

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Reasons behind the Incompletion of Full Cycle in Nepalese Primary Schools

DinuBajracharya

Human Developmental Sciences, Ochanomizu University, Tokyo, Japan

dinu.baj@gmail.com

Individual Paper

29October 2014

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Abstract

The purpose of this paper was to investigate the major factors, which are responsible for the incompleteness of full cycle of primary education in Nepalese context. The objectives of this paper was to find the major reasons for “Incompletion of full cycle” and then suggest the re-engineering policy for governmental fund distribution to primary schooling in rural areas. To achieve this, numerous articles which report the results of empirical studies about “Incompletion of full cycle” in a wide range of educational settings are analytically reviewed. This paper founds a numerous factors based on conceptual framework developed by Buchmann and Hannum (2001). Based on the previous research, drop out and repetition had been considered as major issues for “Incompletion of full cycle”. Finally, this study had suggest, governmental funds allocation policy is also one of the major factors for incompleteness and needs to be reformed.

Key words: Incompletion of full cycle; re-engineering policy; primary education in Nepal; empirical studies; conceptual framework.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Introduction

Childhood is an age of learning, which we learn by attending schools. But, around the world, there are numerous children for whom it is neither possible to attend any kind of school nor gain any education. According to UNICEF (2011) observers, 61million children of Primary schooling age and 71 million of lower secondary schooling children are still out of school in the world. Additionally, the reports draw attention to the existence of a high number of such children, who had to join school but drop out without completing the full cycle of primary schooling for various reasons. Newton Bakers¹ said that “The person who graduates today and stops learning tomorrow is uneducated the day after.” So, to reduce the dropout rate and increase the graduate rate, the implementation of lucrative policies is currently a very essential issue.

Although the Enrollment rate is increasing rapidly, the enhancement in reducing and eliminating the dropout rate is very low, in fact it's been increasing in many under developed countries (UNESCO, 2011). As an example, Lewin and Sabates, (2012) also found such cases in Bangladesh, where, more than half of the children who start primary school, did not complete the full cycle of their education. So now, the problem is not about why children are not being enrolled in any school, but the current issues revolve around the question, why children are dropping out of schools before completing their full cycle of primary education

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

(PE). According to the UNICEF (2011), there are still 57 million children who were out of school and the number of drop out students numbered two million in last year. Out of the total number of 137 million students enrolled in primary school, around 34 million children eventually drop out before completing their full cycle of education. This implies that the early school leaving (dropout) is a prominent cause of non-completion of primary education, which is commonly found in rural areas of under-developed countries. In Nepal, although the enrollment rate in grade one has reached near to universal primary goals, which is 91.2%, the primary school completion rate has remained at 75.0%. Likewise, the dropout rate and repetition rate is 7.6% and 19.9% respectively (Flash Report, 2012). Thus, the dropout problem and Grade repetition issue is a deep rooted problem of current Nepalese community schools located in rural area.

According to the literature, diverse factors have come out as determinate factors of incompleteness of Primary schooling. Here I have split these factors into three categories. Firstly, Family Factors, which is also well known as “Out of school factors”, second, the School Factors as known as “Within school factors” and lastly the Macro-structural forces, which implies state/countries education policies and economic conditions.

The education development Community needs to get back to basics by applying Basic principles about the role of the State education policy. With the enhancement of Multilateral,

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Bilateral assistances (grants) for under developed countries, equal aid/funds distribution policy to every school's students and data transparency is essential for success (Heyneman.,2006,2010). The problem of school incompleteness has risen particularly in poor rural area (Carol, 2012). This paper will analyze the awareness towards improvement of education and development in rural area of Nepal by rebuilding education policy and transparent data. Through this paper, I explore the strong interrelation between Nepalese policy regarding sources allocation in primary schools and incompleteness of primary full cycle of schooling and unequal opportunity distribution to the rural area of Nepal.

Nepal

Nepal is a small landlocked country in southern Asia, situated between China to its north, and India to its east, west and south. At latitudes between 26 and 30 degrees north and longitudes between 80 and 88 degrees east, Nepal covers 147,181 square kilometers. Currently Nepal population is 29.3million people, with the ranks position of 41st most populous country. Nepal has more than 95 languages speaking groups and more than 125caste/ethics groups and religious groups (CBS, 2013). Comparing to other countries, Nepal consist a very unique bio-diversity in geographic position and altitude variation. Topographically, Nepal is divided into three different ecological regions Mountain Region, Hill Region, and Tarai region. Firstly, The Mountain region at an altitude of approximately

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

8000m comprises 16% of the total land area. Mountain region, which is also well known as Himalaya is the least inhabited region of Nepal with less than 8% of total population. Secondly, the hilly region with altitude of approx. 650 to 4870m comprises 65% of total land area with 45% population. Finally, the Tarai region with the most populous region with 48%, cover only 17% of total land area, and its altitude is about 610m. For administrative purpose, Nepal is divided into 5 development regions, 14 zones and 75 districts (GON.2013). Compared to past decade, Nepal has been developed in many ways, however, Nepal is facing a massive poverty problem. More than 80% of total population is living below the poverty line of \$2 a day (WB, 2013). The GDP per capital is 690.21 US dollar in 2012. Nepal is categorized as Least Human Developed country on 157th rank out of 175 countries with 0.463 Human Development Index (HDI) value (CE, 2013). Within Nepal, more than 80% of the population lives in rural areas with the occupation of agriculture and farming (Pangeni, 2014).

