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**Impact Assessment of Primary Education: Case study of
a development project in India**

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Declaration

I declare that I have written my bachelor thesis titled: „Impact Assessment of primary Education: Case study of a development project in India“ by myself with the help of literature cited in the references.

In Prague, April 15th 2016

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Abstract

This thesis investigates the situation of primary education in the country of India while mapping its challenges and personal needs according to its own circumstances. It focuses on development projects which seek to help in this field on an international level as well as examining benefits of the local stakeholders. By doing a case study, this thesis tracks one of such projects, led not by an institution but by a group of volunteers. This project is called “Stavíme školu v Indii” and stresses upon building a primary school in the rural area in the state of Bihar. The specific aim of this particular thesis is to determine the quality of the project and the impact that it has on the people that are also involved. Using methods such as questionnaires and open discussions with both members of the team conducting this project and the people the project is targeting with its help, we try to point out the strengths and weaknesses and provide future recommendations. All the data involved in the research was either collected in the place of the project within Bihar or in the Czech Republic during the first semester in the year of 2016.

Key words:

Primary education, development project, India, NGO, evaluation

Abstrakt

Tato práce se zabývá základním vzděláváním v Indii a zkoumá jeho překážky a nedostatky. Soustředí se na rozvojové projekty, které se snaží tomuto sektoru pomoci na mezinárodní úrovni a zkoumá jejich přínosy pro příjemce dané pomoci. Studie sleduje jeden z takových projektů, který není veden oficiální institucí, ale týmem dobrovolníků. Projekt nazývaný „Stavíme školu v Indii“ se zabývá výstavbou základní školy v rurální oblasti státu Bihár. Cílem práce je určit kvalitu projektu a dopad na zúčastněné. Je užívána metoda dotazníků a rozhovorů jak pro členy týmu, který projekt realizoval, tak pro cílovou skupinu příjemců projektu. Práce vypichuje jeho slabé a silné stránky a pokouší předložit návrhy do budoucna. Všechna data použita pro výzkum byla sesbírána v místě projektu ve státě Bihár a v České republice během prvního semestru roku 2016.

Klíčová slova: Základní vzdělání, rozvojový projekt, Indie, nezisková organizace, evaluace

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List of abbreviations

NGO Non-governmental organization

WHO..... World Health Organization

CB 13..... Církev bratrská na Praze 13 (Czech brethren church in Prague 13)

CZK Czech Koruna

UN United Nations

UNESCO United Nations Educational Scientific and Cultural Organization

1. Introduction

Education is a crucial aspect in a child's life that will indicate his personal growth, employment possibilities, financial stability and future. Yet in the third world, that is not something that is granted to everybody. This is also why improvement of child education is one of the main points of the Millenium Development Goals (Unicef, 2015).

Primary education is even more substantial, because that is when children are in the age of being most influenced. Studies have shown that children gain the most from education that has been provided for them in their early childhood (Cole et. al., 2016). Education does not just grant individuals a better future, but can also resolve other problems, many of which are especially found in developing countries. This can come in many forms such as decreasing poverty rates, helping to advocate gender equality and deepening children's interests in environmental issues (Unicef, 2015).

The opportunity to gain education has a positive impact on every child, but the greatest advantages can be seen primarily in the girls. Those are usually the first to be pulled out of school due to the needs of chores that are to be done around their households (World Bank, 2015). It is often the positive result of education that girls marry later on in their lives and also decide to have fewer children. Their gained knowledge increases the chances of their children's survival. Surveys show that educated girls have a much higher chance of their child not dying before the age of 5 years (Unicef, 2015).

On the other hand, children that have been denied this opportunity in their lives can be more vulnerable to abuse, exploitation, diseases and other negative effects that can be prevented by them going to school and getting at least the basic level of knowledge (Mehrotra, 2006).

