



## Himalayan Project

A Nepali-Danish NGO dealing with  
Development Aid in Nepal

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## Analysis on Scholarship 1999 to 2020 September 2020

During the corona-pandemic from March 2020 and onwards, the scholarship program came to an exceedingly difficult stage, where students were, more or less, out of education, unless they were very personally focussed. Here in August still we are not seeing an opening on the situation in the educational field. This is one of the reasons for this analysis.

Another reason is the lockout, which forces our staff to work from home with less activities, so we had the extra time to go through 22 years of scholarship activities to evaluate the rate of success.

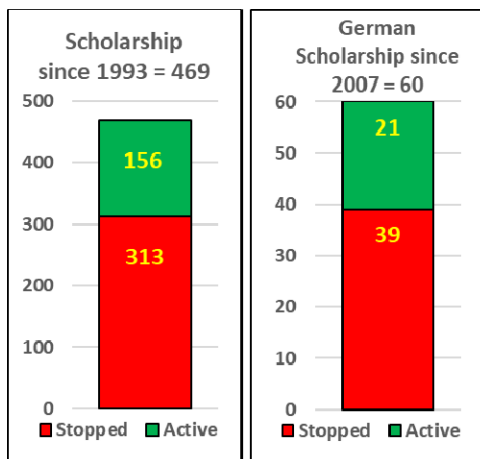
Our perception on success is seeing our students fulfilling their gained knowledge in being employed locally or at least in Nepal. On the other hand, the perception among the students and their families is utilizing their education to gain the highest level of occupation in the Western World, or at least in Middle East or East. Finding job in South East or in Nepal has a lower status. In our view this is acceptable but not preferable. Anyhow, education is a gain for the student personally, and with the right decision and actions in life, it can lead to a more successful life anywhere. Of course, the education will take the student away from the reality of the farming society they are raised in, leaving the traditional local society to the elder and the few. This is a side effect, which we should try in different ways to respond to.

The analysis is performed by comparing and extract data from 22 years of accounting, 10 years of quarterly progress reporting and finally from the personal knowledge from the involved staff of HIPRON and HP.

The first scholarship was established back in 1993 as a personal connection. The very scholarship program was initiated in 1999, administered by Mr. Kedar Bantawa. In 2002 the administration was taken over by Mrs. Ushma Jacobsen, and by end of 2003 by Mr. Namgyal jangbu Sherpa, who acted as the manager supported by the officers Mingma Lhamu Sherpa, Prakriti Bhatteai, Ambika Maharjan and in 2010 Janaki Khadka, who in 2017 took the full responsibility supported by Miss Jyoti Sunuwar.

### Chapter One: Basic information about Students

In the duration of the 22 years **646 students** have applied for scholarship. In periods it has been hard finding donors and time passed, so many gave up and found alternative ways for life and study. Other applicants were rejected, as we only expected those to apply, who could not afford the expenses associated with the study or with the ability of being released from some of the work at home. Some was rejected because their address was difficult for our staff to reach, when they



performed their quarterly Runner Service, visiting Upper Solu. In total **180 applicants** failed in being selected for a scholarship.

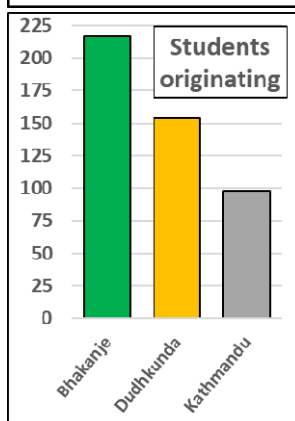
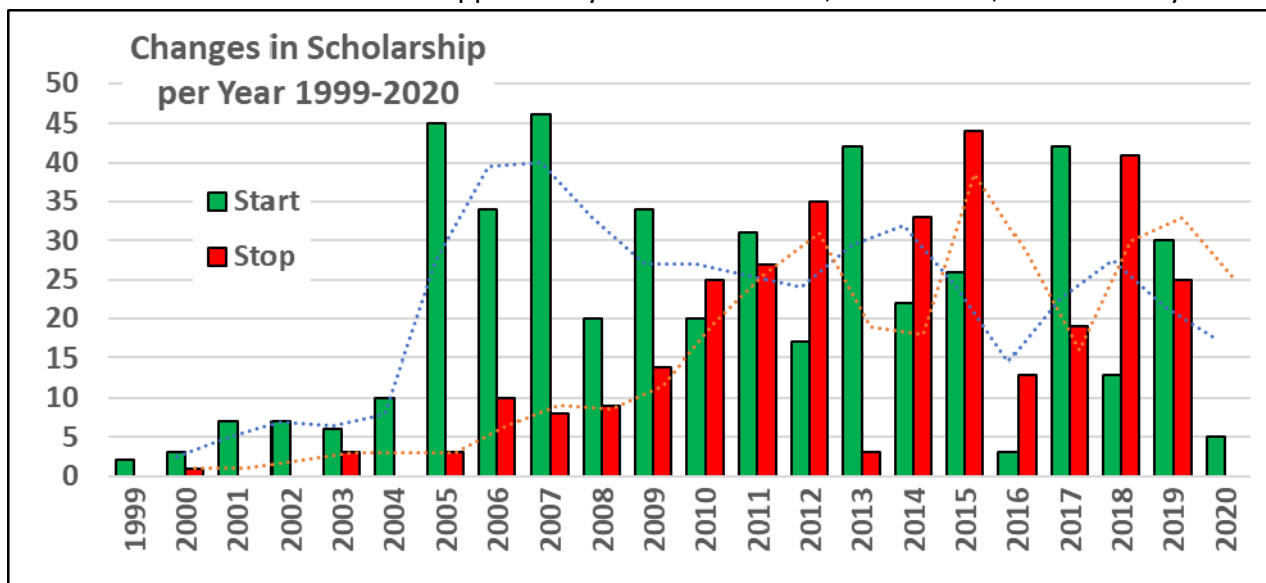
But during the 22 years **469 students** succeeded receiving a scholarship for a period ranging from 1 year up to 16 years.

Of those **312 students** (67%) have completed their education, or they dropped out from study, and **154 students** (33%) are still studying and receiving scholarship.

**402** have Danish donors, but in 2007 we succeeded engaging German Rotarians from Schwerin, who have supported in total **59** of our students, of which **21** (36%) is

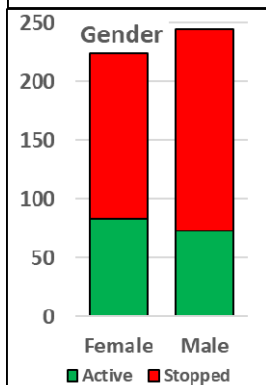
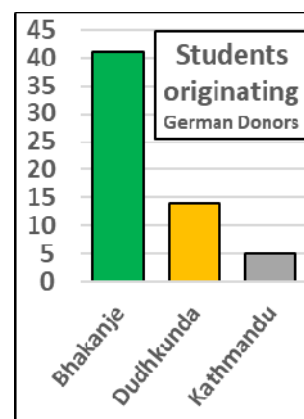
still receiving support.

Beside of that **5 students** are supported by donors in France, Switzerland, and Germany.

