



YOUTH-LED ACTION RESEARCH REPORT

A case study from Bungamati and Pyangaun of Lalitpur district of Nepal



GAN/GAN RESEARCH AND LEARNING RESOURCE CENTRE
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Youth-led Action Research Report

Acknowledgement

This research was carried out by young people from marginalized communities in Bungamati and Pyangaun of Lalitpur district, Nepal, with technical support from Global Action Nepal, in partnership with the National Campaign for Education (NCE Nepal). It gives us great pleasure to see our collective efforts to empower youth in these under-resourced areas reach this final stage.

This study would not have been possible without the sincere support of the local community and government authorities at the research sites. We are deeply grateful to all the young people—both women and men—from Bungamati and Pyangaun who generously contributed their time, knowledge, experiences, and personal stories to this action research.

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Finally, we express our heartfelt gratitude to our collaborative partners—Global Action Nepal, National Campaign for Education (NCE Nepal), and ASPBAE—for their unwavering support in implementing this action research project.

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Executive Summary

The action research, related to school dropout, was conducted in Bungamati and Pyangaun communities of Lalitpur district in collaboration with NCE Nepal, Global Action and Gan Research and Learning Resource centre. The major objective of this research was to generate knowledge about the situation of young people, aged 10-24 both male and female who has left the school before completing their high school. Hence, young people framed the research questions to understand youth perceptions of their early school dropout and alternative pathways out of poverty, and how these intersect with exclusion and discrimination.

The research team led by young people used the mixed method and applied a creative and engaging methods, such as survey, interview, focused group discussion, and group reflection. The major respondents of this research were the marginalised young people living in the marginalised communities of Bungamati and Pyangaun. Data were collected from twenty-five young people. The methodology was co-constructed by the youth researcher and the team of Gan Research Learning Resource Centre and Global Action Nepal. The purposive sampling was followed, and gender balance was maintained on participant selection.

The research found that the young people who more often get low grades, fail subjects, and are retained in grade are more likely to leave school prior to graduation. Students having trouble meeting the academic demands of the school tend to leave rather than continue in the face of the frustration of failing to achieve good grades. The research carried out in Bungamati and Pyangaun shows that young people, after getting dropped out from the school, are engaged in different areas of work-life. including working as in a company, café, brick kiln, or as a daily wage labourer.

The major reasons for dropout at early age were failure in the examination, difficulties on managing time for work, family poverty, peer influence and overage. The result show that most of the young people (75%) do not regard school facilities as good. Schools in which students have limited opportunities for academic success appear to have higher dropout rates. The results suggest that while most of the young people view that their teachers' behaviour was good, some participants said that they dropped out due to the teachers' negative behaviour. Even those who said good about their teachers' behaviour, do not want to continue their education. The research shows that young people are not getting into schools despite positive family relationship in the case of Bungamati and Pyangaun, suggesting that the issue of school dropouts is an indicator of hindrances the community faces in the education system. While some young participants express their interest on study, most of the participants do not want to rejoin their friends in the school.

Hence, the study suggests that there is need to strengthen our efforts to reduce inherent structural inequalities, otherwise, problem of school dropout may persist. School facilities including Drinking water, sanitation, class-room management, sports facilities, teaching methods must be improved and government should ensure the recruitment of qualified, trained and student friendly teachers.

Section I: Introduction to the site and Research

This action research is conducted in the semi urban area of Bungamati and Pyangaun of Lalitpur Metropolitan City of Nepal. The research has been carried out by young people with the technical support of Global Action Nepal. The research is aimed at providing insights into how to support young people on continue the program of education. Global Action Nepal is a national collaborating partner for this research project in Nepal.

This report provides a reflection and learning from the research activities carried out in the two research sites that took place from April 2020 to May 2020.

The semi urban villages of Bungamati and Pyangaun was chosen as sites of this research project on the basis of having been affected by poverty and that they are the working areas of Global Action Nepal in the field of education rights of young people.

About Bungamati

Bungamati, Newar Bunga, lies in ward 22 of Lalitpur Metropolitan City in Lalitpur District, Nepal. Bungamati is a Newar village on a spur of land overlooking the Bagmati River. The peculiar thing that Bungamati hold is that it is a traditional Newari village – a place where not much has changed over the last couple of centuries.

Bungamati is one of an historic name (Amarapur) among the Kathmandu valley located 10 KM south from the center of Kathmandu. The word Bungamati comes from Bunga which means having lots of field who works in the field. So, till the date most of the people work in the field for their survival. Besides work in field, huge numbers of people are engaged in handicraft and carpentering. Bungamati was famous for the rope making. The place is known for the newar settlement. Mythically it is believed that Initially 300 people were brought from different places of Bhaktapur, Kathmandu and Patan to serve the goddess of Rain Macchindra Nath in 11th century. So, most of the cultures and customs are reflected with it. Bungamati is also known for the temples of Hyagriv Bhairab, Karyabinayak and Manakamana and lots of pond and patis. The oldest vihar of Nepal is also located in Bungamati. Bungamati is the place where world longest festival is celebrated once in 12 years.

With the political arrangement, Bungamati has enlisted in Lalitpur Metropolitan city (LMC). Bungamati (ward no. 22) is the largest ward among Lalitpur. The total population of this ward is about 5732 and having almost 1000 household according to the census of 2011. The new settlement of Pharsidol and Chunikhel are also the part of LMC ward 22 which includes Tamang and Chhetri communities. Bungamati is also known as rural urban continuum. More than half of the total population is covered by youths. Most of the youths are having secondary level of education and almost 15% of those youths are in abroad for their further studies. Most of the local youths are entrepreneurs. Those who have completed under graduation are engaging in the office work. There are 3 private schools and three government schools in the ward. One of the government schools have continuously scoring top three positions in delivering quality education to the children. But in the sector of health this ward is little backward among other wards of LMC (having only a health post).

Bungamati is one of the places which are hugely affected by the migrated people who came for seeking of works and according to the data collected by ward office; more than 2000 people are migrated from different corner of the country to the place. Most of them are working in the brick kiln, carpet factory and filed works. Living standard of those people are very low and even they are not able to send their children for the primary level of education.

About Pyangaun

Pyan Gaun, or Pyangaun, is a settlement that is a part of the Chapagaun village development committee in the Lalitpur district of Nepal. It is 14 km south of Kathmandu. Referred to as Sitapur in ancient times, Pyangaun is a centuries-old crafting village. The settlement's name comes from its unique production of bamboo buckets, known as pyang in Nepali. These buckets became regional standard measurements in units called Maana and Pathi. In the past, the village held a monopoly on these buckets in the Kathmandu valley.

