



RESEARCH REPORT

PROJECT TITLE: ENABLING ACCESS TO EARLY
CHILDHOOD EDUCATION FOR MIGRANT
CHILDREN

SHAIKSHIK CHETANA NEPAL

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Executive Summary

This research report provides an insight into the ***Enabling access to early childhood education for migrant children*** project undertaken by Shaikshik Chetana Nepal, in collaboration with Kopila Nepal Preparatory School. The project started in January 2017 by opening the first preparatory school in Jhaukhel, Bhaktapur brick kiln, located to Kathmandu Valley. In early 2018, five more schools started to operate and a teacher **training** was organised to ensure the quality of the educational activities.

The project was started to address the need to securing the education of migrant brick kilns families' children during the brick making season. Shaikshik Chetana's previous research identified that only 26% of the children located in these brick factories were attending school during the brick making season. The goal of the project is to provide education to one of the most vulnerable children in Nepal and ensure they are safe from the child labour and exploitation.

To be able to track the progress of the project, baseline and endline surveys were conducted by Shaikshik Chetana researchers. In addition, the team conducted an adult migrant brick kiln worker survey to increase the understanding of the existing conditions in the brick factories. The baseline survey involved a total of 12 teachers and 111 students while the endline one involved eight teachers and 63 students. Altogether 258 adults took part to the adult brick kiln worker survey. The report helps the reader to understand and visually acknowledge the effectiveness of the learning outcomes provided to the children of migrant working families.

According to the findings, the results have been very positive and there has been great improvement in the children's learning outcomes. Shaikshik Chetana is looking forward to the next phases of the project and wants to increase the amount of children in the schools. In addition, Shaikshik Chetana is planning to open the seventh school in Kathmandu valley and therefore will be able to provide a brighter future to even more brick kiln workers' children.

At the moment, Shaikshik Chetana is looking for a further funding for the project to ensure the established schools can keep operating and to open more new preparatory schools.

Acknowledgments

We at Shaikshik Chetana are immensely grateful for the contribution to the following entities and organizations, without which the *Enabling access to early childhood education for migrant children* project would not have been possible:

Changunarayan Brick Kiln
Dakshin Barahi Brick Kiln
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VIP Brick Kiln
Kopila Nepal
Steadfast Nepal
Street Child UK

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1. Introduction

Brick making is a seasonal process, traditionally lasting from October to May. Due to the seasonality, migrant workers need to leave their communities behind, and travel to the brick kilns of Kathmandu Valley for half of the year, along with their families. As a result, children often have to discontinue their education in their community schools. The lucrative nature of brick making is very enticing for families with almost every family member engaged in one or more elements of the brick making process. Cases of child labour in brick kilns are thus not uncommon. In fact, experts estimate that up to 65,000 children are working in brick kilns across Nepal, of whom half are under 14 (HERD, 2017).

Shaikshik Chetana (SC) aims to create a difference towards improving this with the project ***Enabling access to early childhood education for migrant children***. In order to target some of the most under-reached and vulnerable children in Nepal, SC has established six brick kiln schools in Kathmandu Valley to support children's education during their families' seasonal occupation in the brick kilns. Moreover, by providing a safe learning environment for the children, SC is tackling child labour and is committed towards providing better futures for these children.

The goal of the project is to provide educational, health and nutritional development to 750 children attending the Preparatory Classes over the course of the next 5-year period. In addition, SC is determined to motivate the brick kiln families to ensure their children will resume to their education when returning back to their communities

Children of migrant families from the ages of 3 to 7 are the primary beneficiaries of the project. SC has made a strategic decision to rely on the globally accepted and supported findings of psychologist Jean Piaget (1952); learning at this age becomes the foundation for child's future learning. According to Piaget, during the age of 3 to 7, children develop memory and imagination. Therefore SC finds it imperative that the project activities are focused towards educational empowerment of these children.

Through the construction of safe, earthquake-resilient Transitional Learning Centres (TLC) and gender-responsive WASH structures, the classrooms strive to further the cognitive and language development of children within brick communities. With these facilities, the children will develop functional literacy and numeracy skills during their parents' seasonal occupation. The quality of the education has been ensured by organising training for all the 12 brick kiln school teachers, who have been provided through Kopila Nepa.

1.1 Scope of the Project

The project aligns with the SC model of providing holistic educational components to the beneficiaries, to utilize and enable their learning towards improving their lives. This model forms the core of SC's work and activities.

The model comprises of the following core principles:

- **Ensuring Schooling is Lifesaving**
- **Ensuring School is Flexible and Individualised**
- **Ensuring School is Fair and Inclusive**
- **Empowering Communities to support Education**

Adhering to these components, SC in collaboration with our partner Kopila Nepa, first built one safe and secure learning space in Changunarayan Brick Kiln in Jhaukel, Bhaktapur in 2016. Since January 2018, SC has further expanded the project in the following five brick factories within the three districts in the Kathmandu Valley (Image 1):

1. Dakshin Barahi Brick Kiln, Devdol, Bhaktapur,
2. LP/VIP Brick Kiln, Jhaukel, Bhaktapur,
3. Jaya Brahma Shakti Brick Kiln, Tathali, Bhaktapur,
4. Hanuman Brick Kiln, Jharuwarasi, Lalitpur and
5. Hira Brick Kiln, Satungal, Kathmandu

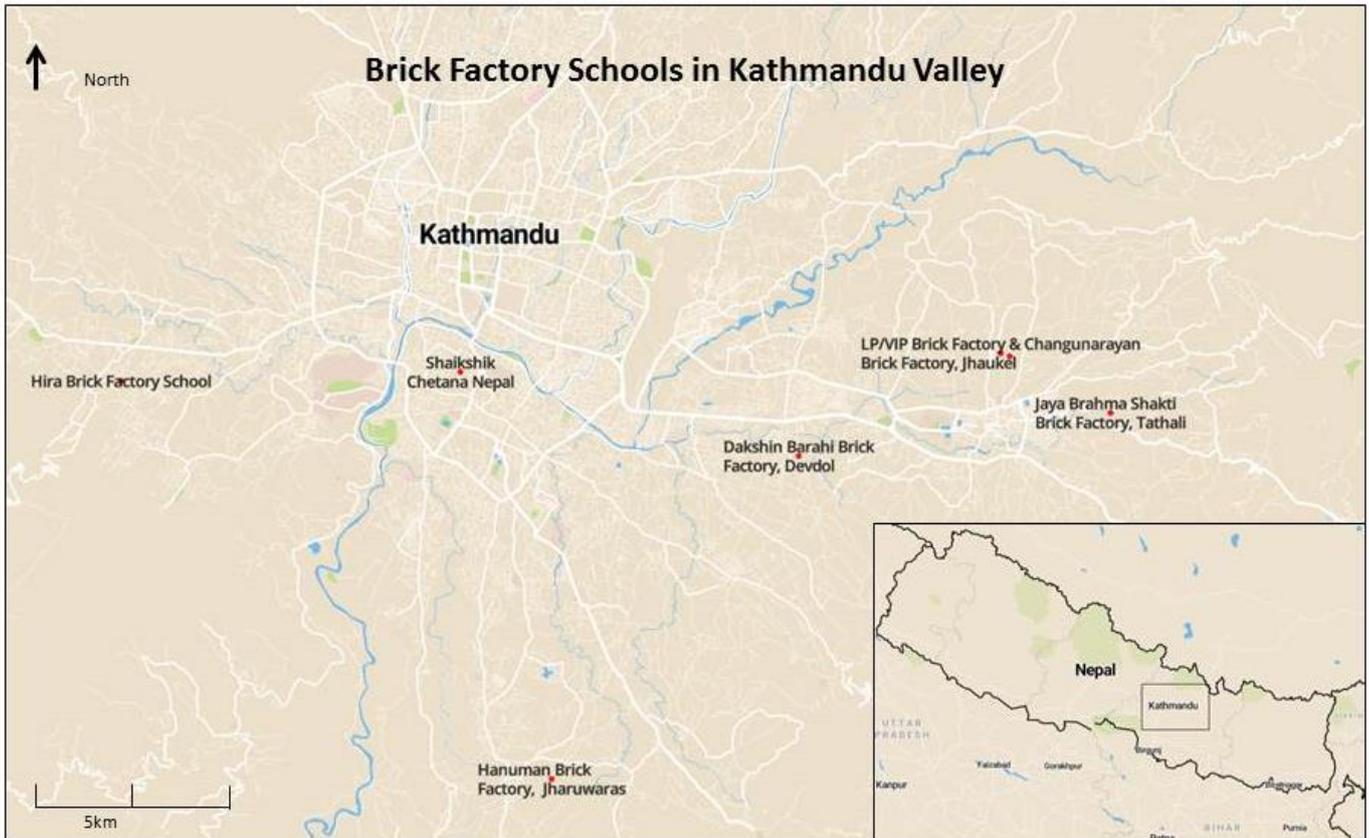


Image 1. All the schools of the project have been located on a map.

The overall scope of the project covers the following:

1. **Provide educational, health and nutritional development to 750 children** from 3 to 7 years of age attending the Preparatory Classes over a 5-year period.
2. **Create synergistic participation of brick kiln owners** in the project by actively involving them in the site selection and construction facilitation process.
3. **Construction of 5 x schools on the site of selected brick kilns**, each catering to 25 children and comprising five classrooms, 10 gender appropriate latrines and 5 handwashing taps.
4. **Provision of mid-day meals** to the children attending the preparatory classrooms in the selected brick communities.
5. Formulation and development of bespoke **curriculum and teaching and learning methods**.
6. Facilitation of the integration of the preparatory classes' students **to continue their formal education once they have migrated back to their home districts**.
7. **Training of teachers** well-versed in Early Childhood Development from the project communities itself.
8. To bring about **increased cognitive and behavioural intelligence in children** of the target communities.
9. **Regular medical check-ups** for the students by certified-medical doctors.

1.2 Research Rationale

In order to assess the performance of teachers and students in the six brick kiln schools, we conducted three different surveys; baseline, endline and adult migrant brick kiln workers surveys. Baseline and brick kiln worker surveys were conducted at the start of the project whereas the baseline survey took place close to the end of the brick-making season. By comparing the obtained data between baseline and endline survey we are able to draw some conclusions regarding the progress of the project. The adult migrant brick kiln survey provided us some important insights to take into consideration when drawing these conclusions.

