV room, etc. The selection of the wall will be done by the household members. Members of the action group and enumerators will persuade household members to hang the poster and explain its contents, particularly to parents and children

The poster is designed by a local artist with local context. The first picture shows that the parents are sewing blankets while the children go to school. The child becomes a professional when he grows up and is able to bring prosperity to the family. The picture at the lower end shows the child working alongside the parent and helping him sew the blanket. When he grows up, he will have the same occupation. The lifestyle of the family remains the same and even worsens over time.

The poster is designed to enhance the aspiration of parents towards their children. The baseline data indicates that parents have very low aspirations for their children, as the majority focuses on monetary benefits through wage labor rather than long term benefits through education. The poster aims to change the perception of parents towards the value of education. The poster may not solve all the present problems of OOSC, but if the parents and OOSC see the poster every day in their home, it might have some impact on their future planning and aspirations. Members of the action group will be visiting them on a regular basis, inquiring about the whereabouts of their children and whether or not they are regularly attending school. This regular interaction might have the potential to yield some favorable outcomes that will be captured by the end-line study.

Calendars are used to notify stakeholders (parents and students) about school openings, closings, and timings. The baseline shows that a very small number of parents have knowledge about the school schedule and holidays. This intervention is designed to reduce the gap and make the parents more aware of the regularity of school attendance. After observing the calendar, members of the action group can discuss attendance, reasons for absence, and holidays with their parents.

Fig 5.5: Poster for campaigning



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Annex

Annex 1: Chi Square test of education status with demographic variables

Variable	Choices		Not enrolled	Dropout	Dropout- enrolled in other school	Chronic absentees	Chronic absentees - enrolled in other school	Pearson Chi-Square Asymp. Sig. (2-sided)
Ward Number	1	% within Column	29.40%	28.00%	8.60%	20.60%	6.20%	0.000
	2	% within Column	38.20%	8.60%	0.00%	12.80%	6.20%	
	3	% within Column	8.80%	5.40%	5.70%	15.00%	12.50%	
	4	% within Column	14.70%	25.80%	28.60%	21.10%	6.20%	
	5	% within Column	8.80%	32.30%	57.10%	30.50%	68.80%	
Family members	5 of less members	% within Column	26.50%	30.10%	28.60%	33.70%	31.20%	0.729
	06-10 members	% within Column	67.60%	60.20%	68.60%	57.80%	68.80%	
	more than 10 members	% within Column	5.90%	9.70%	2.90%	8.60%	0.00%	
Mother's education	Illiterate and N/A	% within Column	79.40%	83.90%	88.60%	84.80%	75.00%	0.984
	Can read and write	% within Column	11.80%	11.80%	5.70%	8.30%	12.50%	
	Grade 5	% within Column	2.90%	2.20%	2.90%	2.90%	6.20%	
	Grade 8	% within Column	0.00%	1.10%	0.00%	1.10%	6.20%	
	Grade 10	% within Column	5.90%	1.10%	2.90%	2.40%	0.00%	
	Grade 12	% within Column	0.00%	0.00%	0.00%	0.30%	0.00%	
	Bachelors level	% within Column	0.00%	0.00%	0.00%	0.30%	0.00%	
Father's education	Illiterate and N/A	% within Column	70.60%	62.40%	65.70%	52.10%	56.20%	0.607
	Can read and write	% within Column	17.60%	12.90%	11.40%	24.10%	12.50%	
	Grade 5	% within Column	2.90%	7.50%	8.60%	5.30%	12.50%	
	Grade 8	% within Column	2.90%	4.30%	5.70%	9.40%	12.50%	
	Grade 10	% within Column	2.90%	9.70%	8.60%	5.10%	6.20%	
	Grade 12	% within Column	2.90%	2.20%	0.00%	3.20%	0.00%	
	Bachelors level	% within Column	0.00%	1.10%	0.00%	0.30%	0.00%	