The main language of communication is Newari which is totally different than Newari language of other regions. The village has got countless unique characteristics. The cultural aspect of this village is also totally different than other villages. The cultural and traditional rituals being performed in the village during the birth, marriage and death are also unique in the village. The people of this village are named as Gaam or Gaamal or Gaamle. The people of this village are found to be involved in organizing theatre shows and performing a wide range of cultural dances called Jhaki.

The Participants

In this section the profile of participants of this research has been discussed. The data were collected from young people in Bungamati and Pyangaun. The case studies have been collected from twenty-five participants, out of them twenty were young men and five were young women.

In terms of their age range, out of the total interviewed participants, 6 young people were found in between the age range of 10 to 14 years old. Similarly, 11 are in the age range of 15 to 19 and 8 young people are in the age range of 20 to 24 years old. In terms of their caste and ethnicity, twenty-one participants belong to Janajati community as most of them were Newars and four from Dalit community

Gender	Male	20
	Female	5
Age Range	10-14	6
	15-19	11
	20-24	8
Caste	Janajati	21
	Dalit	4
Education	1-3	5
	4-8	5
	9-10	6
	11-12	7

Working Status	Yes	18
	No	7

While asking them about their education, 5 young people said that they got dropped out before completing grade 3, while 5 young people dropped out before completing basic educational level that is grade 8. Similarly, 6 young people left school before completing grade 10 and 7 young people dropped out from school education before completing grade 12. Further, 18 young people shared that they have been engaged in paid work while 7 young people have not started their job though, some of them have applied for foreign employment.

Section 2: Reflection on Methods

While asking them about their education, 5 young people said that they got dropped out before completing grade 3, while 5 young people dropped out before completing basic educational level that is grade 8. Similarly, 6 young people left school before completing grade 10 and 7 young people dropped out from school education before completing grade 12. Further, 18 young people shared that they have been engaged in paid work while 7 young people have not started their job though, some of them have applied for foreign employment.

Section 2: Reflection on Methods

The research is qualitative in nature to understand the reasons for youth school dropout. The research methodology was co-constructed with young people during the Research design workshop. A 3-day 'Research Design Workshop' was organised with young people, both male and female, representing from Bungmati and Pyangaun communities of Lalitpur district. The workshop was organized by Global Action Nepal from 03-05 February 2020 in Chunikhel, Lalitpur with the support of National Campaign for Education (NCE-Nepal) and ASPBAE. The workshop was aimed at building the capacity of local youths to develop them as the researchers so that they can carry out the action research in their community using different research methods. The action plan and methodology were jointly developed by the youth research team from Bungamati and Pyangaun, under the technical guidance of Global Action Nepal in a participatory way.

Qualitative methods were applied that enabled in-depth interviewing with young people regarding the reasons for their early dropout from school. The mixed method was adopted for data analysis.

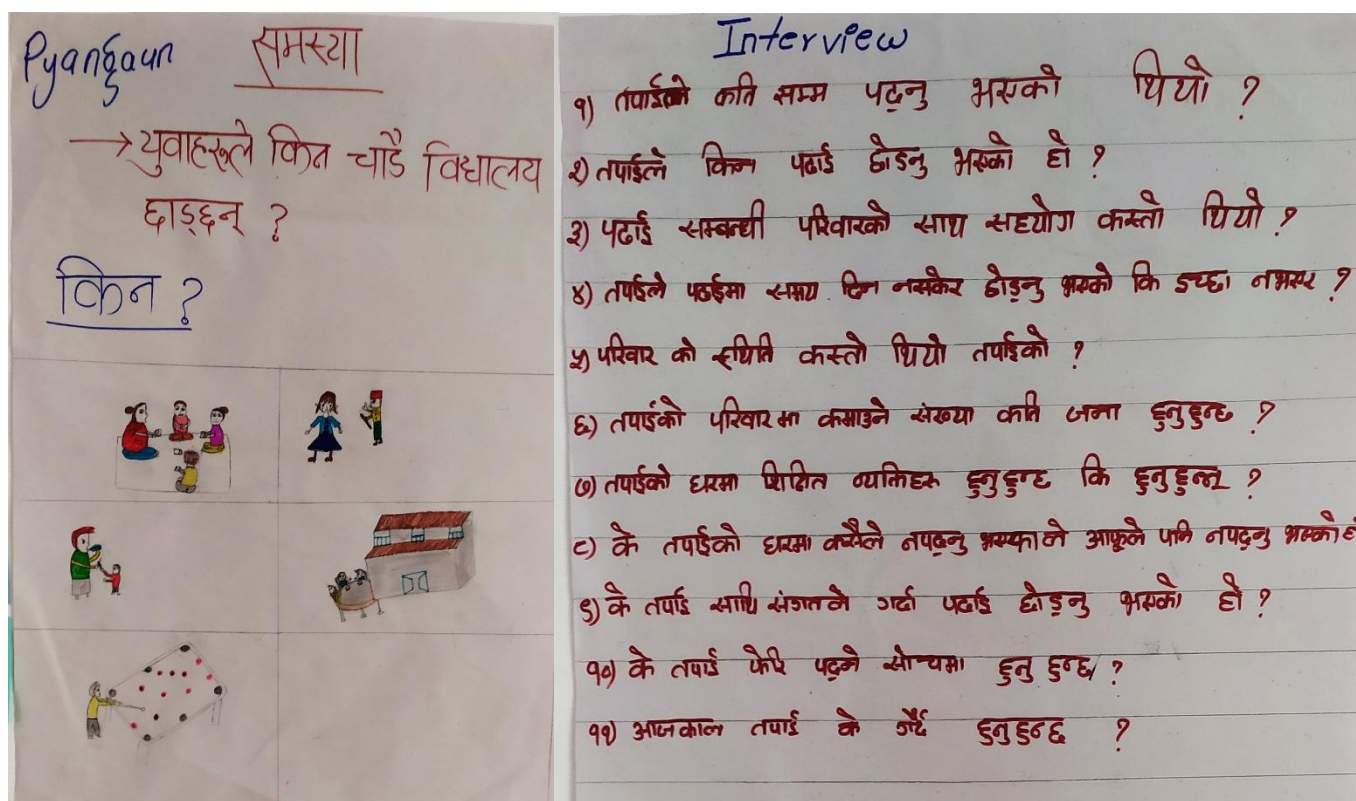
The research project followed following Phases:

1. Set up and training to young researchers
2. Co-construction of methods
3. Case studies with young people

The following research questions were framed during inception meeting.