With this research report, SC aims to track the progress of the programme by identifying:

1. Any gaps in the performance of individual teachers or of the teachers collectively that may point to the need for additional coaching or teacher training.
2. The educational outcomes for students during the brick kiln school semester to determine the impact that the schooling has on student learning.
3. The future focus areas to make sure SC is efficiently achieving the project goals.

2. Research Context

2.1 Background

Brick factories are an integral part of the historical and economic heritage of the Kathmandu valley. Still to this day, brick production is one of the most prominent sectors of Nepal's economy (World Education, Plan Nepal, 2012, p.7). According to a situation report conducted by Health Research & Development Forum (HERD) in 2016, the demand for bricks and construction has dramatically increased in Nepal during the past years. This is a direct consequence of the increasing reconstruction and recovery efforts following the mega-earthquakes that struck the country in 2015. This lack of building material has fuelled a demand for cheap labour and, least to say, very questionable working conditions.

Every year, there is a strong migration of workers from rural areas to the Kathmandu valley seeking working opportunities that are not available in the countryside. Brick workers in Nepal are the most marginalized of the unskilled workers and are often required to agree to informal contracts with the brick kiln's owner prior to commencing work (HERD, 2017).

During modern times, brick kilns have been repeatedly criticised for their negative impact on the development and wellbeing of their workers and for perpetuating dynamics of bonded labour and child exploitation (Joshi et al. 2013, Larmar et al. 2017, Thygerson 2018). **Sadly, this huge migration and the working conditions do not only affect adults but also the whole family and in particular, children.** It has been stated by the International Labour Organisation (2012) that brick factories are one of the most exploitative forms of child labour. Moreover, due to the seasonal migration, children's education is interrupted and consequently they start to work with their parents (World Education, Plan Nepal, 2012).

The industry provides over 175,000 jobs for unskilled labourers, of whom over 65,000 are children (HERD, 2017). According to a survey conducted by Plan Nepal, about 50 percent of child labourers at brick factories are children below 14 years of age with the remaining 50 percent being from 14 to 18 years of age (World Education, Plan Nepal, 2012, p.37). Occupational safety and health issues are considered to be the biggest hazards in the brick industry and young workers are one of the most vulnerable groups (Annals of Global Health, 2018). Children are required to do physically strenuous tasks including carrying heavy loads, coupled with poor working conditions, which is a great risk to physical and mental health of children (Joshi & Joshi 2018).

When it comes to child labour, there are only disadvantages. However, potentially the most worrying of all is the lack of education. Commonly, the children's education gets interrupted during the brick making season. Consequently, the children are struggling to reintegrate into formal schooling when they return to their homes. In fact, the baseline survey identified that only 26% of the children located in

these brick factories were attending school during the brick making season.

The baseline survey also identified that a high percentage of children were dropping out of school following completion of third grade (at approximately nine years of age). This is earlier than the peers of these children located in their home village. Moreover, feedback from the

interviewees suggested that the issue of the children not attending school was due to lack of schooling opportunities, rather than poverty.



Image 2. A lady working at one of the projects' brick kilns. The work is typically very physical and working hours are long.

2.2 Stories from the Brick Kilns

2.2.1 Teachers in the schools

Training of teachers has been a crucial part of the project. Altogether SC trained and employed 12 teachers, two in each of the six schools. Before the school opening, a few teachers shared their impression about the programme with the SC researchers and they were seemingly motivated and excited to use their skills to teach these children essential life skills.

Swatsika

Swastika, our newly recruited teacher in Hanuman Brick Kiln Children's School expresses

how excited she is to use her knowledge that she gained from the teacher training.

"I learned a lot from the teacher training. I learned that teaching children in brick kiln will be a little different and the teaching methods should be more of interactions along with good hygiene practice as the kids tend to play with dirt a lot around the kiln. So, I am very motivated to teach them what I have learned till now."

When Swastika was in her High School, she used to give tuition classes to small kids and that is when she realized her love for small children. She adds, *"I will be giving my all and working really hard to give the best quality of education to these children."*

Chandeshori



Chandeshori is a young, enthusiastic teacher who is newly recruited in V.I.P. Brick Kiln Children's

Image 4. Chandeshori is very excited about the project.

Image 3. Swastika is one of the teachers SC has employed.

School. She is very happy and excited to be a part of this school and family.

"When I saw these kids for the first time, I was really sad looking at them playing with bricks, sand and mud where at their age they should be playing with toys, papers, colour pencils and book."

She continues by saying: *"I want the future of the kids to be bright and be able to take care of their family. I want to teach them well and make the school proud."*



2.2.2 Families in the Brick Kilns

Since its implementation, the project has been accepted with welcoming arms in the brick making communities.

SC researchers interviewed three mothers prior the start of the programme and everyone was very excited about the opportunity SC has provided to their children. Without the school the kids would be spending their days in the kilns without any other alternative.

Mina

"My son was studying in a boarding school before but he was getting really sick and we had to bring him along with us to the Brick Kiln as there was no one to look after him."

Mina is really excited to enrol her son Sanit in New Brick Kiln Children's School made by Street Child of Nepal as he gets to continue his education rather than playing with dirt around the kiln.

"I am really happy that my son will get to continue his education and also it will be easy for me and my husband to work."



Image 5. Mina is happy that her son has a chance to enrol to school during the brick making season.

Bimala

When Bimala and her family were in their village, her daughter was not admitted to school as she was very young at that time. When they moved to Tathali to work in the Brick Kiln, she was worried that she would not be able to start her education as there was no school nearby.

“This school in Brick Kiln is her first ever school. I am really happy to see my daughter not missing out on her education.”



Image 6. Bimala’s daughter didn’t have a chance to go to school in her home village because of her young age.

Tilsari

Tilsari along with her daughter Sushmita and her husband came to Tathali, Bhaktapur in the search of employment opportunities. Sushmita has never been to school in her hometown. Tilsari Pariyar is very excited to see her daughter in the new school:

“Sushmita was not able to join school in her hometown as she was not old enough to be admitted. I hope my daughter will learn to read and write alphabets and numbers. I am feeling really happy as she will get study along with other friends which will make her more interactive.”



Image 7. In addition to the literacy and numeric skills, Tilsari is happy that her daughter will learn social skills.

Tilsari highlights how she hopes Sushmita to learn many skills at school: *“I hope my daughter will learn to read and write. I am feeling really happy*

as she will get to study along with other friends which will make her more interactive.”

2.3 Shaikshik Chetana Nepal

Shaikshik Chetana, established in 2016, is an NGO that works to improve access to education, health, livelihood and nutrition for the most marginalised and deprived children and youth. The words “Shaikshik” and “Chetana” means “Education” and “Awareness” respectively. SC believes that one of our crucial challenges is the provision of appropriate, targeted schooling for children who are marginalised due to socioeconomic status, class, caste, ethnicity and gender, as well as for street children and migrant children. This involves:

- The creation of school environment that is appropriate, flexible and inclusive.
- The development of curriculum and teaching and learning methodologies designed to suit the unique needs of these students, including multilingual provisions.
- A strengthened system of effective impact evaluation, feedback and support.
- Interconnecting arrangements between alternative and mainstream schools.

OUR VISION AND MISSION

Education is a fundamental human right, and a foundational element of prosperous and progressive societies. Shaikshik Chetana exists to reach the under-reached, and to ensure that marginalised children have access to a meaningful education that leads to improved life outcomes.

Shaikshik Chetana Nepal aims to create avenues for out of school children to access education through an integrated approach that enhances the structural, systemic and school factors that influence education, and thus strengthens the capacity of communities to sustain their investment in the education for their children.

It is imperative that education equips children with the capabilities required to pursue a career of their choosing, and eventually, lives of meaning. It therefore follows that the education system must ensure that schooling is authentic, relevant to the lives of children, contextually appropriate, and focused on critical thinking and purposeful learning. This involves removing

current constraints, including classroom structures and strategies that are limiting, and reforming the system of assessment to allow for both theoretical and practical learning.

2.4 Partnerships with Kopila Nepa Preparatory School

Shaikshik Chetana has a strong track record of identifying and working closely with other local organisations, leveraging our competencies to strengthen their capacity for service design and delivery. This is targeted at both individuals and organisations, simultaneously training staff to implement the programme, as well as working with the organisations to perform their responsibilities more efficaciously through management support.

SC has partnered with a local NGO - Kopila Nepa Preparatory School (formerly known as the Brick Children School) - who operate the brick kiln schools throughout the school term. Kopila Nepa Preparatory School has been in existence since

2001 - and have operated a similar brick kiln educational facility for brick kiln children in Sanogaon. Kopila Nepa has provided significant expertise to the project, including set-up consultations and curriculum design based on their 15 years of educational experience in brick factories. Kopila Nepa have developed a curriculum tailored to the migration patterns of brick kiln workers which condenses the standard syllabus to 6 months, allowing children full access to the formal Nepali programme of study.

Shaikshik Chetana and Kopila Nepa have identified each other's strengths as an organisation, and have decided to collaborate in a model that compliments to both parties' knowledge and skills. Consequently, Kopila Nepa is managing the day-to-day running and staffing of the brick kiln schools. In turn, Shaikshik Chetana is responsible for the construction of the schools, the maintenance of the leases for the brick kiln school sites and providing funding to Kopila Nepa for the operation of the schools.

3. Methodology and Methods

3.1 Baseline and endline survey

The SC research team conducted baseline and endline survey of both teachers and students to compare the progress made by the students and thus find out the impact of brick schools on them and their education. The baseline survey was conducted on 6 schools located in Devdol, Jhaukhel, Jharuwarasi, Satungal, and Tathali whereas the endline survey was conducted only on 4 schools located in Devdol, Jhaukhel and Tathali. Unfortunately, two of the six brick factories shut down early as monsoon season started and therefore the endline surveys couldn't be conducted in these brick schools. However, by comparing the performance of just 4 schools, it is possible to establish a fair comparison of the results of baseline and endline survey.

