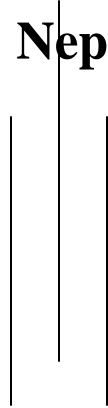
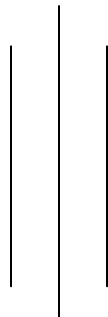


**A report**  
**on**  
**The Effectiveness of the school level scholarship**  
**and incentive programs of the Government of**  
**Nepal**



**Submitted to:**  
**The Department Of Education (DOE)**  
**Sanothimi, Bhaktapur, Nepal**



**Submitted by:**  
**The Centre for Educational Innovation and Research (CEIR)**  
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## **Table of contents**

| <b>Content</b>   | <b>Page</b> |
|--|-------------|
| ACCRONYMS  |             |
| List of Tables   |             |
| Executive summary  | 1           |
| Chapter one: Introduction  | 7           |
| Chapter Two: Impact of the incentive and scholarship program                 | 17          |
| Chapter Three: Strength, Weakness, Opportunities and Threats (SWOT) analysis | 27          |
| Chapter Four: Major obstacles / barriers on scholarship program              | 36          |
| Chapter Five: Utilization of scholarship                                     | 48          |
| Chapter Six: Summary of findings and recommendations                         | 55          |
| References   |             |
| Annex  |             |

## ACRONYMS

CEIR: Centre for Educational Innovation and Research

CERID: Centre for Educational Innovation and Development.

DEO: District Education Officers

EFA: Education For All

GON: Government of Nepal

INGOs: International Non Governmental Organizations

NGOs: Non Governmental organizations

SMC: School Management Committee

SWOT: Strength Weakness Opportunities and Threats

VDC: Village Development Committee

## Executive Summary

This study aims to answer a number of questions concerning the impacts, Strength Weakness Opportunities and Threats (SWOT), obstacles in the system of incentive and scholarship distribution, role of scholarship and facility programs to encourage girls and disadvantaged children in pedagogical discourse, and the allocation, mobilization and utilization of the scholarship and incentives. The focus was given for girls and children disadvantaged communities especially the Dalit. The desire to undertake the study is to understand how the scholarships have been implementing, what are the impact of the scholarship, what problems and barriers do the scholarship programs have been facing, where do the scholarship money is utilized, what are the strength, weakness, opportunities and threats with regard to scholarship so that policy makers, planners, administrators, educators, donors and the researchers have better understanding and insight, which would help further improvement of scholarship system, on the one hand and, improve the access and quality of education, on the other.

Five districts- Sunsari, Nuwakot, Rupendehi, Jumla and Dadeldhura were selected for the study. Topography, ethnicity, ecology, administrative and the availability of the scholarship schemes were the criteria of selection. Three schools were selected form each district as sample school. The study used interviews (for Head teachers, teachers, DEO personnel), focus group discussion (with the SMCs parents, students, NGOs) and case studies (collection of successful stories) in order to collect the lived reality based information. The data also collected not only from recipient, but also from the non-recipient and school management committee members informally.

### Major findings

The following are the major findings:

1. *Impact:* It is found that the scholarship program had a) academic (it was evident that a large, positive effect on the school enrolment, attendance, achievement, grade promotion, minimizing the drop out and repetition rates and promoting the

school cycle completion rate of scholarship recipients) b) financial (due to financial assistance, parents, students and community members have been sending their children to school) and c) psychological and behavioral impacts (that the scholarship program had empowered children from various aspects such as health and cleanliness, good discipline and morale, timeliness, interactive and communicative)

2. *Planning*: The analysis of SWOT indicated that the scholarship program has strength, weakness, opportunities and threats. However, planning, implementing and distributing programs and functions lacked the systemic approach to ensure SWOT and make strategic planning to do better, strengthen its strength and opportunities and minimize weakness and encounter threats.
3. *Obstacles and barriers*: The study has identified the barriers and obstacles of scholarship. They are: a) socio-cultural barriers (the practice of untouchability, son preference culture, early child marriage, Burka pratha etc) b) socio-economic status (poverty, hunger, unemployment, opportunity cost, child labour etc) and c) deficiency in planning (use of blanket approach, scattered in nature, nominal amount of scholarship, use of blanket approach, mismatch between the need and the Quota distributed, inconsistency in allocating resources based on the quota decided, delayed in budget and quota distribution, lacked awareness and supportive programs)
4. *Bottlenecks*: Variation in criteria of distribution, lack the uniformity in distributing the scholarship, rare supervision and monitoring, chances of misuse, lack of data management system and lack of assessment of the impact of scholarship are the major bottlenecks related to the distribution of scholarship at the grassroots level.
5. *Utilization*: It was appeared that the scholarship money was both utilized and miss utilized. It is utilized in: a) children's education directly (to buy educational

materials such as school dress, school bag, copy, pen, and books, school Tiffin) and indirectly (use to meet the everyday family needs) b) misuse of scholarship money was reported because parents often use scholarship money to buy alcohols, drugs and substance used and in gambling purpose.

6. *System*: a precise system on scholarship planning, managing and implementing was not established yet. Due to lack of systemic development, the problems were observed in the area of: a) supervision monitoring and reporting b) disaggregated data management and their maintenance c) scholarship management at the school level d) planning and analysis e) coordination and networking and f) controlling and correcting in the case of misappropriation of scholarship.

## **Recommendation**

### *In terms of planning*

- Inform people teachers, head teachers, even parents about the provision of scholarship through media (daily news, radio, Television etc) to make them aware of
- *Increase the numbers and the size of scholarships* so that the money is sufficient to meet the educational costs
- *Continue* to provide scholarships for children until they complete their schooling i.e. secondary level education.
- Give authority to local authorities to decide the quota and manage, evaluate, supervise the incentive programmes
- Link scholarship program with the other program such as organize income-generating activities
- *Establish a scholarship fund in each school* for its sustainability either generating mechanism of matching fund or making the compulsory provision of financial support by the VDC or Municipality

*In terms of distribution*

- Develop transparent criteria for recipient selection in order to minimize the inconsistency in distributing the scholarship, orient the local level authority and enable them to follow them.
- Provide flexibility in time and in process i.e. provide flexibility in time and process to distribute the scholarship (distribute scholarships prior to the beginning of the school year at the Terai region and in mountain and hilly region distribute it as several installments to retain the students in school).
- Ensure transparency and accountability of scholarship through making the local level authority responsible and accountable by regular monitoring of their work

*In terms of management and system*

- Establish committees at the school level to identify children eligible for scholarships, to distribute the scholarships and to monitor the scholarship
- Establish an implementable functional mechanism at the district level for developing working network, ensuring better coordination between government and non-government organizations
- *Establish a database* that will document the out of school children, children of poor and needy and also maintain *the incentive/ scholarship database for disaggregated data.*
- Re think about the mechanism of awarding the scholarship to provide scholarships to the best performing students in all grades education; the poor and needy who do not covered by the umbrella of gender and Dalit.
- *Develop a system that ensure the SWOT* by making compulsory provision developing strategic planning system at all levels.
- *Redesign incentive programmes* for children who are still living out of the school system.

**Future interventions**

This study has been suggested the two major intervention approaches in order to improve effectiveness of the scholarship and other incentive programs. They are:

*1. Procedural intervention approach*

This approach suggests that improvement in the existing system would be appropriate rather than seeking the new approach. For this, initiate efforts to the district level personal so that they can internalize the programs, problems, can organize discussion and sharing activities. Similarly, development of computer based networking system, data management system, regular interaction program, and frequent monitoring and evaluation activities at the schools are other procedural interventions. More over, identification of the best practices and their sharing, partnership with the non-governmental institutions in distribution and monitoring the program, giving priority on scholarship program, developing school specific measures in distributing the scholarship, are other procedural interventions this study has suggested.

*2. Policy intervention approach*

The policy of entitlement of scholarship to the needy, poor, Dalits, girls, and other disadvantaged groups children, integration of scholarship programs with other incentive programs, initiation of awareness and advocacy programs along with the scholarship, policy of providing scholarships that covers at least the cost of schooling, flexibility in distributing the scholarship based on the topography, socio-cultural context and the development of pocket package scholarship programs are the major policy interventions suggested in order to make the scholarship program more effective.

## **Chapter One**

### **Introduction**

#### *Background*

Education is regarded as the most important key to human development. It has been perceived as a force of enhancing the capacity of the people in terms of enhancing appropriate life skills, knowledge and experiential wisdom to acquire economic and social prosperity. It has been one of the most important priorities for the individual, society and nation. So, poverty reduction through the strategy of educational development (addressing the access and quality of education) remains the central objective of the underdeveloped country like Nepal and one that is constantly reinforced by donor partners as well. Over the world, various efforts have been made to address the access and quality issues of education. The new country specific and local specific approaches are being searched to address such educational issues. In the context of Nepal, many studies have been completed and number of commissions has been formed to review the prior educational initiations and to identify and address the aspirations and needs of the people. Many plans, programs and projects have been launched to streamline the educational affairs of the country.

The country has committed to fulfil the commitment of the world submit on 'Education for All' (EFA) that education is a fundamental right for all people. Commitment was made to ensure the basic and primary education for all girls, as well as boys, irrespective of their ethnic origin, religion, culture or linguistic heritage or disabilities. Due emphasis was given to enhance the access and quality of Basic and Primary Education. To address the international commitment, the Basic and Primary Education Project (BPEP) was implemented in 1992 and the Basic and Primary Education Program (BPEP II) was implemented in 1999 for improving the access, quality and management efficiency of basic and primary education in Nepal. The World Education Forum on Education for All, held in Dakar, Senegal in 2000 reviewed the progress of Jomtein commitment and realized the

difficulties of achieving EFA goal in the developing countries and has set six important goals.

The six goals are expanding and improving early childhood development, ensuring education for all children by 2015, ensuring the learning needs of all young and adults, achieving a 50% improvement in levels of adult literacy by 2015, eliminating the gender disparity in school education by 2015 and improving the quality of education. In the same year, the two educational goals (ensuring access to education for all children and eliminating gender and social disparities) have been accepted as Millennium Development Goal. For achieving EFA goals, a National Plan of Action Nepal 2001 – 2015 has been prepared. Analyzing the Nepal's specific educational issues and challenges, the National Plan has added one additional goal (education in the mother tongue). Based on this National Plan of Action the program 'Education for All 2004-2009 has been developed on the achievements and experiences of BPEP II. In line with such international and national commitment many plans, programs and projects have been launched to streamline the educational affairs of the country.

However, still there are several limitations and constraints. Nearly half of the country's population is illiterate; of the total primary school age children fourteen percent are still outside the schooling system. Students' enrolment in the higher grades and levels shows the decreasing trend with the increase in grades and levels. High student repetition rate is another problem. The geographic conditions, socio cultural traditions and practices, the educational and economic status of the people are some of the constraints hampering in improving the education of the country. Thus, nation has several challenges. The magnitude of the problems of illiteracy, non-enrolment and dropout varies by region, by gender, disadvantage ness, and backwardness and by difference in ethnicity.

There are remarkable gaps between the rural and the urban, males and females and between ethnic groups and social groups. Remote rural areas, females, ethnic minorities, Dalits and the poor are disadvantaged in terms of educational attainments. Nepalese girls and children

of ethnic minority groups, cast groups are still found exploited, neglected and forced to live in insecure situations. To address these problems, challenges hurdles, and concerns number of efforts have been made both from the government and non-government sector. In this context, incentive and scholarship program to the children has been seen as one of the most important strategy to address these issues. More specifically, such program has been perceived as an important strategy for addressing the issue of equity. It has also been accepted as the main intervening programs aimed to reduce the cost of the schooling of children of poor and disadvantaged families. It enhances the efficiency (enrolment, promotion, repetition and dropout) of the system, on the one hand and, inspires and motivates the people towards education, on the other.

### *Objectives*

The main purpose of the study is to evaluate the scholarship program launched by Government of Nepal in school level. More specifically, the objectives of the study are as follows:

1. To find out the role of scholarship program to increase the participation of girls and disadvantaged children in education (to increase enrolment, promotion, to decrease drop out retention etc).
2. To identify strength and weakness of scholarship distribution programs.
3. To generate effective mechanism of scholarship distribution for girls and disadvantaged children.
4. To find out the role of scholarship programs to encourage girls and disadvantaged children to involve on learning activities
5. To identify the utilization of scholarship facilities received by girls and disadvantaged children
6. To analyze the effectiveness of different scholarship programs.

## *Literature Review*

Documents show the government of Nepal has identified thirteen disadvantaged groups such as girls, Dalits, poor, conflict effected children, street children, orphan, prisoner student, HIV AIDS and other special disease effected children, etc. that need to be address through the incentive and scholarship programs. To address the educational problems of these disadvantage groups, the govern of Nepal has lunched Dalit scholarship, 50% girls' scholarship, Karnali zone scholarship and Martyr's children scholarship programs under the EFA program, Dalit Scholarship, secondary education scholarship, Female Hostel (feeder hostel) Scholarship, Remote mountain Residential Scholarship, and Marginalized Group Scholarship program under the SESP program. However, various issues, complaints, have been made by various groups of people, including the media with regard to the distribution of the scholarships, its coverage, access, and real effect in the improvement of education. Little research have been carried out however, they were not focused particularly on the issue of identifying the strength, weakness, and scaling up of the incentives. Therefore, identifying the problems and constrains and initiating appropriate measures for effective implementing these programs, appeared more important to do further research. To forward the new initiations the past efforts and existing situation need to be understood, because such understanding gives some insight and guideline for the future efforts. So, in the following paragraphs discussion has made about the studies on scholarship and incentive programs.