	Master level	% within Column	0.00%	0.00%	0.00%	0.50%	0.00%	
Monthly family Income	0 - 20000	% within Column	97.10%	84.90%	91.40%	71.70%	87.50%	0.006
	20000 - 40000	% within Column	2.90%	9.70%	8.60%	19.00%	12.50%	
	40000 - 60000	% within Column	0.00%	4.30%	0.00%	2.70%	0.00%	
	More than 60000	% within Column	0.00%	1.10%	0.00%	6.70%	0.00%	
Land ownership	Yes	% within Column	35.30%	57.00%	57.10%	66.60%	62.50%	0.005
	No	% within Column	64.70%	43.00%	42.90%	33.40%	37.50%	
Social Group membership	Yes	% within Column	41.20%	51.60%	65.70%	42.80%	81.20%	0.003
	No	% within Column	58.80%	48.40%	34.30%	57.20%	18.80%	
Ease to protest for the quality of Public services	Yes, very comfortable	% within Column	11.80%	1.10%	5.70%	2.90%	0.00%	0.000
	Yes, fairly comfortable	% within Column	11.80%	5.40%	11.40%	29.90%	12.50%	
	Yes, but with a little difficulty	% within Column	50.00%	16.10%	14.30%	19.00%	18.80%	
	Yes, but with a great deal of difficulty	% within Column	17.60%	38.70%	5.70%	27.50%	37.50%	
	No, not at all comfortable	% within Column	8.80%	38.70%	62.90%	20.60%	31.20%	
Ethnicity	Musalman	% within Column	35.30%	6.50%	20.00%	17.10%	12.50%	0.000
	Terai Brahman	% within Column	0.00%	2.20%	0.00%	2.40%	6.20%	
	Terai Dalit	% within Column	61.80%	78.50%	68.60%	55.90%	68.80%	
	Terai Non Dalit	% within Column	2.90%	12.90%	11.40%	24.60%	12.50%	

Annex 2: Correlation between variables

		Mother's Education	Father's Education	Income	Voice to protest	Knowledge about school functioning	Satisfaction with school environment	Self- efficacy to change the school environment	School related practices	Belief of Parent's role	Self efficacy to guide children in education	Value of Education	Encouragement to children	Education related practice at home	Aspiration for male child	Aspiration for female child
Mother's Education	Pearson Correlation	1	.529**	.153**	.093*	-0.055	.106*	.091*	0.05	0.012	0.034	0.003	0.02	0.024	.148**	.132**
	Sig. (2-tailed)		0	0	0.029	0.208	0.016	0.035	0.239	0.775	0.424	0.939	0.633	0.57	0	0.002
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Father's Education	Pearson Correlation	.529**	1	0.077	-0.005	.217**	.098*	.112**	.136**	0.07	0.083	.084*	0.07	.086*	.174**	.193**
	Sig. (2-tailed)	0		0.069	0.913	0	0.026	0.01	0.001	0.098	0.051	0.048	0.1	0.044	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Income	Pearson Correlation	.153**	0.077	1	.157**	-.130**	.090*	.134**	-0.039	-0.036	-0.063	.098*	.089*	-0.047	0.014	0.007
	Sig. (2-tailed)	0	0.069		0	0.003	0.041	0.002	0.355	0.405	0.138	0.022	0.037	0.274	0.745	0.863
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Voice to protest	Pearson Correlation	.093*	-0.005	.157**	1	-.360**	.144**	.386**	0.032	-.250**	-.382**	0.037	0.058	-.274**	0.015	-0.07
	Sig. (2-tailed)	0.029	0.913	0		0	0.001	0	0.46	0	0	0.381	0.174	0	0.724	0.101
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Knowledge about school functioning	Pearson Correlation	-0.055	.217**	-.130**	-.360**	1	-.123**	-.176**	.221**	.140**	0.078	-0.027	-0.068	0.049	0.065	.137**
	Sig. (2-tailed)	0.208	0	0.003	0		0.005	0	0	0.001	0.076	0.535	0.122	0.262	0.138	0.002