1. Until which class have you read?

2. Why did you leave your study?
3. How was the support from your family in your study?
4. Did you drop out because of difficulties in managing time or you do not feel going school?
5. How was your household condition?
6. How many members are there in your family who earn?
7. Is there anyone educated in your family?
8. Did you leave school because of the illiteracy in your family?
9. Did you leave education because of your peer group?
10. Are you thinking to continue your study?
11. What are you doing these days?



Source: Youth Action Research Design Workshop, Global Action Nepal, 2019

The research team used purposive sampling method and used snowballing as a technique to reach the marginalised young people. The young researchers coordinated with the Global Action Nepal for their support on coordination at local level.

Although the research questions were already systematically designed, they were not followed in the same sequence. Depending on their responses, questions were altered, however the focus on school dropout was maintained throughout the interview. The following methods were applied for the data collection considering the community context during field work:

- Interview with the young people
- Focused Group Discussion

Focused group with young people was organised prior to individual case study, which helped the research team members to get familiar with the participants and helpful for the participants in the later part of the interview processes. It was realized by the research team that it is easy to take individual interview, when it started with a small group discussion; the process of the small group discussion served as an “Ice breaker” for the young people to open up during the individual interview.

Focused group discussion was organized at community level and in college reaching 16 young people while interview was done with 25 young people.

Section 3: Research Findings

1.1 Youth Living Condition

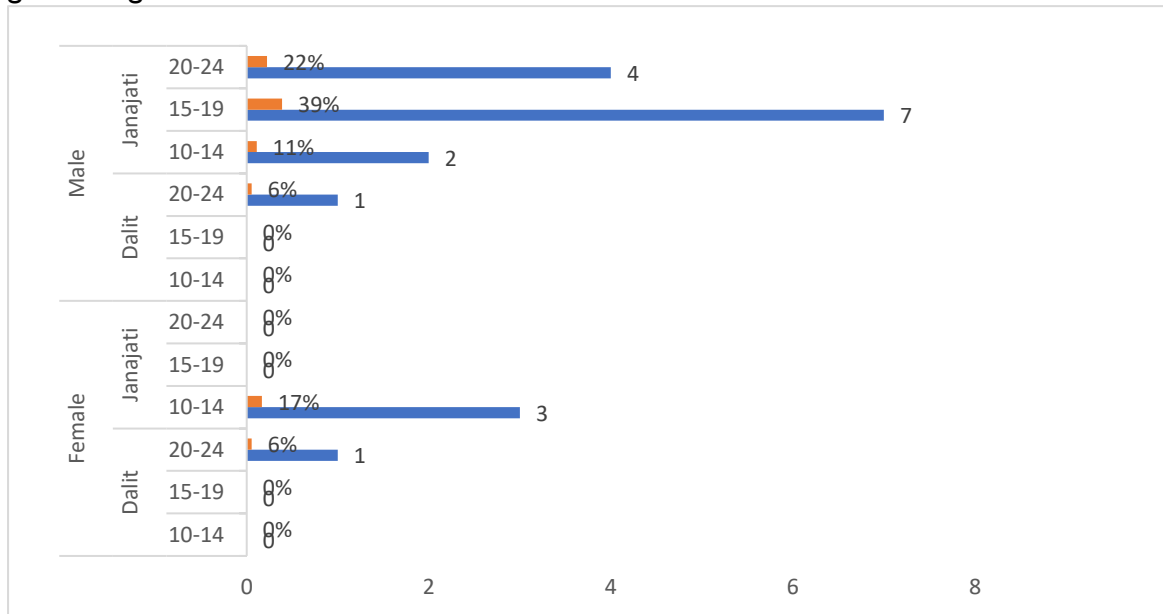
The research conducted in Bungamati and Pyangaun reveals that, after dropping out of school, young people have become engaged in various forms of work. Most of them are involved in economic activities to support their families and sustain their own livelihoods. However, a few are not currently engaged in any productive work and remain at home without significant daily activities.

Many of the participants reported living contentedly with their families. Interestingly, a significant number shared that they had made the decision to leave school on their own and expressed no interest in returning to formal education.

The data further indicates that the majority of economically active youth are Janajati males aged 15–19, accounting for 39% of the sample. This is followed by 22% of Janajati males in the 20–24 age group. Additionally, 17% of Janajati females aged 10–14 is also engaged in income-

generating

activities.



Source: Interview Transcription (n=25)

Out of total participants (n=25) interviewed, 18 young people said that they are economically active and supporting their family financially. The thematic analysis of case studies from young people regarding their living condition has been discussed in the paragraphs below:

1.1.1 Not doing anything except staying at home

The research shows that very few young people are staying at home and they are not active economically. For example, A. Rai is 18-years old young men. After getting dropped out at grade 5, he is not doing any job outside the home. During the interview, he said, "now, I am not doing anything" (A. Rai, young men, aged 18)

Similarly, R. Shrestha, 20 years old young men have studied until grade 9. He left school and is not doing any work outside the house. He said, "I am not doing anything these days except staying at home. (R. Shrestha, young men, aged 20).

1.1.2 Busy with work at home

While some young people stay at home doing not significant work, some young people said that they are busy with work at home. For example, P. Deshar is 19 years old young men. He said that he is busy with his work at home after leaving the school. He has studied until grade 10. He said:

"I was 16 years old... and due to (poor) economic condition, I left my education...I am busy with my work at home now" (P. Deshar, young men, aged 19).

The case studies show that in the absence of job in the market, young people explore their own way of engaging oneself into economic activities even in their own house. Like Deshar, A. Danuwar is 20 years old. After getting dropped out from grade 12, he is working at home and earning some money. He said:

"I am working, though small, at home... I have good friends and am living happily in the society (A. Danuwar, young men, aged 20).

It is not only young men; very few young women are also engaged in home-based work. T. Putuwar, 13 years old young women. She is also staying at home and helping parents in household chores. During the interview, she shared:

"I have studied only one class. The people in the society also did not talk good about me with my parents. I work at my home these days" (T. Putuwar, young women, aged 13).

1.1.3 Working as a daily wage-laborer

Young people found leaving their education and enter the labour market at early age. The research shows that most of them works as a daily wage-labourer. The earnings from the work has helped them to support their family and fulfill their daily necessities. During the interview, mostly young men found to be engaged as wage-labourer. For example, N. Tuladhar is 19-years old young men. He left school when he was studying at grade 8. He said:

"I am working as a wage-laborer for last 2 years." (N. Tuladhar, young men, aged 19).