Literatures show that incentive and scholarship programs are the access related activities, however it is also perceived as a program of enhancing the quality, relevance and equity aspect of the education. Various incentive and scholarship has been distributing to address the girls and disadvantage groups schooling system by the government and non-governmental sector over the world and in Nepal. Various research studies have been completed regarding this issue. Research Center for Educational Innovation and Development (CERID) has completed four studies since 1998. A study was completed on "Evaluation and Review of Incentive Schemes to Encourage Participation of Girls and Women in Basic Education. Phase I." (CERID, 1998). The study showed that the incentive

programs were not effective. There were misuses in the distribution of scholarship quota. The ratio of quota provided to the schools and number of girls' students did not found uniform in the schools of the same district. The study suggested the need of bring some changes in the incentive schemes. Suggestions had provided restructure the scholarship quota distribution as per the number of girl students in primary schools.

Another study has completed on "Evaluation and Review of Incentive Schemes to Encourage Participation of Girls and Women in Basic Primary Education. Phase II." (CERID, 1999). The study pointed out that there was need of community awareness and social sensitisation programs to develop a sense of seriousness in the implementation of the incentive programs. The study also suggested that incentive programs required strong social auditing and reflection sessions at the community and the district levels. The similar nature of the study to review and evaluate of the incentive schemes to encourage girls and women's participation in BPE (CERID, 1999) had also suggested that awareness of the school stakeholders and their participation was essential for effective implementation and monitoring of the program. CERID has also completed a study under the Formative Research Project for BPEP II on "Effectiveness of Incentive/scholarship Programs for Girls and Disadvantaged Children". The major aspects of the study are presented in the following paragraphs.

#### *Review of FRP study on scholarship*

The study on review and redesigning of scholarship and incentive programs was undertaken in order to ensure the support reaches the target groups and ensures the intended outcome. The study was based on both quantitative and qualitative method. Study was carried out in 16 schools of 8 VDCs in districts. Moreover, 3 NGOs supported schools were observed in the sample districts to share experiences. District for the study were selected on geographical and development regions basis. Four types of instruments and procedure were initiated to gather the field data, i.e. survey, document analysis, discussion/FGD and interview. To surface out the related information surveys of school, class and community

were conducted. The documents regarding the incentive and scholarship programs of DE offices, RCs and schools were analysed. FGD were conducted with the DE office personnel, VDC members, teachers, students and parents. Interviews were taken with DEOS, RPs, VDC members, SMC members and social workers.

The study analysed the Educational Incentive Program for Girls (EIPG). Study analysed the Primary School Scholarship for all girls, and Dalit Scholarship program. The major findings of the study were:

Girls enrolment and retentions had been increased b) The Dalit Scholarship Program had exerted increase in 80.5 % enrolment c) The Primary School Scholarship for All Girls Program had no significant increase in enrolment in girl's enrolment due to transfer of children to the private (institutional) schools d) scholarship program are not reached into the ethnic groups e) variation in the incentive programs were observed f) in Terai district the scholarship incentives were misused g) inadequate quota of Dalit Scholarship and Primary School Scholarship for all Girls Program had created number of the problem in the scholarship distribution process h) all types of scholarship program were not distributed on time i) very weak monitoring and follow up for all scholarship program were observed j) duplication in the scholarship incentives among various institutions have been observed k) The UNDP lunched program showed enthusiastic achievement in enrolment and retention of the students and l) the monitoring and follow up were found more effective in the I/NGOs initiated program

The major recommendation of the formative study were awareness program for parents, inform about the scholarship program to the school stakeholders and mobilize them to distribute properly, develop appropriate mechanism for addressing the out of school children at the local level, scholarship should be provided on a two instalment basis and strengthening the monitoring and follow up activities.

Based on the findings and recommendations of this formative research study, the MOES/DOE developed a operational guideline to facilitate selection, distribution and monitoring of the schemes followed by eligibility criteria (HMG/N, MOES, DOE , 2004). The various incentive and scholarship programs were lunched over the country under the EFA and SESP. In this regard, the need of an evaluative study to identify the effect of those programs in the focus group along with use of operational guideline is seemed to be essential.

### *Methodology*

Both quantitative and qualitative method was followed to carry out the study. However, the disaggregated data on scholarship at the school level was not found and thus, this study does not presents the quantitative scenario. The following steps were initiated in order to undertake the study.

### Advisory team

An advisory team was formed (annex 1). The technical inputs were taken especially in designing the research tools and in preparing the report.

### Population and Sample

#### 1. District

Seventy-five districts covering all schools of the country is the population of the study. The selection was made based on the criteria that include the ecological and administrative regions, the distribution of scholarships and the representation of ethnicity, Dalit and Janjati community. The selected sample districts are presented in the following table.

Table 1.1  
Sample districts in terms of development region and ecological belt

| <b>S. No.</b> | <b>Development regions</b> | <b>Ecological belt</b> | <b>Districts</b> |
|---------------|----------------------------|------------------------|------------------|
| 1.            | Eastern                    | Terai                  | Sunsari          |
| 2             | Mid                        | Hill                   | Nuwakot          |

|   |             |          |             |
|---|-------------|----------|-------------|
| 3 | Western     | Terai    | Rupendehi   |
| 4 | Med-western | Mountain | Jumla       |
| 5 | Far-western | Hill     | Dhadeldhura |

## 2. School

All the schools in the sample districts are the population of the study. Among them 3 schools in each sample districts are selected randomly. Moreover, in order to make the sample more representative one school was selected from the district head quarter and other two from outside the district head quarter. Both primary and secondary level schools are selected. Criteria such as the representation of various cultural groups, Dalits, ethnicity, disadvantaged and backwardness were followed while selecting the schools. The following table provides the name of the sample districts

Table 1.2  
Sample schools

| SN | District   | Name of the Sample school            | Address               |
|----|------------|--------------------------------------|-----------------------|
| 1  | Sunsari    | Rastriya Primary school (A)          | Haripura-1            |
|    |            | Salpa Lower sec. School (B)          | Purba Kusaha          |
|    |            | Ram Sita Secondary school (C)        | Ramghad               |
| 2  | Nuwakot    | Chhetrapal Primary school (A)        | Sirkhali              |
|    |            | Prithibi Lower sec school (B)        | Bidur-                |
|    |            | Sundara Secondary school (C)         | Satabise-13           |
|    |            | Tenuhawa Community school (A)        | Tenuhawa              |
| 3  | Rupendehi  | Khajahara Lower sec school (B)       | Khajahara-3           |
|    |            | Sidheswor secondary school (C)       | Sidheshwor            |
| 4  | Jumla      | Nabaprabhat primary school (A)       | Talichaur             |
|    |            | Satyawati lower secondary school (B) | Dasudi                |
|    |            | Karnali secondary school (C)         | Jumla                 |
| 5  | Dadeldhura | Bhumiraj Primary school (A)          | Bagchaur, Amargadhi-8 |
|    |            | Baij Nath Lower sec. School (B)      | Amargadhi-2, Maurada  |
|    |            | Saraswati secondary school (C)       | Bhadkada-7            |

### 3. Selection of key informants/respondents

As per the approved proposal for this study, students, parents and teachers of sample schools are key informants. Besides, I/NGOs members, SMC members, DEOs and Supervisors / Resource persons of the selected districts are also taken as key informants. The parents were selected from the catchments area of each sample schools. At least three parents/guardians including a woman from various backgrounds (Dalit, ethnicity, social and cultural) were selected for interview. Similarly, at least three teachers from the sample schools were also selected as respondents for the study. The following table represents the total respondents used in order to gather the relevant information from the field.

Table1. 3 Sample of respondents

| <b>Respondent</b>              | <b>Number per district</b> | <b>Total respondents</b> |
|--------------------------------|----------------------------|--------------------------|
| Students                       | 3 schools x 7 persons      | 105                      |
| SMC members                    | 3 schools x 7 persons      | 105                      |
| Head teachers                  | 3 schools x 1 person       | 15                       |
| Teachers                       | 3 schools x 3 persons      | 45                       |
| Parents/guardians              | 3 schools x 7 persons      | 105                      |
| DEO/Supervisor/Resource person | 3 person x 1 district      | 15                       |
| I/NGOs                         | 3 person x 1 district      | 15                       |
| <b>Grand total</b>             |                            | <b>405</b>               |

### 4. Discussion with the I/NGOs at the field level

There are various I/NGO' working in the field of education and have been initiating different interventions in the field of education and its development. They have also distributing various types of scholarships to the targeted groups in their catchments areas. Although, their coverage might be very limited, the knowledge, experiences and practices may provide some important information with regard to scholarship. Therefore, in order to identify the best practices in distributing, follow-up and monitoring the scholarship, reaching the un-reached group of people through the betterment of scholarship program discussion with I/NGOs personnel were also made. They are as follows:

1. Karnali Integrated Rural Development and Research centre, Jumla
2. DEPROX, Jumla
3. Mahila Mukti Samaj, Dhadeldhura
4. Rural Community Development Centre (CRCD), Rupendehi
5. Rupendehi, Educational and Social Academy (RESA), Rupendehi
6. Rural Development and Poverty reduction society, Butwal
7. Plan Nepal, Sunsari

#### *6. Tools and process*

1. **Development of tools:** The draft tools, a survey form, questionnaire for interview and guidelines for focus group discussion has been developed. Three sets of interview guideline (questionnaires) for DEO/school supervisor/resource person, head teacher/teachers and I/NGOs people and guidelines for FGD to the SMC members', parents/guardians and students have been developed, discussed with the thematic group of DOE and then finalized and used to gather the field information. (Annex 2)
2. **Review of related documents and studies:** Some research studies conducted in the context of Nepal has been reviewed and documented such as 'Formative Research Project for BPEP II' on "Effectiveness of Incentive/scholarship Programs for Girls and Disadvantage Children". Similarly, other relevant documents were also reviewed.
3. **Orientation of field researcher:** After the finalization of research instruments, two days orientation program for the field researcher was conducted.
4. **Development of review parameters:** Among the various efforts, due emphasis was given to identify the gap. However, due to the unavailability of the disaggregated data, this study was unable to explore the quantitative data and the gaps.
5. **Data analysis and interpretation:** Data were analysed and interpreted. The thematic method of representation was used.

#### *Dissemination Seminar/Workshop*

A dissemination workshop was carried out. Several suggestions and comments have been collected. Necessary adjustments were made based up on the available information.

## **Chapter two**

### **Effectiveness of the scholarship program**

Education is one of the major fundamental requirements of human development. It empowers, enables, and develops people through imparting various knowledge, attitudes and skills. Various opportunities, are thus, possible those who attained the better education. Unlike other programs, education has its effect in individual, society, and the nation as well. Various national and international commitment of the nation such as Education For All (EFA) Millennium Development Goal (MDG), CEDA, UDHR, CRC have provided to initiate various forms of incentives and scholarship programs to the children of different kinds.

Despite the numbers of interventions and program initiatives in education, still we have 13 percent Primary school age children who are living out of school. To bring them into the system is a challenging task on the one hand and, demands further initiatives on the other. In this respect, evaluating the effect of the existing scholarship and incentive programs in terms of enrolment, attendance and retention with special focus on the outreach people interplay crucial roles. This study thus, tried to evaluate them.

#### *Effectiveness in terms of enrolment*

The condition of enrolments can evaluate the position of access to education. To bring those, who are out of school, scholarship and incentive can have significant influence. What types of influence do the scholarships have in term of enrolment is the major focus of this section. This section thus, tried to explore the effect of scholarship in enrolment. It is where we felt the problem to quantify how many children from the disadvantaged groups, Dalits, Janajati and girls are enrolled only due to the provision of scholarship because segregated data was not documented in the schools. On the other hand, welcome to schooling program has also been implemented rigorously and had significant effect in enrolment. Due to lack of segregated data, only qualitative information was collected and analysed. The following

matrix presents the responses of the teachers and head teachers with regards to the effectiveness of the scholarships observed in terms of enrolment of the students.

Table 2.1  
Response of teachers and head teachers

| <b>Sunsari</b>   | <b>Nuwakot</b>  | <b>Rupendehi</b>  | <b>Jumla</b>                                      | <b>Dadeldhura</b>  |
|--|---|---|---|--|
| The Dalit children's enrolment has been increased<br><br>Children became more punctual and regular to school | Enrolment has been increased<br><br>Children become more regular<br><br>Awareness and motivation towards education has been increased | Increase in enrolment especially the girls<br><br>Increase Enrolment of out of school children<br><br>Become punctual | Increase in enrolment<br><br>Become more punctual | Increase in enrolment especially the disadvantaged children<br><br>Become more punctual<br><br>Improvement access to literacy<br>Access to education even after marriage of girl<br>Opportunity to the persons with disability |

The reflection over the table above gave knowledge that the provision of scholarship and other incentives to the students has positive effect in enrolment. Although, due to lack of reliable information, data and the facts, it became difficult to specify the quantitative information<sup>1</sup> i.e. exact percentage of enrolment increased by the provisions of scholarships,

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<sup>1</sup> Tool was prepared to gather the quantities data so that the trend of enrolment, dropout, attendance, repetition and promotion rate could be observed, however, the new system of scholarship distribution, mobilization, and

the qualitative information have shed lights on the positive effect. More specifically, beside the school enrolment, the scholarship holder children started to be more punctual. The attendance percentage was reached up to 75 (in the case of Dadheldura), which according to teachers, is the significant incremental changes. The important effect that this study has highlighted is that the number of enrolment from the disadvantaged group children was higher than before. These are of indicative that process of educating and preparing higher school students for successful completion of postsecondary education programs was evident.