The state of education in an area or a country is most often determined by the literacy rate. That is "the percentage of population that can read and write a short simple statement on his or her everyday life" (Kaul, 2001). Even though many people

mistakenly perceive a literate person as one being able to write characters or his own name, this is not necessarily true (Kaul, 2001). Today, literacy is viewed not just from the point of collecting knowledge but also in its practical application. It is an ongoing procedure of obtaining information, knowledge and understanding that is to be further worked into and applied to one's own personal life (Unesco, 2006).

Along with international organizations, there are many NGOs that are talking about these issues. During the last 20 years there has been a growth in number of NGOs bringing the importance of global education into focus and striving for its enhancement (University of New York, 2016).

Interests in volunteering opportunities in the name of education have also been rapidly on the rise in the recent years. Examples of this can range from groups to even individual "projects" (Leigh, 2011). It is often hard to clearly say or measure what impact this aid from the developed world has and how it affects the stakeholders (Ridell, 2015).

2. Literature Review

2.1 India - overview

2.1.1 Socio-economic background

India is a country with one of the fastest growing economies and largest number of young workforce throughout the world (World Bank, 2015). It is situated in South Asia (UNdata, 2016) and is being called the biggest democracy in the world. It is also the second most populated country with its 1,252,140,000 inhabitants (WHO, 2016). Being home to a little more than 200 different ethnic groups with 700 spoken languages and even many dialects among them, the rich culture of India shows us its unity in diversity". Due to the diversity of its people, India is also home to many religions. 79.80 % of people claim Hinduism, followed by 14.23 % inhabitants practicing Islam and 2.30 % percent of people calling themselves to be Christians (Census, 2011 a). The rest of the population belongs to Indian minor religions, such as Sikhism, Buddhism or Jainism. The government recognizes both Hindi (written in Devangri script) and English as the two official languages of India (World Bank, 2015).

Due to the massive economic growth in recent years, India has made an incredible spurt forward in many areas such as establishing numerous technological and pharmaceutical companies that are now recognized all around the world (Khambatta, 2013). The effect of many of these changes is resulting in India currently going through the largest rural-urban migration that it has ever seen (World Bank, 2015). Over 10 million people a year are moving to towns and cities from these rural areas. These changes are showing us new times emerging for India that look very hopeful. Although, there are still many areas in which India needs further development such as inequalities in many forms, mostly gender and poverty inequalities. In this stage of India's development there is a need of the growing young workforce to be well equipped for the needs of the job market in which good education as well as fitting skills are essential.

Many secondary graduates still do not possess the needed knowledge and skills to compete in India's rapidly changing job market (World Bank, 2015).

2.1.2 Education in India

In ancient times, India used to be the land of rich knowledge and wisdom. There was not an organized school system because the teachers had worked with their students individually, training them in the desired field of knowledge as well as practical skills (Cheney, 2005). Having a more individualistic approach and a certain relationship with their student, the teacher has become something more of a mentor or guru to his pupil, sharing not only his knowledge and skills with them, but also his life. This individualistic and relational approach led to somewhat of an intensive learning course with high quality results. Nevertheless, the opportunity was not open to everyone. This kind of education was a privilege only to the highest casts in India. An example of these casts would be the Brahmin group and only specifically chosen boys were given this opportunity. With the coming of British rule which has taken rule over India between the years 1700 and 1949 came also the establishment of schools as we know them today. Still, education could only be afforded by those who had resources. Education was something sought out by primarily the Brahmin group even in the following years, but as other groups began to see the opportunities and open doors to political power, even they began to be interested in formal learning (Cheney, 2005).