Purpose of the study

The purpose of this paper was to investigate the major factors, which are responsible for the incompleteness of full cycle of primary education in Nepalese context. The objectives of this paper was to find the major reasons for “Incompletion of full cycle” and then suggest the re-engineering policy for governmental fund distribution to primary schooling in rural areas.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

This paper focus on the reengineering of sources distribution policies, and give effort on creating such environment, where none of a childhood could be deprived by light of education cause of financial problem.

Research questions

1. Why the incompleteness rate of primary schooling shows high rate in RAs of Nepal?
2. What are the responsible factors that reduce the graduation rate in primary education of rural areas (RAs)?
3. What kind of policy rebuild can assist to solve the problems mention in RQ 2?

Significant of the study

Within last decades, different researches and review had been done regarding the reasons behind the incompleteness of schooling using keywords as “dropout” and “repetition”. Most of the researches had only focused on the family factors, school factors and State economic factors. Unlike other reviews, this paper will focus on government’s policy and argue that, Nepalese policy related to the public school’s funds distribution is one of the prime reason behind incompleteness of primary school in RAs. The study also argue that the current education policy regarding sources allocation is not equally privileged for all children in RAs

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

and it needs for reengineering, for all children equal access and sustainable education in schools which will eventually contributes to rural transformation.

Problem Statement

“Incompletion” or “non-completion” can be defined as a stage where a child who enrolls in school, and fails to complete the relevant level of the education cycle (UNESCO, 2001). In this paper, incompletion of full cycle of primary education means that the student could not reach to the final year of the primary level, which is grade 5, in the case of Nepalese education system. Primary education is an activator of social change and empowerment and it also helps to overcome discrimination from the gender, caste and class and via this nation can directly link with the sustainable development of education (Kushiyait, 2011). In Nepal, the second goal of Millennium Development Goals (MDGs): Universal Primary school enrollment (UPE) by the year 2015 is almost near to its target at both rural and urban area. As the government becomes more successful in the goal of ensuring education for all (EFA) , the next essential step is to ensure that all students are able to complete their full cycle of primary schooling. According to the Flash 1 report 2069, the average survival rate to grade 5 is 84.1% with 85% for girls and 83.0% for boys, however the graduate rates at primary level is only 75%. As the survival rate is one of the most essential indicators to identify the effectiveness of education system, it has been easy to identify that the Incompletion of Full Cycle in

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

primary Schools being a major issues and it colonizes deeply in RA of Nepal. The enrollment rate (ER) in lower secondary school is very low compared to the primary school (FR 2012). Krishna (2014) said that, it does not matter to which region a child belongs, comparing to urban area, rural areas children have a high rate of non-completion of education. This is especially true for children from Dalit (an untouchable caste) households who are basically exist in different rural areas of the country. SSRP also proposed that, without completing full cycle of primary education it is not possible to gain the skill and knowledge of secondary level. Generally, it is said that, Education is one of the most valued, and virtuous and important individual human rights, however, in the case of Nepal, education was historically unequal and hierarchized until now. As the children become young, the risk of incompleteness of education gets higher in RAs of Nepal. So, Focusing on "Macro structural forces" only (Gibbs, 2014), it can be perceive that there is problem in "Design of Schooling".

Literature Review

Education in Nepal

In 1990s the government was convinced and found important that education primary education is an essential factor for social and economic development of a nation and to

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

sustain the newly democratic policy on that decade. And this is the beginning of Education for all in Nepal, with the financial and social assistance reform UNDP and government of Nepal (Tirth, 2004).

Table: 1

Nepalese school education system

Grade	Age	Education system of Nepal
12	17	High School (Intermediate Level) +2
11	16	
10	15	Secondary School
9	14	
8	13	Lower Secondary School
7	12	
6	11	
5	10	Primary School
4	9	
3	8	
2	7	
1	6	
	3-5	Kinder Garden/ Pre Primary school

Sources: MOE, DOE, Nepal, 2013.

According to the 2013 education board, Nepalese school education structure has been slightly changed. It consists of Early Childhood Development (ECD), in other words Pre-Primary level (PPC) for about 1-3 years education, 1-8 grades basic education which includes 1-5 grades as primary education, and 6-8 grades lower secondary education. Additionally 9-10 grades are called secondary education, and 11-12 grade higher secondary education. The basic schools ages in each level are 6-10 years schooling age for primary

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

education, 11-13 years and 14-15 years schooling age is for lower secondary school and secondary school respectively.

Nepal literacy rate is only 65.9%, which breaks down as 75% male literacy and 57.4% female literacy (MOE, 2013). Nepal is one of the ten countries with the lowest literacy rates for women in the world (Manandhar, 2010). Therefore, we can say that Nepal is still suffering from a severe literacy problem. According to the Flash Report, in 2012, the total number of primary schools in Nepal was 34,298 and comparing to the private schools, government school has a high majority in rural area. On the other side, after it had established a democracy, the Nepalese government introduced liberal policies that emphasized the role of the private sector, and currently, more than five thousand private schools are operating mainly in urban area (Pangeni, 2014).

Education policy in Nepal

Concerning with the education policy of Nepal, Ministry of Education (MOE) is the key responsible for making all the rule and policies regarding education. Under MOE, Department of Education (DOE) support central level agencies with regional education directorates (REDs in 5 Development Region, DR) for monitoring educational activities at the regional level of Nepal. 75 districts of Nepal are split in these 5 DR and each district has a district education office (DEO) to implementing educational programmes and managing

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

schools at the district level with the support of school supervisors (SS) and resource Persons (RP). In each district level, there exists an RC to provide academic and technical support to schools (Final Report, 2011).