*Effectiveness in term of attendance, drop out and retention and promotion.*

Enrolment is not the only barrier to education, but attendance, retention and successful cycle completion are also critical for educational development in Nepal. Because increasing schooling attainment of children especially the girls and the disadvantaged groups' children is a challenge in much of developing countries including Nepal. Because they are the major problems the Nepalese education system is facing till today. For various reasons, children who are enrolled in school, more often are either dropped from the school, or less attend to school. These have direct negative effect on retention and cycle completion. This has increased the educational wastage on the one hand and, made the whole education system inefficient on the other. Thus, the Government of Nepal (GON) has given major focus to improve the condition of attendance and retention through various incentive programs. This research has dig out the effectiveness of scholarships in term of repetition, drop out, and promotion. The following tables highlight the real scenario of repetition, drop out and promotion of scholarship receivers of the sample school of Sunsari and Nuwakot districts.

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utilization has implemented only two years before and it seemed to be impossible to present the quantitative trend.

Table 2.2

Status of Status of Repetition, Drop out and Promotion of sample schools, Sunsari

A) Rastriya Primary school, Sunsari

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |    | Grade 2 |   |    | Grade 3 |   |    | Grade 4 |   |   | Grade 5 |   |    | Total |   |    |
|-------|---------|---|----|---------|---|----|---------|---|----|---------|---|---|---------|---|----|-------|---|----|
|       | R       | D | P  | R       | D | P  | R       | D | P  | R       | D | P | R       | D | P  | R     | D | P  |
| Dalit | 7       | 6 | 40 | 4       | 2 | 18 | 2       | 1 | 14 | 0       | 0 | 4 | 0       | 0 | 4  | 13    | 9 | 80 |
| Girls | -       | - | 42 | -       | - | 13 | -       | - | 16 | -       | - | 7 | -       | - | 50 | -     | - | 94 |

(B) Salpa Lower secondary school

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |    | Grade 2 |   |    | Grade 3 |    |    | Grade 4 |   |    | Grade 5 |   |    | Total |    |     |
|-------|---------|---|----|---------|---|----|---------|----|----|---------|---|----|---------|---|----|-------|----|-----|
|       | R       | D | P  | R       | D | P  | R       | D  | P  | R       | D | P  | R       | D | P  | R     | D  | P   |
| Dalit | 4       | 2 | 72 | 8       | 2 | 72 | 5       | 2  | 28 | 2       | 1 | 17 | 2       | 0 | 11 | 20    | 7  | 200 |
| Girls | 6       | 4 | 20 | 8       | 0 | 28 | 1       | 18 | 10 | 2       | 2 | 6  | 0       | 0 | 6  | 17    | 24 | 60  |

(C) Sitaram Secondary school, Sunsari

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |    | Grade 2 |   |    | Grade 3 |   |    | Grade 4 |   |   | Grade 5 |   |   | Total |    |    |
|-------|---------|---|----|---------|---|----|---------|---|----|---------|---|---|---------|---|---|-------|----|----|
|       | R       | D | P  | R       | D | P  | R       | D | P  | R       | D | P | R       | D | P | R     | D  | P  |
| Dalit | 2       | 5 | 27 | 2       | 8 | 3  | 2       | 1 | 11 | 2       | 1 | 4 | -       | - | 1 | 8     | 15 | 46 |
| Girls | -       | - | 10 | -       | - | 11 | -       | - | 11 | -       | - | 6 | -       | - | 1 | -     | -  | 39 |

In the case of Dalit

The tables above indicated that the number of dropouts was gradually decreased when the grades increase. The number of dropouts in each grade is lower than the repeaters, which has significant influence in reducing the grades promotion and ultimately the cycle completion rates. However, the promotion rate is higher than the dropout and repeaters and thus, scholarship provisions have positive influence in improving the education situation of the schools.

In the case of girls

In comparison to Dalit, girls' repetition and dropout rates appeared lower. In school A, and C no girls were dropped and repeated across the primary grades, which is very positive influence of scholarship.

Table 2.3

Status of Status of Repetition, Drop out and Promotion of sample schools, Nuwakot

A) Chhetrapal Primary school

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |   | Grade 2 |   |   | Grade 3 |   |   | Grade 4 |   |    | Grade 5 |   |    | Total |   |    |
|-------|---------|---|---|---------|---|---|---------|---|---|---------|---|----|---------|---|----|-------|---|----|
|       | R       | D | P | R       | D | P | R       | D | P | R       | D | P  | R       | D | P  | R     | D | P  |
| Dalit | 2       | 1 | 1 | 1       | 1 | 1 | -       | 1 | - | 2       | - | 2  | -       | 2 | 2  | 5     | 5 | 6  |
| Girls | 5       | 6 | 5 | 4       | 1 | 9 | 3       | - | 9 | 4       | 2 | 17 | 7       | - | 19 | 16    | 9 | 59 |

(B) Prithibi Lower sec school (B)

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |    | Grade 2 |   |   | Grade 3 |   |   | Grade 4 |   |   | Grade 5 |   |   | Total |    |    |
|-------|---------|---|----|---------|---|---|---------|---|---|---------|---|---|---------|---|---|-------|----|----|
|       | R       | D | P  | R       | D | P | R       | D | P | R       | D | P | R       | D | P | R     | D  | P  |
| Dalit | 1       | - | 1  | 1       | - | 1 | 1       | - | - | 2       | - | 1 | -       | - | - | 5     | -  | 3  |
| Girls | 3       | - | 11 | 5       | - | - | 1       | - | 4 | 2       | - | 1 | -       | - | - | 17    | 24 | 60 |

(C) Sundara Secondary school

Status of Repetition, Drop out and Promotion at the year 2062

| Types | Grade 1 |   |   | Grade 2 |   |   | Grade 3 |   |   | Grade 4 |   |    | Grade 5 |   |    | Total |   |    |
|-------|---------|---|---|---------|---|---|---------|---|---|---------|---|----|---------|---|----|-------|---|----|
|       | R       | D | P | R       | D | P | R       | D | P | R       | D | P  | R       | D | P  | R     | D | P  |
| Dalit | 1       | 1 | 2 | 1       | - | 1 | -       | - | 1 | -       | - | 3  | -       | - | 1  | 2     | 1 | 5  |
| Girls | 2       | 1 | 6 | 3       | - | 7 | 3       | - | 7 | 1       | - | 11 | 2       | - | 16 | 11    | 1 | 47 |

Above status of the schools have indicated that less number of Dalits' and girls' got the scholarship opportunity. The scholarship holders' enrolment situation was found lower in total. In both groups the drop out rates and repetition rates is nominal, which indicated that the scholarship has its effectiveness on them.

Additionally, the qualitative information from the various stakeholders have been collected and analysed. The following is the discussions and analysis.

Table: 2.4  
Responses of teachers, head teachers and parents on effect of scholarship terms of attendance, drop out, retention, promotion and cycle completion

| Sunsari   | Nuwakot   | Rupendehi   | Jumla   | Dadeldhura  |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Increased regularity and school attendance</li> <li>• Decrease in drop out and repetition rate</li> <li>• The educational achievement, retention and cycle completion rate has been increased</li> </ul> | <ul style="list-style-type: none"> <li>• Increased regularity and school attendance</li> <li>• Decrease in drop out and repetition rate</li> <li>• The educational achievement, retention and cycle completion rate has been increased</li> </ul> | <ul style="list-style-type: none"> <li>• Decrease in drop out and repetition rate</li> <li>• Improvement in daily school attendance</li> <li>• Improvement in the level of educational achievement</li> <li>• Improvement in grade promotion rate</li> <li>• Completion of daily homework</li> <li>• Positive effect in learning</li> </ul> | <ul style="list-style-type: none"> <li>• Decrease in drop out and repetition rate</li> <li>• Improvement in daily school attendance</li> <li>• Improvement in the level of educational achievement</li> <li>• Decrease drop out and repetition rate</li> <li>• Increased pass percentage</li> </ul> | <ul style="list-style-type: none"> <li>• Decrease in drop out and repetition rate</li> <li>• Improvement in daily school attendance</li> <li>• Improvement in educational achievement i.e. the number of students being failed was reduced Better cycle completion rate</li> <li>• Continuity in further education</li> </ul> |

The field above has shed lights on that schools enrolling scholarship holder students had higher observed attendance among other students who do not have such opportunity. The scholarship program not only resulted in higher attendance rate than other students but also resulted in the lowest drop out rate. Consistence with the attendance and drop out, scholarship has appeared successful in continued schooling, better in educational achievement, and retained in the system. Besides, they have also shown the positive changes in their everyday learning activities, doing homework etc. The informants reported that the number of children completing education cycle has been increased than before and those who are not getting such opportunity. More importantly, it was also evident that the scholarship program has significant effect on promoting promotion rate and decreasing failure rates. The matrix above also indicated that positive changes in everyday behaviour were another effect of scholarship. The most crucial effect of scholarship among student highlighted by the matrix is that the scholarship holder children have shown a trend of continuing their further education.

#### *Effectiveness in children's behaviors*

Scholarships and other incentive programs have positive effect in bringing good behaviour among children. Besides the quantitative indicators of internal efficiency, other qualitative characters and behaviour among children are the outcomes of scholarship program. Interpersonal relations, classroom interactions, dialogue and discussions, pedagogical improvements, participation in learning, personal health and hygiene, awareness and motivation, discipline, commitment and honesty, etc are the major identified areas where scholarship program has greater influences. Most of the parents, head teachers, teachers, school management committee members, school supervisors and resource persons, I/Ngo representatives explain several examples. The following qualitative information have been collected from them which are of indicative that scholarship and incentive programs have their positive influence both in students everyday lives and in their educational improvement. They are:

- a) Children have shown motivation and attentiveness towards schooling and education
- b) Children become happier

- c) Children's level of cleanliness and personal hygiene have been improved significantly
- d) Children became more disciplined, honest and committed towards education
- e) Children became more attentive in the classroom learning and started to take part in pedagogical discourse effectively
- f) Educational achievement has been improved because of hard working, regular school attendance, regular completion of homework and taking feedback from the teachers
- g) Children's interpersonal communication and dealing capacity have been improved
- h) Help in improving parental awareness towards their children's education and educational achievement including motivation towards education
- i) Help in reducing disparity in terms of gender, disadvantaged ness, ethnicity etc
- j) Positive psychological effect among students, including good discipline, honest, and devotion
- k) Feeling of social cohesion and integration among the Dalit children
- l) Feeling of competition among children to do better in education and other aspects aiming to continue scholarship in subsequent grades

Despite these positive aspects, informants argued that still planned and systematic advocacy (awareness rising) programs are needed to change the attitude and behaviour of the children. Successful events. This research study has tried to explore the successful story / cases of scholarship which shows the effect of scholarship. Such stories can be share with other students, which can have further positive effect in other places as well. Some of the notable stories are given below.

Case / Event 1:

Tej Kumari Mahar a grade 4 girl of Dadheldhura did not get girls scholarship while she was enrolled at grade one. She did not met the set criteria for scholarship i.e. regularity, discipline, and friendship, those set by the school management committee. When she knew that other students are getting scholarship, she felt uneasiness, inferior and told to her father to request to the head teacher and school management committee members. Then she got scholarship at grade 2 in a condition that she should attain the first position otherwise, she would not get scholarship anymore. When she got scholarship, she became happier. She started to be punctual and regular in school, became more dutiful and disciplined, study hard and ultimately attained a first position. She never be placed at second position then after and is receiving scholarship continuously. Now she is whole first girl of the school.

Case / event 2:

This study has explored one interesting case in Rupendehi. The parent of a Dalit girl stop to send her to school when she reached the age of 13. Besides the governmental scholarship, there was another scholarship equivalent to the cost of Nrs. 1500 provided by the Nepal First Met organization, which covers books, note copy, pen, uniform, bag and school tuition fee and she is getting this scholarship. Parent continuously put a pressure to her to stop schooling whereas the Dalit girl continuously disregards the parental request and still continue her education. She gave the reason that she is getting scholarship opportunity to continue her education and attending a second position in the class and has replied a question as to why I stop schooling if I am getting the scholarship?

Case / event 3:

The scholarship results greater educational achievement among the scholarship holders. In Rupendehi, 3 daughters (Seema - grade 8, Reena- grade 9 and Shanta grade 10) from the same family have shown better educational achievement. They hold the first, second and third position and also have developed several good habits such as establishing friendship, cooperation, help and support, hardworking, discipline and honesty. More important change observed on them is that they have made a future plan of education

The cases above disclose the idea that the provision of scholarship not only make easy access to schooling and has positive effect in school enrolment, attendance, grade promotion, cycle completion but also increase the capacity of: convincing, bargaining, debating and reasoning among the scholarship holders. The capacities of interpersonal interaction, communication and linking education to the future life opportunities have also been increased among them. Therefore, development of academic, social, intellectual, and several life skills capacities are the effect of scholarship among children that the successful stories mentioned above have been highlighted.

*Assessment of scholarship program*

The GON has implemented various types of scholarship incentive programs in order to promote the access and quality of education in school education. However, this study tried to assess only the 50% girls scholarship, Dalit scholarship and the Karnali zone scholarship. The following brief discussions assess each of them.