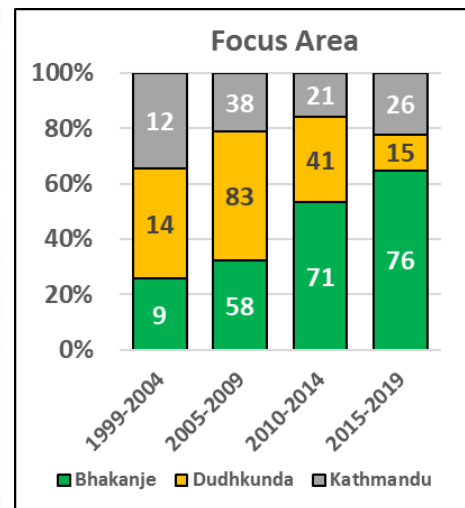
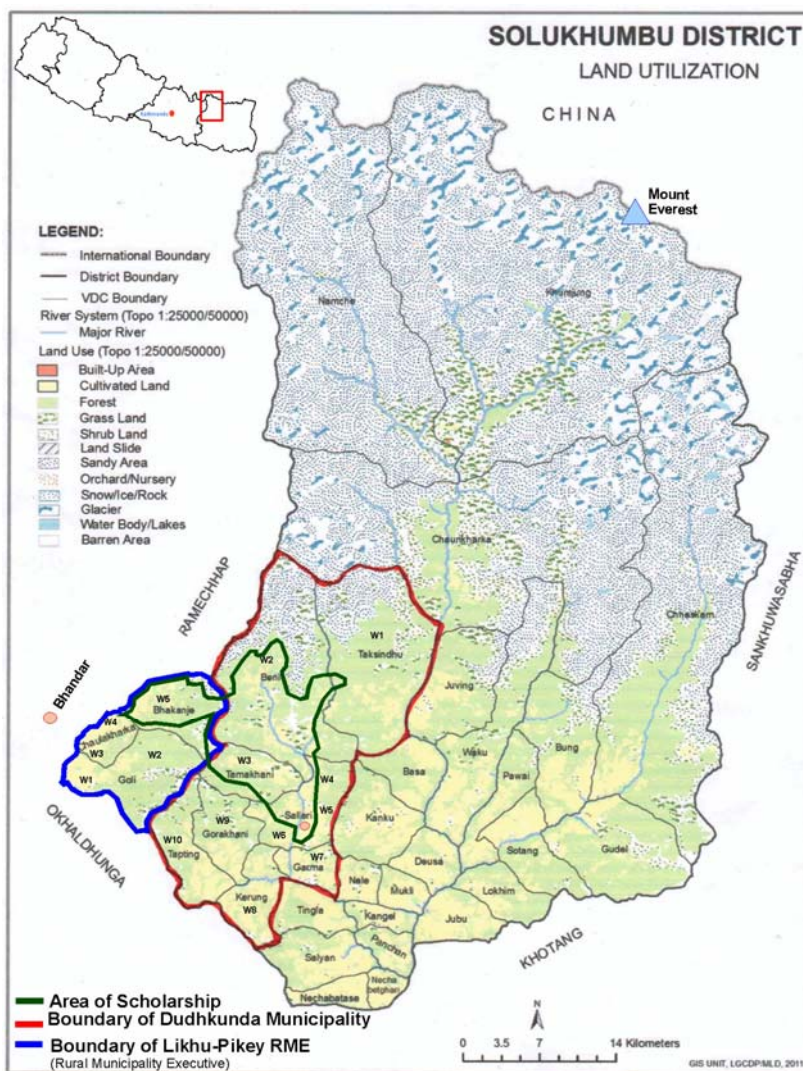


It was only in 2005 we really succeeded finding many donors. It is difficult being unknown, but much easier when rumours go, that we have a unique project with full observance and direct contact between donor and recipient.

The majority of our students, **217** (46%) were enrolled from Bhakanje, from Dudhkunda **154** (33%) and from Kathmandu **98** (21%), but the vast majority of the last had roots in the two formers. The majority of our German donors was donors of the establishing of Chhimbu School, therefore they had a preference for the students fra Bhakanje, from where **41** (68%) originated, and Dudhkunda **14** (23%), and Kathmandu **5** (8%).



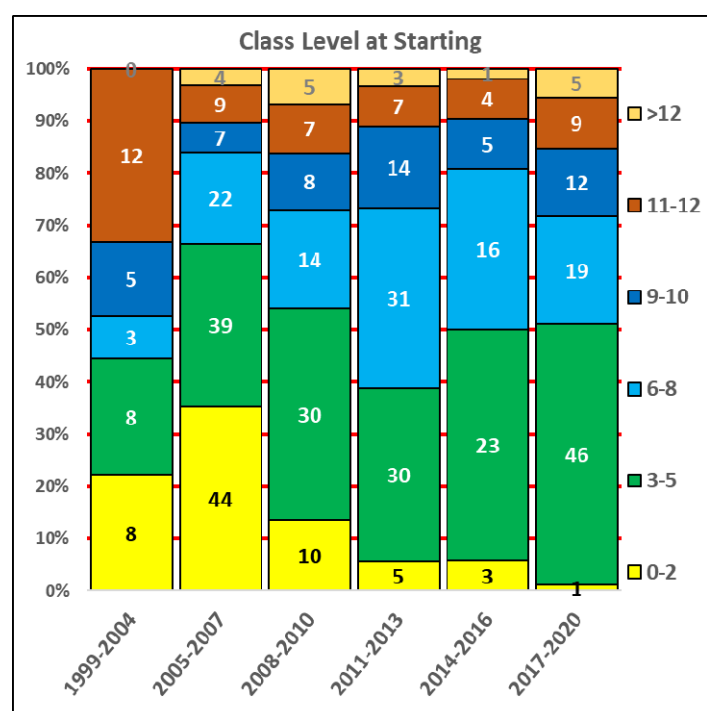
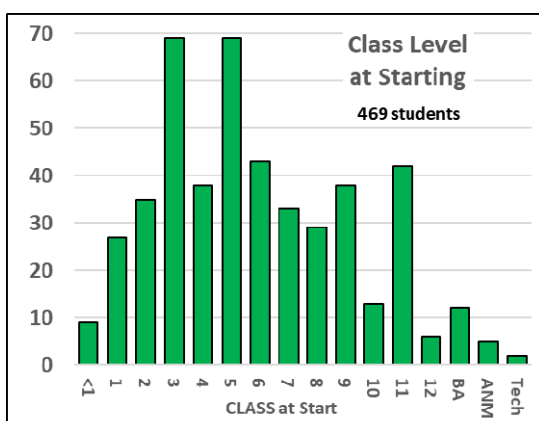
We have had a little more boys through our program, **245** (52%), against **224** (48%) girls. But among those still active, there are slightly more girls, **83** (53%), than boys, **73** (47%).

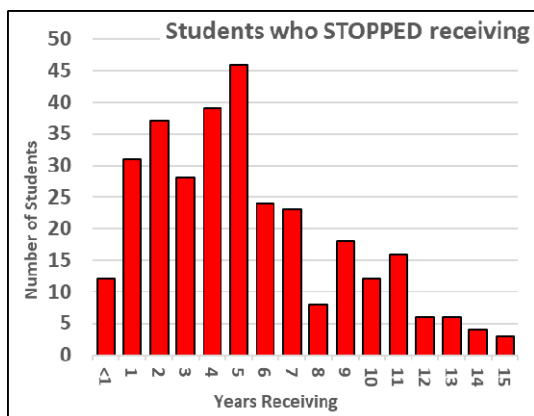


From 1999 until today it is obvious that our area of interest in the beginning was prioritized towards the students originating from Dudhkunda, but gradually we changed the focus more for Bhakanje. The proportion of students from Kathmandu has been more stable through the years with a minor tendency to a rise in the recent years.

In the beginning we were focussed on adopting students from very poor families, from a very young age. Mainly to attract

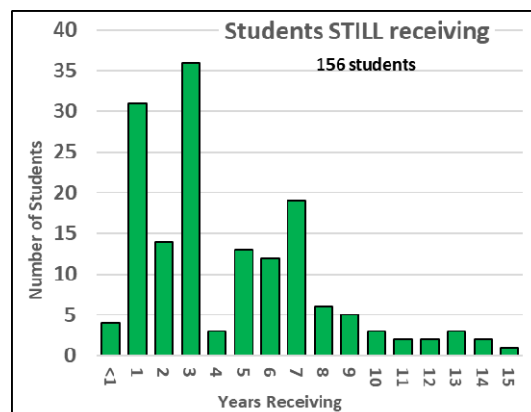
many donors rather than dedicated donors, and therefore scholarships at a cheap price. But it later became obvious, that taking students in at a too early stage of school life gave too many students who did not show poor in taking benefit of education and therefore early dropouts before completing the basic school. We therefore implemented the major criteria, that we would only receive applications from class level 3 and above. All in all, **15%** started in pre-primary level, **37%** in primary, **22%** in lower secondary, **11%** in secondary, **10%** in higher secondary, and **4%** later.





Most students stopped receiving scholarship within the first 5 years of receiving. In many cases because they started at an advanced age, but also because they just gave up, or moved for other places. **62%** received support less than 5 years. **18%** in 6 to 8 years, and **20%** more than 8 and up to 15.

Among those, who are still with us, **15%** have received

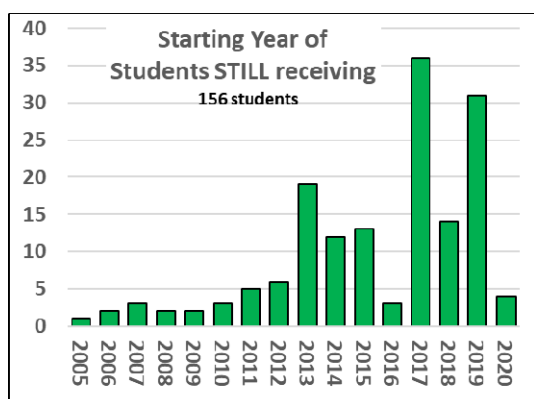


Most of those still with us have started after

2017, after earthquake, **54%**, while **30%** started 2013-2016, and **15%** before.