Likewise, another young men K. Tamang, aged 18, after leaving the school from grade 7, started to work to earn for his household requirements. He narrates his story as:

"I earn money by working here and there... Now I am working as a laborer in construction works for last 4 years" (K. Tamang, young men, aged 18).

S. Tamang, 18 years old young men shares similar story. After getting dropped out from school while studying at grade 9, he started working as a laborer to support his family. During the interview, he said:

"I am working as a daily wage laborer since last two years. My family also like me to work" (S. Tamang, young men, aged 18).

D. Shrestha, 10 years old young men had been to school to grade one only. As he was failed twice in grade one, he decided to quit and stay at home. In response to his work, he replied:

"I am still in contact with my friends. I am now working as a daily laborer. I have started this work recently" (D. Shrestha, young men, aged 10).

1.1.4 Working in a brick kiln

The research shows that most of the young people, both men and women, works in a brick kiln, that has been regarded as one of the worst forms of child labour and is hazardous to physical and psychological health. However, S. Maharjan, aged 24 young men found to be working as a junior-managerial position for last 5 years, all other young people who works in a brick kiln are engaged in hazardous types of work.

"I am working in a brick factory, supervising other workers around chimney for last 5 years." (S. Maharjan, young men, aged 24).

K. Bahadur Bajju, 13 years old, young men have studied till grade 5. He left education and started to support his family financially. He said, "now, I am working in a brick kiln for one month" (K. Bajju, young men, aged 13).

J. Moktan, 14 years old young women left school before completing her primary education. In response to her present work, she said:

"I am working in a brick kiln now since last 10 months" (J. Moktan, young women, aged 14).

S. Lama, 10 years old young women was also found working in a brick kiln after getting dropped out from school. She said:

"I have studied only one class. I did not go to school because I did not feel to study. I work in the brick kiln. I used to play with my friends" (S. Lama, young women, aged 10).

NM Moktan, 13 years old young women has a similar view as of S. Lama. She has got big family size. She dropped out from school while studying at grade 2. She also started working in a brick kiln at early age in order to support her family. She said:

"there are 11 members in my family. I have studied until grade 2. The people in the society questions me regarding why I do not go to school. I am working in a brick kiln for 3 months" (NM Moktan, young women, aged 13).

1.1.5 Working as a Cook

During the interview, the researcher found only one young man was working as a cook in a canteen of a college. A. Maharjan, 17 years old young men have studied till grade 10. Thereafter, he left education and started working in a canteen as a cook. During the interview, he said:

"I am working as a Cook in the canteen of Aims College" (A. Maharjan, young men, aged 17).

1.1.6 Working in a Company

While most of the young people, both men and women, works as a labourer be it in brick kiln or other sectors, few young men also found to be working with reputed companies in a junior position. For example, U. Shakya is 18 years old young men. After leaving his education, he started working with NCELL, one of the telecommunication company. It has been almost one year that he is working. During the interview, he said:

"Now I am working in a NCELL company for last one year" (U. Shakya, young men, aged 18).

Similarly, R. Tuladhar, 18 years old young men also started job in a same company after getting dropped out from school while studying at grade 10. During the interview, he said:

"I also thought that 'I have to work now'...I am working at NCELL for one year" (R. Tuladhar, young men, aged 18).

S. Maharjan, 19 years old young men also found to be working with telecommunication company. He has only studied until grade 11. He said:

"I could not study as I had to go for work and could not manage the time...Now I am working in Nepal Telecom for last two years" (S. Maharjan, young men, aged 19).

Whereas some young men found working in a reputed telecommunication like Nepal Telecom and NCELL, R. Putuwar, 20 years old young men found to be working with a medicine company. During the interview, he said, "I have studied until grade 10...I am working in a medicine company since last two years" (R. Putuwar, young men, aged 20).

1.1.7 Working in a cafe

S. Kumari, 20 years old young woman found to be working in a café. She said, "I am working in one café since last three years" (S. Kumari, young women, aged 20).

1.1.8 Planning to open own café

While one of the participants (young woman) found working in a café, another participant (young men) D. Maharjan is planning to open his own café. He is 20 years old now. He also left school while studying at 12th grade. Now he is planning to start his own business. During the interview, he said:

"now, I am planning to open my own café" (D. Maharjan, young men, aged 20).

1.1.9 Planning to go for foreign employment

While most of the youth in Nepal are leaving the country in search of foreign employment, it was surprising to know that most of the young people from Bungamati and Puyangagun are working in their home-based village and cities. Very few were found to think about going abroad. Among them, D. Shakyas is one. He is 18 years old young men who failed in the examination of grade 12. He then dropped out from school. He is not doing job now rather planning to go abroad. During the interview, he said:

"though my friends behave good at me, the people in the society are not. Now I am trying to go outside [for foreign employment]. Due to the situation of lockdown, I could not go" (D. Shakyas, young men, aged 18).

S. Thapa Magar, 19 years old young men also wants to go abroad. He shared that he was appeared in an interview recently for that purpose. He said:

" My family did not like me to leave the college but later they also compromised. The relation with my friends also ended with the college life. It has been just 3 days that I have given interview at manpower office" (S. Thapa Magar, young men, aged 19).

1.2 Major Reasons for dropout

The focus of this study was to ascertain the reasons for youth dropout from school. The research team receives several responses regarding why young people leave their school earlier. Following the reflection in the team and thematic analysis of the case studies of 25 young participants, it was revealed that most of the young people did not feel studying and eventually most of them failed the examination in the school.

-
- *I could not study well. I felt embarrassed to study in a lower grade since my age was higher than other students. My economic condition at home was poor therefore I left my study to support my family.*
 - *I could not study the subject of my choice eventually I had to continue with another subject. Therefore, I left the school.*
 - *I left my school due to my friends. I could not give time to my study because I had to go for work.*

Source: Reflection from youth participants in FGD at Community Level (n=12)

Similarly, it was found that difficulties on managing time for household work, poor economic condition at home, peer influence and feeling of embarrassment due to higher age than other classmate are the major reasons for school dropout in the research sites. The young people's voices regarding their school dropout were provided in the paragraphs below under the theme identified from the case study analysis.

1.2.1 Failure in the examination

The study shows that most of the young people, both men and women, found themselves not interested in their studies while they were in schools. Eventually, most of them could not pass the annual examination of school. N. Tuladhar provides a better example regarding his school dropout. He dropped out at grade 8. Regarding his decision, he said:

"I left school when I failed in the examination of grade 8 because I did not feel continue my education." (N. Tuladhar, young men, aged 19).