	N	518	518	518	518	518	518	518	518	518	518	518	518	518	518	518
Satisfaction with school environment	Pearson Correlation	.106*	.098*	.090*	.144**	-.123**	1	.621**	.204**	.269**	.225**	.271**	.293**	.252**	-.113*	-.222**
	Sig. (2-tailed)	0.016	0.026	0.041	0.001	0.005		0	0	0	0	0	0	0	0.01	0
	N	518	518	518	518	518	518	518	518	518	518	518	518	518	518	518
Self-efficacy to change the school environment	Pearson Correlation	.091*	.112**	.134**	.386**	-.176**	.621**	1	0.052	.232**	0.047	.593**	.590**	.144**	.087*	-0.047
	Sig. (2-tailed)	0.035	0.01	0.002	0	0	0		0.232	0	0.278	0	0	0.001	0.044	0.275
	N	531	531	531	531	518	518	531	531	531	531	531	531	531	531	531
School related practices	Pearson Correlation	0.05	.136**	-0.039	0.032	.221**	.204**	0.052	1	.148**	.157**	.089*	.094*	.185**	0.034	-0.028
	Sig. (2-tailed)	0.239	0.001	0.355	0.46	0	0	0.232		0.001	0	0.037	0.028	0	0.422	0.507
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Belief of Parent's role	Pearson Correlation	0.012	0.07	-0.036	-.250**	.140**	.269**	.232**	.148**	1	.660**	.608**	.602**	.735**	.330**	.143**
	Sig. (2-tailed)	0.775	0.098	0.405	0	0.001	0	0	0.001		0	0	0	0	0	0.001
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Self efficacy to guide children in education	Pearson Correlation	0.034	0.083	-0.063	-.382**	0.078	.225**	0.047	.157**	.660**	1	.488**	.513**	.792**	.260**	.165**
	Sig. (2-tailed)	0.424	0.051	0.138	0	0.076	0	0.278	0	0		0	0	0	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Value of Education	Pearson Correlation	0.003	.084*	.098*	0.037	-0.027	.271**	.593**	.089*	.608**	.488**	1	.909**	.637**	.237**	.200**
	Sig. (2-tailed)	0.939	0.048	0.022	0.381	0.535	0	0	0.037	0	0		0	0	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Encouragement to children	Pearson Correlation	0.02	0.07	.089*	0.058	-0.068	.293**	.590**	.094*	.602**	.513**	.909**	1	.699**	.323**	.259**

	Sig. (2-tailed)	0.633	0.1	0.037	0.174	0.122	0	0	0.028	0	0	0	0	0	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Education related practice at home	Pearson Correlation	0.024	.086*	-0.047	-.274**	0.049	.252**	.144**	.185**	.735**	.792**	.637**	.699**	1	.320**	.223**
	Sig. (2-tailed)	0.57	0.044	0.274	0	0.262	0	0.001	0	0	0	0	0	0	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Aspiration for male child	Pearson Correlation	.148**	.174**	0.014	0.015	0.065	-.113*	.087*	0.034	.330**	.260**	.237**	.323**	.320**	1	.660**
	Sig. (2-tailed)	0	0	0.745	0.724	0.138	0.01	0.044	0.422	0	0	0	0	0	0	0
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
Aspiration for female child	Pearson Correlation	.132**	.193**	0.007	-0.07	.137**	-.222**	-0.047	-0.028	.143**	.165**	.200**	.259**	.223**	.660**	1
	Sig. (2-tailed)	0.002	0	0.863	0.101	0.002	0	0.275	0.507	0.001	0	0	0	0	0	
	N	552	552	552	552	518	518	531	552	552	552	552	552	552	552	552
** Correlation is significant at the 0.01 level (2-tailed).																
* Correlation is significant at the 0.05 level (2-tailed).																