## 50% girls' scholarship

Although 50 % girls' scholarship has its significant effect on school enrolment, attendance, retention and even cycle completion, the field reality revealed that there exist various problems. A gap between the target and the scholarship quota has been observed in each sample school. The problem observed was the disaggregated data management system was absent. For assessing the gaps the following quantitative data received from the sample district was shown as an evident.

Table 2.5  
The scenario of 50 % girls' scholarship at the year of 2062, Sunsari

| School | Grade 1 |      | Grade 2 |      | Grade 3 |      | Grade 4 |      | Grade 5 |      | Total  |      |
|--------|---------|------|---------|------|---------|------|---------|------|---------|------|--------|------|
|        | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target | Prog |
| A      | 42      | 7    | 19      | 4    | 16      | 5    | 7       | 4    | 10      | 3    | 94     | 23   |
| B      | 91      | 58   | 99      | 20   | 49      | 27   | 26      | 24   | 33      | 14   | 298    | 155  |
| C      | -       | -    | -       | -    | -       | -    | -       | -    | -       | -    | -      | -    |

The above quantitative status of sample school revealed that, the coverage of 50-percentage girls scholarship was minimum. In school A still, 71 girls in total are not get the scholarship opportunities which indicated that 75 percent enrolled girls are not receiving scholarship. Similarly in school B, 83 girls do not have the scholarship opportunity, which constitutes nearly 49 percent girls population. The reasons behind this as reported by the head teachers are: a) they are not getting the required number of scholarship quotas as they have been targeted b) schools are not getting the required amount of money as a scholarship c) girls are enrolled in the school later

Table 2.6  
The scenario of 50 % girls' scholarship at the year of 2062, Dhadeldhura

| School | Grade 1 |      | Grade 2 |      | Grade 3 |      | Grade 4 |      | Grade 5 |      | Total  |      |
|--------|---------|------|---------|------|---------|------|---------|------|---------|------|--------|------|
|        | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target | Prog |
| A      | 10      | 5    | 7       | 3    | 8       | 4    | 10      | 5    | 4       | 2    | 39     | 19   |
| B      | 37      | 19   | 50      | 25   | 10      | 5    | 13      | 7    | 8       | 4    | 118    | 60   |
| C      | 10      | 5    | 8       | 4    | 11      | 5    | 16      | 8    | 17      | 8    | 62     | 30   |

Unlike the case of Sunsari, the Dhadeddhura district also poses the problems with regard to the 50 % girls scholarship. For instance, in school A, 51 percent girls, in school B, 49 percent girls, and in school C, 52 percent girls were not got the scholarship opportunities. Nearly 50 percent girls' students have got the opportunity. Thus, the numbers of quotas that each school as planned for scholarship were not avail. In this context, the school head said that the District Education Offices does not provided the required number of the scholarship. Whereas the DEO officers and other concern staff said, it is not their duty to see and verify how many numbers each school need the scholarship. What they are doing is that just sending the available quotas that the Department of Education has approved and provided to them. Therefore, the gaps between the targets and the progress were evident.

### **Dalit scholarship**

It was obvious that the provision of Dalit scholarship has significant effect in educational access, retention and completion of education. In comparison to the girls' scholarship, the Dalit scholarship does not shows the gap between the targets and progress. The field information has revealed that all the dalits enrolled in schools are getting scholarship opportunities. As the Sundari and the Dhaldhura districts have shown this trends. For example,

Table 2.7  
The scenario of Dalit scholarship at the year of 2062, Sunsasri

| School | Grade 1 |      | Grade 2 |      | Grade 3 |      | Grade 4 |      | Grade 5 |      | Total  |      |
|--------|---------|------|---------|------|---------|------|---------|------|---------|------|--------|------|
|        | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target | Prog |
| A      | 53      | 53   | 24      | 24   | 17      | 17   | 4       | 4    | 4       | 4    | 102    | 102  |
| B      | 80      | 80   | 72      | 72   | 28      | 28   | 17      | 17   | 11      | 11   | 208    | 208  |
| C      | -       | -    | -       | -    | -       | -    | -       | -    | -       | -    | -      | -    |

Table 2.8  
The scenario of Dalit scholarship at the year of 2062, Dhadeldhura

| School | Grade 1 |      | Grade 2 |      | Grade 3 |      | Grade 4 |      | Grade 5 |      | Total  |      |
|--------|---------|------|---------|------|---------|------|---------|------|---------|------|--------|------|
|        | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target | Prog |
| A      | 11      | 11   | 3       | 3    | 3       | 3    | 4       | 4    | 1       | 1    | 22     | 22   |
| B      | 22      | 22   | 3       | 3    | 10      | 10   | 3       | 3    | 4       | 4    | 42     | 42   |
| C      | 10      | 10   | 3       | 3    | 2       | 2    | 5       | 5    | 1       | 1    | 21     | 21   |

### **Karnali zone scholarship**

The Karnali Zone scholarship also has positive effect to improve the access and retention. With regard to its coverage, no more problems were evident. The target was fulfilled, which indicated that the quotas were distributed according to the plan. This can be visual in the following table. However, the problem was that the schools are not maintained the saggared data, which provides clear picture of scholarship of various kinds.

Table 2.9  
The scenario of Karnali Zone scholarship at the year of 2062, Jumla

| School | Grade 1 |      | Grade 2 |      | Grade 3 |      | Grade 4 |      | Grade 5 |      | Total  |      |
|--------|---------|------|---------|------|---------|------|---------|------|---------|------|--------|------|
|        | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target  | Prog | Target | Prog |
| A      | 20      | 20   | 11      | 11   | 18      | 18   | 7       | 7    | 5       | 5    | 61     | 61   |
| B      | 43      | 13   | 14      | 14   | 10      | 10   | 4       | 4    | 13      | 12   | 84     | 75   |
| C      | -       | -    | -       | -    | -       | -    | -       | -    | -       | -    | -      | -    |

The following chapter will discusses the strength, weakness, opportunities, and threats of the scholarship programs.

## Chapter Three

### **Strength, Weakness, Opportunities and Threats (SWOT) analysis of the scholarship programs**

Achieving the universal goals of Education For All (EFA) mostly depends up on the effectiveness of the programs, efficient management of the program, effective implementation of the program and research guided improvements. In this regards, identification of the strengths and weaknesses of the organization and programs, as well as the opportunities and threats have crucial to play, which term as Strength Weakness Opportunities and Threats (SWOT) analysis. Therefore, to develop a plan that takes into consideration many different internal and external factors, and maximizes the potential of the strengths and opportunities while minimizing the effect of the weaknesses and threats is the essential task of any developmental organization and institutions. However, this section does not analyses the SWOT of any institution but it analyses the SWOT of the scholarship programs those have been administering in order to improve the overall development of educational access, quality and efficiency.

The information given by all the informants (teachers, students, head teachers, parents, DEO personnels, and the I/Ngo personnel) were collected from the field were grouped into the SWOT sub-components and analysed them under each components.

#### *Analysis of Strength Weakness Opportunities and Threats (SWOT)*

##### *Strength*

The first component of SWOT is the Strength. From the filed, with regard to scholarships and other incentives, the following strengths have been identified:

- Developed positive attitudes among students and parents towards schooling and education
- Developed the level of awareness about education among the parents even to them who are living in difficult circumstances

- Supported economically to bear the cost of education
- Increased the students motivation towards education
- Encouraged students participation in pedagogical discourse
- Helped to bring and mainstream the children from the unreached population
- Increased the rate of enrolment, school attendance, punctuality, promotion, the level of academic achievement and the cycle completion
- Decreased the drop out and repetition rate
- Developed several good qualitative behaviours among children and thus helped to improve the quality of life such as became more disciplined, assertative and attentive towards personal health and hygiene, committed towards education, punctuality and creativity.
- Helped in reducing social disparity and social discrimination
- Increased the quality of education
- Developed self-confidence, inspiration and initiation towards education among the scholarship holder children.

The provisions of scholarships are dedicated to supporting and encouraging the educational advancement of underprivileged/underrepresented individuals, typically minority students, Dalit and girls. From the SWOT, scholarships provide opportunities for academic support and social involvement among girls, Dalit and disadvantaged groups. The field with regard to Strength discloses that scholarships have several positive effects. They are social effect, academic effect and individual effect. The following is a brief highlights.

#### Social effect

Scholarship increases opportunities to promote social functioning skills. It resulted successful social interaction, effective social behaviour, positive relations with others, cooperation, expression of feeling, positive self-concept and conversational skills. It has promoted positive interactions with peers, teachers, parents and community members

### Academic effect

Scholarship has significant effect on academic aspects of children. For instance, greater participation in learning activities, daily accomplishment of homework, greater achievement, grade promotion, cycle completion, continuity of further education, involvement in academic debate, discussion and interaction programs, self initiation, motivation, greater educational aspirations are some of the academic strength explored by the filed.

### Individual effect

Scholarship program has its effect on individuals. Psychological motivation, initiation, devotion, discipline, honest, plan for future education, self confidence, hard working for educational success etc are some of the individual effect observed among the scholarship holders.

### *Weakness*

The second component of SWOT is Weakness. From the filed, with regard to scholarships and other incentives, the following weakness have been identified:

- Less emphasise/prioritized program of DE office
- Weak distribution system as it lacked objective criteria
- Problems of coverage in terms of quotas as not all children from the target group are receiving the scholarship
- Nominal amount of scholarship that cannot cover all the cost of education and thus cannot appear significant to the poor and needy groups who are striving from hand-to-mouth problem.
- No follow up and monitoring system to verify whether or not the needy and targeted children are getting the scholarship?
- Lacked transparency and opportunity of misuse

- The level of ignorance about the types, amount, and the quotas of scholarships even among the teachers, resource persons, and management committee members is very low. In some cases they even don't know.
- Scholarships are not distributed based on the set criteria and varies school to school
- Effect study has not been initiated about the scholarship programs
- Assumption led distribution patterns, mismatch between the quotas and the budget released
- Problems in 50 % girl scholarship
- Data reliability and validity problems
- Delay in budget and the letter of authority release and inadequacy of budget
- Lack coordination between different scholarship programs
- Lack continuity i.e. the program does not guarantee that grade 1 child who receive scholarship will receive it in subsequent grades

The field information revealed that there are several weakness of the scholarship programs. Mainly, weaknesses are observed in the area of: planning, implementation, and effectiveness. The following is a brief of each

### Planing

Planning appeared inadequate. All children from the targeted groups are not getting the opportunity of scholarship i.e. the coverage of program is lower that that of the required population. The amount of scholarship is minimal. As it does not even cover the minimum cost of education essential for books, school bag, pen and copy. There is mismatch between the determination or quotas and the allocation of budget. The crucial problem identified by the field is that the GON declared and announced through media that each student will get RS 350 as a scholarship amount, but that amount is not available in the school. The scholarship plan does not ensure that children who receive scholarship at grade one will get it in his/her subsequent grades. No reliable data management system has been developed and used. Advocacy, awareness, and social mobilization activities are yet to be planned.

Monitoring and evaluation system has not been established. There is almost no coordination between GOs and I/NGOs in planning and distributing the scholarship.

### Implementation

Implementation of scholarship has its several weaknesses. Variation in selecting and distributing criteria, delay in the quota and the budget release, mismatch between the quotas and the allocated budgets, lacked transparency and awareness, no monitoring provisions, lack the assessment of effect, allocation of budgets in different headings, misuse of scholarship amount, distribution of the scholarship to the untargeted groups of children are some of the bottlenecks identified as weakness of the program.

### Effectiveness

Special attentions have not given to explore, analyze whether or not the scholarship programs are being effective for the students. What are the needs and interest of the student and parents, how do the scholarship amount has significant effect on them, where do they use the amount of scholarship, who holds the power of using the scholarship amount, and to what extent do the scholarship holders have been benefited are the unanswered issues and question with regard to scholarship that are explored from the Weakness component of SWOT analysis.

### *Opportunities*

From the filed, with regard to scholarships and other incentives, the following opportunities have been identified:

- Educational opportunities to the poor, Dalit, and the people living in difficult circumstances
- Development of a small structure at the local level which can initiate several incentive and developmental activities at the grassroots levels
- Maintaining close parent-school relations and help in reducing the social distance

- Opportunity of reaching the un reached groups of people and bringing them into the schooling system and thus fulfilling the national commitment of achieving the universal goals of EFA

The third component of the SWOT is the Opportunities. The information as listed above are of indicative that there exist several opportunities. Opportunities to the poor, disadvantaged and people living in a difficult circumstance, opportunities to the students and opportunities to the system. The poor group can enjoy the schooling opportunity and can improve their family health, social and economic status. The student can enjoy the educational opportunity, can continue their education up to higher education, and can enable them to work in different employment markets. The system school, District Education Offices, and even the Department of Education can enjoy the opportunity of establishing working network with various institutions, establish a valid and reliable data management system, develop educational intervention programs through keeping in touch with the student, parents and the other stakeholders and work in ensuring the right to education and fulfilling the goal of education for all through updating in a regular basis.