We have not performed analysis on class level obtained by those students who have terminated, as we do not have full record on that. Some students had to retake classes, so we even can't rely on a calculation.

more than 8 years, **54%** less than 3 years, and the **30%** in 4-7 years.



## Chapter Two: Further Education among students who completed scholarship

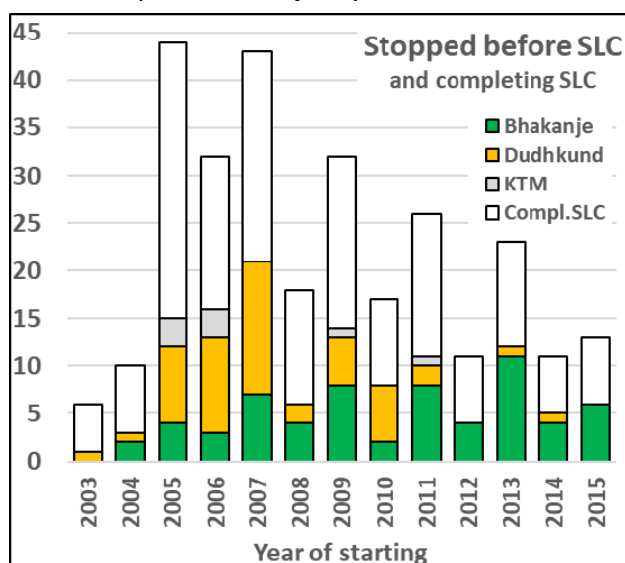
Whatever our students have achieved, we will claim that our scholarship has supported their education, and that they have ended up at a higher level than when they started. How far this is due to the scholarship, or how far it would have happened anyhow, is difficult to prove, but we have the impression that many students have felt inspired by the attendance shown by our HIPRON Staff, by HP-DK Staff and Members and by their Donor. We only can measure the achievements by factual results.

In this chapter we will only analyse on those students who have completed or terminated their scholarship, as the majority, around **90%** is still ongoing below Class 12. Furthermore, the corona-

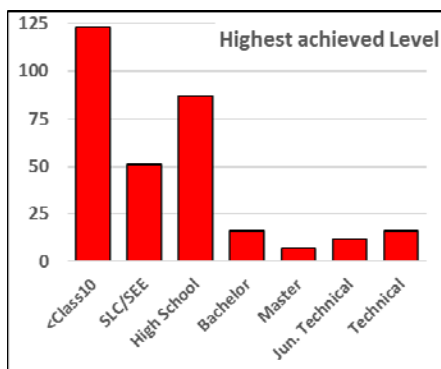
pandemic has delayed the decision of those who have completed their level. This situation is only unlocked today when the analysis is done.

The majority of these, **123 (39%)**, left school before completing Class 10, formerly called SLC and now SEE. Several years ago, a lower primary school result was available after grade 7, but we have not registered this result, as it is in principle worthless. But in percentage terms, the number is fairly constant over the years, even though 7th grade is no longer recognized as a usable final exam.

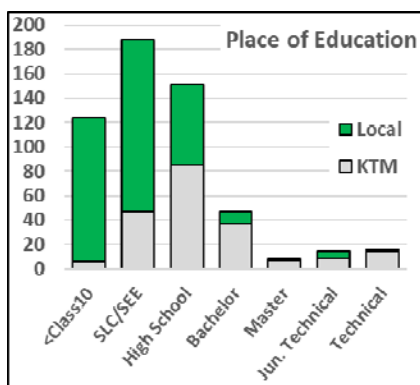
In Bhakanje, **40%** dropped out before 10th grade, and in Dudhkunda pretty much the same, **36%**, while in Kathmandu it was only **11%**.



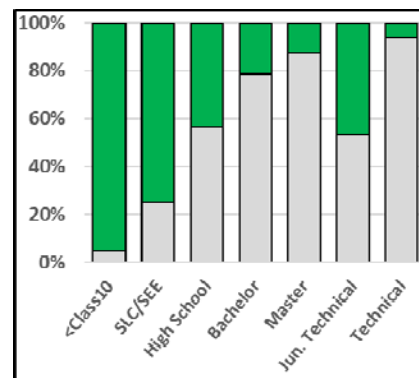




**51 (16%)** left school with an SLC / SEE. **87 (28%)** left school after completing Class 12, formerly known as High School, and now called Higher Secondary School. **16 (5%)** completed with a Bachelor and only **7 (2.2%)** managed to complete a Master's degree. **12 (4%)** completed a junior technician education, such as agricultural technician, ANM, electrician, and **16 (5%)** completed a higher technical education, such as staff nurse, dental hygienist, agronomist and computer engineer. So 1 in 8 have managed to complete a higher education.

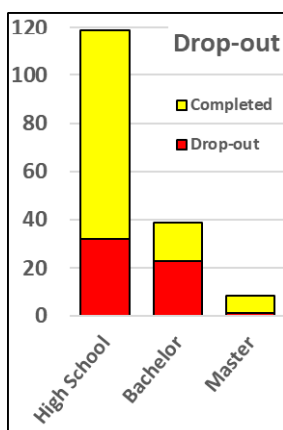


There is a strong tendency that students wish to migrate to the capital Kathmandu for further education instead of seeking local institutions, especially in the district municipal campus in Salleri. The official reason, which is the one we are given, is a claim that the education is better there, but for many the attraction towards the social life



in the capital is the real guideline, and for some it even is because Kathmandu is a better basis for further migration abroad.

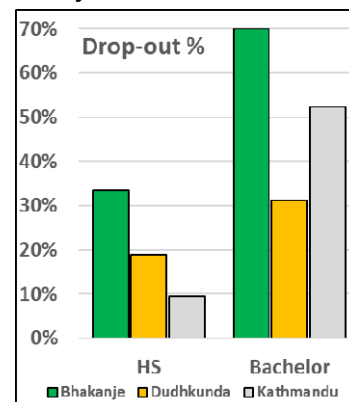
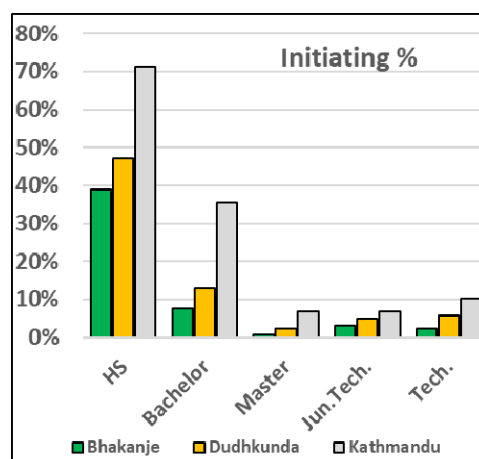
Around half of our students did start in High School, but it is strongly depending on from where they are originating. It is clear that students growing up in Kathmandu are more focussed on further education than students from the rural places, and Bhakanje students a little less inclined than Dudhkunda students.

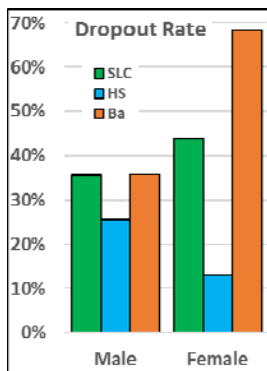


Many of those students, especially among students educated in rural schools, fail to compete in the higher levels or they are diverted by the new environment or they see the opportunity to migrate abroad. Therefore, too many drop out after having started in the new school. **27%** drop out in High School, **59%** must realize that the Bachelor study is too demanding, but only 1 out of 7 had to realize during Master study.

The drop-out rate shows interestingly, that Bhakanje students have a much higher rate than others. One third drop out already from High School and two third from Bachelor. Some because they could not compete but from others because their focus was migration (See next chapter). Interestingly to see that half of Kathmandu students drop out during bachelor study. Most of them due to intellectual weakness or diverted by youth; difficult to analyse on with available data.

The drop-out rate in relation to gender shows interestingly that a larger percentage of girls drop out before 10th grade, while a significantly smaller percentage of girls drop out of High School.