Today, education in India is open to everyone, yet even now students making it all the way through high school are mainly those who come from higher class families in urban areas. The overall literacy rate in India is 72.14 % (80.95 % for men, 63.84 % for women). Youth literacy is 89.65 % (Worldmeters, 2016). The education system in India is vastly inspired by the structure of the British school system (Kumar, 2011). In saying this, education is free for children until they reach 14 years of age. There are four stages in the whole process which consist of the following: primary, upper primary, secondary and higher secondary. Students start attending primary school at the age of 6 until 11 years old, participating in the grades of 1st through 5th. Classes taught in this level result

in: mother language (language spoken in the region), mathematics, art of healthy and productive living and environmental studies. After successful completion, they move on to middle school. That is visited by students aged 11 to 14 years and goes through the grades of 6 to 8. In this period of time, the curriculum dictates these obligatory classes that are: 3 languages (English, Hindi and local language), mathematics, science and technology, social sciences, work education, art education and health and physical education (Kumar, 2011). As a rule, private schools tend to be of higher quality than state schools. Private schools are usually visited by students from the higher social classes, since tuition fees can be high. These schools often also have demanding admission requirements. Private schools are mostly taught in English language that is also a sign of prestige (Cheney, 2005). The most dropouts from school happen during the season of primary and upper primary school (Mehrotra, 2006). This continues to be one of the biggest problems in Indian education and we will talk about it more deeply in the following pages. Following after upper primary is secondary school, which students visit through grades 9 to 10, aging from 14 to 16 years old. Here they are also required to take 3 languages, mathematics, science and technology, social sciences, work education or pre-vocational training, art education and physical and health education. After the end of the 10th grade, students are required to take public exams that also determine the future of their studies. Those of who wish to continue their education start to attend upper secondary school their 10th grade. That is, continuing through classes 11 to 12 at the ages of 16 and 17 years old. This period of time is also called pre-college. Students take more specialized classes depending on their interests that also prepare them for further college studies. The most popular streams of education are science followed by commerce and humanities (Cheney, 2005).

2.1.3 The challenge and progress of primary education in India in recent years

India has been rapidly developing over the past few years (Khambatta, 2013). That also counts for the Indian system of primary education that has been improving in

many ways, yet there are still some problems that remain to be tackled, as well as problems that might be overlooked. It is true that access to schooling and the amount of students enrolled every year has grown. Today, 98 % of people in India, even those living in more remote places, have a primary school within 1 to 4 kilometers of reach and 92 % of people have an upper primary school within 3 kilometers of reach (Kingdon, 2007). Enrolment into primary schools happens in big numbers and is growing. Nevertheless, many schools are not prepared for this. The problem is not enough facilities that serve as schools, but the fact that schools are not prepared to handle the numbers of students (Mehrotra, 2006). The remaining problem is the lack of well equipped, educated and specialized teachers that would be able to cover all that the students should learn according to their curriculums. This leads to the major problem of the quality of learning and many students are behind the regular standard. Therefore schools are in great need of better management and well equipped teachers (Kingdon, 2007).

Even though not having enough of school buildings themselves is not a big pressing problem for India recently, their equipment is. Many do not have bathrooms that would serve the girls' needs and potable water for daily refreshment is also lacking (Mehrotra, 2006). Yet the biggest problem that India is facing now is the major dropout of students, which is the highest in primary school. 29 % of students drop out before completing their 5th year of primary education. 43 % of students drop out before finishing upper primary itself. Only 42 % of Indians who enroll complete their studies until high school. This puts India within the five countries in the world for the highest rates of dropouts at this age (Kingdon, 2007). The government of India has been giving more attention to the tertiary education (colleges and universities) and due to this fact many of these problems of primary education seem to be unnoticed and only now that has begun to slowly change. With such a high rate of dropouts and other problems, India is home to 42 % of uneducated adults, which negatively influences the work force of the country. Many of other India's problems that are not directly connected to schooling can be solved through right education. For example, gender inequality or the lack of right hygiene habits or nutrition can be helped by raising awareness in special classes, starting with this young generation (Kingdon, 2007).