### **Threats**

The fourth component of the SWOT is Threats. From the filed, with regard to scholarships and other incentives, the following threats have been identified:

- The possibility of getting opportunity of scholarship from the rich and untargeted groups
- Further promoting the identity of Dalit which easily create the problem of untouchability in the schools and society and can perpetuate this discriminatory practices
- Does not have significant effect to the poor community due to parental unemployment, poverty, and children's involvement in household as well as wage labour. Hence, bringing all out of school children through either overcoming poverty or increasing the cost of scholarship that covers the

opportunity cost of education among the poor children is appeared as a major threat

- Extra burden as it demands more administrative work and procedures and documentation
- Targeted groups are not identified and thus several possibilities of misusing the scholarship
- Several children from Muslim community are still attending Madarsa and not enrolled to the community school. Thus, how to mainstream the Madarsa into the formal education system through scholarship program?
- Overcoming the external environment such as cultural practices of compulsory provision of Madarsa, gender discrimination, early child marriage, untouchability, and tradition of more education- more dowries and less education-less dowry.
- Un availability of reliable and valid data
- Caste and Janjati based scholarship system is promoting the social justice to some particular groups however, to those who are poor and needy but do not come under such category the provision of such scholarship is further promoting social injustice.
- Huge amount of investment cannot result significant effects in the society
- Increased disparity
- Increased parent-teacher, school-parent and parent-parent quarrelling, debate which results conflict and developed the negative attitudes towards schooling, scholarship, and its distribution system.
- Problems in selecting 50 % girl scholarship and making it as a populist program not the realistic.
- Discrimination between girl and boy as rich girl receive the scholarship where as poor boy cannot.
- 
- The field above in terms of threats have explored several ideas. They are: a) the existing provision of scholarship can creates both parity and disparity in the

society because both social justice and social injustice are promoting by the targeted scholarship b) the program is not cover the real cost and provide scholarship to all the needy children c) it is creating conflicting situation in the society because for getting scholarship opportunity parent-teachers, school-community, teacher-teacher, teacher-school management, parent-school management, student-student conflict, debate and even quarrelling are common in many places d) not significant effect in the society in comparison to the investment e) misuse of scholarship has created threat and devalued the program and f) administrative and procedural burden is further reducing time to work in other quality improvement work These are the identified ideas with regard to threats of the scholarship program.

### *Possibilities*

The filed information has also explored several possibilities in building on Strength, minimizing Weakness, capturing opportunities and counteracting threats. Strength can be strengthening through: identifying the successful planning and implementation practices, successful stories of the students, scaling up them through out the country and exploring the possibilities for initiating new programs. Similarly, through initiating advocacy, awareness, social interaction and dialogue, developing working network are other alternatives in promoting strength of the program. Weakness according informants can be minimize through: revising programs based on the needs, interest and desire of the children and parents; making plans and programs transparent; setting objective criteria of selection and distribution and establishing monitoring and follow up system. With regard to opportunities, informants have argued that exploring future possibilities and systemic approach are the best ways to seize the opportunities. For this, the government should ready to change the planning and implementation policies and process, changing social patterns through various social level interventions (awareness, advocacy, data management system etc) and recognizing the local level best events and practices related to scholarships. Moreover, the threats can be counteract through: making decisions following the elements of Strength, minimizing Weakness seizing Opportunities and counteracting Threats;

communicating ideas, policies, and concerns to others; and providing opportunities to remove the barriers.

Additionally, exploring the successful stories of planning and distribution of scholarship implemented by the GON and other Civil society organization and their replication to another areas can also be a future possibilities for strengthening the strength and opportunities. Similarly, delegating authority to plan and to make decision of implementation to the schools, partnership in planning and implementation and establish the system of third party evaluation in scholarship planning and management are other future possibilities in order to increase the effectiveness of the scholarship, on the one hand and, promote the opportunities and strength of the institutions, on the other are other possibilities that the field discloses further. Finally, the informants suggested to develop a strategic plan to resolve the problems encountered through analyzing external environment for example for example, the culture, economy, health, sources of funding, demographics as well as the internal analysis i.e. capabilities of schools, school administration, school management committees in developing and implementing various incentive programs. The following section deals about the major obstacle with regard to scholarship.

## Chapter Four

### Major obstacles / barriers on scholarship program

Unlike other programs, the scholarship programs have encountered several obstacles. Barriers can be observed in planning, managing and implementing the scholarships. However, this study has tried mainly to explore the barriers and obstacles related to the distribution of scholarships. The barriers are discussed in terms of barriers in general and barriers in particular i.e. in terms of distribution.

#### *General barriers*

With reference to various scholarship and incentives, some general barriers have been identified in terms of its effective implementation. It was identified that Girls, Dalit children, and children from disadvantaged groups are not as benefited as planned by the program. The barriers for it are:

#### Socio-economic status

Socio-economic status is one of the major general barriers identified from the field. As poverty is one, which indicates the socio-economic status of the people, discourages families from sending their children to school. As it requires long-term commitment, readiness to invest money on the one and, and parent have to bear the entire work burden on the other. The informants of the entire sample district have argued that the following are the major obstacle those debarred in improving the socio-economic status of the disadvantaged groups and consequent effect in scholarship management:

- Poverty
- Unemployment
- Lack of education
- Greater number of children and
- Less productivity of land and

- The hand-to- mouth problems

Additionally, the provision of scholarship does not attract them because of its lower significant effect on improving their socio-economic status. This has resulted:

- The development of indifferent behaviours among parents towards the provision of scholarship
- More attentive to tap only the scholarship and less attentive towards their education.
- Send children to work as wage labour but not to school
- Involved children more in household chores
- Less value to education

The field above clearly discloses the idea that unless and until we improve the socio-economic status of the poor and disadvantaged groups, the significant effect of scholarship in both in educational development and in improving the socio economic condition of them is impossible. The amount that we planned under the scholarship neither covers the cost of education nor assists in improving the socio-economic status of the people. Thus, socio-economic status of the people is appeared as one significant barrier in scholarship planning and implementation

#### Level of awareness

The awareness level in terms of scholarship among the teachers, students, and parents is quite low. It was found that in all districts, except the head teachers other teachers did not know the types and amount of scholarship available in the school. It was the same among students. For instance, in Jumla, the children who have received the scholarship unable to reply the types of scholarship did he/she is receiving. Similar case was found in Nuwakot. In Sunsari, even the teachers did not know what are the scholarships that school is providing to the students. Whereas in the case of Daheldura, some teachers are aware about the scholarship but do not know the exact amount that the students are getting. Although the

level of awareness was low, the effect of scholarship appeared significant especially in children. At this juncture, one successful event was found in Nuwakot:

Chadani, a grade one girl of Prithivi Lower Secondary School of Bidur, Nuwakot has got girl scholarship. She took the second installment herself and went to the shop and then she bought note copy, pencil, pen and a noodle from that amount. She gave the remaining amount to her mother and said that this was her money, my teachers gave me it to do better study and to buy the necessary things that I like. Please kept it properly and do not use. Whenever I need, you have to give it to me.

The above quote of a small girl child gave the knowledge that the provision of scholarship has significant effect in promoting various capacities among children. For instance, Chadani has developed her capacity of making decision of investing money to buy her necessary things. She also shown her rights to protect it and use whenever she need other things. On the contrary, she did not knew that the name of scholarship, the amount of scholarship, and up to when she will get it. Therefore, the level of awareness about the scholarship is appeared lower among teachers, students, and parents.

#### Traditional norms values and belief

The traditional norm, values and belief system is another identified barriers in managing scholarship. Still several bad practices that are guided by the social norms, values, and beliefs are creating barriers to education among children. Besides the tradition, the religious practices are also debarring education. The following are the major ones the fields have identified:

- Trend of early marriage especially the girls (in Jumla, Nuwakot and Dhadeldhura districts)
- The practice of untouchability ( in Jumla, Sunsari and Rupendehi districts)

- The compulsory provision of attending Madarsa instead of community school (in Rupendehi)
- Gender discrimination (in all districts)

The practices as mentioned above clearly deliver the message that still our society, socialization patterns; behavioural patterns are guided by our traditional norms, values and religions. The discrimination in terms of gender, caste, ethnicity is common practices observed in various societies. As society value them more than education. Children are socialized in such a way that they cannot see and set their ceiling that will empower them significantly. For instance, the in a question as to what is your aim of education he replied, I will study hard, become a great person and start to plough (*m thulo mancha hunchu r halo jochhu*). These all practices, thinking, attitudes and behaviours debar the effect of scholarship in promoting the educational level of disadvantaged groups on the one hand and, its implementation process on the other.

#### Deficiency in planning

Planning is one of the important barriers in scholarship management and its effect in education and society. The following are some of the field information with regard to planning barriers:

- Allocation of lesser quotas to the district than required (all districts)
- Lack of implementation manual / guide (Jumla, Nuwakot, Sunsari)
- Nominal amount of scholarship (all sample districts)
- Varieties of scholarship and problems of continuity (all sample districts)
- Delayed in releasing the quota, budget and the cost (all sample districts)
- Mismatch between the quotas and the budget released (all sample districts)
- No advocacy program on scholarship (all sample districts)
- Lacked the supervision, monitoring and evaluation system to regularize, systematize and make effective scholarship planning (all sample districts)

- Lacked planning related to develop EMIS on scholarship and data led planning (Rupendehi)
- The blanket approach of awarding scholarship is further creating problems to those children who are needy but were not getting the opportunity

The filed above highlighted several issues and barriers of scholarships related to planning. They are related to: a) quota decisions b) the cost (amount) of scholarship c) types of scholarship d) budget and quota release practices e) mismatch between the quotas and the budget f) lack of supporting programs g) lack systematic provisions- supervision and monitoring EMIS. The informants argued that such issues have significant effect in scholarships planning and management. For them, these are the major obstacles related to planning because:

- The targeted children are not getting the scholarship opportunities
- The amount of scholarship does not cover the annual cost of education and does not play any role supplementing opportunity cost and improving the family economic status of the people.
- The types of scholarship further creating the issue of cost and even discriminate and exclude the needy children for instance, Dalit. The Non Dalit who are significantly poor than Dalit cannot have any opportunity of getting scholarship
- The delayed in budget and quota release, authority letter have shorten the time of distributing the scholarship on the one hand and, does not support the students education on the other.
- Due to mismatch between quotas and the budget, neither the targeted children get the opportunities of scholarship not the amount they get is using properly.
- Due to lack of supporting mechanism like advocacy program, income generating program the level of awareness to proceed for scholarship and readiness to afford the other necessary cost to their education.
- Lacked the segregated data, data led scholarship planning; monitoring, evaluating practices are further helping making scholarship program ineffective.

From the issues, problems and their corresponding reasons that informants highlighted revealed that planning itself also act as barriers for effective implementation of scholarship. The information and its analysis disclose the idea that while making planning the amount of scholarship plays significant roles. Similarly, the numbers of scholarship, the types of scholarships become crucial. More importantly, information management system, supporting mechanism and programs are pivotal. Thus a careful analysis before planning is essential to make the scholarship program more effective.

#### Deficiency in distribution and management

This is the second category of barriers to scholarship. This basically highlights the implementation related barriers and obstacles. What problems do the implementing partner i.e. the schools and the District Education Offices are encountering in distributing and managing the scholarships is the major concern in scholarship and thus, this section has tried to explore the these situations.

#### *Distribution related barriers*

There are several constraint and problems reported with regard to the distribution of the scholarship. They are:

- The budget is not released in time
- Scholarship is the least prioritize area of the district officials, because they felt extra burden to their work, did not internalise and take ownership and responsibility.
- In some cases the budget release in another heading as a lump sum amount without indicating types of scholarship
- There was a lot of overlap and duplication between government and INGO incentive programmes

The informants reported the main reasons with this regard are:

- In some cases teachers and parents have no idea about the availability of scholarship, due to lack of information and awareness about the types and scheme of scholarships
- The target groups are not identified properly, no survey was made yet and declared the poor and needy groups
- The set guidelines of the DOE have not followed, it was also not available in the schools
- The fixed time and date is not followed
- Schools are using assumption led distribution patterns, not the fixed and set objective criteria. The following matrix highlights the criteria and pattern of scholarship distribution.
- The absence of a coordinating mechanism at the district level was reported

The available field data has shown that there are various and differing criteria in distributing the scholarship. Even within the district, they vary. In order to visualize the real scenario of the criteria, a matrix has developed and presented below. This matrix includes the information basically given by the teachers and head teachers.