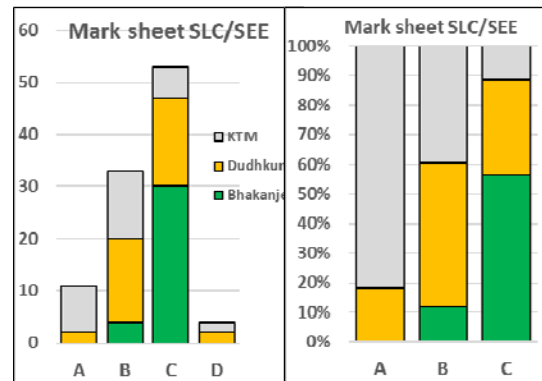




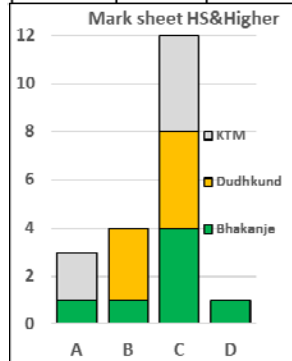
Dramatic that 2 out of 3 girls drop out of the Bachelor program while it is only 1 in 3 among the boys.

We have registered the SLC/SEE mark sheets of **101** students with an average of **2,35**. Only **14** with Class 12 exam with an average of 2,19, and finally **6** with higher exam with an average of **2,93**.

Very few Class 10 students achieved an **A** and luckily even less a **D**. The interesting part is, that the lowest results came from Bhakanje, followed by Dudhkund and the highest from Kathmandu, which reflects the level of education the 3 places. Though it shall be mentioned that our emphasis on the education in Bhakanje the last 5 years must have raised the standard considerably.

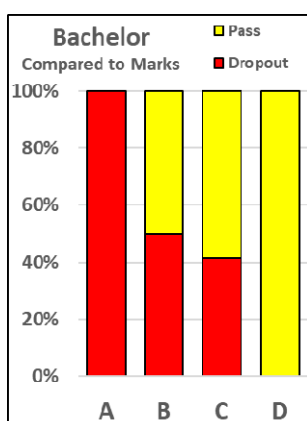
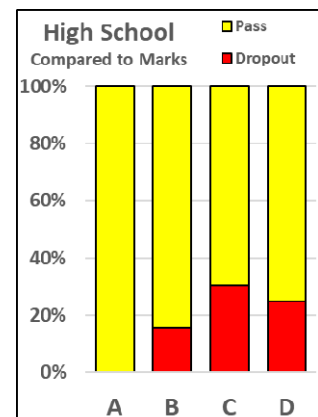


CPA	Grade	7-step
3,2-4,0	A	12
2,4-3,2	B	10
1,6-2,4	C	7
0,8-1,6	D	4
<0,8	E	2



The average SLC/SEE Mark of the 101 students who completed was **2,35 (C+/7)** while the mark of the 59 active students are **2,76 (B+/10)** which imply that a general improvement has happened. When focussing on the students from Bhakanje School it is even clearer that a dramatic improvement has occurred, as the average among 34 students who completed the scholarship was **2,02 (C+/7)** while it among the 27 still active students is **2,65 (B/10)** a rise on **0,63** point. For comparison the same figures for Dudhkunda is **2,37 (C+/7)** and

**2,55 (B/10)**, a rise on **0,18** point, and for Kathmandu students **2,71 (B/10)** and **3,13 (B+/10)** a rise on **0,42** point. The last could give a hint on the fact, that we have paid more attention to control and advise our Kathmandu students, who are visiting our office more regularly than we are visiting the rural students.

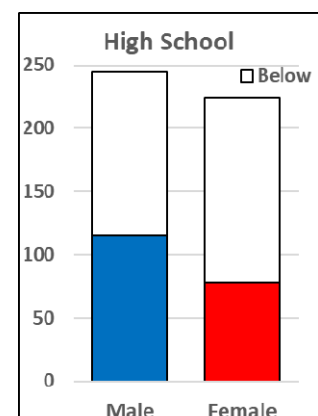


When comparing the drop-out rate in High School with obtained Marks at SLC/SEE it supports though that it is mainly the intellectual capacity which lead to drop out. The number of students included in this analysis is 85, but for the mark D it is not significant, as only 4 students are included.

Interesting that it seems to be opposite with the drop-out rate during bachelor study, but here only 22 students were included of which mark A / D are not significant due to 3 / 1, only B / C can be recognized as they are 6 / 12.

We only have **8** bachelor students with High School marks, which all was Mark C, and of them **5** dropped out and only **3** completed.

A higher percentage of young men are admitted in Higher Secondary School than women.

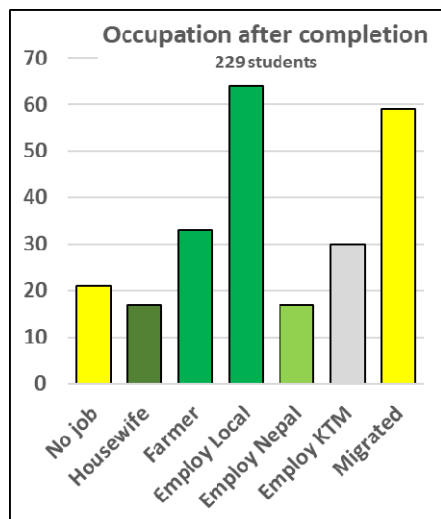


### Chapter Three: Achievements of the Education among students who completed

Of the **313** students who completed their education unfortunately **11** students died due to accident, hereditary disease, cancer, infection and even suicide. Ten of them expired during their support period, and only one shortly after completion. All of them was affecting us a lot and still they are. Half of them we tried with extraordinary efforts to save or to relieve the last of their life.

**91 (29%)** is completely out of contact, which means that we even do not hear any rumours or do not find any hint in Facebook or other SoMe. **18** of the 91 were in contact in the beginning but disappeared later, while the **73** just left after receiving their last support.

With many students we are still in regular personal contact, even 20 years after they completed by mail, SoMe, telephone, personal contact, or meeting on the way. Let us say one third.



Of course, our level of update on the students whereabouts is not complete. Most students have been through a development after leaving us, having several temporary jobs or activities, of which we only know some. In some cases, we have more than one information about the student. But the following is an analysis on what we know, and therefore we have 241 information on 229 students.

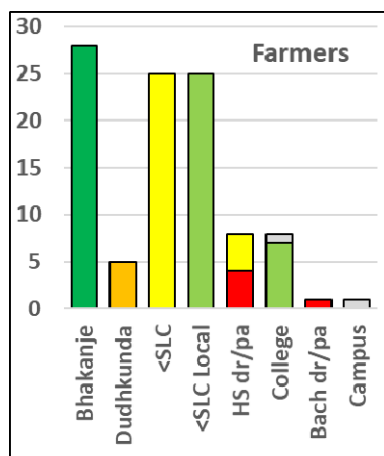
To our satisfaction **161 (67%)** occupations are inside Nepal, and even **91 (40%)** is occupied locally, plus some of the **17 (7%)** housewives who are caretaker of the home in the local area. The **30 (12%)** employed in Kathmandu are mostly our highest educated. **59 (25%)** have migrated. The majority to Arab countries, but also Europe, Korea, Japan, Malaysia, and India. They have saved money and taken loan to pay for travel and

manpower agent, in some cases having a very nice and well paid job, or study at universities, but in most cases they work under poor condition at a low salary and need long time of employment to be able to return home. Now in the corona pandemic most of them have been forced to return home and some poorer than when they left and some with deep debt. We sense that some of the group out of contact has migrated. And finally, **21 (9%)** is just roaming around jobless. Some because they are just out of track, but others because they have negative experiences, like being unsuccessful in what they tried to show off to themselves, to family, friends, and others. We are afraid that some of those out of contact belongs to this last group.

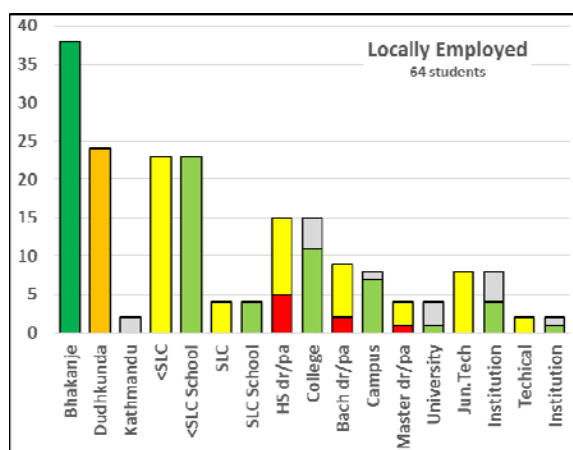
	Bhakanje
	Dudhkunda
	Kathmandu
	Passed Exam
	Dropped out
	Local Institution
	KTM Institution

The signature on the following diagrams is shown here:

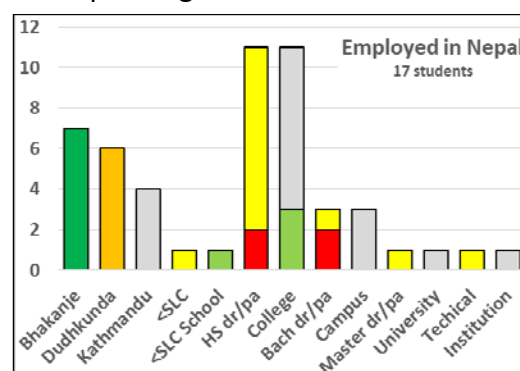
The group who did stay at home occupying themselves as farmers is **33** of which **13** are women. The majority is from Bhakanje and only few from Dudhkunda. Most of them left school before Class 10, but 8 tried High School and half of them failed, also the one trying in Kathmandu. Only one tried with Bachelor in Kathmandu but gave up.