Both surveys were conducted through the observation of teachers and students in the

classroom environment. During their visit, the researchers filled out a structured questionnaire with multiple-choice answers to report their findings on the participants' performances. The observational visits were conducted through a semi-structured series of observations, as follows:

1. Researchers initially attended each school during assembly time and observed the behaviour and physical capabilities of students while on assembly;
2. Researchers then observed the class during a teaching period and observed how teachers interacted with students and their teaching style;
3. After observing the class uninterruptedly for some time, researchers went and sat with each individual student, assessing their educational performance through observation of the student completing activities at the request of the researcher;

4. Researchers then asked teachers to provide details of some of the observations that required a longer-term observation. This included for instance longer-term observations of student behaviour;
5. Researchers observed the lesson plans, attendance records and other documents produced by teachers to manage their classrooms

The baseline survey involved the observation of two teachers in each brick kiln school, the number of teachers employed by our organisation and partner Kopila Nepa in the educational support of children of brick kiln workers. The 111 children participants are the students enrolled in each of the brick kiln schools

who were present on the day of the survey. (See table 2)

Similarly, the endline survey involved the observation of two teachers in each brick kiln school. The 63 children participants are the students enrolled in each of the brick kiln schools who were present on the day of the survey. (Table 2)

The varying numbers of students in each school are explained by the varying numbers of brick kiln workers at each kiln site. The larger brick factories of Changu Narayan, Jhaukel, Hanuman Brick Kiln School and Satungal have greater populations of school-aged children, while the smaller school in Tathali is attached to an equally small brick kiln site.

Table 1. The number of participating students dependent for example on the size of the brick kiln.

BASELINE			ENDLINE		
No. of students	Name of the School	Date of survey	No. of students	Name of the School	Date of survey
15	Dashin Bahari Devdol school	21 st February 2018	13	Dashin Bahari Devdol school	20 th April 2018
33	Changunrayan Jhaukel preparatory school	25 th January 2018	27	Changunrayan Jhaukel preparatory school	18 th April 2018
15	V.I.P Jhaukel school	7 th February 2018	13	V.I.P Jhaukel school	18 th April 2018
8	Jay Brahmasakti school in Tathal	7 th February 2018	10	Jay Brahmasakti school in Tathal	19 th April 2018
22	Hanuman Jharuwarashi Brick Kiln school	8 th February 2018			
20	Hira Brick Kiln, Satungal	7 th March 2018			

3.3 Adult migrant brick kiln workers survey

To have a clear idea of the situation in the brick kilns, an additional survey was conducted in order to explore the socio-cultural status of 258 adult migrant brick kiln workers who had children of schooling age. Economic, political, social and cultural information were collected and the purpose of this survey was to allow the chance to track any changes in interest of migrant brick kiln

workers in having their children attend school and in the access of education of these children. As importantly, SC wanted to follow-up the families to ensure the children will be enrolled in schooling back in their communities.

The participants were from five different locations of the Kathmandu Valley: Devdol, Jhaukel, Jharuwarasi, Satungal, and Tathali. The survey consisted of interviews conducted through structured questionnaires with fixed multiple-choice responses and few open questions, which sought short closed responses either as a number

or as a location. The surveys were conducted in Nepali language.

The questionnaires covered various subjects:

- General information (sex, place of birth and of residence, ethnicity);
- Education (both of the respondents and of their children);
- Economic indicators (income and expenditure, the ownership of land and shelters);
- Social indicators (health, nutrition, sanitation, hygiene); and
- Participation in work unions.

It is noted that the research team didn't reach as many participants as initially intended. The reason behind was the concurrent governmental election), and therefore less potential participants were available in the survey locations.

3.4. Data Analysis

The analysis of the baseline and endline studies was done by using quantitative methods. Our researchers coded the data into excel sheets and did numeric comparison of the surveys with visual representations. The goal was to spot the changes occurred in time between the surveys' indicators. As mentioned, we were comparing only 4 schools since two schools had already closed their doors for the season before researchers had reached them. In this report, we are taking look at the most remarkable results and focusing on discussing mainly the increase in the relevant categories.

Adult brick kiln workers survey analysis was conducted by relying on qualitative methods. Over 280 survey responses were divided in different thematic groups to spot the appearing trends and topics.

When discussing the results, we are looking at the findings of the comparison between baseline and endline surveys in reflection to the brick kiln survey findings. Although these were separate surveys, the goal was the same in both: to increase the understanding of the programme progress. Having different type data and observing them in triangulation, we gain insightful information of the project progress.

4. Research Ethics

Shaikshik Chetana put in place several measures to ensure that the research was conducted in an ethical and responsible way.

4.1 Risks

Prior to their involvement, participants were made aware of the research and its purpose. Thus the participants had a chance to consider well in advance whether they wanted to take part or not. No incentive was provided and therefore we trust that all the participants were part of the survey from their free will.

The interviews took place among the students and teachers in the brick kiln schools for the baseline and endline surveys. According to SC policies, a researcher was never left alone with a child or children. For the adult migrant brick kiln workers survey, the participants were interviewed also in the classroom structures. To ensure the safety of SC researchers, no researcher was in close proximity to any brick making equipment or any other brick kiln hazards.

The goal was to minimise the risk in terms of taking time out of participants' classroom or employment activities to engage with the researcher. Therefore the interviews were organised in the classrooms as near to the participants' daily activities as possible.

The surveys were created by SC researchers and specialists who have an excellent knowledge about the context in the brick kilns and the workers cultural characteristics. Therefore the content of the survey was created to be culturally respectful to ensure the participants were not put in uncomfortable or ungracious situation due to the research.

4.2 Informed Consent

Teachers were asked to provide appropriate informed consent. For this purpose a consent form, written in Nepali was developed (Appendix 2). Participants were asked to sign, initial or otherwise mark the consent form to provide evidence of their consent to participate in the

surveys. Teachers had an opportunity to ask clarifications on the content of the form in case this was necessary.

The parents were consulted to obtain their consent prior to the participation of their children in the survey. In the absence of their parents, the situation was discussed with the teachers of the preparatory schools. Based on their knowledge about the children and their family, the teachers could also fill the consent forms for them.

Similarly, for the adult migrant brick kiln workers survey, all participants in the research were asked to provide appropriate informed consent. Literate participants were provided with a copy of the consent form (appendix 2), which they could peruse. Otherwise, the content of the consent form was conveyed by the researchers. All the research participants were asked to sign, initial or otherwise mark the consent form to evidence their consent to participation in the survey.

Unfortunately, some participants did not mark the consent papers as they wished to provide a thumbprint as acknowledgement of their consent, and Shaikshik Chetana had not brought ink pads to the brick kiln site for this purpose. For this reason, these workers could not participate in the survey.

4.3 Confidentiality

All the researchers have committed to SC confidentiality policies and agreed to not share any SC related information outside of their duties. **In the recruitment process, SC follows strict policies to ensure all the employees and volunteers have clear background and therefore without an exception the previous employers' references are checked.** This way we can be sure the team is consisted of people who are committed to SC values, including confidentiality.

Each of the surveys included the collection of the participants name and other identifying information, including phone number, age, and gender. The data is stored with each participant's name in an excel file, and no coding or other method is used to preserve anonymity. Therefore it is very crucial to ensure the data is stored in a safe place and accessible only for SC employees and project volunteers. Thus, the excel files have

been saved into cloud service, and access is granted only for the relevant project workers.

Despite the fact that SC has no policies on data destruction in place, yet SC is committed to not sharing any raw data with third parties. Where SC office intends to publish any personal data of an individual, specific consent must be obtained from the individual.

4.4 Limitations

While doing the research, the team faced several factors that limited the work. However, the team was prepared to expect the unexpected and was ready to work around the difficulties that naturally appear when working in this type of context. However, it is important to understand how these affected the research and the project.

The fact that two of the schools had closed their doors already was unexpected and meant that we were not able to get all the project results. However, having four out of six schools as part of the comparison, gives good enough understanding to spot the areas of progress and also the negative parts. However, in the next steps of the project, extra attention should be given to these schools to make sure they are not facing any major issues that SC hasn't had a chance to spot.

One out of the four schools, who participated to the baseline and endline surveys, had been operating much longer. Whereas in this research SC is still tracking the progress of individual schools, the head start of this school might have affected the overall statistics to be slightly more positive. This doesn't affect the tracked changes remarkably, but is still important to keep in mind.

When gathering the consent forms from the adult brick kiln workers, our researchers faced a problem when some of the workers did not agree to sign the form without their thumb print. Because the team didn't carry an ink pad with, unfortunately these participants couldn't take part to the survey. This is something SC will be more aware of in future to be able to maximise the amount of respondents.

When it comes to consent forms, SC should also consider alternative ways to reach the parents of the children to be able to get their consent directly. This time the researchers compromised by getting the permission from the teachers in

case the parents were not available, but in future SC could start to ask after the consent forms a few weeks earlier to ensure all the parents were informed well on time.

5. Results

To be able to assess the progress of the project, we will first demonstrate the results of the comparison between the baseline and endline surveys. Subsequently, we will highlight some important general findings that were gathered through the adult migrant brick kiln workers survey.

The first section has been divided first to observe the results of teachers' evaluation, followed by the student's evaluation. The comparison of baseline and endline surveys is structured to consist of different thematic dimensions. The second section describes the five different aspects that were obtained in the adult brick kiln worker survey.

In each section of the surveys, the researchers could mark their answers into different categories. More detailed description of these categories can be found from the appendix 3.

5.1 Comparison between the baseline and endline surveys - Teachers' evaluation

5.1.1 Dimension 1: Teacher Improvements

The first dimension refers to the improvements the teachers made during their schooling activities. This is divided in four categories:



Planning and preparation, classroom environment, communication and students assessment.

Planning and Preparation

Regarding curriculum organisation, our survey revealed that all eight teachers prepared detailed lesson plans including objective, activities, output, and outcomes. This shows a significant improvement from our baseline survey which

Classroom Environment

The research team found out that all eight teachers were very accurate in ensuring child-friendly learning spaces which was a great improvement from the baseline survey showing almost 87% of only moderately accurate results. (Table 1)

When it comes to inclusivity, both our baseline and endline surveys revealed that all the teachers were very accurate in ensuring that the learning spaces would allow children to play and interact together. The teaching environment was therefore highly inclusive.