Annex 3: Relation of parents' education level with other variable

Mother's education											
			Illiterate	Can read and write	Grade 5	Grade 8	Grade 10	Grade 12	Bachelor Level	Value of Kendall's Tau b	Approx. Sig
Land ownership	No	Count	180	20	2	1	5	0	0	0.053	0.19
		% within Mother's education	38.70%	40.00%	12.50%	16.70%	38.50%	0.00%	0.00%		
	Yes	Count	285	30	14	5	8	1	1		
		% within Mother's education	61.30%	60.00%	87.50%	83.30%	61.50%	100.00%	100.00%		
	Total	Count	465	50	16	6	13	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Group membership	No	Count	255	23	5	3	7	1	0	0.071	0.091
		% within Mother's education	54.80%	46.00%	31.20%	50.00%	53.80%	100.00%	0.00%		
	Yes	Count	210	27	11	3	6	0	1		
		% within Mother's education	45.20%	54.00%	68.80%	50.00%	46.20%	0.00%	100.00%		
	Total	Count	465	50	16	6	13	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Ownership of Community school	No	Count	427	45	15	6	11	1	1	-0.032	0.323
		% within Mother's education	97.50%	97.80%	100.00%	100.00%	100.00%	100.00%	100.00%		
	Yes	Count	11	1	0	0	0	0	0		
		% within Mother's education	2.50%	2.20%	0.00%	0.00%	0.00%	0.00%	0.00%		
	Total	Count	438	46	15	6	11	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Saving for education in future	No	Count	437	46	13	5	13	1	0	0.064	0.201
		% within Mother's education	94.00%	92.00%	81.20%	83.30%	100.00%	100.00%	0.00%		
	Yes	Count	28	4	3	1	0	0	1		
		% within Mother's education	6.00%	8.00%	18.80%	16.70%	0.00%	0.00%	100.00%		
	Total	Count	465	50	16	6	13	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Household with child labor	No	Count	431	49	15	6	13	1	1	-0.07	0.017
		% within Mother's education	92.90%	98.00%	93.80%	100.00%	100.00%	100.00%	100.00%		
	Yes	Count	33	1	1	0	0	0	0		
		% within Mother's education	7.10%	2.00%	6.20%	0.00%	0.00%	0.00%	0.00%		
	Total	Count	464	50	16	6	13	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Household with child working for more than 3 hours	No	Count	436	47	16	5	12	1	1	-0.007	0.866
		% within Mother's education	93.80%	94.00%	100.00%	83.30%	92.30%	100.00%	100.00%		
	Yes	Count	29	3	0	1	1	0	0		
		% within Mother's education	6.20%	6.00%	0.00%	16.70%	7.70%	0.00%	0.00%		
	Total	Count	465	50	16	6	13	1	1		
		% within Mother's education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Father's Education												
			Illiterate	Can read and write	Grade 5	Grade 8	Grade 10	Grade 12	Bachelor Level	Masters Level	Value of Kendall's Tau b	Approx. Sig
Land ownership	No	Count	149	33	7	12	3	3	1	0	0.236	0.000
		% within Father's Education	48.20%	28.90%	21.20%	27.30%	9.10%	20.00%	50.00%	0.00%		
	Yes	Count	160	81	26	32	30	12	1	2		
		% within Father's Education	51.80%	71.10%	78.80%	72.70%	90.90%	80.00%	50.00%	100.00%		
	Total	Count	309	114	33	44	33	15	2	2		
		% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Group membership	No	Count	156	77	14	24	11	10	1	1	-0.022	0.575
		% within Father's Education	50.50%	67.50%	42.40%	54.50%	33.30%	66.70%	50.00%	50.00%		
	Yes	Count	153	37	19	20	22	5	1	1		
		% within Father's Education	49.50%	32.50%	57.60%	45.50%	66.70%	33.30%	50.00%	50.00%		
	Total	Count	309	114	33	44	33	15	2	2		
	% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Ownership of Community school	No	Count	275	108	31	42	32	14	2	2	-0.073	0.056
		% within Father's Education	96.50%	100.00%	96.90%	97.70%	100.00%	100.00%	100.00%	100.00%		
	Yes	Count	10	0	1	1	0	0	0	0		
		% within Father's Education	3.50%	0.00%	3.10%	2.30%	0.00%	0.00%	0.00%	0.00%		
	Total	Count	285	108	32	43	32	14	2	2		
	% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Saving for education in future	No	Count	291	110	28	40	29	15	1	1	0.061	0.166
		% within Father's Education	94.20%	96.50%	84.80%	90.90%	87.90%	100.00%	50.00%	50.00%		
	Yes	Count	18	4	5	4	4	0	1	1		
		% within Father's Education	5.80%	3.50%	15.20%	9.10%	12.10%	0.00%	50.00%	50.00%		
	Total	Count	309	114	33	44	33	15	2	2		
	% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Household with child labor	No	Count	282	110	32	42	31	15	2	2	-0.101	0.005
		% within Father's Education	91.30%	96.50%	97.00%	95.50%	96.90%	100.00%	100.00%	100.00%		
	Yes	Count	27	4	1	2	1	0	0	0		
		% within Father's Education	8.70%	3.50%	3.00%	4.50%	3.10%	0.00%	0.00%	0.00%		
	Total	Count	309	114	33	44	32	15	2	2		
	% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Household with child working for more than 3 hours	No	Count	288	110	31	40	31	15	2	1	-0.015	0.72
		% within Father's Education	93.20%	96.50%	93.90%	90.90%	93.90%	100.00%	100.00%	50.00%		
	Yes	Count	21	4	2	4	2	0	0	1		

		% within Father's Education	6.80%	3.50%	6.10%	9.10%	6.10%	0.00%	0.00%	50.00%		
	Total	Count	309	114	33	44	33	15	2	2		
		% within Father's Education	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
a Not assuming the null hypothesis.												
b Using the asymptotic standard error assuming the null hypothesis.												