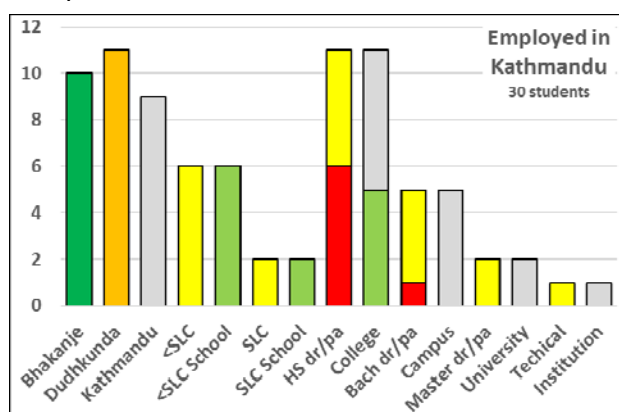
The group who have a salary being employed locally in rural area are **64** of our students of which **18** are women. Most are from Bhakanje and many from Dudhkund, but only two deriving from Kathmandu has decided to move rural. One third completed education before SLC and only few stopped with SLC. One third of those who tried with High School dropped out. All who studied in Kathmandu dis pass. In bachelor study 2 out of 9 dropped out, both from local campus. During master 1 of 4 dropped from Kathmandu University. All who started technical education did pass.



The group employed in Nepal outside our project area and outside of Kathmandu consist of **17** students, almost equal origin. Most of them succeeded in passing the High School, with the two dropping out both from



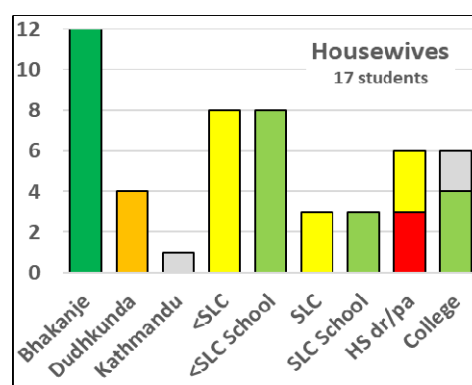
Kathmandu. 2 of 3 dropped out from bachelor and one completed as a nurse.



The group employed in Kathmandu consist of **30** students of almost same origin **24** of them being women. One fourth of them left school before SLC or with SLC. Half of those who tried with High School dropped out, all of them from rural place and most of them attending local school. The rest of upper education was done in Kathmandu, and only one had to drop out from bachelor.

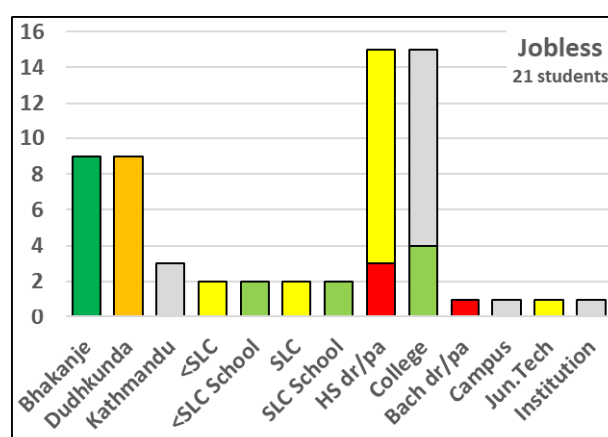
The group who call themselves housewife have no

particular job but take care of home and children. They are **17** women, who mainly originate from Bhakanje. Most of the left school before completing SLC. 6 tried with High School but half of them dropped out both from local school and from Kathmandu. Most of them are girls who had to follow the family order to get married, due to poverty or due to having started to date one not supported by family. But some also just was not intelligent enough to go studying.

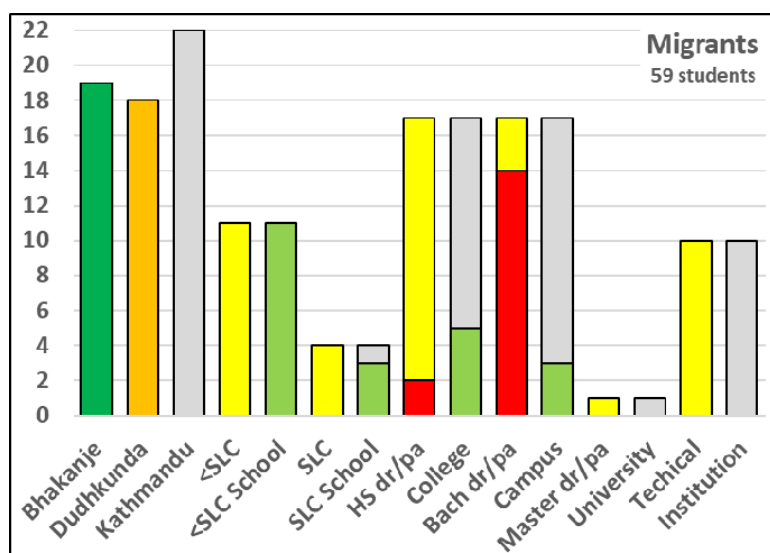


The group of jobless consist of **21** students of which **11** are women. The vast majority is originally from the rural places, and only few found it sufficient with SLC and below. Most of them actually succeeded in achieving a Class 12 certificate, and most of them from Kathmandu, like those dropping out. One tried with bachelor but failed, and one succeeded completing as kitchen chief. Some are really searching for job, but most of them just never started up after completing High School.

And finally, we have the migrants who seek the opportunity abroad, believing in the good stories of success, which actually only hits the few. They are **59** in this group and therefore the second biggest group after the Local Employed, among them **30** women and **29** men. Almost even number from the 3 locations, but in percent of completed students it is seen that **37%** of

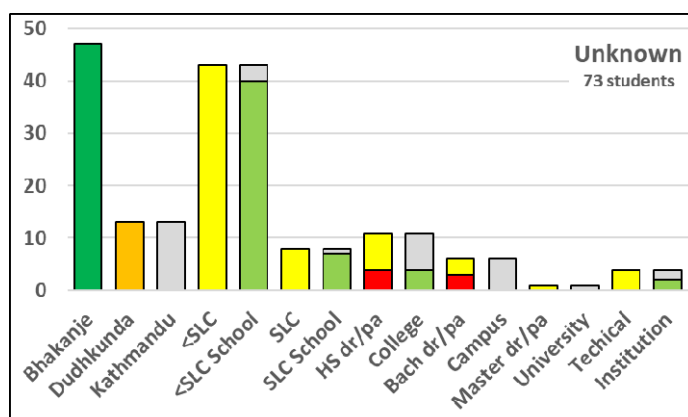






Kathmandu students are taking the chance, and from both rural places it is **15%**. Interesting that one out of five migrants (**19%**) are only basic educated with SLC and below. Also, that one of four (**25%**) passed High School, but **93%** of those dropped out of bachelor study and migrated, and **85%** of those were from Kathmandu. It shows that the students are planning to go, waiting for paperwork to be done, manpower needed, visa obtained, and in the meanwhile more or less actively attending the study. **17%** of the migrants spent their

waiting time having a job, and most of them quite a good job, earning for the expenses and waiting for the right job in the right country. Some of them are migrating to do their continued study abroad. Only one candidate migrated following her husband to Australia. A special result is the migration of **62%** of our students receiving technical education. They are all women completing the education in health sector as nurse, dental hygienist, or health assistant. In Nepal more are educated in this sector than what is needed, so their tenure is quite poor, both in salary and in work time. Especially in Europe there is a demand for this group to be employed as personal care of old people. If we can trust the mark sheets, then the migrants are a little above average, which for all completed students are **2,35 (C+/7)** and for migrants **2,53 (B/10)**, but comparing High School result it is equal **2,19 (C+/7)** and **2,11 (C+/7)**. The 3 with higher education for whom we have received mark sheet the results were **3,12 (B+/10)**, **3,32 (A/12)** and **3,82 (A+/12+)**. So, all in all it is not the poorest students we are losing. We can only hope that some of them will return one day or they will do something to support the development of their country.