D. Shakya shares a similar view regarding his school dropout. He said:

"There are 7 members in my family. I have studied until grade 12. I left the school since I was failed in the examination of grade 12. My mother and father encourage me to study" (D. Shakya, young men, aged 18).

D. Shrestha failed twice in grade one. Then, he left the school since his friend upgraded to higher grades. The failure in a same class discouraged him to continue his education. He shared:

"There are 9 members in my family. I have studied only one class. My friends graduated to upper grades and I was failed for 2 times in a same grade. Then, I did not feel studying. My mother and father shouted at me, but I did not go to school. I ignored them" (D. Shrestha, young men, aged 10).

Failure in the examination and less interest in the study found to relate to each other. Since, most of the young people said that they 'did not feel studying' or 'felt laziness'.

I felt laziness while in school (R. Shrestha, young men, aged 20).

Similarly, A. Danuwar did not feel studying while he was studying at grade 12. Therefore, he left the school (A. Danuwar, young men, aged 20). A. Maharjan dropped out from school at grade 10 because he found studying difficult. During the interview, he spoke to the researcher:

"I felt studying very difficult then I could not continue my education. I also told my difficulties to my parents before I dropped out. Therefore, they did not react much. I have good friends except some who behaved at me with disrespect" (A. Maharjan, young men, aged 17).

While giving reasons for dropping out at grade 5, K. Bajju shares a similar view. He said:

"I left my education since I did not feel studying when I was failed in the school examination" (K. Bajju, young men, aged 13).

D. Maharjan left school while studying at grade 12. He shared that he felt headache while reading. He said, "I felt headache whenever I saw a book then I could not concentrate on my study. Therefore, I left school" (D. Maharjan, young men, aged 20). Likewise, S. Lama had been to school for only one year. Then she left school. She said:

"I did not go to school because I did not feel to study. My father and mother were not happy when I left school" (S. Lama, young women, aged 10).

NM Moktan, 13 years old young women shares a similar view as of S. Lama. She dropped out from school at grade 2 because she did not feel studying. During the interview, she said:

"I have studied until grade 2. I let the school by myself as I did not feel studying. My mother and father were very angry when I left the school. My friends are still calling to join them again in school" (NM Moktan, young women, aged 13).

Although most of the young people, both men and women, said that they did not feel studying and left school by themselves, one of the participants shares that she did not feel studying due to teachers' teaching methods, which she did not like.

"There are 4 members in my family. I have studied until grade 10. Teachers did not teach well then, I did not feel studying. My mother and father did not like me to leave the school. My friends are still calling me to join them again. I do not want to study again" (R. Putuwar, young men, aged 20)

While most of the young people did not talk about why they did not feel studying, there are some indication of other reasons including teaching methods, and poor household condition and peer influence. These factors have been discussed in the paragraph below.

1.2.2 Difficulties on managing time for household work

Since most of the young people found active economically, one of the participants shared that he left school because he found difficulties on managing time for household work. K. Danuwar is 22 years old young men. There are 8 members in his family. He left school when he was studying in 12th grade. He said:

"I left my education due to difficulties on managing time for household work. My family did not like me leaving the school."

This phenomena also relates to the young people's family poverty since they are not being able to allocate their dedicated time for the study and school. However, some young people

have specifically talked about their family's poor economic condition as reasons for their school dropout.

1.2.3 Family's [poor] economic condition

The research shows that family's poor economic condition is one of the major reasons for young people's school dropout at early age. K. Tamang, 18 years old young men narrates his reason for school dropout as follows:

"I left school due to my family's [poor] economic condition. I earn money by working here and there" (K. Tamang, young men, aged 18).

Similarly, S. Tamang left his school at grade 9 due to poor financial condition his house. He took his decision himself. During the interview, he said:

"I have studied until grade 9. I left my education due to poor financial condition of my household. Though my mother and father tell me to go to school, I left my education by myself in response to the problem of my family" (S. Tamang, young men, aged 18).

J. Moktan has studied up to grade 3. he also took his decision to leave school by herself due to family poverty.

"I have studied till grade 3. I took decision myself to leave the school. My mother and father shouted at me a lot when I left the school" (J. Moktan, young women, aged 14).

Due to poor economic condition at home, P. Deshar, 19 years old young men also left school after grade 10. He likes to play with his friend.

"I have studied until SLC [School Leaving Certificate]. I was 16 years old during that time and due to (poor) economic condition, I left my education. I do not need anyone if I am with my friends. I like to play with my friends" (P. Deshar, young men, aged 19).

S. Thapa shares a similar view regarding family problem. He could not manage his time for household chores and even could not pay fee timely. Therefore, he left school while studying in grade 11. He said:

"There are 5 members in my family. I left my school while I was studying in grade 11 due to my family problems. My family is in Pokhara, so I had to do all the household chores which made me difficult to study. I also could not pay college fee timely" (S. Thapa Magar, young men, aged 19).

1.2.4 Left education for work

Family poverty and leaving education for work are closely related, however those who left education for work found to be influenced by peer pressure. During the research, it was observed that there is a tendency of imitating elders and friends in particular. The young people who earn themselves were found to be a role model for many young people who dropped out from school at early age. In this regard, S. Maharjan, 24 years old young man said:

"I have studied up to grade 10. Thereafter, he left the school. During the interview, he said, "I left my education for work. I dropped out also because of my friends." (S. Maharjan, young men, aged 24).

Likewise, K. Tamang also shared that he left school since his friends also dropped out. He said:

"My parents do not tell anything about my study since my friends also dropped out from school" (K. Tamang, young man, aged 18).

S. Lama, 20 years old young man also found leaving education for work. He has studied until grade twelve. He further said:

"I left my education since I could not manage time due to my job. My mother and father tried to convince me to manage my time for the study. I am working since last 3 years" (S. Lama, young man, aged 20).

S. Maharjan, 19 years old young man has 3 members in his family. He also dropped out from school while he was studying in grade 11 since he could not manage his time for the work.

"There are 3 members in my family. I have studied until grade 11. I could not study as I had to go for work and could not manage the time. My mother and father were very angry at me when I left the school" (S. Maharjan, young man, aged 19).

1.2.5 Peer Influence

Peer influence among basic and secondary students, which is a kind of a social pressure on them to adopt a type of behavior, dress, or attitude in order to be accepted as part of a group, affects them either positively or negatively. The research results show that young people who were influenced by others as they portray social problems like school dropout at early age. It also shows that young people seek to establish their independence from their parents due to new lifestyles. U. Shakya, 18 years old young man is one of them who got dropped out from school due to pressure from his friends.