Table 4.1  
Criteria and pattern of scholarship distribution as reported by teachers and head teachers

| <b>Rupendehi</b>   | <b>Sunsari</b>   | <b>Nuwakot<sup>2</sup></b>  | <b>Jumla</b>   | <b>Dadheldura</b>  |
|--|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Joint meeting of SMC and PTA</li> </ul> | <ul style="list-style-type: none"> <li>• Use of prescribed Government</li> </ul> | <ul style="list-style-type: none"> <li>• Damasahi technique</li> <li>• 50%</li> </ul> | <ul style="list-style-type: none"> <li>• SMC decision</li> <li>• District</li> </ul> | <ul style="list-style-type: none"> <li>• To all Dalits</li> <li>• To all girls</li> <li>• SMC</li> </ul> |

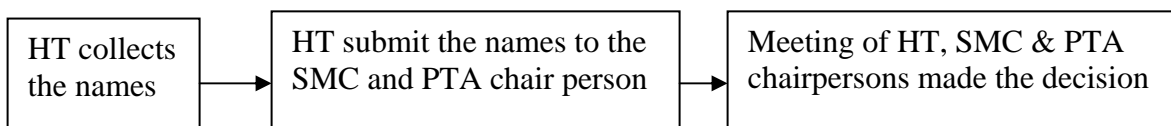
<sup>2</sup> In Nuwakot, one school distributed 50% scholarship in this way, the scholarship was distributed to the fifty percent student at this year and the remaining 50 % will receive in the next year i.e. the total number of students are divided by 2 and distributed the scholarship for 50 % at this year and plan to distribute the remaining 50 % in the next year. Whereas in another school, it was found that the total amount of scholarship was divided by the total number of student and distributed evenly to all. Another school distributed the scholarship to the student of grade four and five first and the remaining quota and money was distributed to the lower grades (1-3) accordingly.

|   |   |   |   |   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Class teacher, staff meeting and SMC meeting</li> <li>• HT himself/herself the name</li> <li>• Sex, Poverty and Dalit, intelligent, discipline and regularity</li> </ul> | <p>criteria</p> <ul style="list-style-type: none"> <li>• Discipline, regularity and poverty</li> <li>• SMC meeting</li> <li>• Head teacher and teacher staff made the decision</li> </ul> | <p>technique</p> <ul style="list-style-type: none"> <li>• Prioritisation</li> </ul> | <p>scholarship mgmt. Committee</p> <ul style="list-style-type: none"> <li>• To all targeted groups</li> </ul> | <p>meeting</p> <ul style="list-style-type: none"> <li>• Poverty, intelligent, disadvantageedness</li> <li>• Regularity</li> </ul> |
|---|---|---|---|---|

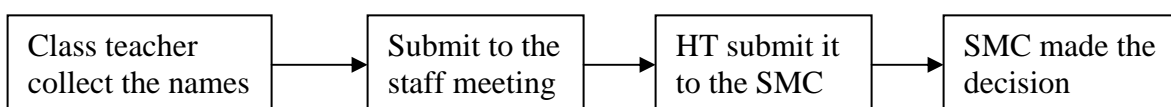
The field information with regard to scholarship distribution criteria as mentioned above indicated that there is great variation in distributing scholarship. Even within the district, there are not uniform criteria as visited school have followed various patterns. In some schools, scholarships were awarded on the basis of family economic status, while in others economic status and intelligence were used. There were cases where the total scholarship money was divided amongst the entire pupil population equally with each child and distributed evenly to all. In other cases children were handpicked by the head teachers and SMC and distributed without any fixed norms.

In Rupendehi, general practices have shown that class teacher play major roles. As he/she select the names of the students and the HTs and the SMCs made the final decision. In Sunsari, the HTs and the SMC appeared as crucial in decision making. On the contrary, in Jumla, Nuwakot and Dadelhdhura, the Damahasi (distributing equal amount to all targeted children) criterion is the major criteria. The governmental guidelines either are not seen and available to the district or they were not properly followed. From these, different models of distributing scholarship have been identified. They are:

1. Model One Head teacher-led model

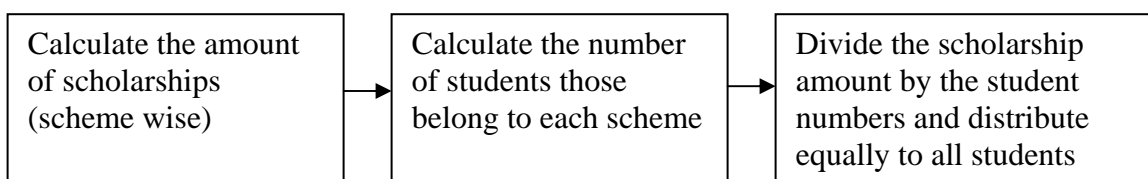


2. Model Two Class teacher-led model

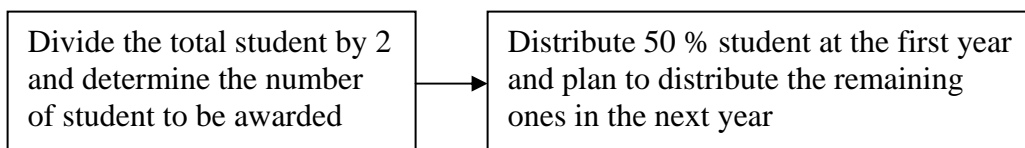


3. Model The mix model

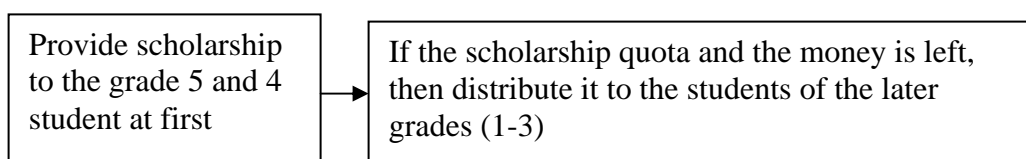
a) Damahasi model



b) Divide model



c) Prioritised model



These models revealed that it is not guarantee that one set of criteria will be used in distributing scholarship even within the district and in subsequent years as well. Except in Jumla and Sunsari in other district, no institutional arrangement was set on the one hand, and school are not follow the criteria set by the Government, on the other while distributing the scholarship. The important idea explored is that distribution practices set by the schools

lacked very clear and precise criteria. This further created uncertainty with regard to scholarship among the students.

The crucial part of the distribution system found is that parents, community members, and even teachers were found largely unaware of various scholarship programs. As in the total system of scholarship management i.e. planning, implementing, distributing and supervising their involvement is almost rare.

During the discourse of field visit, feeling and perception of teachers, students and parents with regard to scholarship distribution patterns have been collected. They are not fully satisfied with the provision of scholarships and their distribution patterns. For instance, teacher from Rupendehi said, Head teacher and the SMC members are monopolizing in distributing the scholarships. As they decide whatever they like through ignoring the needy children. Parent of Jumla has also blamed, on the one hand, the scholarship amount itself is a very nominal which does not cover the necessary cost of education and, distributing it to all student further curtail the amount, which cannot even cover the cost of copy and pen, on the other. Although many informants argued that scholarships have reached the needy group of children, not all the needy children have been able to enjoy them in reality is the grassroots reality in terms of scholarship and incentive programs.

#### Data based barriers

Lack of segregated data is one of the major barriers in scholarship distribution. Two reasons appeared crucial in this regard. First, lacked the survey As, the number of Dalit living within the catchment area, number of girls, disadvantaged groups; poor and needy were not identified and documented. Second, lacked the data management system. Because, information related to enrolment, grade promotion, cycle completion, continuity of education of the recipient are not maintained and documented properly. This has made difficulties in planning and distributing the scholarship, on the one hand and, to assess the effect of scholarships, on the other. Third, reason goes on the reliability and validity of the data. As it is not sure that the data available in the school are authentic, valid and reliable.

### *Management related barriers*

Time management, budget management, data management are also played significant roles in the effectiveness of scholarship program. Various Head teachers claimed that they were not informed in time about the provision of scholarships. The budgets are not allocated on time and also are inadequate. With regard to management, the informants reported, the information about scholarships quotas and budget do not come on time. The unavailability of the scholarship guidelines as in Jumla, teachers said, we did not even hear that there is a guideline for distributing the scholarship. Similar argument was given by the Head teacher of Sunsari, as he said, I did not see the scholarship guidelines of the Department of Education. Similar experiences were evident in other sample districts as well.

Additionally, lacked supervision and monitoring is another problems in scholarship management. This has resulted several drawbacks such as misuse of scholarship amount, and improper distribution of scholarship. The District Education Officer and School Supervisor have observed the observed the misuse of and improper distribution of scholarship. They also realize that they are not supervising and monitoring the scholarships, their distributing patterns and explored their effect. For instance, one supervisor said, *we never go to school to supervise and monitor the scholarship, however, we talk and discuss on it if the issue was emerged during the discourse of school visit.* This further raises the issue of responsibility and accountability as to who is responsible for scholarship?

Transparency is another issue emerge from the field, which indicate the efficiency and effectiveness of the management, is found problematic. School supervisor, head teachers, teachers, parents, and students gave the similar response with regard to transparency. Their common argument is that they did not know the types and amount of scholarship properly on time. For instance, *either DEO or the Section Officer knows the types and budget of scholarship thus you have to consult with them in order to understand about the provision of scholarship, number of scholarship quotas, and the criteria* to a school supervisor of Sunsari, whereas *the head teacher is the responsible person about the scholarship I don't*

*know about it to a teacher of Nuwakot and I don't know about the provision of scholarship* to a teacher of Jumla echoed the idea further. Parents and children were also gave the similar arguments. There are of indicative that there exists the problem of transparency.

#### *I/NGOs experiences*

This study has explored the experiences of the I/NGOs in terms of scholarships, its distribution patterns, problems and consequent effect. In terms of obstacles and barriers, unlike other respondents, they highlighted that: a) involvement of girls at household chores b) poverty c) socio-cultural trend, practices, and norms such as early child marriage, untouchability, burka pratha, language etc d) gender unconsciousness among the parents e) conflict f) educational unemployment g) migration and I) lack of awareness are the major obstacles they faced while implementing the scholarship programs. They also pinpointed the lack of coordination among GOs and I/NGOs activities, less attention in monitoring and supervision, less parental interaction at the community level, and lack of proper and appropriate data are the major problems that the governmental programs are facing in the field. The following section deals how and where the scholarship amounts were utilized.

**Chapter Five**  
**Utilization of scholarship**

Utilization is most crucial aspect to see the effect of scholarship in education, is the ultimate aim of any scholarship program and thus, this study has also tried to explore status of utilization. Analysing where and how who and in what purposes do the scholarship amount have been utilized and how much the scholarship program encourage girls and disadvantaged children to involve in learning is the major concern of this chapter. The following experiences of the district have shown the utilization patterns of scholarship.

*District experiences on utilization of scholarship*

The study has collected information form the teachers, students, parents, district level manager and I/NGOs representatives. The following is the information with regard to the utilization of scholarship.

Table 5.1  
Responses of the teaches, students, parents and NGO personnel in the utilization of scholarship

| <b>Sunsari</b>  | <b>Nuwakot</b>   | <b>Rupendehi</b>   | <b>Jumla</b>  | <b>Dadheldura</b>   |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• School uniform</li> <li>• Books, Pen and copy</li> <li>• Cloth</li> <li>• In family need</li> <li>• In medicine</li> </ul> | <ul style="list-style-type: none"> <li>• In study</li> <li>• According to child's need</li> <li>• According to parents interest</li> </ul> | <ul style="list-style-type: none"> <li>• Sschool uniform</li> <li>• Pen and copy</li> <li>• Tuition fee</li> <li>• Household necessity</li> <li>• Drugs and alcohol</li> <li>• Gambling</li> </ul> | <ul style="list-style-type: none"> <li>• Books, pen, copy</li> <li>• Dress and cloth</li> <li>• Tiffin</li> <li>• Necessary things of children</li> <li>• To buy everyday needs such as salt, oil,</li> </ul> | <ul style="list-style-type: none"> <li>• School uniform</li> <li>• Pen and copy</li> <li>• School bag</li> <li>• Cloth</li> <li>• Family purposes</li> <li>• To buy everyday needs</li> </ul> |

The field above discloses that the scholarship amount is used mainly in three areas. i.e. in: children's education, running family, buying children's necessities and buying drugs and substance use. This has revealed that instead of proper use, there exists chances of being misused the scholarship money, which further demands a strong controlling mechanism for the effective utilization of scholarship.

From the experiences of the districts, three major thematic areas have been identified where scholarship amount have been used. They are: utilization in children's education, utilization in family and misuse by parents. The following is the discussion.

#### *Utilization in children's education*

This is the proper area where scholarship must be utilized. To ensure access to education, to fulfil the goal of universal primary education, to ensure the right to education, the poor, needy, and disadvantaged groups of people need financial support and the provision of scholarship is the one, which can be instrumental for them. The following are the area that scholarship has been used:

- To buy school uniform
- To buy cloths for children
- To buy school books, stationaries (pen, pencil, copy, school bag etc)
- To pay school tuition fee
- To buy Tiffin for children
- Used for buying necessary thing of children

#### *Utilization to run family business*

The parents are using the scholarship amount to run their family business. The field information discloses that the scholarship amount has been used not only in education but also to fulfil the family desire. The following are the area of utilization:

- To buy food

- To buy the everyday necessities such as oil, salt, kerosene, tooth paste soap etc
- To buy medicine for family member
- To payback the debt
- To buy the necessary cloths for family members

### *Misuse by parent*

The incidence of the misuse of scholarship money by the parents was also reported. It was common because of two reasons. First, there is no monitoring and supervision about the scholarship at the school level. Second, school are basically handover the amount of money to the parents. The following are the area that the parents are misusing the scholarship money:

- To buy cigarette, alcohol, drugs etc
- Use in gambling
- Use to eat unnecessary things like cocacola, fanta etc
- Use to meet the family expenses
- Use in the area whatever they like

Additionally, it was also reported that the teachers are misusing the scholarship money. Two types of misuses are identified. First, the school are not providing the total amount of money to them, as they did not inform the parents and children that how much scholarship money, as they will receive. Second, they did not award the quota available do whatever they like.

### *Stockholder's perception on the utilization of scholarship money*

Being an important aspect, this study has tried to explore the perception of stakeholders with regard to the utilization of scholarship money. For this, who receives, who decide how and where to invest and what would be the best ways are the major questions that this research has tried to explore further. The following matrix gives the field reality.