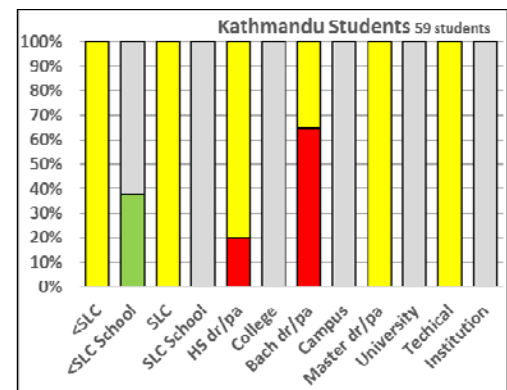
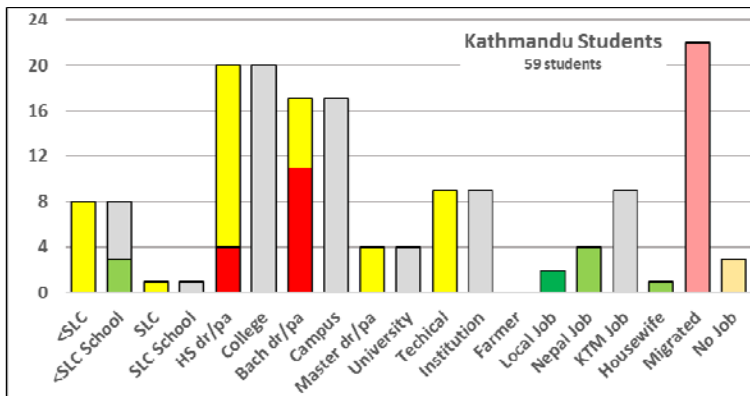
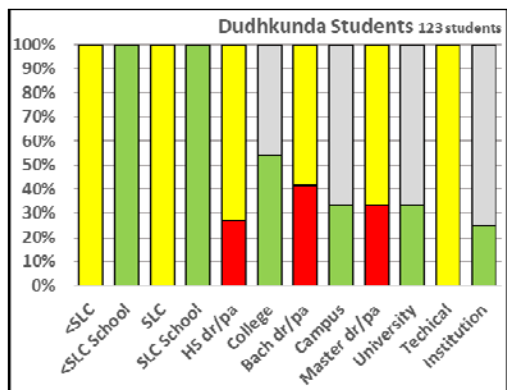
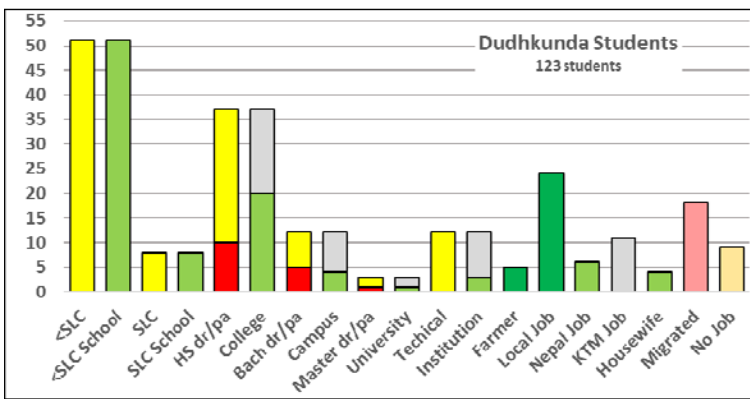
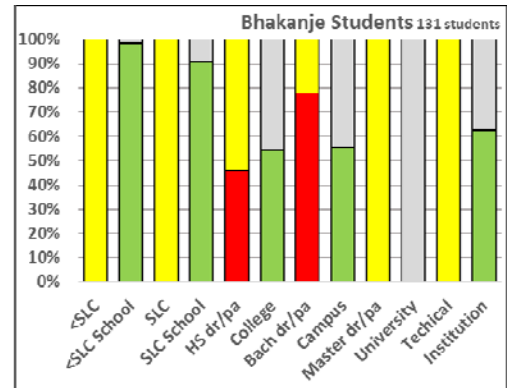
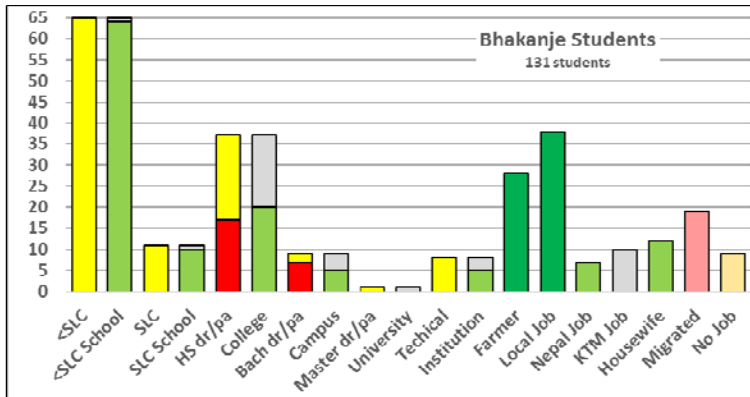


The group of students with whom we lost contact right after they stopped receiving support is **73 (23%)** of the 313. Of them 35t are women. Most of them stopped before the mobile phone seriously was introduced, so it was difficult to pass the message. Only **9** stopped after 2015. But it is also showing that some did not feel our program to be an important part of their life. Most of the lost students have moved somewhere else, so even rumours

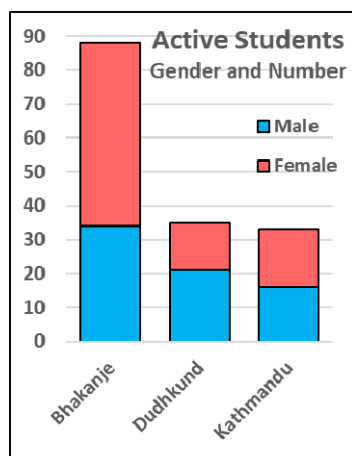
do not reach us. Most, especially the women and the rural students who left school before passing SLC, have moved inside Solukhumbu District or neighbouring districts for marriage or work. Probably most of the Kathmandu students have migrated, as they are presenting the same levels as mentioned above.

Evaluating same values focussing on the place from where the students originated show similar results for Bhakanje and Dudhkunda. In Bhakanje more occupy themselves locally, and in Dudhkunda slightly more are further educating, probably because of closer to district headquarter and institutions. The same is probably the reason, that even a higher percentage of Kathmandu students are taking further education, but also interesting to see that **65%** of Kathmandu students starting bachelor did drop out. Probably because they were preparing for migration, which also is

much higher than for the local students. Only two Kathmandu students did choose returning to their ancestors' rural area, though they were raised in the capital.



## Chapter Four: Educational progress among students still active

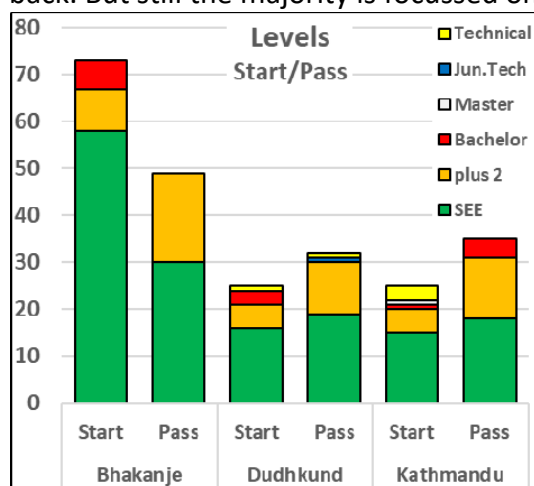


Students who are still active in our scholarship program and still receive scholarship is **156** and of those **54%** are female and **46%** are male. **88 (56%)** are from Bhakanje, **35 (22%)** from Dudhkunda, and **33 (21%)** from Kathmandu.

Most students are still in school below class 10, but now many has completed SEE, but due to the corona pandemic, many have still not decided next step. Same with the higher levels.