"When I was in school, my classmate started to work and earn money by leaving their studies. Then I also gave importance to money... I started to live and work with my friends... Now I am working in a NCELL company for last one year" (U. Shakya, young man, aged 18).

Likewise, R. Tuladhar shares a similar opinion. He said:

"I have studied until grade 8. One of my friends started earning by leaving his study, then I also thought that 'I have to work now'. Eventually, I left my school." (R. Tuladhar, young man, aged 18).

While some young people articulated as being 'influenced' N. Tuladhar, one of the participants said that he got into 'bad' peer influence, that led him to leave the school while he was studying in grade 8.

While I was studying, the teachers' behavior was also good, but I did not want to study. I think I got into bad peer influence. Everyone say that being educated is important in life, but I do not continue my school. (N. Tuladhar, young man, aged 19).

Peer pressure which brought about dropping out of school is one of the most serious important issues being emphasized by Nepal government as well. However, it was observed that certain factors encroach in and impede the educational progress of young people in the society. Such factors include drug addiction, early marriages, socio-cultural factors, and geographical factors among others.

1.2.6 Feeling of embarrassment

If all children were enrolled in their age-appropriate grade, children aged 5-9 would be enrolled in primary school, while children aged 10-16 would be enrolled in secondary school, which is clearly not the situation in Nepal. This problem is first caused by the high proportion

of late entry into primary school, and it is exacerbated by high repetition rates. The high proportion of overage students in school is a serious problem, because it can have negative consequences at the individual, classroom, and national level.

"I left my high school since I could not study well. I did not feel studying as I had to give time for my work. I also did not get a subject of my choice. Now I cannot continue my study. I also felt embarrassed since my age was higher than other friends in the classroom. Further, I did not like the behavior of teachers. Teachers discriminate between weak and intelligent students."

Source: Reflection from a participant in the FGD at college level

The research team reflected that many dropouts are at-risk students who have failing grades, inadequate academic skills, and low levels of literacy. These students are often retained in grade, and eventually drop out. While the team initially discussed that students may actually drop out in high school, research findings show that dropping out behaviors begin to occur in basic education or even earlier, in primary school. There are some evidences from the research that some young people left their study just because they felt embarrass due to their overage. For example, A. Rai who is 18 years old have studied until grade 5. He said, "I was 16 years old while I was studying in grade 5. Therefore, I felt embarrassed." He further said that his friends also dropped out from school that encourage him to leave school earlier. (A. Rai, young man, aged 18)

S. Kumari, young woman who dropped out at grade one also shares a similar view:

"I left school because I felt embarrassed to go to school My mother and father tried to convince me, but I felt embarrassed then I left school" (S. Kumari, young woman, aged 20).

The findings suggest that young people who are retained and become overage have the potential for having a negative impact on the school. More importantly, these students often suffer a decrease in self-esteem, a decrease in attachment to school, an increase in attendance and behavioral problems, and an increase in the likelihood that they will drop out.

"I have studied only one class. I was 8 years old when I was in grade 1. Then I left the school as I felt very embarrassed. My mother and father were not happy when I left school. The people in the society also did not talk good about me with my parents" (T. Putuwar, young woman, aged 13).

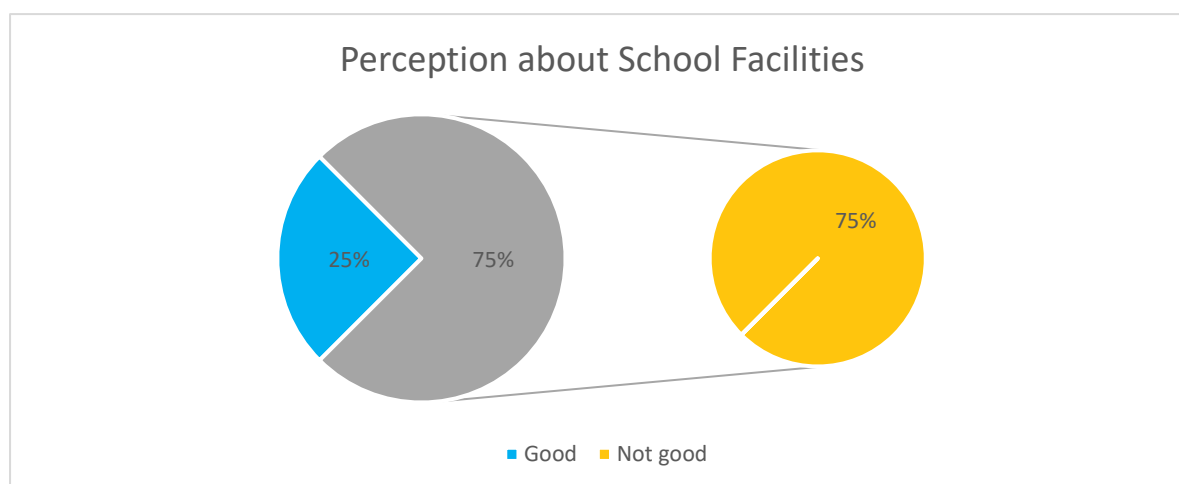
1.3 School Facilities

Schooling means not only the number of children who go to school and stay there; it is also concerned with learning in a good manner. So, apart from accessibility, the quality of school is concerned more with the teaching of valuable skills. A quality school plays a vital role to enhance learning environment by availability and performance of different factors such as basic facilities, child friendly teaching learning methods, co-curricular activities, development of teacher and school support system, school management and school-community relationship.

The focused group discussion carried out at the community level with young people dropped out from the school shows that most of them (75%) do not regard school facilities as good

(please see the figure below). Schools in which students have limited opportunities for academic success appear to have higher dropout rates.

The results suggest that there the problems of dropout do not lie alone in the individual or family. There is a great need of transforming school to deliver the quality education. The youth recommendation for improving the quality of education has been provided in another chapter.



Source: FGD at Community level (n=12)

1.4 Teachers' Behavior

Dropout rates have been examined from several perspectives. The role of teacher is crucial on student's overall development and academic performance. In this regard, the behaviour of teacher was highly discussed among youth researcher during the planning workshop. Every young people expect that they should have a qualified and trained teacher who can support them in their learning in a child-friendly manner.

The research shows that while most of the young people that their teachers' behaviour was good, some participants said that they dropped out due to the teachers' negative behaviour. Even those who said good about their teachers' behaviour, do not want to continue their education. For example:

"While I was studying, the teachers' behavior was also good, but I did not want to study" (N. Tuladhar, young man, aged 19).