Communication

Our baseline and endline surveys revealed that all the teachers were always using an appropriate

showed only 25% of teachers prepared the lesson plans very accurately. (Table 1)

Regarding curriculum management, results were similar: all eight teachers were following the curriculum topics and were tracking the learning outcomes very accurately which, again, was a drastic increase from 25% showed in the baseline survey. (Table 1)

language and clear sentences to communicate with children. Similarly all the teachers were always interacting with children during their learning activities in order to stimulate their learning process. (Table 1)

Students Assessment

The SC team found a remarkable increase (from 38% to 87%) in the number of teachers who very accurately monitored students' progresses regularly and remaining 13% (1 out of 8) monitored the progresses moderately accurately. Additionally, our surveys showed modest increase from 50 to 87% in number of teachers who very accurately organized supportive activities for children with learning difficulties. (Table 1)

Table 2. The table presents to excellent results of the teacher's survey, showing the massive increments in the Teacher Improvement dimension.

	BASELINE		ENDLINE		DIFFERENCE
	Moderately accurate	Very accurate	Moderately accurate	Very accurate	Improvement in the very accurate category
TEACHER IMPROVEMENTS					
Planning and preparation					
Prepares detailed lesson plan	75%	25%	x	100%	+75%
Follows Curriculum Topics and tracks learning outcome	75%	25%	x	100%	+75%
Classroom environment					
Ensures learning spaces are child-friendly	87%	13%	x	100%	+87%
Ensures learning spaces allow children to play and interact together	x	100%	x	100%	Remained
Communication					
Uses appropriate language and clear sentences to communicate to children	x	100%	x	100%	Remained
Interacts with children during learning activities to stimulate their learning	x	100%	x	100%	Remained

process					
Students assessment					
Monitors regularly students' progresses	62%	38%	13%	87%	+50%
Organises supportive activities for children with learning difficulties	50%	50%	13%	87%	+37%
<i>*This table shows only the changes occurred in the "very accurate" category</i>					
<i>X = no tracked answers in this category</i>					

5.1.2 Dimension 2: Teachers' Accountability

The second dimension refers to the teacher accountability in carrying the schools' activities, and it considers just one category: professional responsibility.

Professional Responsibility

Professional responsibility refers to the extent to which our teachers follow the indication given by SC throughout their duties. All eight teachers resulted very accurate in maintaining their professional behaviour through appropriate body language and verbal communication which was an increment from 75% showed in our baseline survey. Our survey assessed that all

teachers were always maintaining attendance records up to date in contrast to the baseline survey where only 63% of teachers always maintained up to date records. (Table 4.)

The surveys revealed wonderful increment in the number of teachers (from 12% to 62%) who excellently ensured that the lesson contents would stimulate the students' learning process. The remaining 38% (3 out of 8) were somewhat skilled in this area. Similarly, 5 out of 8 teachers, marking a rise from 12 to 62%, possessed excellent ECE teaching skills. The other 38% (3 out of 8) were instead somewhat appropriate regarding this subject.

Table 3. According to the findings, there has been some huge improvements in the Teachers Accountability dimension.

	BASELINE		ENDLINE		DIFFERENCE
	Moderately accurate	Very accurate	Moderately accurate	Very accurate	Improvement in the very accurate category
TEACHERS ACCOUNTABILITY					
Professional responsibility					
Maintains professional behaviour	25%	75%	X	100%	+25%
Maintain teachers' attendance records up-to-date	37%	63%	X	100%	+37%
Ensures that lesson contents stimulate children's learning process	88%	12%	38%	62%	+50%
Possesses appropriate ECE teaching skills	88%	12%	38%	62%	+50%
<i>*This table shows only the changes occurred in the "very accurate" category</i>					
<i>X = no tracked answers in this category</i>					

5.2 Comparison between the baseline and endline surveys - Students' evaluation

5.2.1 Dimension 1: Language and Literacy Development

The first dimension of the children's survey refers to the students' development of language and literacy skills. This dimension is further divided into five different categories: listening, speaking, writing, reading and concept of print.

Listening

The analysis revealed a drastic increase from 11.4% to 75.1% in the number of children who

are able to always hear and differentiate the sounds of letters. For what concerns the understanding the directions, a major increase was also detected after the endline survey. Indeed, the number of children being able to always understand and follow oral direction increased from 24.8% to 85.2%. (Figure 1)

Speaking

There has been a significant increase (from 22.1% to 80.0%) in the number of children who can always express themselves using words and sentences. For what concerns the second aspect of this indicator, the increase was also significant. The number of children able to always actively participate in conversation increased by 49.9 % (Figure 1.)

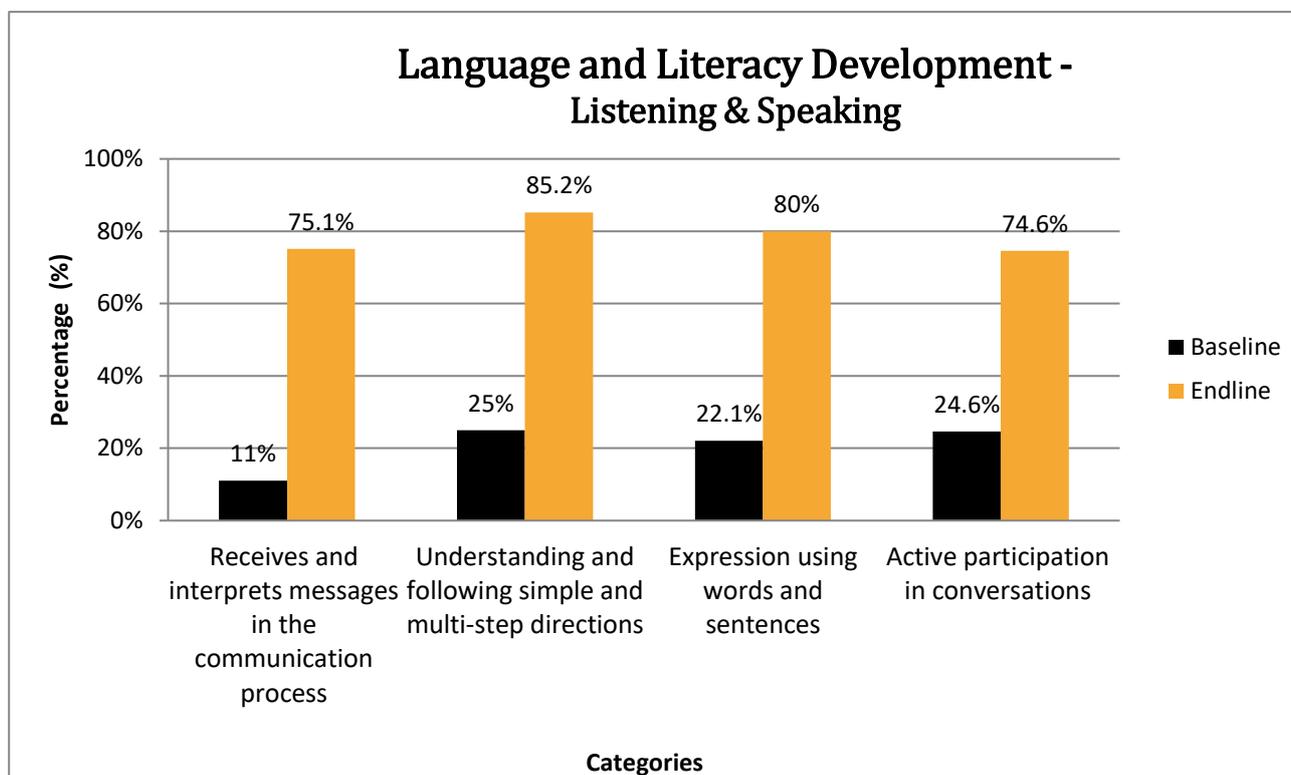


Figure 1.

Writing

For the ability to write Roman letters, in two aspects, increases were detected. There was a slight increase in the number of children able to write 11 to 20 letters (0.8% to 7.6%) and a large increase for 1 to 10 (12.8% to 47.1%). (Figure 2)

For the ability to write Nepali letters, approximately the same increase of the previous aspect was detected. The percentage of children

able to write between 10 to 20 letters increased by 7.8% (from 0.8% to 8.5%) while the percentage of those able to write between 1 to 10 letters increased by 25.6% (from 13.2% to 37.7%). (Figure 2)

There was a clear improvement in the children's ability to write their own names. During the baseline survey, majority of the kids were unable to write their names, but in the endline survey

already 24.4% had moved to the poor category.

(Figure

2.)

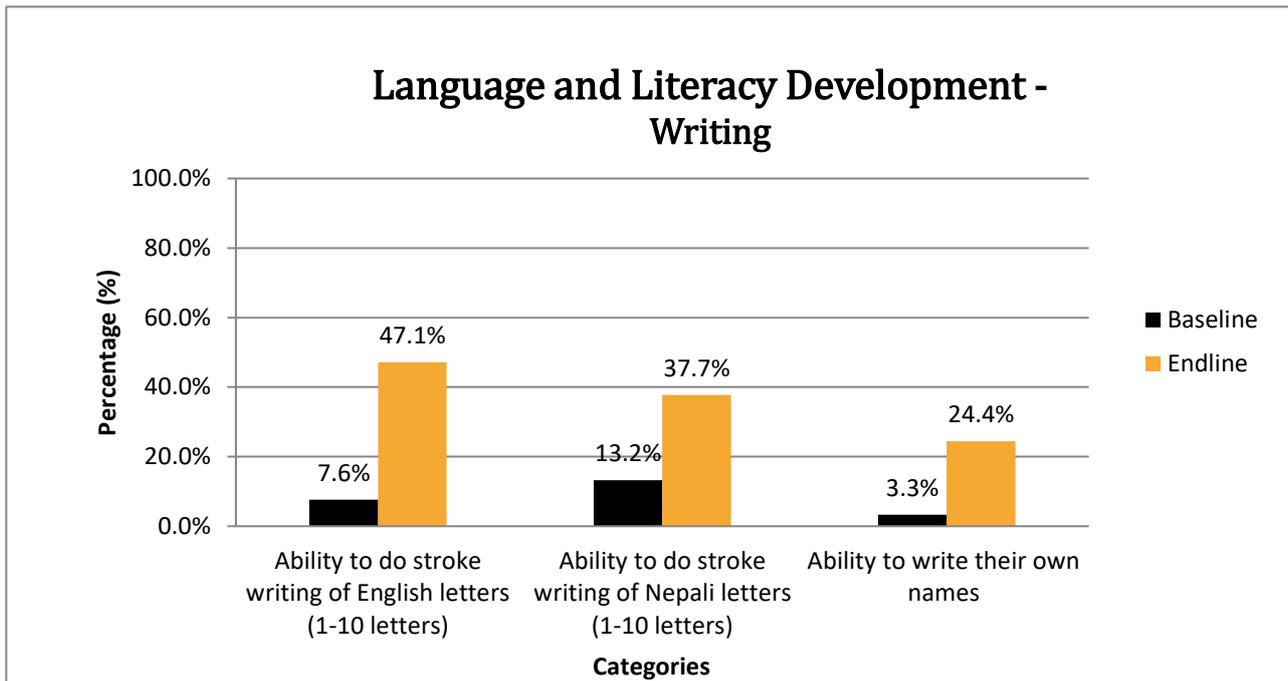


Figure 2.