Annex 4: Cross tabulation between Education level of parents and income generating activities

Type of work	Mother's education level							Father's education level							
	Illiterate	Can read and write	Grade 5	Grade 8	Grade 10	Grade 12	Bachelors level	Illiterate	Can read and write	Grade 5	Grade 8	Grade 10	Grade 12	Bachelors level	Master level
Agriculture	14%	12%	6%	17%	0%	0%	0%	8%	17%	21%	34%	9%	13%	0%	0%
Service	0%	0%	6%	0%	0%	0%	0%	1%	0%	0%	0%	9%	47%	100%	50%
Wage labor	20%	14%	0%	0%	0%	0%	0%	73%	48%	33%	23%	24%	0%	0%	0%
Vegetable farming	0%	0%	0%	0%	0%	0%	0%	0%	1%	3%	0%	3%	0%	0%	0%
Household work	62%	66%	69%	67%	100%	100%	100%	4%	0%	0%	2%	0%	0%	0%	50%
Work in other country	0%	0%	0%	0%	0%	0%	0%	5%	13%	12%	23%	18%	0%	0%	0%
Business	2%	6%	6%	0%	0%	0%	0%	7%	20%	30%	18%	36%	40%	0%	0%
Not alive	2%	0%	0%	17%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%
Other	1%	2%	13%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Annex 5: Association of Ethnicity with other variables

Variable	Choices		Musalman	Terai Brahman	Terai Dalit	Terai Non Dalit	Pearson Chi-Square Asymp. Sig. (2- sided)
Family members	5 or less	% within Column	24.20%	58.30%	35.20%	27.00%	0.000
	5 - 10 members	% within Column	62.60%	33.30%	60.70%	57.70%	
	More than 10 members	% within Column	13.20%	8.30%	4.10%	15.30%	
Mother's education	Illiterate	% within Column	85.70%	41.70%	85.20%	84.70%	0.000
	Can read and write	% within Column	8.80%	8.30%	8.00%	12.60%	
	Grade 5	% within Column	4.40%	0.00%	3.30%	0.90%	
	Grade 8	% within Column	0.00%	8.30%	1.20%	0.90%	
	Grade 10	% within Column	1.10%	33.30%	2.10%	0.90%	
	Grade 12	% within Column	0.00%	0.00%	0.30%	0.00%	
	Bachelors level	% within Column	0.00%	8.30%	0.00%	0.00%	
Father's education	Illiterate	% within Column	46.20%	8.30%	63.90%	45.00%	0.000
	Can read and write	% within Column	34.10%	16.70%	17.20%	20.70%	
	Grade 5	% within Column	7.70%	0.00%	5.30%	7.20%	
	Grade 8	% within Column	7.70%	16.70%	6.50%	11.70%	
	Grade 10	% within Column	3.30%	16.70%	5.00%	9.90%	
	Grade 12	% within Column	1.10%	25.00%	2.10%	3.60%	
	Bachlore level	% within Column	0.00%	8.30%	0.00%	0.90%	
Master level	% within Column	0.00%	8.30%	0.00%	0.90%		
Income	0 - 20000	% within Column	59.30%	50.00%	82.00%	80.20%	0.000
	20000 - 40000	% within Column	18.70%	41.70%	14.50%	13.50%	
	40000 - 60000	% within Column	6.60%	8.30%	1.50%	1.80%	
	More than 60000	% within Column	15.40%	0.00%	2.10%	4.50%	
Land ownership	Yes	% within Column	71.40%	75.00%	58.30%	65.80%	0.074