Beside the government level policies, different programmes and projects like Education For All (EFA) and Universal Primary Education (UPA) from Millennium Development Goals 2000 (MDGs), Food For Education (FFE), had implemented to improve Education quality and access opportunities in Nepal. Additionally, School Sector Reform Plan (SSRP) has been established to remake the education system and improve education quality. Within last 10 years, the country has experienced different political and educational policy changes. According to the constitution of Nepal 2008, basic education transfer as grade 1-8 which was grade 1-5 in the past decades, and this education is providing free education to all children of Nepal.

Among the various rules and policy regarding education quality and opportunities, one of the major policies is the funds and sources distribution policy. According to the SSRC report and MOE Flash report, the policy is:

MOE flow the sources and funds on the base of number of students, teachers and status of the schools.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Methodology

Based on the conceptual framework² developed by Buchmann and Hannum (2001) regarding Educational outcomes in developing countries, this paper had split the different factors into three categories. Firstly, family factors, second, the school factors and lastly the Macro-structural forces, which implies State education policies and economic conditions. As a whole, this paper split and explain the factors for non completion of schooling, that came up from 4 books, 41 different literatures review (Japanese and English written), Flash report from MOE, Nepal, School Sector Reform Programme (SSRP) Report 2069, and numerical articles publish by JICA, UNESCO, UNICEF, Save the Children and different NGO works, into these head factors which are intensities for incompleteness of primary education in mainly RAs of Nepal. As it mentions in the problem statement that, there is a problem of design of schooling for the incompleteness of primary education, here in this paper, “Design of Schooling” implies, the educational policies which belong to the third category of Buchmann and Hannum’s (2001) development of education’s conceptual framework.

On the basis of numerous literature review and domestic and international data of various years, this paper has identified multiple factors of high incompleteness rate of students in Primary education focusing on Family factors, School factors and Macro-structural factors.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

The result of the study elicited more than 65 reasons which push students to stop their schooling in mid by family factors, school factor , structural forces and students itself.

Through analyzing different factors regarding school incompleteness, this paper founds multifarious factors behind the incompleteness of primary education in different countries. Brief analyses of contents in each factor are followings.

1) **Family Factors**

In this study, elicited reasons that responsible for incompleteness of full cycle in relation with the family factors are; poverty(Kana,2004), child labor (Chakrabarty,2011), socio-economic status (Bauchmann, 2002), migration, gender discrimination (Sabate, 2013),family structure(brook 1997),, household chores(Krishna, 2014; Chaptigei, 1982), Parent's age, illiteracy ,support and motivation, death and step parents (Fortin,2010), agricultural season (Hadley,2010), language (yadava, 2007). Focusing on children, illness, disabilities (Pridmore,2007; Peter,2003), handicaps, girl adolescence, juvenile crime, drugs, unusual behavior of child, poor academic performance, working experienced child, willingness of independent(Battin,2000; Brock,1997;Cameron,2009; Gibbs,2014;Khatayama,2008).

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

2) School Factors

school related factors that creating incompleteness of education are: lack of school resources (Michieka, 1983), school environment (Paul, 2000), cost of education, grade repetition, type of school, physical facilities, lack of qualified teacher, irregular classes, teacher absenteeism, strict rules of teacher and schools (Michieka, 1983) physical punishment system, poor discouraging environment, bullying, fee system.

3) Macro-Structural Factors

states policy regarding education system (Lewis, 2009), weak economy, poor and irregular systems (Heyneman, 2006), lack of opportunities, contradiction between domestic and international data, Lack of effective educational processes (Chapman and Adams, 2002; Scheerens, 2004), Maoist problems (Robinson, 2010).

Findings

According to the previous year Flash Report data, high rate of children are leaving school without basic skills and needed knowledge. Continuing of schooling and achievement of quality learning is being very challenging issue in Nepal. Through analyzing different factors regarding school incompleteness, this paper founds the following Major factors that creates non completions of primary education in Nepal

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

1) Family factors

Parent's income and its fluctuation directly related to the affordability of children education enrollment and easily makes parents to pause children's education (Carose, 2007; Kana, 2004). Chakrabarty (2011) said that, poor parents generally need to choose between human capital formation and using child labor. Because such households whose living standard is below the poverty line, their children schooling is competes with various income earning opportunities. In Nepal, according to the census board 2000, children who do not complete their education, mostly are work in a carpet firms. Similarly, Battin (2010) also notes that parent's low expectations from school outcomes is the deeply harmonized with the child's incompleteness of schooling in poor RAs. Beside this, social status and caste is often be a determinant factor in educational enrollment in RAs of Nepal. Children from high (low) socio-economic status are more likely to success (unsuccessful) in schooling and completion (Bauchmann, 2002). A part from socio-economic status, Migration, is one the main reason for children's withdrawal from schooling.