We are trying to convince our local students to study in district institutions such as in Salleri. There the

competition among students will be less significant, the risk of being diverted in social context is less, the living expenses will be less, and it is easier, faster and cheaper to visit home and to take food stuff back. But still the majority is focussed on studying in Kathmandu,



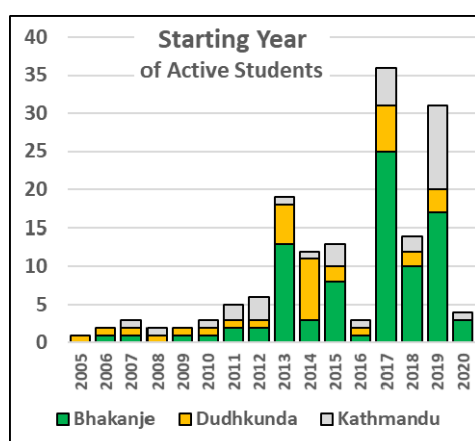
even our scholarship

probably supports less than 15-20% of the expenses in the capital. Some students receive support from other organizations, especially for the College level, some live with family in Kathmandu and the rest receive support from their parents or siblings.

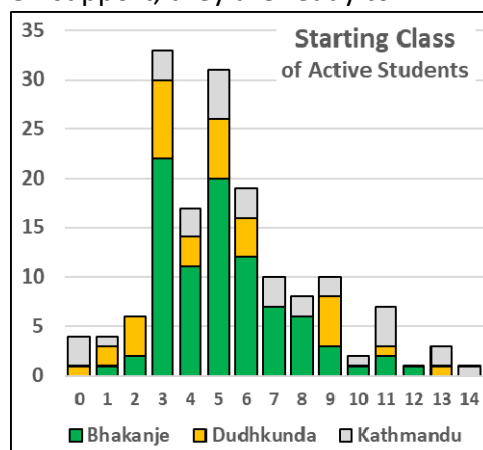
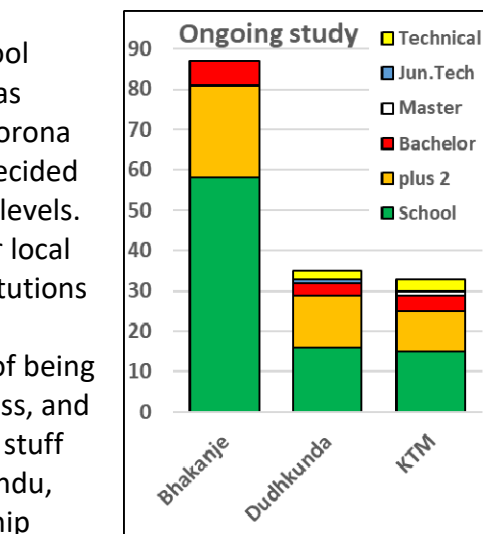
We are still working with **15%** of our students for 8-15 years, and **30%** for 7-4 years, and the remaining **55%** for less than 4 years. We have now covered almost all families in Bhakanje, who can not on own means support their children, but only in rare cases we support more than one child per family. In Dudhkunda we are reducing our activities due to less willingness in general

to cooperate in this area. When our students leave our program, many donors wish to continue with a new student, so that is the reason we are selecting more new students from Kathmandu. There extremely many students are in need, so here we can choose almost as we like among the extremely poor and deprived families, and we can even select with a focus on skill and intelligence.

When we are attracting new donors, they mostly wish to start supporting at a basic price, and therefore most of our students are starting from the basic and primary school. But donors who have supported for several years and can see the impact of their support, they are ready to



support student in a more advanced stage and with a more expensive support. Also, for our program it is rewarding being able to support students who are extraordinary, and who otherwise are forced to give up due



to lack of economy. In some cases, it is tourists, who themselves find a student to support, and contact us for our administrative support. In that way we have several donors from outside Danmark, such as France, Switzerland, and Germany.

## Chapter Five: Our evaluation on our Students

To evaluate our subjective impressions on our students, we have used a score system at our personal first impression of the students first time we did meet them, and again when they completed their support, or for the still active students we gave our impression here in September 2020.

As the founder member of the scholarship program Mr. Kurt Lomborg from Himalayan Project Danmark have meet all our **469** students from the very beginning in 1993 until today, so he has given evaluation to all. Miss Janaki Khadka started working with scholarship from 2010, so she only knows very few of those who stopped before. Miss Jyoti Sunuwar started working with scholarship only from 2019, so she almost only knows those who are still active.

	Initial	Final
1	Not promising	Poor success
2	Promising	Average
3	Very promising	High-achieving

	Initial	Avg.	Final	Avg.
Kurt Lomborg	469	2,06	469	1,82
Janaki Khadka	386	2,02	400	1,84
Jyoti Sunuwar	164	1,88	191	1,90

All Students		Initial Evaluation								
469		1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	41	1	12	3	45	1	6	Negative development	
	1,33		2		4	5	1			
	1,50	3		9		27		6		
	1,67		4		2	7	1	14	2	6
	2,00	2		12	11	140	11	4	8	15
	2,33	1				6	4			
	2,50			2		5	5	0		3
	2,67	Positive development				2		2	0	
	3,00					8	1		1	24

Calculating the average evaluation initially and finally on each student, how the evaluation of each student developed during their support period. While **222 (47%)** had the same evaluation initially and finally **179 (38%)** was evaluated *negatively* and of them **112 (24%)** *strongly negative*. Only **65 (14%)** were evaluated *positively* and only **16 (3%)** of them *strongly positive*.

It shall be emphasized that this is depending on subjective data

depending on personal experience and opinion influenced by disappointment or astonishment. As we three persons have different experiences and values, our evaluation is also different, but on the other hand it is seen that our evaluations are not that differing. The evaluations are rather focussing on the will and emphasis of the student rather than on the result. It means that a student with a poor result can have a positive evaluation if the student is trying sincerely and obtain the best possible, and oppositely an intelligent but lazy student can have a negative evaluation. Migration usually are evaluated negatively.

The **131** Bhakanje Students who completed was more disappointing than the average, as **49 (37%)** were unaltered, but **59 (45%)** was *negative* and of them **35 (26%)** was *strongly negative*.

Bhakanje complete		Initial Evaluation								
131		1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	9	1	6	1	21	1	3	Negative development	
	1,33		1			1				
	1,50	2		7		10		3	2	
	1,67				0	1				
	2,00	1		9		29		5	2	
	2,33	1				1				
	2,50			2		4		2	1	
	2,67	Positive development						1	1	
	3,00					3				

Only **24 (18%)** was evaluated *positive* and of them **7 (5%)** *strongly positive*.

The more recent evaluation among those who are still active students show a little better result as **59 (67%)** are unaltered and **16 (18%)** are *negative* and **13 (15%)** are *positive*.



Bhakanje ACTIVE		Initial Evaluation							
88	1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	7			1				Negative development
	1,33			3	2				
	1,50								
	1,67		3		2	2		1	
	2,00			6	39	7			
	2,33				3	2			
	2,50								
	2,67	Positive development						6	
	3,00				1				3

development in Bhakanje, and that most average students have remained average.

Dudhkund Compl.		Initial Evaluation							
123	1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	18		6	16		2		Negative development
	1,33		1		1				
	1,50	1		1	13			4	
	1,67		1		2				
	2,00	1		3	27		8	4	
	2,33								
	2,50				1			2	
	2,67	Positive development					1		
	3,00				3				7

Dudhkund ACTIVE		Initial Evaluation							
35	1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	2			1	1			Negative development
	1,33				1	1			
	1,50								
	1,67				2	1			
	2,00				1	16	1	2	
	2,33				2	1			
	2,50								
	2,67	Positive development			1	1			
	3,00				1				

the active students is mainly due to the small number of students, making the analysis less significant, but also due to the fact that our uptake of new students is decreasing, old weak students are terminating, so only the better students remain.

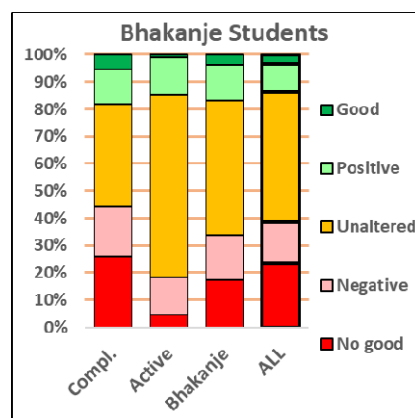
KTM Complete		Initial Evaluation							
59	1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00	5			7		1		Negative development
	1,33								
	1,50			1	4		2		
	1,67							1	
	2,00					15	1	1	9
	2,33								
	2,50						2		
	2,67	Positive development							
	3,00								10

(0%).