2.2 Development projects aimed at education

2.2.1 Impact of NGOs on enhancement of education in the developing world

As a part of the Millennium Development Goals concerning enhancement of child education (Unicef, 2015), many NGOs are taking part in helping with improvement in this sphere. In domains where the government is not able to cover its traditional tasks, NGOs come in with help, offering aid by funding, gap-filling or capacity building (Ulleberg, 2009). Usually the priorities of the national development are the same as of those who try to bring international help (Couclough and De, 2010). As NGOs are not responsible for all population as a whole like the government, it gives them an opportunity to focus on one location, where help can be provided (Glewwe and Kremer, 2005).

Nevertheless, it is not always easy to determine the impact of such aid onto the main stakeholders in the helped areas and especially long lasting results on life quality for the effected children can be seen in a longer scope of time (Glewwe and Kremer, 2005). For instance, not all the indicators that are often given show us a link to actual improvement and quantity does not always mean quality. Many programs ensure improvement by growing attendance of pupils in the school, but research has shown that that this makes a positive difference only in high quality institutions (Birchler and Michaelowa, 2015), that schools in developing countries are often not (Glewwe and Kremer, 2005). It is therefore important for aiding agencies to concentrate on increased achievement rather than education quantity (Birchler and Michaelowa, 2015).

Studies show that it is also important where exactly the development help was conducted. This shows that the weight of impact can be different in all areas and have different influence on different institutions as well (Asiedu and Nandwa, 2007). Impact is more evident in low income countries, where projects have been conducted towards primary education. Help oriented towards post-primary education does not bring such fundamental enhancement of growth (Asiedu and Nandwa, 2007). It has been also

observed that children who are in greater need benefit the most from such aid, because there is more space and potential for help and growth (Cole and Lee, 2016).

It is hard to point out what indisputably works in sustainable educational aid for developing countries because not all approaches will work the same in all areas. It must be taken into account that not all countries, their cultures and the situations within them are the same and therefore the approaches in their development will also be different. Therefore one of the first fundamental steps in conducting such a project should be planning and taking all aspects into consideration (Ridell and Niño-Zarazúa, 2015).

An important aspect in such projects is working with the local leaders, who understand the situation, culture of the area, and its needs and standards (Avolio-Toly, 2010). Including the community into planning and running of the project helps them take ownership of it, increases their interest and raises hope of sustainability in the long run. This also makes easier the transition of handing the project over to the local people when it is finished (Corbett and Fikertt, 2012).

2.2.2 Overview of some Czech projects oriented to primary education by Czech NGOs

The cooperation and positive relationship of the Czech Republic and India are long term, as Czechoslovakia was helping India with industrialization already after its gaining independence. To this day, business relations are very strong. The Czech Republic placed India within the group of priority countries into the branch of Export strategy in the years from 2012 to 2020. The cooperation is mainly based on the engineering sector (Businessinfo, 2016).

Considering bilateral development, India does not fall into the group of Czech Republic's priority or program countries (Rozvojovka, 2011). As many of the region's areas are still in need, many private Czech NGOs and groups have taken upon themselves the quest to help in those territories with various kinds of development

programs. Mainly oriented on agriculture, microfinance, education, child development and empowering of women.

Considering the sector of developing primary education and child development, we can look to a few organizations for examples.

2.2.3.1 Česká arcidiecézní charita

The organization of Česká arcidiecézní charita that has been offering development aid in India since 1993, launching off with its project of distance adoption and sponsor aid to students (Arcidiecézní charita Praha, 2016).

Project : Improvement of education and student hostel in the village of Jayapura

The project is aimed at the village of Jayapura (Karnataka, south India), specifically at 354 students of primary school Christa Prabha. 30 % of these students are also supported through the distance adoption program. This region is a remote area without good infrastructure and people are therefore dependant on agriculture as their primary income. There are not many opportunities for development. Due to the need of money, many families send their children to work early, at the cost of them dropping out of school. The cost of the whole project is 205.000 CZK, from which Česká arcidiecézní charita covered 90 % (Arcidiecézní charita Praha, 2016).