Reading

The percentage of children able to recognize and pronounce letters in English from 1 to 10 letters increased from 0% to 17.2% while the percentage of those able to recognize from 10 to 20 increased by 21.6%. When it comes to the skills with Nepali letters, increases were detected again in the percentages of children able to recognize from 1 to 10 (from 6.2% to 19.2%) and from 10 to 20 (from 18.9% to 47%).

Concept of Print

In the first aspect, the ability to identify the front and back of a book, a relevant increase was detected especially in the excellent category with an increase of 56.5% (from 16.2% to 72.7%). For the second aspect, ability to identify the direction of reading, again the most significant increase was detected at the level of the excellent category. Compared to the baseline where 5.2% of the children were able to identify the direction, at the endline 39.3% were able to it.

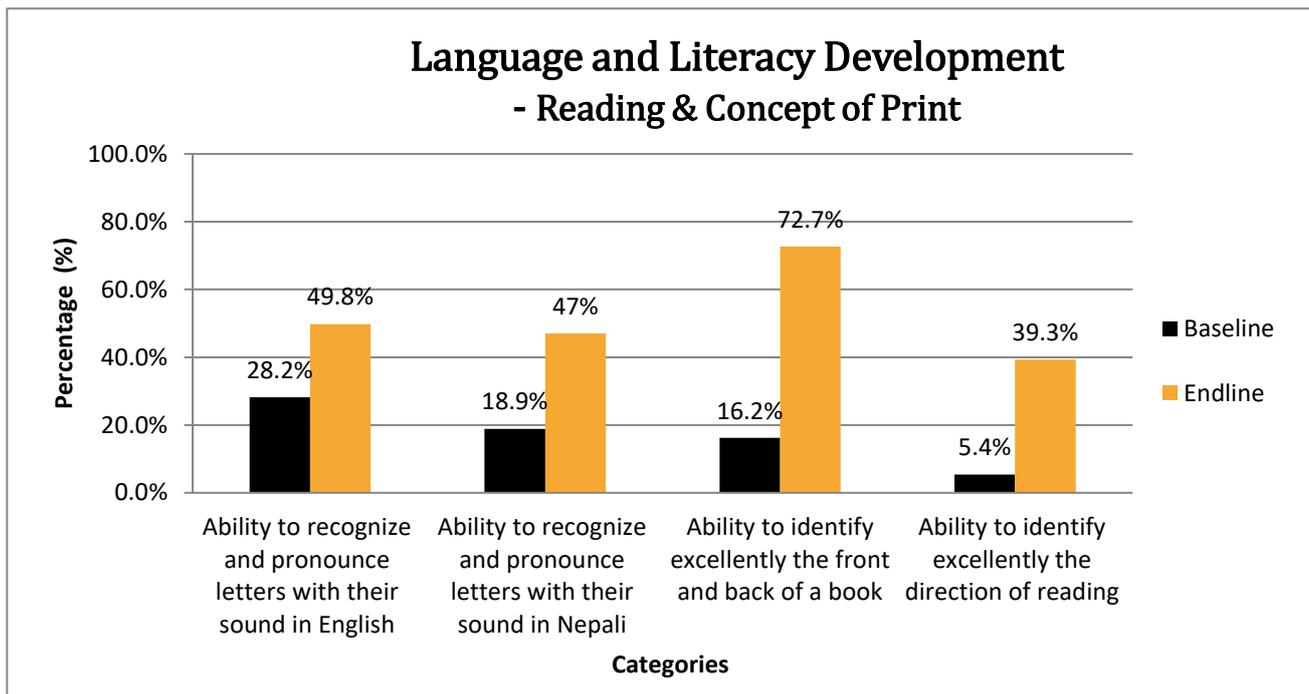


Figure 3.

5.2.2. Dimension 2: Physical Development

The second dimension indicates the physical development of the surveyed children. Two categories define this dimension: fine motor development skills and gross motor development skills.

Gross Motor Development Skills

An increase was observed in the always category of being able to walk in a line with an increment of 27.6% (from 60.5% to 88.1%). Even bigger increase occurred in the ability to run in track: in the always category the percentage of children able to do it at the baseline was 48.8% and at the endline was 87.2%.

In the ability to sit down and stand up without losing balance, there has been an increase

from 58.8% to 93.7% in the always category. In the ability to use a hop skipping, two significant increases were detected. Indeed, the percentage of children able to always use a hop skipping increased from 8% to 31.6% while the percentage of those able to do it occasionally increased from 7.1% to 39.7%.

Fine Motor Development Skills

Fine motor development skills consists of two aspects. In the first aspect, the ability to point things using fingers increased from 78.5% to 99.1%. In the second aspect (ability to hold pencils and trace letters or draw), the percentage of children always able to do it increased by 32.7%.

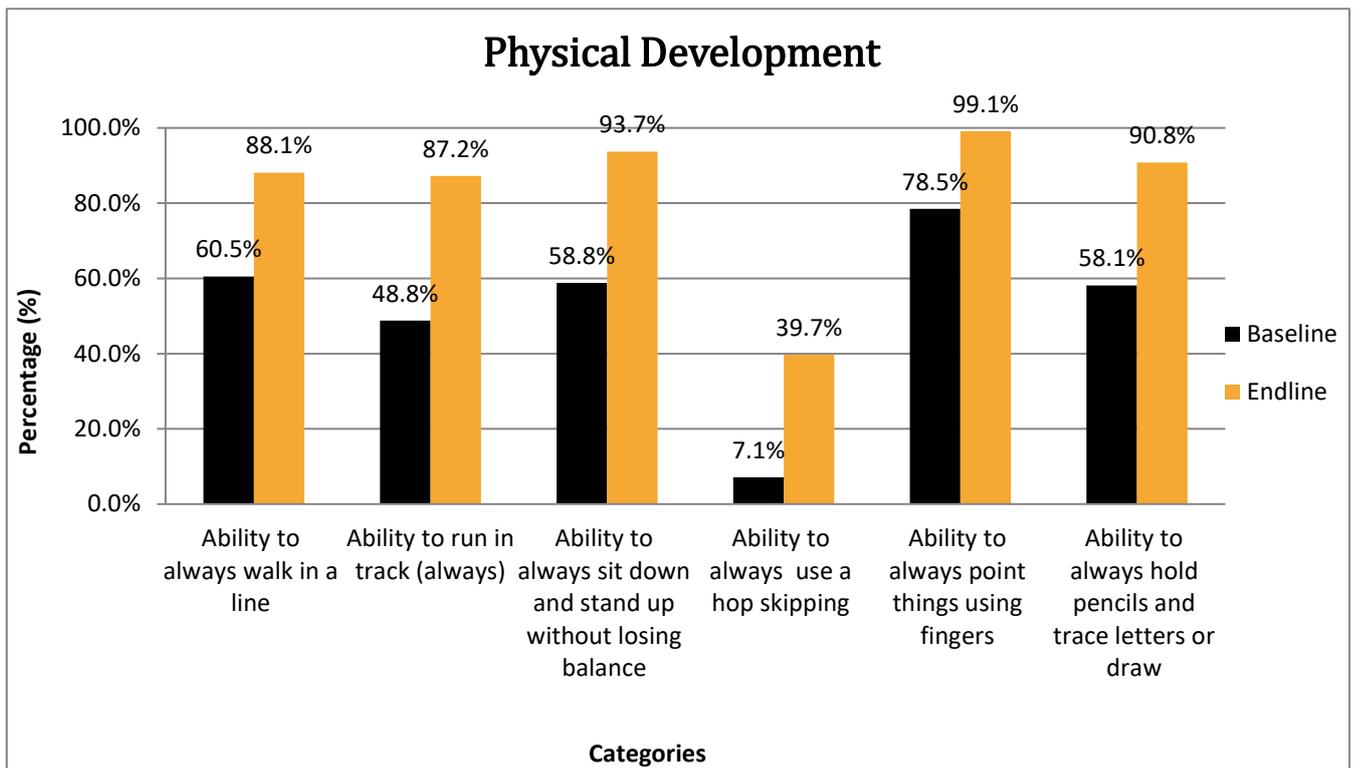


Figure 4.

5.2.3. Dimension 3: Social and Emotional Development

The third dimension is social and emotional development. Three different categories contribute to the shape of it: the expression of emotions, self-recognition and Interactions & relationships with other students.

Expression of Emotions

The increase was detected in the excellent category as the percentage of children able to

experience a broad range of emotions (i.e. jealousy, excitement, fear, happiness, anger) increased from 31.4% to 82.0%. In the second aspect (express emotions in appropriate ways), the increase in the excellent category was from 29.6% to 76.6%.

Self-recognition

It was found out that the percentage of children who were aware of their gender increased by 12.8% (from 82.9% to 95.6%).