It looks better with the still active, as **18 (55%)** are unaltered, **4 (12%)** are *negative* but **11 (33%)** are *positive*.

So finally, the result of Kathmandu students looks better than

In total for Bhakanje students the result is anyhow slightly better than the total of students. It is nice to see, that there has been a positive

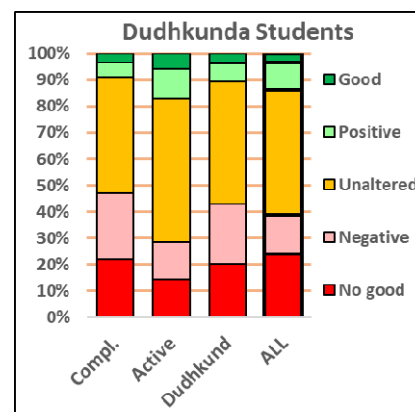


For Dudhkunda students the situation is worse than for Bhakanje. We always felt that many students there was spoiled due to more facilities and more tourists and donors roaming around.

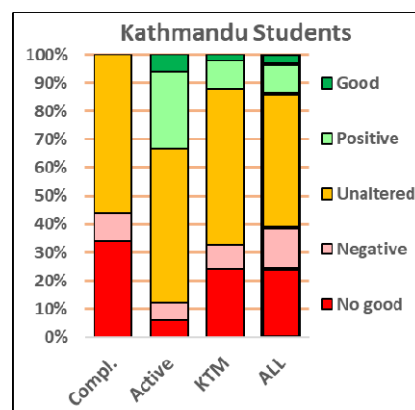
Here **54 (44%)** are unaltered and **58 (47%)** are *negative* of which **27 (22%)** are *strongly negative*, while only **11 (9%)** are *positive*.

Anyhow the development has been better with the still active students, as **19 (54%)** are unaltered, **10 (29%)** are *negative* and **6 (17%)** are *positive*.

All in all, the Dudhkunda students are more disappointing than the Bhakanje students. The improvement by



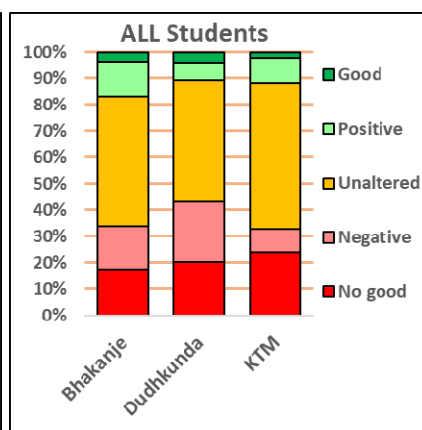
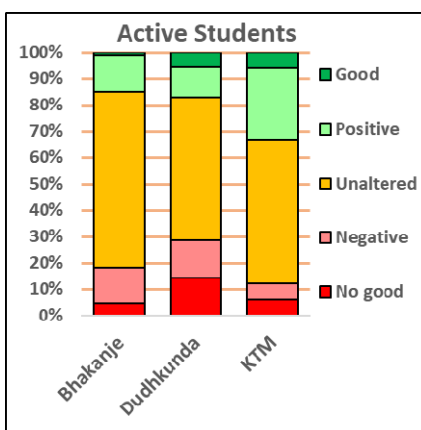
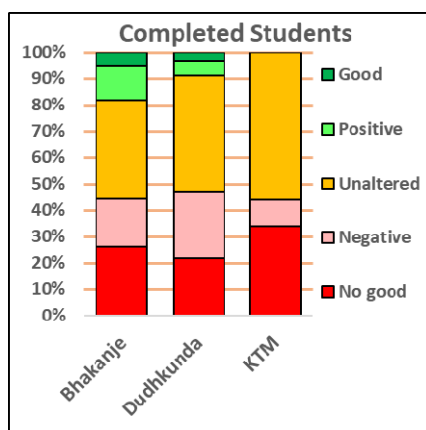
Among Kathmandu students the evaluation among completed students are even worse. Here **33 (56%)** are unaltered and **26 (44%)** are *negative* of which **20 (34%)** are *strongly negative*, while no one have developed positively **0**



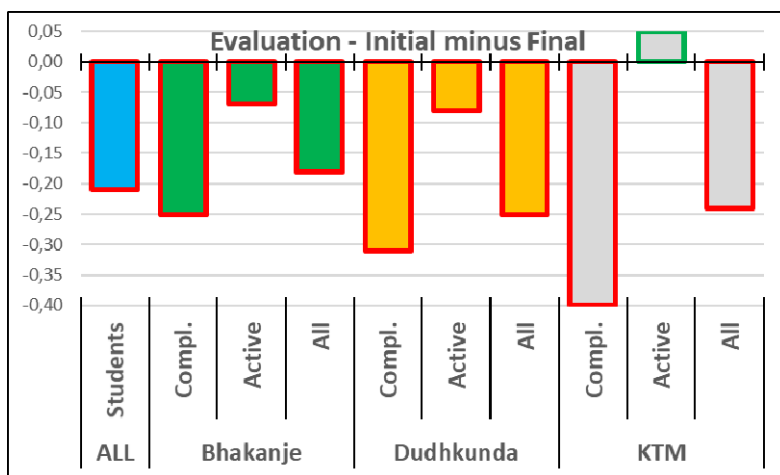
KTM ACTIVE			Initial Evaluation							
	33	1,00	1,33	1,50	1,67	2,00	2,33	2,50	2,67	3,00
Final Evaluation	1,00								Negative development	
	1,33						1			
	1,50							1		
	1,67									
	2,00				4	14	2			
	2,33						1			
	2,50									
	2,67	Positive development					1	4		
	3,00							1		3

the total. More successful and less disappointing to us.

Comparing the students between locations show that we evaluated Bhakanje Students better than others all the way through the 21 years, only with the active Kathmandu students improving a lot, but they are only few, and some of them actually have moved to the capital from the two rural places. Anyhow, among the Dudhkunda



students it is overall obvious that more are having negative evaluation and less are having positive than the other places.



Same tendency can be repeated by comparing the average difference between initial and final evaluation. Only in the group of active Kathmandu students the evaluation was positive during the period. All others had in average a negative evaluation, or in general a disappointing development, without hiding that we have experienced many fantastic students developing into mature and competent citizens.

## Chapter Six: Conclusion

All through the 21 years of scholarship program we have experienced 469 different human activities and behaviours. Sometimes creating big smiles and great pleasure in us. More regular a smile and an "okay". Most regular, so-so. Also, regularly a gentle disappointment or few times a severe feeling of being exploited. Fortunately, only rarely the devastating feeling when one of our young prosperous students died, like the one almost completing Health Assistant dying from encephalitis.

Unfortunately, we have the general experience, that most of our students are quite ignorant from where their support is originating. Unaware why and how our staff is working for their personal development. Most of our students are focussing only on having the money, without gratitude or concerns about the source. Also, many of our students regard their scholarship as

pocket money. Even some are hostile towards us, because they have other donor agencies supporting with even higher amounts, without putting demands as we do.

Our energy to work is deriving from the minority of our students who really is developing, understanding what we are doing for them, acting on this understanding, being proud to show us their progress or showing gratitude especially for our consulting and advise, rather than for the financial side.

These emotions are there, but they can not be analysed on or precisely evaluated, so this analysis is our attempt to approach an evaluation on the result of our efforts through 21 years. It is our hope that this analysis, based on rough data, will give a sense of this result.

In addition to the scholarship program, we have also worked to develop the physical infrastructure at the schools in Dudhkunda and especially in Bhakanje. In Bhakanje, we have also emphasized the quality of education through our School Empowerment Program (Bhakanje-SEP), which has been running since 2010, and especially since 2015, we have given extra effort to this program with support from the Danish-American family fund PONA Foundation. Therefore, this analysis can provide an idea of the success and progress of this school program. This should be the last chart in this analysis report comparing the final exam (SLC / SEE) among our students who have completed previously and those who are still active and can present a more recent result. This is proof that we have not worked in vain. During the years, when we have been working on education, the general level of education throughout the country has improved, which is also indicated by the difference between completed and active in all our localities; however, the greatest progress is seen in Bhakanje, which is our area of focus. There is still room for improvement, which we hope to be able to work on for many years to come.

Thank you for paying interest to the work of Himalayan Project Danmark (HP-Dk) and Himalayan Project Nepal (HIPRON).

Joyti Sunuwar, Scholarship Administrator  
Janaki Khadka, Managing Director of HIPRON  
Kurt Lomborg, Administrator of HP-Dk