Focusing on gender gap, According to the flash report 2069, the rate of boy's dropout is comparative higher than girls. However, when in households encounter with the financial crises, gender discrimination takes place and girls are more likely to give pause their education in mid. On the other hand, RAs of underdeveloped countries like Nepal, where girl's rights are not secured (Tuwor, 2008) and illegal early marriage, teenage pregnancy, child trafficking, prostitution takes place. As a result, girls school incompleteness rate raise higher (Cardoso, 2007). Additionally, Family structure is also one of the effecting factors for incompletes the children's existence. Child care for younger children, drive the older children to quit his/her education in mid. Beside all these family factors, in RAs girl's adolescence is a major factor which compile their parents to give pause their education. As a girl gets younger, the risk of

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

safety becomes high. In most of the RAs the unsafe distance to school, lack of safe infrastructure, female teachers, and proper toilets in schools, make parents to take such decision. Furthermore, parents hastiness of overcome from the burden of girls responsibilities to get marry are very common reason for discontinuation of their daughter school (brook, 1997). Furthermore, Involvement of children in household chores (Krishna, 2014) responsibilities toward sibling cure and lake of awareness and cultural values (chapteigei, 1982).Fortin (2010) and states that, Parent's illiteracy and parental support in student's educational task is positively link with student's education cycle. According to many research, in most of the agricultural countries like Nepal, dropout rate are instantly rise when its season. Because agricultural seasonal timing do not correspond to the school calendar (Hadley, 2010).Most of the school dropout belongs to the non-Nepalese speaking communities (yadava, 2007).Children with disability are often could not complete their full cycle of education, in fact such children couldn't get chance to get enroll any schools in RAs cause of unavailability of resources and special facilities for such children. Such circumstances are directly related with the school incomplection (Pridmore, 2007; Peter, 2003).

2) School Factors

Beside the effects of family, child and parents characteristics, school characteristics also influence academic outcomes (Konu, 2002;Keith, 1986;Veenstra, 2004). Student's achievement was largely associated with school characteristics as compared to student background characteristics particularly in less industrialized countries (Hyneman and Locley 1983). In the case of RAs of Nepal, School fee is the most important and affecting factor for school incomplection in RAs of Nepal. Although the government has follow the policy of Free Education for All (FEA) system, in many communities schools they charge extra for different purposed like uniform fee, exam fee, extra curriculums fee sports fee computer fee. Such kind

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

of indirect costs are accounts as an economic burden for a poor households and this creates a huge wall for children for enrolling and completing schooling till the end (Lewin, 2008). Additionally, in school, negative experience like particular tortuous and punishment, bullying, teacher's discriminating behaviors are the main reason for leaving school In the middle of the year (Fortin2010). Furthermore, Grade repetition is also a factor that negatively affects student which create problems such as poor academic performance, behavioral problems and dropping out school (Hunggi and Thuku, 2010).

3) Macro-structural factors

In general, although the probability of school completion is based on the family and school factors, macro structural forces like; government policy and system, children's rights and states economic conditions also playing a vital role in incompleteness of education in underdeveloped countries like Nepal. For improving academic outcomes, effective educational processes and system is essential. Educators, administrators, policymakers at district and State levels are in need of interventions that will increase high rate of school graduation for all students, especially those at risk of school failure (Scheerens, 2004; Lehr, 2004; De Witte, 2013).

This paper has observed two types of students who do not complete their education and count as dropout. Nepalese high incompleteness rate of primary education is the result of firstly "existed students" who actually withdraw their education in the mid cause of sources limitation

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

and lastly “non-existed students” who was just a creation of school authorized member and responsible officers for their own purpose (FR1, 2012).

In Nepalese RA’s community schools, these kinds of several cases have been found. The SSRP (2069) report claim that, in many community schools, numerous students who were registered but in reality they doesn’t found any existence of student and such students counts as dropout at the end. In other words, we can say that, the current dropout students rate includes both exist and non-exist student’s number and this creates a high number of incompleteness rates in Nepal as a whole. For this circumstance, Nepalese GOE’s policy regarding funds and sources distribution to the community schools level is the main provoked factor. There are also many such cases where the attendance rate of enrolled students were very low and did not gaining any education in reality.

Beside the Wide variation in the number of students in past year and current year SSRP report (2069), this paper also got to know that in most of the Nepalese community schools, there is no reliable database is available. Without detail profile information of each students, government or authorized officers cannot track the funding and ensuring proper use of funds. Unavailability of student’s general and family information at the MOE/DOE level and un-organization data regarding finance and other at school is creating a big wall to identify the accurate number of enrollment and graduate rate in primary as well as lower secondary

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

level schools. Contradiction between domestic and international data makes more difficult to identify the actual situation of Nepalese primary school total enrollment and completion rate in RA. In addition, many community schools lack of proper tools and methodologies to maintain and identify student's attendance. Heyneman (2006) argued that educational expansion and competitive access to schools does not necessarily make issues about equality, unless there is a radical policy about Nepal education system. Hamano (2005) argue that, these kinds of unclear data from individual schools forced to create false data by different sources. Therefore, it is important to examine the learning input and out puts which implies the graduated rate of primary education accompanying basic education. For betterment of schooling and for reconstruction of education system, its prerequisite to bring changes in structural forces too with accompanies social and economic factors. Structural constraints, poor policy decision-makings and planning and nonexistent labor market greatly devalue the currency of education and result, non completion of education exit in all level of education (Valentin, 2005). Beside education policy and weak economy, Maoist issues (Carney, 2011), political issues, corruption in the system, changes of government, unavailability of constitution and most importantly the violation of child rights is being a major factors in education development designing of school in Nepal.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Discussion

The first aim of this study is to identify the reasons (except family and school factors) for high incompleteness rate in primary schooling in RA of Nepal. Analysis performed by review shows that in most of the RA, limited financial resources of household being a major performing factor for incompleteness of the full education cycle. In addition, inequality in resources distribution and opportunities to the RA children is also playing a major role in incompleteness of primary education. Besides this, review shows that there exists a relationship between Nepal's resource distribution policy and creation of non-existent student dropout.