	No	% within Column	28.60%	25.00%	41.70%	34.20%	
Group membership	Yes	% within Column	24.20%	91.70%	50.00%	50.50%	0.000
	No	% within Column	75.80%	8.30%	50.00%	49.50%	
Ease to protest for the quality of Public services	Yes, very comfortable	% within Column	1.10%	0.00%	3.00%	6.30%	0.000
	Yes, fairly comfortable	% within Column	45.10%	66.70%	21.00%	6.30%	
	Yes, but with a little difficulty	% within Column	18.70%	16.70%	19.80%	22.50%	
	Yes, but with a great deal of difficulty	% within Column	20.90%	8.30%	29.90%	28.80%	
	No, not at all comfortable	% within Column	14.30%	8.30%	26.30%	36.00%	

Annex 7: Baseline Values

Sn.	Indicator	Questions/ Source of information	Value
1.	Number of Dropout in last 6 months – Grade 1-5	School register and conversation with class teacher	386
2.	Number of Chronic absentees (absent for more than 1 month in a row) in last 6 months – Grade 1-5	School register and conversation with class teacher	715
3.	Children involved in income generating activities	Section 12- 14	6.4 % of HH
4.	Children engaged in HH work for more than 3 hours	Section 12- 14	6.2 % of HH
5.	Individual agency to raise voice against misdoings	6.1 Do you feel comfortable speaking up in public to protest the quality of Public services?	50.02 %
6.	Knowledge about school functioning	10.1 At what time times the school the school starts?	3.6 %
		10.2 At what time does the school ends?	9.6 %
		10.3 For how many days do the school have Dashai holiday?	23 %
		10.4 For how many days do the school have Depawali holiday?	9.2 %
		10.5 For how many days do the school have and Chaath holiday?	26.2 %
		10.6 Do you know how much the government has allocated for school meal per student?	52.31 %
		10.7 Do you know what is Patent teacher association?	3.3 %
7.	Ownership of community school	10.9 Do you know what is School management committee?	9.4 %
		10.11 Community is/ should be responsible for the functioning/ management of this community school	2.2 %
8.	Self- efficacy – School related	10.13 I can have an active role in 'what can be done' for improving the quality of education/ school climate	59.35 %
		10.13 I am capable of voicing my opinion to the school management	59.18 %
9.	Practices – School related	10.14 Have you visited the school your child is studying in last 6 months?	20.7 %
		10.16 School visit for Child monitoring, school monitoring, complaint submission and volunteering	7.91%
		10.20 Have you met with any other parent in your community to discuss about the community school where your child is studying?	7.9 %
		10.21 Have you personally provided any suggestions/ complaint to the school management in the past? (confirm with what suggestion was made)	3.3 %
10.	Practices – Child related	10.36 I encourage my child to go to school regularly	74.08 %
		10.36 I encourage my child to study at home	73.23 %
		10.36 I encourage my child to ask other people for help when a problem is hard to solve	68.85 %
		10.36 Someone in this family visits schools to know about the child's progress	56.83 %
		10.36 Children's (6-14 years) involvement in HH work is very important for my family (reverse marking)	49.53 %
		10.36 Children's (6-14 years) involvement in religious activities is very important for my family (reverse marking)	54.15 %
		10.34 Did the children miss their schools to participate in social/ religious activities conducted in last 12 months?	10.2 %
11.	Role belief	10.35 I believe it is my responsibility to volunteer at the school	50.73 %
		10.35 I believe it is my responsibility to communicate with my child's teacher regularly.	56.8 %
		10.35 I believe it is my responsibility to help my child with homework.	59.62 %
		10.35 I believe it is my responsibility to make sure my children have what they need at school	56.97 %
		10.35 I believe it is my responsibility to talk with other parents from my child's school about school and education	57.02 %
		10.35 I believe it is my responsibility to make the school better place to study.	55.47 %

		10.35 I believe it is my responsibility to talk with my child about the school day.	64.2 %
12.	Aspiration	10.31 Where will the child study after completing grade 5? – Ans: Not decided (reverse marking)	26.1 %
		11.1 What is the minimum level of education that a boy need to acquire to sustain himself?	62.91 %
		11.2 What is the minimum level of education that a girl need to acquire to sustain herself?	54.81 %
		11.8 Have you done any saving to support your child's education in future?	6.7 %
13.	Value of education	10.36 Education is important for my child to become what I want them to be	74.87 %

Formula for calculating Likert scale values:

Scale	Frequency
Strongly Disagree	A
Disagree	B
Slightly Disagree	C
Slightly Agree	D
Agree	E
Strongly Agree	F