"I do not have any complaint regarding the school where I studied before since teachers and many of my friends' behavior were also good" (S. Maharjan, young man, aged 24).

"My parents do not tell anything about my study since my friends also dropped out from school. The community people do not care about such things...I was happy while in a school and teachers' behavior were also good" (K. Tamang, young man, aged 18).

"My teachers were also good like my family. I have good friends and am living happily in the society" (A. Danuwar, young man, aged 20).

"I felt that my teachers were good and there was a conducive environment in my home as well" (U. Shaky, young man, aged 18).

"The behaviours of teachers and family were good while I was studying" (J. Moktan, young woman, aged 14).

"I feel that teachers used to teach us very well in the school" (P. Deshar, young man, aged 19).

"I feel that teachers' behaviour were good and they taught us well" (NM Moktan, young woman, aged 13).

"I feel that teachers' and my friends were good. They were very helpful" (S. Lama, young man, aged 20).

"I feel that teachers' behaviour were good. They were very friendly at teaching" (S. Maharjan, young man, aged 19).

"I was bit active in school so the teachers also good at me" (S. Thapa Magar, young man, aged 19).

The research shows that some teachers do not talk much with the students who are weak in literacy. Eventually, the students get frustrated and could not pay serious attention on their study. They were further harassed by their own friends.

"I was very weak on study, so teachers also did not talk much with me" (A. Maharjan, young man, aged 17).

"The society does not tell good at us. While I was studying, my teachers also teach well but I could not pay serious attention to my study" (A. Rai, young man, aged 18)

"I was weak in the class in the eyes of my friends as well. They harass me these days too. Teachers were also good but do not pay attention to the students like me" (S. Tamang, young man, aged 18).

"I felt that my teachers' behavior was good, but the family members were very strict" (R. Tuladhar, young man, aged 18).

This study suggests that the failure of students to find positive social relationships in schools and the lack of a climate of caring and support also appear to be related to increased rates of dropping out. Positive relationships between teachers and students and among students and a climate of shared purpose and concern have been cited as key elements in schools that hold students until graduation.

"I feel that teachers' behaviour was good at school but some of my friends did not want to talk with me" (S. Kumari, young woman, aged 20).

"I feel that teachers' behaviour were good but some of my friends teased at me" (T. Putuwar, young woman, aged 13).

"I feel that teachers also shouted a lot while teaching in school. I will not continue my education" (D. Shrestha, young man, aged 10).

"Teachers did not teach well then, I did not feel studying. I do not want to study again" (R. Putuwar, young man, aged 20)

1.5 Family Support

The family is an important driving force in the process of socialization and the moulding the personality of young people. The family is an important institution in the society. It is important not only because of the fact that it transmits the family values and ethos to the next generation but in a setting like the Nepali society, where there is much disparity of class, caste

and culturally coded segregation, the family becomes the key concept of holding the differences together.

It is believed that positive family environment helps in motivating children to acquire education, but in contrary young people are not getting into schools despite positive family relationship in the case of Bungamati and Pyangaun. For example, N. Tuladhar said "my parents still encourage me to continue my study" but he does not want to go to school (N. Tuladhar, young man, aged 19). Some other few examples from the school dropped out young people are:

"However, my friends and family insist me to go to school, I will not continue my education" (R. Shrestha, young man, aged 20).

"Though there were some quarrel in the family, my parents supported me in my study. My friends were also good and helped me in need" (K. Tamang, young man, aged 18).

"My family also supported me in my education. I used to go different places with my friends. The people in the society also tell my parents to get me enrolled in the school again" (A. Danuwar, young man, aged 20).

My parents even tell these days to do hard work on my study and encourage me to continue my education. My friends also call me to school (K. Bajju, young man, aged 13).

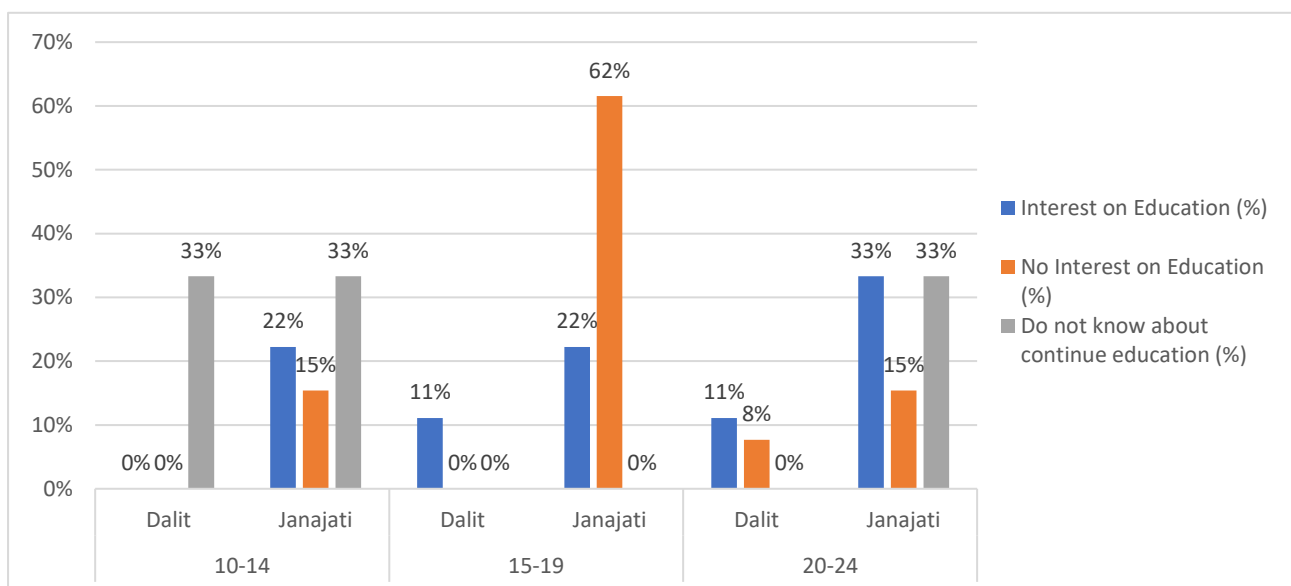
"My father and mother are not happy with my decision. There were some people in the society who always ask me the reason of my school dropout" (U. Shakya, young man, aged 18).

My mother and father became very angry at me. My friends also suggested me to complete at least Bachelor's degree. My teachers were very friendly. All my family members love me like before" (D. Maharjan, young man, aged 20).