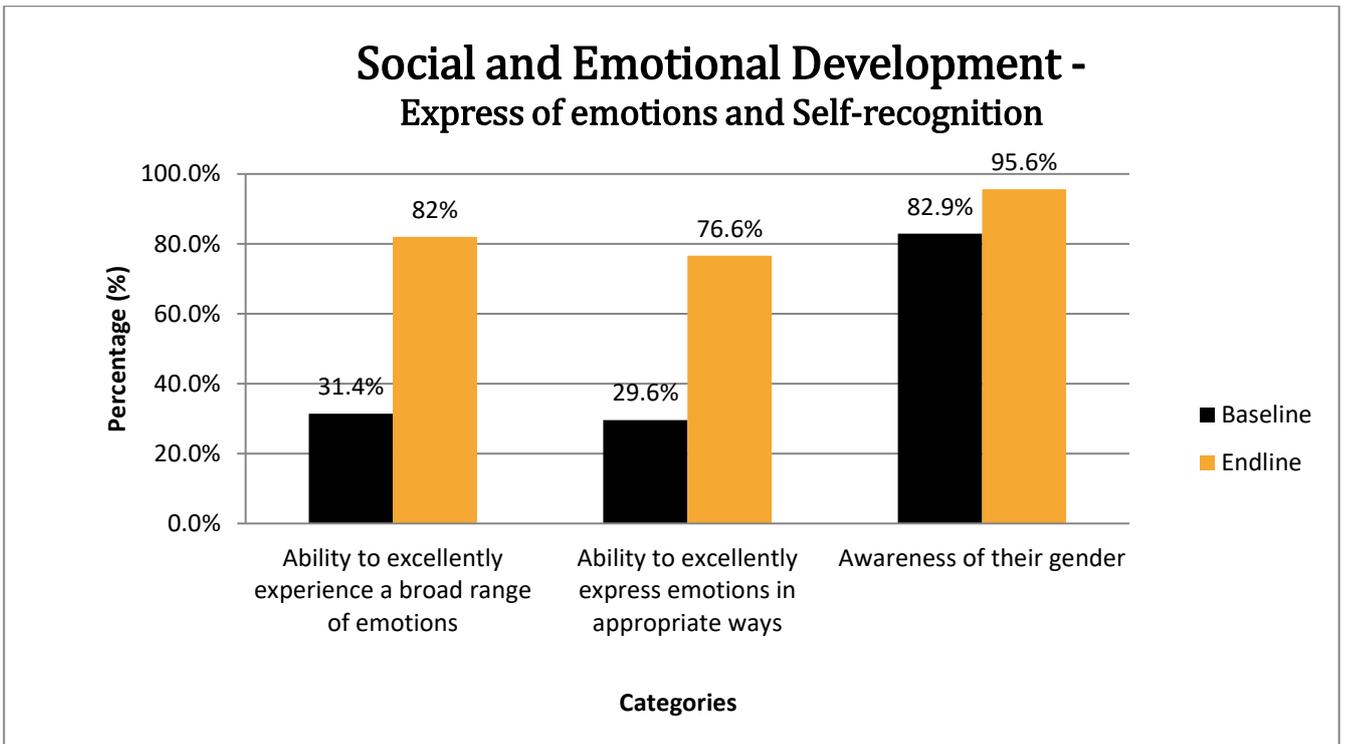


Figure 5.

Interaction and Relationship

There was a significant increase of 62.5% in sharing toys, and taking turns with help. When it comes to initiating or joining play with other children and make up games, the increase was from 17.8% to 72.1%.

For what concerns the ability to respond appropriately to adult approval/disapproval, there has been a small increase of 9.8% (from 87.7% to 97.5%). For the last aspect (communicate with and address adults in an appropriate way), an increase of 33.1% was detected.

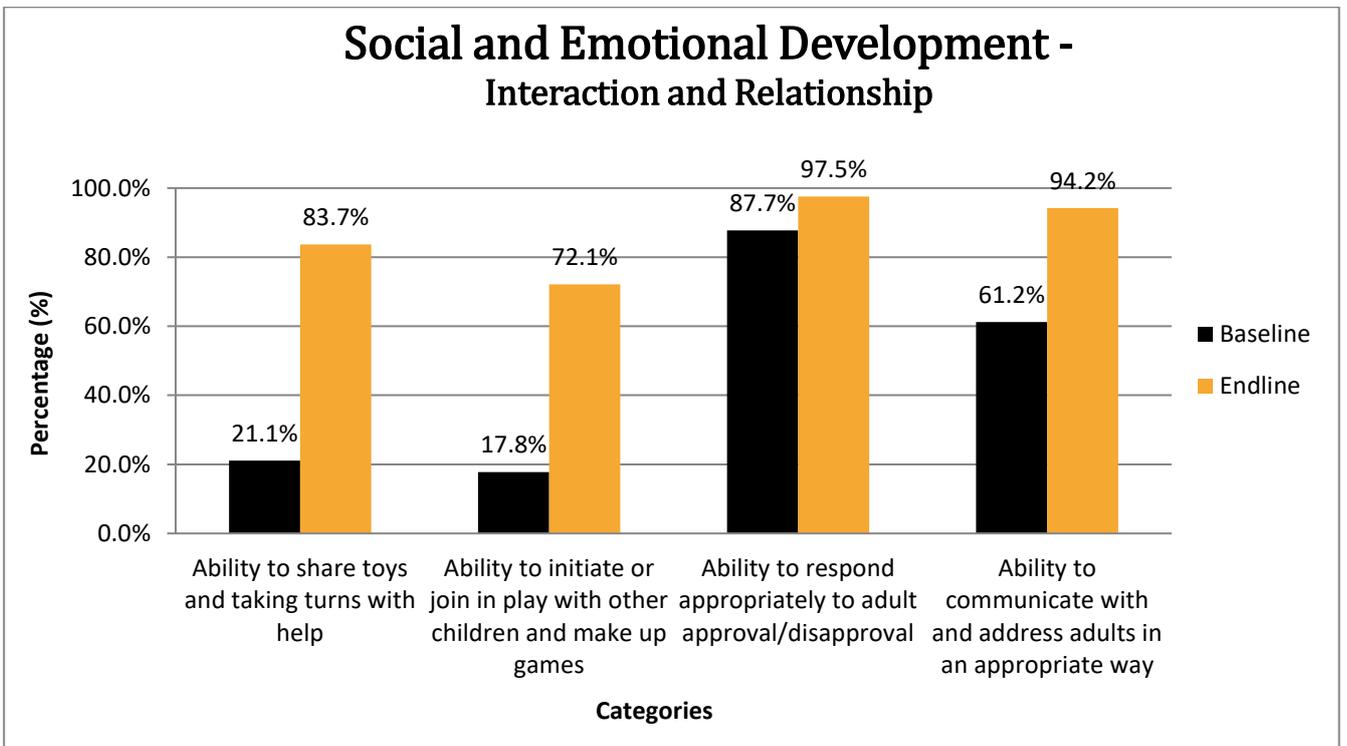


Figure 6.

5.2.4. Dimension 4: Cognitive Development

Dimension 4 refers to the cognitive development of the surveyed children and is made up of four different categories: attention and learning, problem solving, logical and visual thinking, and environment awareness.

Attention and Learning

Listening for appropriate periods of time with little or no support, an increase of 54.7% was detected in the excellent category. What concerns the staying on task during activities with little or no support, the detectable change was in the excellent category, where the percentage of children able to do so increased from 13.2% to 59.2%.

Problem Solving

When observing how able the kids are to find easy solutions to solve situation, a significant increase was detected in the excellent category. The percentage of children able to find easy solutions to solve a situation in an excellent way, increased from 12.2% to 60.1%. For the ability to

establish cause-effect relationship, the increase was almost comparable to the previous increasing by 43.9%.

Logical and Visual Thinking

For the ability to make comparisons, the percentage of children that excel in this task, increased from 24.2% to 81.5%. Similarly for the able to use numbers and counting until 10, the increase in the excellent category was from 8.7% to 65.7%.

When it comes to the ability to sort objects-colour, shape, size etc., a progress was detected both at the level of the excellent category and the one of somewhat. In the excellent category there has been an increase from 2.5% to 31.4% while in the somewhat one the increase was from 19.3% to 52.9%.

In the ability to recognize patterns, the increase in the excellent category was from 2.5% to 20.3% while the one in the somewhat category was from 13.8% to 54.9%.