Total Sum = AX1+BX2+CX3+DX4+EX5+FX6

Base line value = Total sum / 600 X 100

Annex 8: Questionnaire disseminated for After School Program

BASELINE QUESTIONNAIRE	
Name of the Student:	
Grade:	
School:	
Name of the enumerator:	
Contact no of the enumerator:	
Date of response recorded:	
STUDENT SURVEY FOR COMMUNITY SCHOOLS IN DURGA BHAGWATI RURAL MUNICIPALITY	
STATUS OF ECA	
1. What do you do after the regular school activities are over on Fridays?	a. Go home b. Participate in ECA c. Others _____
2. Are ECA conducted in your school?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always as scheduled
3. If yes, what activities are you involved in? Tick all that applies.	<input type="checkbox"/> Dance <input type="checkbox"/> Music <input type="checkbox"/> Games <input type="checkbox"/> Drawing & Coloring <input type="checkbox"/> Quiz <input type="checkbox"/> Others _____
4. Is ECA class monitored/supervised by teacher/s?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
5. Have you ever participated in interschool competitions; such as dance, drama, song, debate, etc.?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
6. During ECA class, how good is the teacher at making sure students do not get out of control?	a. Not good at all b. Slightly good c. Somewhat good d. Quite good e. Extremely good
7. How interesting does the teacher make your engagement in ECA?	a. Not at all interesting b. Slightly interesting c. Somewhat interesting d. Quite interesting e. Extremely interesting
8. How good is an ECA teacher at teaching in the way that you learn best?	a. Not good at all b. Slightly good c. Somewhat good d. Quite good e. Extremely good
9. How clearly does an ECA teacher present the information that you need to know?	a. Not clear at all b. Slightly clear c. Somewhat clear d. Quite clear e. Extremely clear
10. How comfortable are you asking ECA teacher questions about what you are learning in the class?	a. Not comfortable at all b. Slightly comfortable c. Somewhat comfortable d. Quite comfortable e. Extremely comfortable
11. How much have you learned from ECA classes?	a. Learned almost nothing b. Learned a little bit c. Learned some d. Learned quite a bit e. Learned a lot
12. How often does your teacher seem excited to be taking ECA class?	a. Never b. Once in a while c. Sometimes

	d. Frequently e. Always
13. How excited are you about participating in ECA class?	a. Not at all excited b. Slightly excited c. Somewhat excited d. Quite excited e. Extremely excited
PARTICIPATION	
Pays attention in class	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Completes homework on time.	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Works well with other children.	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Doesn't lose, forget, or mis-place materials in school/class.	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Doesn't come late to class	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Attempts to do his/her work thoroughly and well, rather than just trying to get by.	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Is not restless and often sits still	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Participates actively in discussions	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Thinks that school is important for him/her	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Doesn't interfere with peers' work	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Knows what is going on in class	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Does more than just the assigned work	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Is not withdrawn and uncommunicative	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always

Approaches new assignments with sincere effort	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Asks questions to get more information	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Is not much talkative in class.	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Takes independent initiative, doesn't need to be helped to get started and kept going on work	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Doesn't criticize the importance of the subject matter taught	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Tries to finish assignments even when they are difficult	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Raises his/her hand to answer a question	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Goes to dictionary, internet, or other reference on his/her own to seek information	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
Doesn't get discouraged and keeps trying when encounters an obstacle in schoolwork; isn't easily frustrated	a. Almost Never b. Once in a while c. Sometimes d. Frequently Almost always
STUDENT'S IDENTIFICATION	
14. Do you feel proud of being a part of this school?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
15. Is everyone treated with respect in your school?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
16. Do you feel like you can do good in life even if your grades are bad?	1. Not at all 2. Slightly good 3. Somewhat good 4. Quite good 5. Extremely good
17. Do you like going to school every day?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
18. Do you like to participate in a lot of school activities (for example, sports, clubs, plays)?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
19. Is school one of the most important things in your life?	a. Not at all important b. Slightly important c. Somewhat important