Table 5.2  
Responses on the receiver and the user of the scholarships as reported by the students,  
teachers and parents

| <b>District</b> | <b>Receiver of scholarship</b>  | <b>User of scholarship</b>   |
|-----------------|---|--|
| Sunsari         | <ul style="list-style-type: none"> <li>• Parents in a presence of children</li> <li>• Parents directly</li> <li>• In primary level parents and in secondary level students</li> <li>• Parents do their signature and student receive the money</li> </ul> | <ul style="list-style-type: none"> <li>• Parents</li> </ul>                                |
| Nuwakot         | <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Depend on the school</li> <li>• Depending up on the situation both parents and student but priority to the student</li> </ul>   | <ul style="list-style-type: none"> <li>• Parents</li> <li>• Some times children</li> </ul> |
| Rupendehi       | <ul style="list-style-type: none"> <li>• Student in a presence of parents</li> <li>• Student</li> <li>• Parents in the presence of student</li> </ul>   | <ul style="list-style-type: none"> <li>• Secondary Children</li> <li>• Parents</li> </ul>  |
| Jumla           | <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students (secondary level)</li> <li>• Students in a presence of parents</li> </ul>  | <ul style="list-style-type: none"> <li>• Parents</li> </ul>                                |
| Dadheldur<br>a  | <ul style="list-style-type: none"> <li>• Almost the parents</li> <li>• Students</li> <li>• Secondary student themselves an for primary level the parents</li> <li>• Students in the presence of their parents</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Parents</li> </ul>                                |

The matrix above highlighted that one way or the other; parents receive and use the scholarship money. Although children receive the amount, except in few cases, they are not using the money as per their need and interests. In a response to a question as to how do you

feel when you receive the money and your parents makes the decision where to invest it, a child from Jumla said, *I am not happy, because, it is not sure that my parent use the scholarship money to my education. But I can't struggle with my parents as it is not allowed on the one hand, and they may have several economic burdens, on the other.* On the contrary, teachers and the parents argued:

Ultimately the parents have the responsibility to run their family and to educate their children thus, it is better to provide money to them and right to make decision according to their family conditions. However, we have to convince them to use money on their children's education.

The quota above as given by the teachers, parents, and children revealed that parents get the scholarship amount and make the decisions where to invest the money. There is rare consultation with children before making the decisions. Children on the contrary, arguing to place them as right holder and thus they should have right to make decisions where to invest the scholarship money. However, they are not in a position of initiating debate with their parents due the prevailing social norms and their family economic status.

#### *Suggestions for the improvement of scholarship programs*

The information, discussion and interpretation of this section of study play crucial role. Because, this sections discusses and interprets the several suggestion made by the informants with regard to the scholarship and incentive programs.

#### In terms of effectiveness of the program

Unless and until the scholarship and incentive programs were effectively planned and implemented, their effective and it effects cannot be visible. The following suggestions have been made by the informants to make them more effective and observe the visible effect:

- Initiation of welcome to parents programs along with welcome to school

- Integration other incentive programs along with scholarship such as school feeding, distribution of oil and kerosene etc.
- Initiation of chelibeti program
- Increase in number of scholarship quotas as well as the amount
- Several instalments instead of two (for the retention of children in hilly and mountainous regions)
- Initiate pocket package scholarship program instead of scattered programs and provide handsome scholarship amount that would be of supportive to bear the opportunity cost of education.
- Integrate vocational education and other income generating scheme along with scholarship programs
- Ensure and guarantee the employment opportunity to those who are poor, talent and are getting scholarship
- No to specify scholarship as Dalit and Janjati as it made further inferior within the classroom and had psychological effect
- Not to use blanket approach in providing scholarship (such as girls, Dalit, etc) as it ignores the various needy children who do not cover under such umbrella
- Ensure the availability of scholarship up the secondary level those who receive it at grade one

The field above discloses that the stakeholders are not appeared fully satisfied with the effect of scholarship they observed. For them, the effects are directed towards the positive track. They gave several suggestions for better effects such as: a) necessity of awareness raising advocacy program b) program integration c) increase the size of scholarship d) flexibility in time and process of distribution e) initiation of pocket package scholarship program f) continuation of scholarship i.e. the issue of sustainability and g) change the types and names of the scholarship i.e. instead of Dalit coined it as needy scholarship. These suggestions highlighted that further improvement is the urgent need with regard to planning and implementing the scholarships.

### In terms of minimizing distribution and management barriers

- Specify the *Janajati* groups
- Initiate poverty survey otherwise within the poor, and Dalit community the richer can be benefited more the one who are poorest among them
- Better to release the budget along with the first trimester instalment
- Establish and maintain the disaggregated data system of scholarship recipients and non-recipients indicating their attendance, retention, drop out rate, school cycle completion and academic performance status.
- Inform the community in selecting students and distributing the scholarship
- Develop comprehensive scholarship management and distribution guide
- Develop a mechanism of scholarship management, distribution, monitoring, supervision, and coordination among various GOs/ I.NGOs
- Form various education groups (ward and tole wise) and mobilize them in scholarship planning and management
- Conduct household survey and establish disaggregated data management system and manage scholarship program accordingly
- Minimize the administrative complexities of management and distribution

The information as mention above pinpointed that stakeholders are facing several barriers in distributing the scholarship and are expecting some changes on it. As they suggested changes are necessary in the area of: a) criteria selection b) identification of the needy children c) budget releasee d) data management e) distribution process f) implementation guide g) local level committee formation and h) distribution mechanism. Therefore, to specify the needy children through poverty survey; release budge in time; selection of objective criteria; establishment of data management system for maintaining the disaggregated data; adoption of participatory distribution process; development of comprehensive distribution guide; and formation of local level committee are the suggestion that the stakeholders highlighted for the effective implementation of scholarship.

### In terms of system development

- Develop data management system
- Develop a scholarship and incentive management system at the school level and ensure the civil society involvement in distribution process
- Develop a system of monitoring and reporting either through activating and strengthening the existing ones or establish another one at the grassroots level that ensures the local level participation on the one hand and, ensures transparency and accountability.
- Develop and activate a SWOT system from top to bottom level institution while initiating scholarship planning and distribution.
- Develop a working networking and coordination system at the district level in order to minimize the duplication, overlapping about the scholarship and strengthening its distribution and monitoring to make it more effective

The field, above revealed that lack of systemic development is creating barriers in planning and implementing the scholarship and consequent lesser effect in education. The suggestion made in the systemic development as perceived by the stakeholders are: a) establishment of data management and documentation of disaggregated data b) establishment of scholarship management, distribution, monitoring and reporting committee at the school level c) develop a system of monitoring and reporting at the local level d) introduce SWOT system from top to the bottom level educational institutions e) develop a working network and coordination system at the district level in order to reduce the duplication and overlapping. From these, it can be concluded that immediate changes are the must toward the systemic development with regard to scholarship planning and distribution.

The final observation of this chapter is that without expectation, the scholarship amounts were used properly. The area of investment directly or indirectly concerned with children's education. The following section highlights the study findings and recommendations.

## Chapter Six

### Summary of findings and recommendations

The main purpose of this chapter is to highlight the summary of findings and suggest the recommendation of the study.

#### *Summary of findings*

The following are the summary of findings of this report.

**Effect:** It is found that the scholarship program had academic financial, and psychological and behavioral effects. They are:

- *Academic effect*, it was evident that a large, positive effect on the school enrollment, attendance, achievement, grade promotion, minimizing the drop out and repetition rates and promoting the school cycle completion rate of scholarship recipients. Similarly, academic effect was another progress observed among the scholarship recipients as students, teachers, and parents said that they were able to study more because they were less worried, they reduced hour of household chore, and even paid work hours. The effect of the scholarship program appears to have been largest among girls, poor and Dalit with the lowest socioeconomic status at baseline.
- *Financial effect*, it was observed that students were able to found educational and living expenses they otherwise could not afford. Due to financial assistance, parents, students and community members have been sending their children to school. However, no significant financial progress has been evident only because of scholarship.
- *Psychological and emotional effect*, it can also be termed as nonacademic effects of scholarship. Several interesting and successful stories have shed light on that the scholarship program had empowered children from various aspects such as health and cleanliness, good discipline and morale, timeliness, interactive and communicative. However, due to the lack of disaggregated data on scholarship

holders and non-scholarship holders' progress, it became impossible to present the quantitative status

**Planning:** The provision of scholarship has opened the doors of education to children who are striving through poverty, gender discrimination, caste discrimination, and ethnic discrimination. However, the analysis of SWOT indicated that the scholarship program has strength, weakness, opportunities and threats. These revealed that scholarship program do have its advantages. We could do better, strengthen its strength and opportunities and minimize weakness and encounter threats through strategic planning. Importantly, this planning would follow the systemic approach i.e. identifying problems (through analyzing external and internal factors); collecting data and managing it in a systematic way; prioritizing the areas; setting realistic goals; developing action plan; and establishing monitoring and evaluation system.

**Obstacles and barriers:** Summing up the obstacles and barriers to scholarship and incentive program the following are the major identified obstacle and barriers:

- Socio-cultural practices of early child marriage, son-preference, untouchability, and compulsory provision of Madarsa in the case of Muslim children are lessening the school enrolment of the targeted groups of people. Those have direct and indirect effects in scholarship management
- Socio-economic status of the targeted groups of people is appeared as a major obstacle in education as well as in distributing scholarship
- Deficiency in planning such as a) use of blanket approach b) scattered in nature c) nominal amount of scholarship d) mismatch between the need and the Quota distributed e) inconsistency in allocating resources based on the quota decided f) delayed in budget and quota distribution g) lacked awareness and supportive programs along with the scholarship h) problematic data management system i) less attention towards accountability and transparency are the major obstacles related to planning

**Bottlenecks:** Variation in criteria of distribution, lack the uniformity in distributing the scholarship, rare supervision and monitoring, chances of misuse, lack of data management system and lack of assessment of the effect of scholarship are the major bottlenecks related to the distribution of scholarship at the grassroots level.

**Utilization:** It was appeared that the scholarship money was both utilized and miss utilized. It is utilized in children's education directly and indirectly. Direct utilization was indicated that parents invest money to by educational materials such as school dress, school bag, copy, pen, and books, school Tiffin etc. The indirect utilization was found as it was use to meet the everyday family needs. The incidence of the misuse of scholarship money was reported because parents often use scholarship money to buy alcohols, drugs and substance used and in gambling purpose.

**System:** it has been reported that a precise system on scholarship planning, managing and implementing was not established yet. The problems were observed in the area of supervision monitoring and reporting; disaggregated data management and maintenance, scholarship management at the school level; planning and analysis; support and feedback, coordination and networking, controlling and correcting in the case of misappropriation of scholarship due to lack of systemic development at various levels.

From the summary of findings as discussed above, this report has made the following conclusions:

- Providing monitory incentive to encourage girls and disadvantaged children schooling is a promising idea
- It appear to confirm that scholarship money is being used in a proper direction as it was used in children's education, to fulfil their daily needs
- The scholarship money was used to meet the family needs, which one way or the other can help in improving the condition of children and thus, it can also be regarded as the proper use of money

- There is a possibility of the misuse of scholarship money by the parents as in few cases they are misusing it through buying alcohol, drugs and substances and in misusing through gambling
- Authority of making decision in the use of money to the parents is not good, as children are demanding their involvement and participation during the process

### **Recommendation**

Based up on the summary of findings, this study has suggested some recommendations. The recommendations demands immediate correction and intervention in the process and program and policy interventions.

#### *Recommendation for immediate interventions*

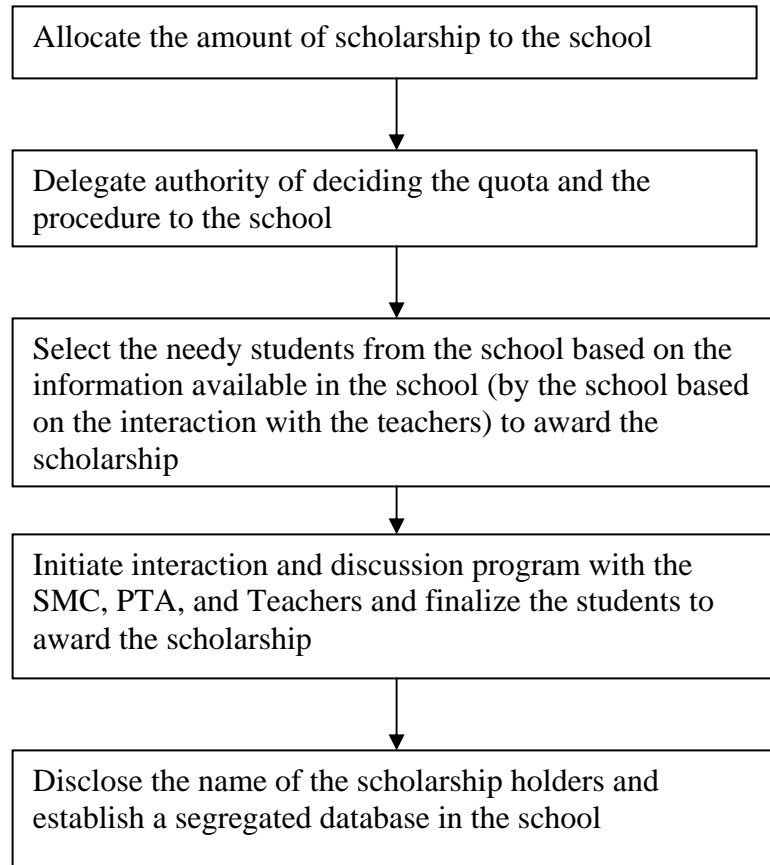
##### In terms of planning

- *Increase the numbers and the size of scholarships:* To meet the educational costs and also help to cover the opportunity cost of educating every needy child, increase the number and size of scholarship.
- *Give authority to local bodies / schools:* To decide the quota, manage the scholarship, evaluate and supervise the incentive programmes, give full authority to the local bodies/ schools
- *Use media massively:* Inform people teachers, head teachers, even parents about the provision of scholarship through media (daily news, radio, Television etc) to make them aware of

##### In terms of distribution

- *Provide flexibility in time and in process:* Provide flexibility in time and process to distribute the scholarship (distribute scholarships prior to the beginning of the school year at the terai region and in mountain and hilly region distribute it as several instalments to retain the students in school).