Although basic education is a child right and it's free of cost, most of the RAs school charge for different things which related to education and that amount parents could not afford. As the national budget changes the government spending on primary education also fluctuates (Flash Report, 2012). According to Cameron (2009), in school level, scholarships are significantly effective in reducing dropout rates and the probabilities of dropout. However, in RA of Nepal, there were no inconsistencies in distribution of scholarship funds and additionally, it is difficult to identify the poorest and needed student. Heyneman (2010) state that, Multilateral, Bilateral assistances (grants) should have to increase in under developed countries. However, He Dispute that there need to make clear about the equal aid/funds distribution to every schools students. Apart of this, although the rate of return

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

benefits is higher from primary education, resources are transferring more to secondary and territorial education (SSRP, 2069). So this paper argues that, government need to refocus on Primary education as EFA goals are yet to achieve. In MOE level also, allocating resource for each school just on the base of student's total number is not an appropriate policy. This policy need to reform as: funds allocation should be bases of school performance and the number of existence student's number and teachers. Here school performance implies the Graduate rate of each year, student's academic performances. Related government should also keep focusing on the disbursement of sources to the needed children. SSRP (2069) mentioned DEOs did not provide clear descriptions of line items against which how much budget has been provided to the schools, which force to create a concept of non-coordination between the MOE and DEO level. Additional this also promotes and sustains the corruption in the system.

The reviews found a correlation between the "Nepal Banda" system and incompleteness of primary school. As the number of schooling days decrease, the lack of interest toward schooling increases which results as dropout. (Shultz, 2000) states that The symptoms of drop out students are not attending school regularly, low achievement, grade repetition and late enrollment. Because the government legal action toward child labor, use of tobacco, alcohol, and drugs is very poor, it motivate and promote rich people and industry like carpet factory, which results child labor, juvenile crime, drugs involvement, prostitution instead of school

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

going. The higher proportion of time that children spend in work, makes the greater the possibility of incompleteness of schooling (Sabate, 2013; Lewis, 2009). Unclear data also indirectly forms a high rate of school dropout. According to SSRP (2009) Lack of substantial information available at the MOE/DOE level and scantily maintained data are Mismatch between disbursement recorded by DEO and income expenditure records by schools. In most of the community schools no reliable and current database are available with up-to date information. The lack of data and information on children who are the most excluded from education are making it even more difficult to reach these children. It resulted in non-completion of schooling (Kuroda, 2005). These issues seem very common and taking it very lightly in Nepalese community schools. So, in case of Nepal, this paper suggests few points which are needed to be reconstructed by the State.

1) Definition of enrollment. Need a clear definition of enrollment and maintain data on the basis of correct definition. Here correct definition implies the data of each grade students on the basis of actual schooling year (refer. Table 1). This modification could help to attend the actual enrollment in each grade as per the actual age.

2) Equality and motivation. Reconstruct of policy related source allotment funds to schools based on graduate rate of students of a particular school with accompanied the number of students. This may motivate students to give continuity in study till graduation. This will also

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

affect other classmates who were up to dropout. For this, GOE also need to pay attention on the upper grade students (eg.G2-5) who are most likely to drop out as they get young. As the number of students in grade one increase, the sources allocations for upper grade students is very low or almost zero (Flash 1 report, 2012). So, by applying above mentioned rebuild policy, all those children who wants to give continuity their study, could receive equal benefits from resources no matter from which grade he/she is.

3) Direct and conditional funds distribution. Either “the government can change into the provision of direct funds to schools” for the issue, which was actually worked out in other underdeveloped countries like Bangladesh. Conditional cash transfer programs like if the graduate rate of school increase, funds also will provide higher for encouragement of school management and student’s results. Similar kinds of counterplans are actually successfully implemented in Mexico and Brazil.

4) Budget for Education. Government spending on education should not be decrease, no matter how the nation’s economic condition is. Tax on education should not be charged. In Indonesia, even after a great crisis on 1998, the government spending in education was maintained, and fees were not increased. Students who were unable to pay their fees were not forces out of school and requirements to wear uniforms were relaxed. (Jones et.al. 2000).

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

5) Up to date Data maintain and data transparency. Need to build such Policy where every detail of outgoing student and incoming students should be maintained. So that GOE can monitor each children status. Via this step migrated student's information can be updated. In addition, rebuild a strict policy regarding the student's enrollment and attendance records are an essential action.

6) Proper system for Child Labor. Although the child labor is counts as a criminal act, but this offence is a prime source to live in the case of poor family. In RAs of Nepal, there are numerous households who were living under the poverty line and child labor is a prime source for their daily needs. So, on the based on EFA 6th goal, government need to form a system, where poor parents and children do not have to choose one between "work" and "education". Manifestly, for poor and vulnerable children and parents, work will be a first choice, because choosing work is their necessity not a desire.

7) Conducting Social Auditing: Community involvement (communitization) and conduct of regular social auditing could be effective effort for the issues. As in many community schools of RAs, the lack of human resources too is creating direct/indirect problems in incompleteness of schooling. So, the communitization system could have a positive response and result for incompleteness of schooling.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

8) Grade promotion system: Automatic promotion system is also referable. However, possibility of low quality education is high.