Main goals of project:

1. Start computer classes at school
2. Tutor students with poor results
3. Improve housing for students

Results of the project: The main investment was made into 5 new computers for the school that have been bought from a local company in addition to a laser printer and 5 tables and 20 chairs for the lecture room. The computers serve for daily study and play to widen the students' knowledge.

80 kids were chosen from the school to have special tutoring classes to help them with their education and improve their results. Some of them have had problems because of inconsistent school presence, some because of study disorders that are now being addressed.

A lot has also been invested into the student hostel. It got new equipment to ensure study effectiveness for students, but also the quality of their free time. The hostel was supplied by mattresses, blankets, pillows, kitchenware, new shelves and chairs. The hostel as well as the school also got a new backup power source that allows study and play without power outage even after dark. Another big achievement is the construction of toilets and showers. This is especially important to the girls, who have, until now, been going out and often feared to do so in the night. Another helpful construction that has been put up is a penthouse, where students can dry their clothes without them getting wet in the rain (Arcidiézní charita Praha, 2016).

2.2.3.2 Hnutí Brontosaurus

Is a Czech nonprofit organization which aims to rise up values for nature and responsible approach to life. Its core values are to be helpfully involved in the problems of society and build good relationships amongst people with respect to their differences. The organization operates in the Czech Republic since 1974 and now also has several projects in countries abroad (Hnutí Brontosaurus, 2015).

Project : Brontosauři v Himalájích

This is an ongoing project of supporting and improving the development plan of Spring Dales Public School in the village of Mulbekh (Ladkh, north India). At the moment it has 184 students, from which 55 of them are getting their education for free, due to financial problems of their families. Through building on the legacy of friendship of President Václav Havel and Dalaylama, the movement Brontosauři wants to provide children in the area with quality education and a good relationship to traditional values and ecology. The village of Mulbekh si a remote area with little infrastructure, to help

children go get education elsewhere. In 1992 a group of educated people in the local area have established a primary and secondary school. With the coming of the new principal Tsewang Norboo in 2008 came also the desire to develop this school more. He started to reach out to international development organizations abroad and has created a complex development plan for the years from 2011 to 2021. The total cost of the project is 7.3 mil CZK and is being covered by the following:

Brontosauři v Himalájích (Czech Republic): 2.4 mil. CZK – infrastructure and financial stability

Dalailama trust (USA): 3.4 mil. CZK – building of classrooms and salaries of teachers

Indian government: 0.8 mil. CZK – construction of solar power station

Himalayan dialect (France): 0.6 mil. CZK – building of student hostel

Residents of Mulbekh village: 0.15 mil. CZK – building of student hostel

Main goals of project:

1. Infrastructure: Enlarging school facility and building campus based on solar energy with use of local materials. (20 % done)
2. Academics: Access to education for all social classes regardless of gender and economic status, education scheme of highest standards, preservation of Ladhaki traditions and culture. (15 % done)
3. Financing: Creating a model of financial income for sustainable development of school that will enable school attendance to all social classes. (10 % done)
4. Human resources: Employees in majority people from the village who possess the needed skills and evaluation. (20 % done)
5. Organization structure: A flexible and transparent organization structure with fast, yet responsible decision skills. (80 % done)

Results of the project: The project is still in progress and its planned ending is at the end of 2021.

(Brontosauři v Himalájích, 2016).

2.2.3.3 Adra

Adra is an international humanitarian organization working in 130 countries in the world. The subdivision in the Czech Republic (Prague) has been working since 1992. Adra ČR is a part of a church network of the Adventists of the latter day saints, who financially support the organization regularly. Adra specializes in help to people who live in underprivileged areas, poverty and distress. Through strengthening partnerships and responsible steps they are reaching forward to positive changes for those who are being helped (Adra, 2014).

Project: Banglakids

This is an ongoing, long term project of Adra in Bangladesh. Even though it is not directly in India, it is a very similar region with similar academic conditions and can give us a helpful insight into another educational project.