- *Follow the following model of awarding scholarship:* To develop transparent criteria for recipient selection, to minimize the inconsistency in distributing the scholarship, and make it more systematic and reliable the following model is suggested



- *Ensure transparency and accountability:* Ensure it through making the School management committee responsible and accountable by regular monitoring. Make the distribution process more transparent, participatory through involving and mobilizing the civil society members in the process.

In terms of management and system

- *Establish an implementable functional mechanism:* Establish an implementable functional mechanism at the district level for developing working network,

ensuring better coordination between government and non-government organizations distributing scholarships in order to minimize the duplication, overlapping and mismatch criteria of distribution, on the one hand and, for better supervision, monitoring and reporting, on the other.

- *Establish a database:* that will document the out of school children, children of poor and needy, on the one hand and, will also maintain the incentive/ scholarship database which will further provides the disaggregated data of attendance, regularity, achievement, drop out, repetition, retention and cycle completion rate, on the other so that they can be easily traced, targeted and further supported.
- *Give priority to the scholarship:* it is recommended to make the District Education Officers (DEOs) more conscious toward the incentive program. As government is locating huge amount of money whereas the DEO offices are not taken it as a priority area.
- *Develop partnership:* Develop partnership for planning, managing and distributing the scholarship as the local bodies, NGOs/ INGOs and CBOs have been actively involved in some sort of incentive programs thus, for better coordination, management, supervision, and reporting development of partnership among various governmental and non-governmental institution is suggested.

#### *Recommendation for In terms of policy interventions*

- *Establish a scholarship fund in each school:* for the sustainability of scholarship programs formulate policy to establish a scholarship fund at the school either generating mechanism of matching fund or making the compulsory provision of financial support by the VDC or Municipality to the school for awarding scholarships to the needy children on a sustainable basis.

- *Policy of continuation:* Formulate a policy to continue to provide scholarships for needy children until they complete their secondary schooling.
- *Adopt a decentralized policy* in scholarship planning and distribution so as to enable and made accountable the schools for the effective use of scholarship
- *Re think about the mechanism of awarding the scholarship:* To provide scholarships to the best performing students in all grades education; the poor and needy who do not covered by the umbrella of gender, Dalit; minimize the psychological affects and improve the quality of education rethink about the mechanism of awarding scholarship through making a policy of awarding scholarships based on the survey data.
- *Redesign policy:* Redesign incentive programs for children who are still living out of the school system
- *Policy provision of supervision, monitoring, and reporting about the scholarship distribution is suggested:* in order to address the problem of possibility of getting opportunity of scholarship from the rich and untargeted groups policy provision of supervision, monitoring and reporting is suggested.
- *Initiate the policy provision of pocket package scholarship program:* instead of scattered programs and provide handsome scholarship amount that would be of supportive to bear the opportunity cost of education is recommended

#### *Long term policy intervention*

- The policy of entitlement of scholarship to the poor, needy, girls, Dalits and other disadvantaged groups so that one who got scholarship will have the scholarship opportunity until he/she complete the school education.
- Policy provision of integrating on other incentive programs along with scholarship such as school feeding, distribution of oil and kerosene etc can be instrumental in order to make the incentives effective

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Annex 1  
Advisory team

- Prof. Dr. Tirtha Raj Parajuli, team leader of the study - Coordinator
- Mr. Janardan Nepal, Director General, Department of Education - member
- Mr. Mahashram Sharma, Director, Department of Education
- Mr. Bisnu Kumar Devkota, Director, department of Education – member
- Dr. Laba Dev Awasthi, educationist, expert and representative of MOES - member

**A study on Effectiveness of Scholarship Program**

**Interview Questions for Head teacher and teacher**

Name of the HT/ teacher: .....District: .....

School: .....Location: .....

1. Are there any children who are not sent to school in your school locality/neighborhood?
  - If yes, what are the core problems of not sending children to school?
2. Are there any cultural practices that affect (positively or negatively ???) on the children's education? Is there any cultural discrimination to different target group (boys and girls, etc)?
  - if yes how do you address them?
  - What should be done to attract the disadvantage children towards school without interrupting their cultural values?
3. What are the forms of scholarship/incentive to the students?
4. Does the scholarship/incentive available in school on time?
  - If not please explain what are the barriers?
5. How does your school distribute it? (What are the criteria for selecting the students for scholarship/incentive?)
  - Has your school developed any local specific mechanism to about
    1. distribution
    2. utilization and
    3. monitoring and evaluation of incentive programs
6. Are there any parental awareness program?
  - Do you feel the need of such program?
    1. if yes why
7. Could you say something about the operational guideline that you have provided by the Department of Education?

8. How do you ensure that scholarship/incentive is distributed to the target group (girl, talented and poor students) in your school?
9. How often do you distribute scholarship/incentive to the students?
10. When do you distribute? (in the beginning, middle, end of the year)
11. Do you see any impact of the scholarship/incentive in teaching learning activities?  
If so how do you evaluate the impact?
12. Who receives the scholarship? (student, parent, other family member)
13. Who utilizes the scholarship/incentive most?
14. Have you observed any changes in children' (behavioral, attitudinal, health habit) after receiving scholarship/incentive? If so what are they?
15. In what ways is a civic society participating in incentive management currently?  
And what can be done for better management?
16. Does awarding scholarship/incentive help in reducing disparity?
  - Has it helped increase the number of Disadvantage Group (DAG) children in the school?
  - Has it contributed to DAG to complete the school education?
  - Has it contributed to reduce the dropout and repetition rate?
17. Comment in the following points about the scholarship/incentive programs
  - Strengths
  - Weakness
18. Could you explain the major problems of the program?
19. How would you assess the overall performance of the students who received scholarship?
20. Does such scholarship/incentive programs have contributed to
  - increase the enrolment and promotion of your children
    1. if yes how, please explain
  - to decrease dropout and retention of your children
    1. if yes how, explain
21. Have you felt need of any other incentive programs to attract the disadvantaged children to school?

22. What measures do you suggest to improve the program/to develop the appropriate mechanism specifically at the local level?
23. Any Other comments .....

**A study on Effectiveness of Scholarship Program**  
**Interview Questions for I/NGOs Persons**

Name .....

Name of the organization .....

Position in the organization .....

1. Are there any children who are not sent to school in your locality/neighborhood?
  - a. If yes, what are the core problems of not sending children to school?
2. Are there any cultural practices that affect on the children's education? Are there any cultural discrimination to different target group (boys and girls, etc)?
3. What should be done to attract the disadvantage children towards school without interrupting their cultural values?
4. Does your organization have scholarship/incentive program for the student?
  - a.If yes, what types of scholarship/incentive are those? Pease explain in brief
  - b.Who are the target groups?
5. Is the scholarship/incentive available in time in your institution?
  - a.If no, what are the reasons?
6. How does your institution distribute it? (What are the criteria for distributing it to the schools?)
  - a. Has your school developed any local specific mechanism to about
    1. distribution
    2. utilization and
    3. monitoring and evaluation of incentive programs
7. Are there any parental awareness program?
  - a.Do you feel the need of such program?
    1. if yes why
8. How do you ensure that scholarship/incentive is distributed to the target group (girl, talented and poor) in your district?
9. How often do you release scholarship fund to the schools?
10. Approximately, how many of children have not been enrolled in the schools? (can be found by analyzing the SIP report)

11. Why are they not enrolled in the school? (economic, awareness, any others ....)
12. What differences have you observed between scholarship awarded and non-awarded students?
13. Does such scholarship/incentive programs have contributed to
  - a. increase the enrolment and promotion of your children
    1. if yes how, please explain
  - b. to decrease dropout and retention of your children
    1. if yes how, explain
14. Do you think that awarding scholarship/incentive to students helps to reduce disparity?
  - a. If yes, how does it help?
  - b. If no, why?
15. Do you see any different roles performed in the community by the children who received scholarship? If yes what roles do they perform after receiving the scholarship?
16. Have you felt need of any other incentive programs to attract the disadvantaged children to school?
17. How do the roles performed by non scholarship students differ from the ones performed by scholarship students? Are there any evidence to support your sayings?
18. How can you compare between the program conducted by your organization and the government? Please make comments based on the following points
  - a. Strengths
  - b. Weakness
19. Could you explain the major problems of the program?
20. How would you assess the overall performance of the students supported by scholarship/incentive program?
21. What measures do you suggest to improve the programme?
22. Any other comments?

**A study on Effectiveness of Scholarship Program**

**Interview Questions for DEO Personnel**

Name of DEO/SS.....  
District.....

1. Does the scholarship/incentive is available in time in your district?
  - a.If no, what are the reasons?
2. What are the forms of scholarship/incentive in your districts?
3. How does your district distribute it? (What are the criteria for distributing it to the schools?)
  - a. Has your school developed any local specific mechanism to about
    - distribution
    - utilization and
    - monitoring and evaluation of incentive programs
4. Are there any parental awareness program?
  - a.Do you feel the need of such program?
    - if yes why
5. Could you say something about the operational guideline that you have provided by the Department of Education?
6. How do you ensure that scholarship/incentive is distributed to the target group (girl, talented and poor) in your district?
7. How often do you release scholarship fund to the schools?
8. What changes have you been reported by the supervisor/RPs and ..... about the students after receiving the scholarship?
9. What differences have you observed between scholarship awarded and non-awarded students?
10. Do you think that awarding scholarship/incentive to girls helps reduce disparity?
  - a. If yes, how does it help?
  - b. If no, why?
11. Does such scholarship/incentive programs have contributed to

- a.increase the enrolment and promotion of your children
    - if yes how, please explain
  - b.to decrease dropout and retention of your children
    - if yes how, explain
12. Have you been informed or communicated about the performance of scholarship recipient in the community? If so what roles do they perform in their community after receiving the scholarship?
  13. How do the roles performed by non scholarship students differ from the ones performed by scholarship students? pls give your proof
  14. Comment in the following points about the scholarship/incentive programs
    - a. Strengths
    - b. Weakness
  15. Could you explain the major problems of the program?
  16. How would you assess the overall performance of the students supported by scholarship/incentive program?
  17. Have you felt need of any other incentive programs to attract the disadvantaged children to school?
  18. Are there any children who are not sent to school in your school locality/neighborhood?
  19. If yes, what are the core problems of not sending children to school?
  20. Are there any cultural practices that affect on the children's education? Is there any cultural discrimination to different target group (boys and girls, etc)?
  21. What should be done to attract the disadvantage children towards school without interrupting their cultural values?
  22. Comment on the management of incentive/scholarship program (incentive distribution, IMC formation, IMC meeting, reward for school, advocacy, monitoring and evaluation)
  23. What measures do you suggest to improve the program?
  24. Any other comments?

**A study on Effectiveness of Scholarship Program**  
**Guidelines for focus group discussion for students**

Name of the School.....District: .....

Address.....Number of participants: .....

1. How much amount do you receive as scholarship?
2. What types (Dalit, girls, or any other) of scholarship/incentive do you get?
3. How do you receive scholarship, in cash or in kind?
4. How do you utilize scholarship?
5. How often do you receive scholarship from the school?
6. Who receives the scholarship, you or your parent?
7. Have you felt need of any other incentive programs to attract other disadvantaged children to school?
8. What measures do you suggest to improve the program?

**A study on Effectiveness of Scholarship Program**

**Guidelines for focus group discussion for parents/gardians of scholarship receiver**

Name of the Parent/guardians..... Name of school: .....  
Address..... District: .....  
Child's name.....

1. How much amount does your child receive as scholarship?
2. How does your child receive scholarship, in cash or in kind?
3. How do you/your child utilize scholarship?
4. How often do you receive scholarship for your child from the school?
5. Who receives the scholarship, you or your child?
6. How do you evaluate the role of Head teacher/SMC/IMC about the program?
7. For what purposes do you/r child use the scholarship?
8. Are there any changes in your child after receiving the scholarship? If so what positive and negative changes have you observed?
9. Have you felt need of any other incentive programs to attract the disadvantaged children to school?
10. What measures do you suggest to improve the program?

**A study on Effectiveness of Scholarship Program**

**Guidelines for focus group discussion for SMC/IMC of scholarship receiver**

Name of the Parent.....

Address.....

Child's name.....

1. Are there any children who are not sent in the school in your locality/neighborhood?
  - a. If yes, what are the core problems of not sending children to school?
2. How do you distribute the scholarship quotas? Have you developed any criteria other than the government directions?
3. Could you say something about the operational guideline that you have provided by the Department of Education?
4. How often do you distribute scholarship/incentive to the students?
5. When do you distribute? (in the beginning, middle, end of the year)
6. Have you seen any impact of the program? If so how do you evaluate the impact of program in the teaching learning activities in the schools
7. Who receives the scholarship? (student, parent, other family member)
8. Who utilizes the scholarship/incentive?
9. Has it helped increase the number Disadvantage Group (DAG) children in the school? In what ways?
10. Has it contributed the number DAG to complete the school education? If so how?
11. Has it contributed to reduce the number of dropout and repeating students? If so how?
12. Comment in the following points about the scholarship/incentive programs
  - a. Strengths
  - b. Weakness
13. Could you explain the major problems of the program?
14. What measures do you suggest to improve the program?
15. Any other comments .....