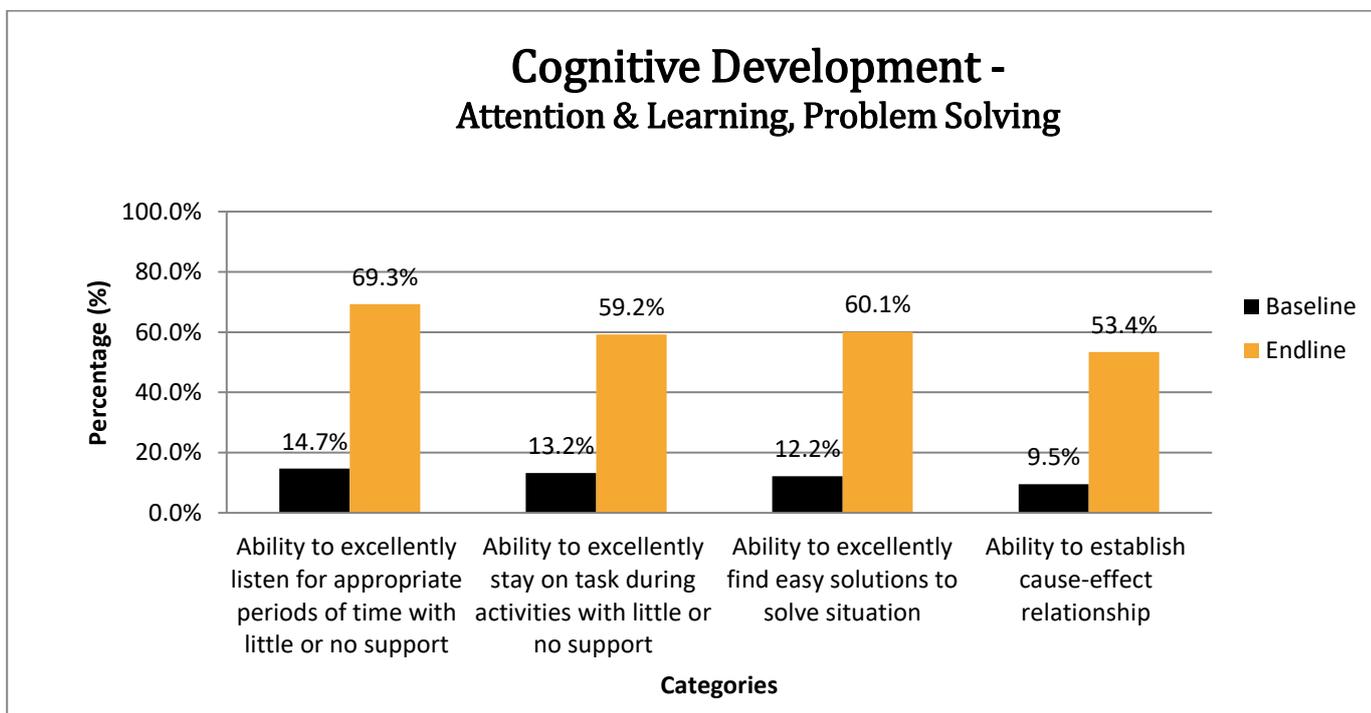


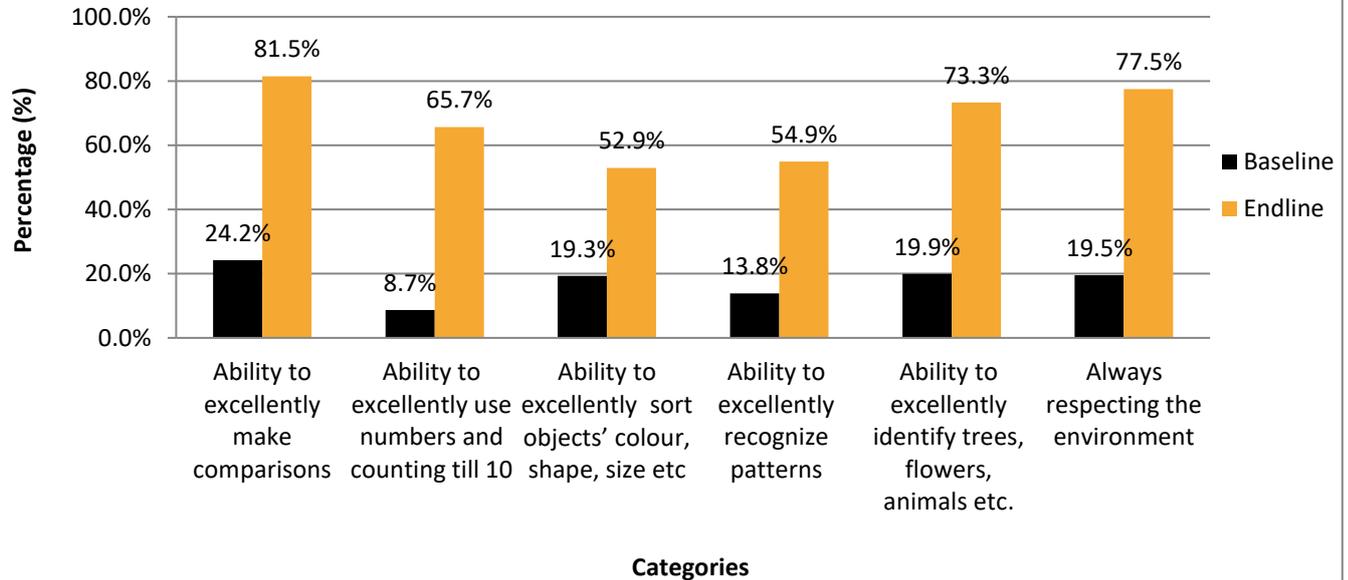
Figure 7.

Environment-Awareness

In the first aspect, ability to identify trees, flowers, animals etc., there has been a significant increase in the excellent category passing from 19.9% to 73.3%. For the second

aspect that is respect the environment (e.g. do not litter rubbish in the garden), there has been a significant increase in the always category from 19.5% to 77.5%.

Cognitive Development - Logical & Visual thinking, Environment Awareness



5.2.5. Dimension 5: Cognitive Development (creative)

The fifth and last dimension of the children survey also refers to the cognitive development but considers a different characteristic: the children's creative skills.

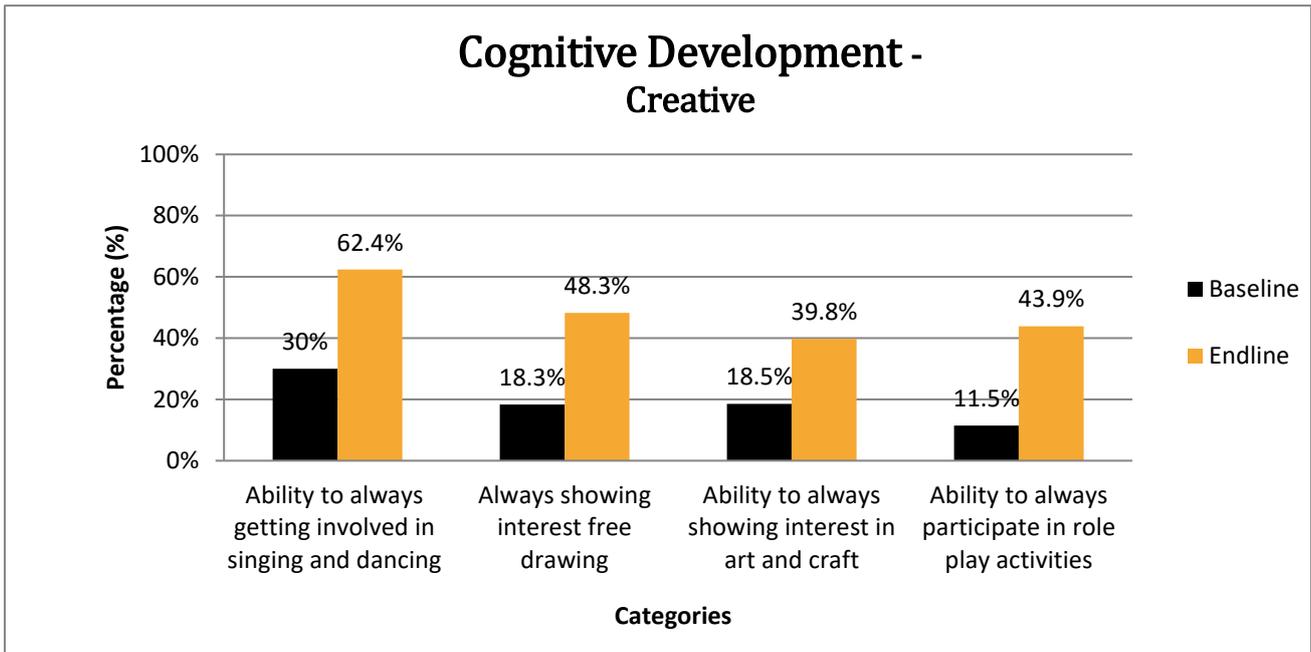
Creative Skills

For the first aspect (getting involved in singing and dancing), there has been a detectable change in the always category with an increase of 32.4%. In the second aspect (showing interest in free drawing), changes occurred in two categories: always and

occasionally. In the first one there has been an increase from 18.3% to 48.3% while in the second one from 24.4% to 39.8%.

In the third aspect (showing interest in art and craft), changes again were detected in the always and occasionally categories. In the always one, the percentage of children increased from 18.5% to 39.8% while in the occasionally one from 12.9% to 45.5%. In the last aspect (actively participate in role play activities), the percentage of children always able to do so increased by 32.4% while the one able to do occasionally increased by 33.8%

Figure 8.



5.3. Brick Kiln Workers survey - General findings

Cultural characteristics

The majority of brick workers have a birth certificate but a higher percentage of their children do not. This is an important data as the attainment of a birth certificate is a relevant step in facilitating the access of children to their legal entitlements (UNICEF, 2013).

Economic characteristics

The majority of family were found to be in some form of economic distress. This was mainly due to a high prevalence of debt especially to the brick kiln itself.

Figure 9.

Social characteristics and education

A low level of education and a lack of political awareness were detected. The primary reasons provided for not pursuing education were: had to work, could not afford school, no access to school and getting married. Despite having a limited education, a high percentage of migrants would like their children to achieve tertiary level education, suggesting that education is perceived as a priority.

Working conditions

Every worker earns 1 rupee for every brick produced and they are usually able to produce 2000/3000 bricks per day helped by the wife and the children as well in some cases. Each family earn therefore, around £15 per day. The working hours are not fixed and they usually vary between 15 and 16 hours per day starting very early in the morning

Living and health conditions

The workers live in small brick houses that they have constructed themselves. They have limited access to drinkable water but the real problem according to them is the lack of toilet facilities and access to health camps. Consequently, hygiene practices are generally limited with open

defecation. The environment in which they live is not healthy, as it is very polluted and dusty. The regular contact with this unhealthy environment can cause different health problems.

In addition, the shelters the workers are living in do not comply with any national building codes and are not sturdy to withstand another (great) earthquake.



Image 8.

6. Discussion

6.1 Understanding the reality in Brick Kilns

Due to the adult migrant brick kiln worker survey we were able to understand the brick kiln workers life in a wider context. When observing the facilities and learning methods at schools, it is crucial to understand the affecting realities around them. Therefore the fact that we have recent information of the living and working conditions in the brick factories, we are able to target what to highlight in the curriculum and what to improve in the school environment.

Here's why some of the findings of the survey were important:

The results showed the parents felt very positive about their kids achieving tertiary level of education, which is very encouraging and indicates that there is motivation for the continuity of the schools.

- Lack of toilet facilities and access to health camps was considered poor and seen as one of the primary issues when living in the self-constructed brick houses. By providing a safe and clean place with drinking water for the kids during the day, the family can be sure the school is directly contributing to the health of the kids.
- It is important to understand that the knowledge children gain at school will be brought to homes with them. Therefore, via children, SC has a direct communication channel to homes and is able impact the whole family and therefore the whole brick making community through the schools.
- Even though the economic distress was not a surprising finding, it is something to bear in mind when motivating parents to put (and keep) their children in schools. That's why having quality teaching, good learning outcomes and safe learning environment cannot only be seen important per se, but it also ensures the parents that they are doing the right choice. This is especially essential

when it comes to girl students, since they would be the first ones to be taken out of school if the situation so required.