These evidences from the research shows that the issue of school dropouts is an indicator of hindrances the community faces in the education system.

1.6 Educational Interest

The research shows that out of total participants (n=25), only 9 participants said that they are willing to continue their education, whereas most of the participants (n=13) do not want to go to school again while 3 participants do not have any idea what should they do. The figure below also depicts that most of the young people (33 per cent) belonging to Janajati ethnic group with the age bracket of 20-24 are interested on continuing education, whereas the 62 percent of young people of same ethnicity with the age bracket of 15-19 did not show interest on continuing their education. The similar tendency can be observed among Dalits since data shows that only 11 percent from the age bracket of 20-24 are interested on education while little less i.e. 8 percent do not show their interest.



Source: Interview Transcription (n=25)

Want to continue [school] if given opportunity

Some young people who showed their interest to continue education found to be positive regarding the importance of education as well. Most of them feel that if they were provided opportunity, they want to resume their classes. Yet this study does not reveal that what kind of opportunity young people are seeking to go to school again. Some examples of young people's interest on continuing education are as follows:

I know that there is an importance of education in the society. So, I will join school again. (A. Raj, young man, aged 18)

"I would have continued my education if I were given an opportunity. I feel regret sometimes in relation to my dropped out" (S. Maharjan, young man, aged 24).

"I will again continue my education" (A. Danuwar, young man, aged 20).

"I am thinking to continue my education from next year" (J. Moktan, young woman, aged 14).

"All my family members love me. I will continue my education" (P. Deshar, young man, aged 19).

"if time permits, then I would have studied again. I like to study. Now I feel regret for leaving the education" (S. Kumari, young woman, aged 20).

"I will continue my education if time permits" (S. Lama, young man, aged 20).

"I will obviously continue my education if I get the opportunity" (S. Thapa Magar, young man, aged 19).

Do not study again even somebody offer me money

While some young participants express their interest on study, most of the participants do not want to rejoin their friends in the school. The study suggests that most of young people are either frustrated with the school system or putting their job first on top of their education.

"Everyone say that being educated is important in life, but I do not continue my school" (N. Tuladhar, young man, aged 19).

However, people respect educated people I do not continue my study (K. Tamang, young man, aged 18).

My friends do not talk anything about study. Now I do not have any contacts with most of them who continued their education. The community people also do not tell anything about my study. My teachers were good and taught us well. But I will not continue my study. (K. Danuwar, young man, aged 22).

Similarly, N. Tuladhar holds a similar opinion of K. Danuwar. Though there is a family support and good teachers' behavior, N. Tuladhar said, "but I do not want to study. (N. Tuladhar, young man, aged 19).

A. Maharjan further said that he does not want to continue his school even somebody offers money for him.

"I felt that my friends were good. Nowadays I feel that I did mistake by leaving the school. But I do not study again even somebody offer me money" (A. Maharjan, young man, aged 17).

As opposed to many young people regarding the educational opportunity, S. Tamang said that he will not resume the class. He said:

"I think I do not continue my school education even I get such opportunity (S. Tamang, young man, aged 18).

Likewise, some young people said that it has become late for them to rejoin the class. For example, U. Shakya opined, "It is very late now to continue the study" (U. Shakya, young man, aged 18).

Moreover, R. Tuladhar experience irritation if someone talks about his study. Therefore, he does not want to rejoin the class. During the interview, he said, "Now I feel irritated when someone talks about study" (R. Tuladhar, young man, aged 18).

As described above, the role of teachers also found to be the major factor that discouraged some young people to continue their education. For example.,

"I feel that teachers also shouted a lot while teaching in school. I will not continue my education" (D. Shrestha, young man, aged 10).

"Teachers did not teach well then, I did not feel studying. I do not want to study again" (R. Putuwar, young man, aged 20)

"I feel that teachers' behaviour were good. They were very friendly at teaching. But I do not want to continue my education" (S. Maharjan, young man, aged 19).

Not sure whether to go to school again

While most of the young people do not want to resume their school, some young people do not know what they should do in terms of their study. Some quotes regarding their response to interest on education were:

"I cannot say anything now about my study but after some years, I may continue my education" (D. Maharjan, young man, aged 20).

My family's behaviour is also good. I am not sure whether I go to school again" (S. Lama, young woman, aged 10).

"I feel little bit regret about my decision to leave school but let's see whether I will continue my education or not (T. Putuwar, young woman, aged 13).

Section 4: Conclusion and Youth Recommendation

To assure favourable environment for quality education is the collective responsibility of the family, society, and state. This is a prerequisite for building the sustainable human resources and in turn sustainable development. Unfortunately, in the research sites of Nepal many young people are out of school before completing their school education. It can be concluded from the above findings and discussion that schools in which students have limited opportunities for academic success appear to have higher dropout rates. One of the strongest correlates of early school leaving in studies of students is the lack of academic success. The lack of opportunities for success can be viewed as an imbalance between the academic demands of the school and the resources students must meet those demands. The availability of such resources appears to be related to the structure and organization of schools.

Among the student characteristics identified as contributing to dropping out have been ethnic minority status, low socioeconomic status, poor school performance and low self-esteem. The family is intricately involved in upholding its duty for schooling of the child. The lack of parental awareness has direct impact on young people's education and development.

Factors inside the schools, such as peer circle, teachers' behaviour and factors outside the school, such as family poverty, have also been considered for their impact on dropping out. Examinations of these inside and outside factors typically concern the degree to which they are supportive of schooling or the degree to which schooling is perceived as relevant to the current or future lives of students. In both cases external factors can be the natural consequence of broader social forces or the result of deliberate educational policies.

Despite the claims of increase in school gross enrolment ratio under the impact of government initiatives through various educational schemes, it has fallen short to keep pace with the gross completion.

Youth Recommendation

- There is need to strengthen our efforts to reduce inherent structural inequalities, otherwise, problem of school dropout may persist.
- The educational programs under “free and compulsory education” need to be supported by proper awareness programmes for such parents and building their capacity for improving economic conditions.
- The policy level interventions should focus on integrated school education with focus on holistic development along with the participation of young people, family, community.
- School should become integral part of the policy interventions and implementation at all level of government (federal, province and local).
- School facilities must be improved particularly:
 - Drinking Water facility
 - Sanitation and Toilet facility
 - Classroom management to make it child-friendly
 - Sports material and sports ground
 - Transforming teaching methods- to make it practical
- Ensure the recruitment of qualified, trained and student friendly teachers

- Teachers should behave weak students with respect
- School authorities must track the students' household condition and young people's academic performance and provide possible supports