By these steps, equal financial sources and opportunities could be flow to the actual needed student. This step will help to create an opportunity to those children, who did not got chance to enroll any schools, or those who were compelled to stop withdraw from schooling in mid. additionally, these changes can also develop the opportunity to those RAs children, where financial sources can hardly reach to them.

Conclusion

The purpose of this paper was to identify, how Nepal government's sources allocation policy is creating the high rate of non-completion school students in primary education of RAs. This literature review has made clear that the role of the macro structural forces like "policy" is also an essential factor which was mostly out of focus during drop out or early school leaving issues. Since, the dropout issues taken as a serious topic, numerous researches had been done focusing on family and school factors only. Regarding school system, policies and its effect on early school leaving is yet to explore clearly.

Finally, the issue of non-graduate full cycle of primary education is cause of family factor, school factor, and structural forces. However, in the case of Nepal, the high rate of non

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

graduate includes both exist children and non-exist (invisible) children (SSRP2069).

Existence of invisible children is only cause of structural forces which refer the education policy of Nepal. To explore this issue more clearly, more field research in local schools with transparent data, case study of dropout children need to done. Beside this reanalysis and reconstruct of education policy and school re designing is being a profound necessity to keep enroll children in at least primary schools to improve their standard of living function effectively in society and develop their potential.

Endnotes

1. Newton Diehl Baker, Jr. was an American politician who belonged to the Democratic Party.
2. Macro-Structural forces: Buchmann and Hannum's (2001) conceptual framework for understanding educational outcomes in developing countries. Development research on educational inequalities has focused on three sources of explanation; Macro-structural forces, which implies state education policies and economic conditions. Second is school factors and last one is family factors.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Acknowledgement

I gratefully acknowledge the support and generosity of my advisor professor Hamano Takashi, Kiernan Patrick James (lecturer) my Husband Jiwak raj Bajracharya, without which, this study could not have been completed.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

References

- Annis, H. M., & Watson, C. (1975). Drug use and school dropout: A longitudinal study. *Canadian Counsellor*.
- Anna Robinson-Pant. (2010).“Changing discourses: Literacy and development inNepal,”*International Journal of Educational Development*, ,Vol.30, Issue 2, pp.136-144.
- Anna-Mária Fall, Greg Roberts. (2012).“High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout,” *Journal of Adolescence*, Vol. 35, Issue 4,pp. 787-798.
- Battin-Pearson,S., Newcomb,M.D. , Abbott R. D. , Hill, K. G. , Catalano, R. F., J. Hawkins, J.D.(2000). Predictors of early high school dropout: A test of five theories..*Journal of Educational Psychology* (Impact Factor: 3.08), Vol.92(3),pp.568-582.
- Brock, C., Cammish, N. (1997).Factor Affecting Female Participation in Education in Seven Developing Countries, *Education Research Paper* No. 9. DFID, London.
- Buchmann, Claudia, and Emily Hannum. (2001). “Education and Stratification in Developing Countries: A Review of Theories and Research.” *Annual Review of Sociology* 27:pp.77–102.
- C.Howard. W.,Karmacharya. D.M., Aryal. C.N. (1993). “Primary school Repetition abd dropout in Nepal: A Search for Solutions.”*Ministry of Education*.
- Cameron, L. (2009). “Can a public scholarship program successfully reduce school dropouts in a time of economic crisis? Evidence from Indonesia.”*Economics of Education Review*, Vol.28 (3), pp. 308.
- Carney, Stephen and Rappleye, Jeremy .(2011). “Education reform in Nepal: from modernity to conflict.” *Globalisation, Societies and Education*, Vol..9(1), pp.1 – 9.
- Carol Chung, Mark Mason. (2012). “Why do primary school students dropout in poor, rural china ? A portrait sketched in a remote mountain village,” *International Journal of Educational Development*. Tokyo, Vol.32,pp.537-545.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Caroline Beauregard. (2014). "Effects of classroom-based creative expression programs on children's well-being," *The Arts in Psychotherapy*, *In Press, Accepted Manuscript*.

Cardoso, A.R., Verner, D. (2007). "School Drop-out and Push-out Factors in Brazil: The Role of Early Parenthood, Child Labor, and Poverty." IZA Discussion Paper No. 2515. Institute for the Study and Labor (IZA), Bonn.

Central Bureau of Statistics (CBS),
2013.http://cbs.gov.np/wp-content/uploads/2013/08/National-Account-Statistics-of-Nepal-2013_14.pdf.

Chakrabarty, S., Grote, U., & Lüchters, G. (2011). "Does social labelling encourage child schooling and discourage child labour in Nepal?." *International Journal of Educational Development*, Vol.31(5), pp. 489-495.

Chapman and Adams .(2002). "The Quality of Education:Dimensions and Strategies." *Education in Developing Asia*, Asian Development Bank, Comparative Education Research Centre, The University of Hong Kong, V. 5.

Country Economy (CE) HP:
<http://countryeconomy.com/hdi/Nepal>

De Witte, K., Cabus, S., Thyssen, G., Groot, W., & van den Brink, H. M. (2013). "A critical review of the literature on school dropout." *Educational Research Review*, Vol.10, pp.13-28.

Final Report roles of resource center for improving quality education in schools, DOE, sanothimi, 2011.

(FR) Flash Report. (2012),
MOE, Nepal.http://www.doe.gov.np/files/Files/Final_Flash%20Report%20I%202069_V%20Print_1373799566.pdf.