6.2 Successful teacher trainings

It was delightful to notice that according to the findings, the teachers had progressed in many sectors. Especially their ECE skills, taking great ownership over their role and following individual student's progress had improved since the baseline survey was done. For example, there was a clear improvement on how accurately teachers planned their lectures and followed the learning outcomes, which indicates that teacher training has been successful. The monitoring of students has especially increased, and therefore also the teachers have been able to target the focus areas on children's ability to learn.

Based on the findings the project has had a very positive impact on the teachers. Whereas the improvements didn't seem as drastic as they did in the students' survey, these two are directly correlated. The results of the students' survey are a direct indication of successful teaching methods and happy school environment.

6.3 Encouraging improvements in the learning outcomes

Based on our findings, there have been some remarkable improvements among the student's learning and general behaviour at school. Students' ability to absorb information has increased drastically and so has the ability to express themselves. Half of the kids improved their participation during the lectures which is an incredible improvement and shows that the kids have got some confidence with their skills.

The results speak for themselves:

- **Almost 25% could write their own name when in baseline survey this was only 3%**
- **Sharing toys and taking turns when waiting for help increased with 62.5%**
- **Self-learning capability has increased nearly with 55% and similar results were observed in this category of cognitive skills**
- **Problem solving and cause-effect spotting skills improved with almost 50 %**
- **Ability to make comparisons grew with approximately 60 %**
- **Using numbers grew with 57 %**

The increment in the skills has been very impressive and comparing to the fact that most of the schools have been operating only 5 months, there is a great potential for even greater results.

7. Conclusions

Enabling access to early childhood education for migrant children project has been successful and there is plenty of evidence of its relevance for one of the most vulnerable children in Nepal. Ever since starting out with the Preparatory School in Jhaukhel, Bhaktapur, Shaikshik Chetana has built on its success and further expanded to five other brick kilns. The expertise of the partner Kopila Nepa has been crucial for the success of the project and Shaikshik Chetana wishes this collaboration to continue.

The education of the children in brick kiln families has been supported during the project in safe and healthy environment. To keep the children safe from exploitation and different hazards on the brick kilns, it is crucial to have guided activities

during the days. More importantly, an opportunity for education during the brick making season gives these children a great chance to have a bright future.

Shaikshik Chetana aims to continue running *Enabling access to early childhood education for migrant children* project in future. Shaikshik Chetana wants to continue on the latter stories and will further aim to sustain the existing schools to ensure that the existing communities and their children can further benefit from the project. All in all Shaikshik Chetana aims to reach 750 children during the project by ensuring the continuity of the existing schools and increasing the number of the brick kiln schools. There are more than 750 brick factories in Kathmandu valley, so there is definitely a bit need for more brick kiln schools. Indeed, Shaikshik Chetana is

planning to open the seventh school in October - November 2018 and wishes to reach more kids to participate to the educational activities in the existing schools

One of the main goals of the project is to motivate the families to resume their children into the community schools. The plan is to track this progress by following up the children who have been studying in the brick kiln schools. Also, in the end of every semester, SC will repeat the survey to analyse and spot the occurring progress and potential difficulties. It is important to address the needs well on time to ensure good learning outcomes. Longer term goal of the project is to hand over these schools to the

government, so the transition into higher education is more seamless.

When the number of the schools increases, so does the need of funding. To be able to open more schools, hire and train teachers, provide the school equipment, ensure the nutritious meals during the day and safe school building and sanitary facilities, SC recognises the urgent need for further funding. At the moment the future of the project is unsure due to the lack of funds, but Shaikshik Chetana trusts that this will be only a temporary concern.

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Appendix 1.

Project Researchers

Name	Title
Baseline survey	
Sanjay Budathoki	Researcher
Anjana Pandey	Researcher
Prakritee Sharma	Researcher
Rakesh Rawal	Researcher
Saurab Lama	Researcher
Ashita Gurung	Researcher
Giovanni Dal Molin	Data Analysis and Report Writing
Endline survey	
Rakesh Rawal	Research, Monitoring and Evaluation Analyst
Prakritee Sharma	Research, Monitoring and Reporting Officer
Sanjay Budathoki	Programmes Associate
Ashita Gurung	Fundraising and Communication Associate
Barsha Gautam	Research and Communication Associate
Sushma Shrestha	Research Volunteer
Shristee Thapa	Research Volunteer
Migrant brick kiln workers survey	
Rakesh Rawal	Research, Monitoring and Evaluation Analyst
Prakritee Sharma	Research, Monitoring and Reporting Officer
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Rojina Bastola	Research Volunteer
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Jonathan Lee	Data analysis
Report authors	
Saurab Lama	Research report author
Noora Moilanen	Research report author
Tabitha Whitfield	Research report author
Giovanni Dal Molin	Research report author

Appendix 2.

Shaikshik Chetana Consent form (in Nepali).



अन्तर्वाता तथा मिडिया सहमति पत्र

म _____ ले शैक्षिक चेतना नेपाललाई मेरो र मेरो बालबालिकाहरूको तस्वीर खिच्ने वा लिनको उनीहरूको अभिभावकको रूपमा अनुमति दिएको छु। मेरो उमेर १८ वर्ष भन्दा माथिको छ भन्ने निश्चित गर्छु।

स्वेच्छाले आफु र आफ्नो बालबालिकालाई यस कार्यमा उपस्थितहुनको लागि सहमति जनाउँछु। यसरी लिएको तस्वीर मिडियाहरू मार्केटिङ, शैक्षिक उद्देश्य र अनुदान सहयोग संकलनका लागि प्रयोग हुनेछन् र विभिन्न व्यक्तिहरूद्वारा अवलोकन हुनेछन् भन्ने कुरा बुझेको छु। यस्ता तस्वीर तथा भिडियोहरू प्रिन्ट हुन सक्नेछ, इन्टरनेटमा राखिनेछ र सबै प्रकारमा मिडिया गरिनेछ।

म यो कुरा पनि निश्चित गर्छु कि शैक्षिक चेतनाद्वारा म सँग वा मैले जिम्मा लिएको बालकको अन्तर्वाता वा छलफलबाट निउद्धरण वा वाक्यको श्रेय मलाई वा मैले जिम्मा लिएको बालकलाई नै जानेछ। यस्ता उद्धरण तथा वाक्यहरू मार्केटिङ, शैक्षिक र अनुदान सहयोग संकलनका लागि प्रयोग हुनेछन् र विभिन्न व्यक्तिहरूद्वारा अवलोकन हुनेछन् भन्ने कुरा बुझेको छु। यस्ता उद्धरण वा वाक्यहरू प्रिन्ट हुन सक्नेछ, इन्टरनेटमा राखिनेछ र सबै प्रकारमा मिडियामा प्रयोग गरिनेछ।

शैक्षिक चेतना नेपालले प्रत्येक व्यक्तिको मर्यादाको आदार गर्नेछ र कुनै पनि भिडियो, तस्वीर तथा उद्धरणको प्रयोग नैतिक जिम्मेवारी लिनेछ।

म निश्चित गर्छु कि म कम्तीमा पनि १८ वर्ष पुगेको छु र यस कार्यमा नै स्वेच्छ म आफुले र मैले जिम्मा लिएका बालबालिकाले आफ्नै स्वेच्छाले सहभागि हुनको लागि यसको बदलामा मैले कुनै पनि कुराको आशा गरेको छैन, यो उपस्थिती स्वेच्छ।

सहमति जनाउनेको नाम _____

बालकको नाम(लागू भएमा) _____

बालकको नाम(लागू भएमा) _____

बालकसँगको नाता(लागू भएमा) _____

ईमेल वा फोन नं. _____

हस्ताक्षर _____

मिती _____

Appendix 3.

Data classification categories				
COMPARISON BETWEEN THE BASELINE AND ENDLINE SURVEYS - TEACHERS' EVALUATION				
DIMENSION 1: TEACHER IMPROVEMENTS	Planning and Preparation	Classroom Environment	Communication	Students Assessments
	Very accurate, moderately accurate, poorly accurate and insufficient	Very accurate, moderately accurate, poorly accurate, and insufficient	Always, occasionally, seldom, and never	Very accurate, moderately accurate, poorly accurate, and insufficient
DIMENSION 2: TEACHERS' ACCOUNTABILITY	Professional Responsibility			
	Professional behaviour: very accurate, moderately accurate, poorly accurate and insufficient Other categories: always, occasionally, seldom, and never			
COMPARISON BETWEEN THE BASELINE AND ENDLINE SURVEYS - STUDENTS' EVALUATION				
DIMENSION 1: LANGUAGE AND LITERACY DEVELOPMENT	Listening	Speaking	Writing	Reading
	Always, occasionally, seldom, and never	Always, occasionally, seldom, and never	Writing individual letters: Number of characters students are able to write. Ability to write own name: excellent, somewhat, poor and unable.	No letters (none), from 1 to 10, from 10 to 20, and more than 20
DIMENSION 2: PHYSICAL DEVELOPMENT	Gross Motor Development Skills		Fine Motor Development Skills	
	Always, occasionally, seldom, and never		Able or not able to perform as requested (yes or no)	
DIMENSION 3: SOCIAL AND EMOTIONAL DEVELOPMENT	Express of Emotions		Self-recognition	Interaction and Relationship
	Excellent, somewhat (able), poor, unable		Yes or no	The frequency of children showing ability to develop friendly relationships
DIMENSION 4: COGNITIVE DEVELOPMENT	Attention and Learning	Problem Solving	Logical and Visual Thinking	Environment-Awareness
	Excellent, somewhat (able), poor, and unable	Excellent, somewhat, poor, and unable	Excellently, be somewhat able, perform poorly, or be completely unable	Excellent, somewhat (able), poor, and unable or always, occasionally, seldom, and never
DIMENSION 5: COGNITIVE DEVELOPMENT (CREATIVE)	Creative skills			
	Always, occasionally, seldom, and never			