	d. Quite important e. Extremely important
20. Are many of the things you learn in class useful?	a. Not at all useful b. Slightly useful c. Somewhat useful d. Quite useful e. Extremely useful
21. Do most of your teachers really care about you?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
22. Is school one of your favorite places to be?	a. Not at all favorite b. Slightly favorite c. Somewhat favorite d. Quite favorite e. Extremely favorite
23. Do you feel like your time is well utilized and not wasted in school?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
24. How likely are you in completing schooling instead of dropping out?	a. Not at all likely b. Slightly likely c. Somewhat likely d. Quite likely e. Extremely likely
25. Are there teachers or other adults in your school that you can talk to if you have a problem?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
26. Do you think most of what you learn in school will be useful when you get a job?	a. Never b. Once in a while c. Sometimes d. Frequently e. Always
27. Up till which grade do you aspire to study?	_____
BACKGROUND QUESTIONS	
28. Are you male or female? Choose one	<input type="radio"/> Male <input type="radio"/> Female
29. How old are you?	_____
30. Which ethnicity do you belong to? Choose one	<input type="radio"/> Muslim <input type="radio"/> Yadav <input type="radio"/> Kurmi <input type="radio"/> Teli <input type="radio"/> Kanu <input type="radio"/> Tharu <input type="radio"/> Chamar/Harijan/Ram <input type="radio"/> Kalwar <input type="radio"/> Mallaha <input type="radio"/> Other _____
31. What language/s do you speak at home? Tick all that applies	<input type="checkbox"/> Bajjika <input type="checkbox"/> Urdu <input type="checkbox"/> Nepali <input type="checkbox"/> Bhojpuri <input type="checkbox"/> Tharu <input type="checkbox"/> Maithili <input type="checkbox"/> Tamang <input type="checkbox"/> Hindi
32. How many younger siblings do you have?	_____
33. How many hours do you spend studying at home every day?	_____
34. Whom do you live with?	<input type="radio"/> Both mother and father <input type="radio"/> Only father <input type="radio"/> Only mother <input type="radio"/> Maternal uncle and aunt <input type="radio"/> Paternal uncle and aunt <input type="radio"/> Others, _____
35. What is your parent's occupation?	<input type="radio"/> Farming in own land

	<input type="radio"/> Farming in other people's land <input type="radio"/> Business <input type="radio"/> Public service <input type="radio"/> Employment/Job <input type="radio"/> Wage work <input type="radio"/> Other, _____
36. Do your parents work at present?	<input type="radio"/> Both my parents are employed <input type="radio"/> Only my father is employed <input type="radio"/> Only my mother is employed <input type="radio"/> Both my parents are unemployed <input type="radio"/> Others _____
37. Do your parents keep moving/shifting from places to places in search of opportunities?	<input type="radio"/> Yes <input type="radio"/> No
38. What activities/household chores you are involved at home? Tick all that applies	<input type="radio"/> Cooking and cleaning <input type="radio"/> Taking care of elderly/younger members in the family <input type="radio"/> Fetching water <input type="radio"/> Agricultural work (e.g., guarding livestock, planting, watering or harvesting crops) <input type="radio"/> None... <input type="radio"/> Others (specify) _____
39. Are you involved in any early adult responsibilities? Tick all that applies	<input type="radio"/> Earning for the family <input type="radio"/> Taking care of younger siblings largely <input type="radio"/> Not getting time for homework & studies <input type="radio"/> Missing school to help adults in house & field <input type="radio"/> Responsibility towards partner as a result of child marriage <input type="radio"/> Other, _____
QUESTIONS ASKING SOCIO-ECONOMIC STATUS	
Do you have at least two pairs of clothes to wear?	<input type="radio"/> Yes <input type="radio"/> No
Does everyone in your family have at least two pairs of clothes to wear?	<input type="radio"/> Yes <input type="radio"/> No
Does everyone in your family have enough blanket to use at night?	<input type="radio"/> Yes <input type="radio"/> No
Does everyone in your family have at least one pair of shoes?	<input type="radio"/> Yes <input type="radio"/> No
How many meals does your family eat each day?	_____
How were you and your family affected during the previous year during a natural disaster such as a flood?	<input type="radio"/> Flood entered our home and we had to leave our house <input type="radio"/> We couldn't get out of our houses because of the flood <input type="radio"/> Our valuables were damaged as flood entered our house <input type="radio"/> Flood swept away our house <input type="radio"/> Some portion of our house was damaged by the flood <input type="radio"/> Nothing was affected <input type="radio"/> Other, _____



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