(FR1) Flash 1 Report (2069), MOE, Nepal.http://www.doe.gov.np/files/Files/Final_Flash.pdf.
(17th March, 2014)

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Fortin, L., Lessard, A., & Marcotte, D. (2010). "Comparison by gender of students with behavior problems who dropped out of school." *Procedia-Social and Behavioral Sciences*, Vol.2(2), pp.5530-5538.

(GON) Government of Nepal.HP

http://www.gps.caltech.edu/~avouac/nepal_trip/geography.htm (20th December,2013).

Heynemann, Stephen P. (2006). "The Effectiveness of Development Assistance in Education: An Organizational Analysis." *Journal of International Cooperation in Development* Vol.9.1:,pp.7-26.

Heyneman, Stephen P. (2010). "Education and Development: A Return to Basic Principles." *Development* Vol. 53.4,pp. 518-21.

Heyneman and Locley, Hongmei Yi, Linxiu Zhang.(2012)"Dropping out: Why are students leaving junior high in China's poor rural areas?," *International Journal of Educational Development*, Vol.32(4), pp. 555-563.

Gibbs, B. G., & Heaton, T. B. (2014). "Drop out from primary to secondary school in Mexico: A life course perspective." *International Journal of Educational Development*, Vol.36, pp.63-71.

Govindaraju, R., & Venkatesan, S. (2010). "A study on school drop-outs in rural settings." *Journal of Psychology*, Vol.1(1),pp. 47-53.

Gul, R., & Ali, A. (2013). "Causes of Dropout Rate in Government High Schools (male)." *Indian Journal of Education and Information Management*, Vol.2(1),pp. 566-572.

Hadley, S.(2010). "Seasonality and Access to Education: The Case of Primary Education in Sub-Saharan Africa, CREATE Pathways to Access." Research Monograph No. 31. University of Sussex, Brighton.

Hungi, N. (2011). " Accounting for the variations in the quality of primary school education." *SACMEQ's research and training*, Netherlands Government, Vol.7.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

- Jolien M. van Uden, Henk Ritzen, Jules M. Pieters. (2014). "Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education," *Teaching and Teacher Education*, Vol. 37, pp. 21-32.
- Jones, G., Hagul, P. and Damayanti. (2000), "A Study of the Impact of the Scholarships and Grants Program", Central Independent Monitoring Unit of the Scholarships and Grants Program, Jakarta.
- Kane.E. (2004). *Girls' Education in Africa: What Do We Know About Strategies That Work?* World Bank, Washington, DC.
http://www.ungei.org/girls_ed_Africa04_AFRHD.pdf.
- Katayama.Y.(2008). "High school Dropout and newly graduate labor market-high school part time worker relation with acceptance of awareness students." *Sociology of Education Research*, Vol.83.(片山悠樹「高校中退と新規高卒労働市場—高校生のフリーター容認意識との関連から—」教育社会学研究、第 83 集,2008)。
- Keith et al.(2007). "Parental involvement: beyond demographics." *International Journal about Parents in Education*, Vol.1,pp. 59-62.
- Keith et al.(1986). "Parental involvement, homework and TV time: Direct and Indirect Effects on high school achievement." *Journal of Educational Psychology*, Vol.78(5),pp. 373-380.
- Kristof De Witte, Sofie Cabus, Geert Thyssen, Wim Groot, Henriëtte Maassen van den Brink,(2013). "A critical review of the literature on school dropout," *Educational Research Review*, Vol. 10, pp. 13-28.
- Kuroda, 2005, *Education and International Development: theory and Practice*, Yuhikaku.
- Kushiyait, Binay Kumar. (2011). "Social exclusion in education: a study of primary school dropouts in Nepal. *The Free Library* (July, 1),
[http://www.thefreelibrary.com/Social exclusion in education: a study of primary school dropouts in...-a0303641407](http://www.thefreelibrary.com/Social+exclusion+in+education:+a+study+of+primary+school+dropouts+in...-a0303641407) (accessed July 2003).

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). "Essential tools: Increasing rates of school completion: Moving from policy and research to practice." *Minneapolis, MN: National Center on Secondary Education and Transition*.

Lewin, K.M. (2007). "Improving Access, Equity and Transitions in Education: Creating a Research Agenda." CREATE Pathways to Access, Research Monograph No. 1. University of Sussex, Brighton.

Lewin, K.M. (2008). "Strategies for Sustainable Financing of Secondary Education in Africa." World Bank Working Paper No. 136. Africa Human Development Series. World Bank, Washington.

Lewin, K.M. (2009). Access to education in sub-Saharan Africa: Patterns, problems and possibilities. *Comparative Education* Vol. 45 (2), pp. 151–174.

Lewin, K.M. and Sabates, R. (2012). "Who Gets What? Is improved access to basic education pro-poor in Sub-Saharan Africa?" *International Journal of Education and Development*, Vol. 32(1), pp. 16.

Lewis, Maureen and Lockheed, Marlaine. (2008). "Social Exclusion and the Gender Gap in Education" World Bank Policy Research Working Paper Series,

Louise Elffers, Frans J. Oort, Sjoerd Karsten, (2012). "Making the connection: The role of social and academic school experiences in students' emotional engagement with school in post-secondary vocational education." *Learning and Individual Differences*, Vol. 22(2), pp. 242-250.

Manandhar, N. A. B. Sthapit. (2010). "Determinants of Primary School dropout In Nawalparashi District," *Journal of coullage of Medical Sciences*, Nepal, vol-6(4), pp. 14-18.

Mairead Dunne, Eric Daniel Ananga. (2013). "Dropping out: Identity conflict in and out of school in Ghana," *International Journal of Educational Development*, Vol. 33(2), pp. 196-205.

Michieaka, E. N. (1983). "An investigation of the causes of pupil drop-out in primary schools in Kisii district of Kenya." A post-graduate Diploma in curriculum development project. *University of Nairobi*, pp. 70.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

- Martha Caddell.(2005). "Listening to local voices? International targets and decentralised education planning in Nepal," *International Journal of Educational Development*, Vol. 25, pp.456-469.
- Pangeni P. Krishna.(2014). "Factors determining educational quality: student mathematics achievement in Nepal," *International Journal of Educational Development*. Vol.34, pp.30-41.
- Paul, P.W. Acxhola&Vijayan K. P. (2000) *Challenges of Primary Education in Developing countries*. England: Ashgate Publishing.
- Peters, S.J.(2003). *Inclusive Education: Achieving Education for All by Including those with Disabilities and Special Needs*. World Bank, Washington, DC.
- Pridmore, P.(2007). *Impact of Health on Education Access and Achievement: A Cross-national Review of the Research Evidence*. CREATE Pathways to Access No. 26. University of Sussex, Brighton.
- ProgresProgramme HP:<http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib6.pdf>.
- Raymond Meyers, Claude Houssemand, (2010). "Teachers' perception of school drop-out in Luxembourg," *Procedia-Social and Behavioral Sciences*, Vol.15, pp.1514-1517.
- Rosenthal, B. S. (1998). "Non-school correlates of dropout: An integrative review of the literature." *Children and Youth Services Review*, Vol.20(5), pp.413-433.
- Sabates R, Kwame A. (2011). "School Dropout: Patterns, Causes, Changes and Policies," *Education for All Global Monitoring Report, UNESCO*.
- Sabates R, Hossain b. A, Keith M. Lewin.(2013). "School dropout in Bangladesh: Insights using panel data." *International Journal of Educational Development* Vol.33, pp.225–232.
- Sandra M. Goulding, Victoria H. Chien, Michael T. Compton, "Prevalence and correlates of school drop-out prior to initial treatment of nonaffective psychosis: Further evidence suggesting a need for supported education," *Schizophrenia Research*, Vol. 116(2–3), pp. 228-233.

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

Scheerens.(2004). “Review of school and instructional effectiveness research.” *Education for All Global Monitoring Report*, UNESCO.

Sofie J. Cabus, Kristof De Witte. (2010). “Does school time matter?—On the impact of compulsory education age on school dropout,” *Economics of Education Review*, 2011, Vol. 30(6), pp.1384-1398.

SSRP (School Sector Reform Programme) Report, 2069.(5th November,2013).

Stash, S., & Hannum, E. (2001). Who goes to school? Educational stratification by gender, caste, and ethnicity in Nepal. *Comparative Education Review*, Vol. pp.354-378.

Stephen P. Heyneman., Jonathan M.B. Stern.(2014). Low cost private schools for the poor: What public policy is appropriate? *International Journal of Educational Development*, Vol.35, pp.3-15.

Stephen P. Heyneman, Jonathan M.B. Stern, (2012). “Empowering parents to improve education: Evidence from rural Mexico,” *Journal of Development Economics*, Vol. 99(1), pp.68-79.

Tirth Khaniya, James H. Williams, (2004). “Necessary but not sufficient: challenges to (implicit) theories of educational change: reform in Nepal's Primary education system,” *International Journal of Education Development*, ,USA, Vol.24, pp.315-328.

Tuwor, T., Antoinette, M., (2008). “Gender discrimination and education in West Africa: strategies for maintaining girls in school.” *International Journal of Inclusive Education*, Vol.12 (4), pp.363–379.

UNESCO, (2011).EFA monitoring.<http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>.(16th Feburary,2014)

UNESCO,(2001). General conference.
http://www.unesco.org/confgen/press_rel/021101_clt_diversity.shtml(10th Feburary,2014)

CAUSES FOR INCOMPLETION OF PRIMARY SCHOOLS

UNICEF (2011).Annual

report.http://www.unicef.org/lac/UNICEF_Annual_Report_2011_EN_060112.pdf. (10th February,2014)

UNICEF (2014), All Children in School by 2015, Global Initiative on Out of School Children, South Asia Regional study” *United Institute of for Statics*.(February,2014)

Valentine M.M. (2005). “The Feminization of Poverty and Women’s Human Rights,” *Gender Equality and Development Section Division of Human Rights Social and Human Sciences Sector*, UNESCO.

Victoria A. Johnson, Kevin R. Ronan, David M. Johnston, Robin Peace.(2014) “Evaluations of disaster education programs for children:A methodological review,”*International Journal of Disaster Risk Reduction, In Press, Uncorrected Proof*.

Wendy S. Grolnick, Melanie S. Farkas, Richard Sohmer, Sarah Michaels, Jaan Valsiner.(2007). “Facilitating motivation in young adolescents: Effects of an after-school program,” *Journal of Applied Developmental Psychology*, Vol. 28,(1.4), pp.332-344.

(WB) World Bank, Indicator.

<http://data.worldbank.org/indicator/SI.POV.2DAY/countries>(January,2014).