The program was started in 1999 and its main goal is direct support of school children. Currently, Adra is working with a network of Christian schools: 31 village schools, 7 boarding schools and 1 city school. Even though the main aim of the project is education, Adra also supports food aid, reconstruction of schools or improving drinking water sources. Through long term support, Adra is striving to build up independent and self-supporting communities.

In Bangladesh, not many people have access to education of good quality and uneducated people are an easy and cheap source of labor source. The poverty is passed on from generation to generation and it is difficult to escape it. Adra is trying to change this situation for the better by providing education for children (Banglakids, 2016).

The costs of the projects are being covered by financial donations coming from various companies or individuals. The project is not using any accessible grants but obtains money from various fundraising activities (Krejčí, 2016).

Main goals of the project: All activities of this program are directed to lead to enhance the situation of education and a hope for a better future for children in Bangladesh. This

also includes help with nutrition, building new facilities and helping with potable water resources.

Results of the project: The Banglakids project is ongoing and Adra does not have plans to stop it as they have had successful results with it for the last 15 years such as

1. Helping 6500 children and young people go to school
2. Reconstructing 42 school facilities and supplying them with needed furnishings
3. Building 1 completely new school
4. Bringing electricity to 5 village schools using solar energy
5. Building up a cleaning plant and a well with a cistern at 2 boarding schools and reconstructed wells at 9 village schools
6. Training 848 teachers

(Banglakids, 2016).

2.2 Description of project for case study

2.2.1 Description of location - Introduction of state

Bihar

Bihar is a land-locked, border state in northern India, surrounded by the mountains of Himalayas in the north and the state of Orissa in the south. The state of West Bengal borders to its west and Uttar Pradesh and Madhya Pradesh from the east (FAO, 2015). The area expanse of Bihar is 94,163 km² (Census, 2011 b).

Bihar belongs to the 3rd most populated state of India with its 104 million inhabitants (Census, 2011 b). It holds 10 % of the Indian population and is also the most densely populated area in India. The population density is 880 persons per km², much more than India's norm of 234 persons per km² (Sharma, 1995). The religions found in Bihar are Hinduism (82.69 % of population), Islam (16.87% of population) and

Christianity (0.12 %). The rest of the religions belong to the Indian minority (Census, 2011 b).

Bihar is one of the most agricultural states in India right next to the state of Assam. 80 % of Bihar's workforce is in agriculture that makes 40 % of its GDP (World Bank, 2009). It is also the least urbanised state. Only 10 % of the area in Bihar is urbanised with the rest living in rural areas, mostly dependant on agriculture (World Bank, 2009).

Even with its good soils and mineral richness, Bihar is one of the poorest states in India. 1/7 of the poor people of India live in Bihar and 40 % of the population lives below the poverty line, most of those in rural areas. Bihar is far behind the national trends and has a very slow progress in meeting the Millennium Development Goals (World Bank, 2009). Much of this is caused by the decreasing effectiveness of the government and erosion of established patterns of domination in Bihar's predominantly agrarian society (Kohli, 1991).

Throughout the years, Bihar has been going through a series of crises of political leadership and bureaucratic inefficiency along with rampant corruption on some levels and social disorder (Sharma, 1995). It shows that Bihar is one of the most violent states. The disorders are mainly because of the still prevailing caste system and power conflicts, which go hand in hand. The caste system is still deeply embedded and influences the economy, politics and society (Kohli, 1991). Casteism permeates into nearly all institutions and many riots are started by poor caste members who dare to challenge the old system of domination and their opposition of higher casts who are comfortable with their standing positions (Sharma, 1995). Taking in consideration all the things mentioned above, it is evident that the reason of Bihar's poverty is mainly due to socioeconomic and political structures rather than Bihar's material poverty. It is understood that these problems are a product of the state's underdevelopment (Kohli, 1991). Even though Bihar does have fertile soils and mineral wealth, the unorganized and corrupt state of things makes their productivity low (Sharma, 1995).

Bihar is using more development funds than any other state in India, yet its performance is still behind the national average (World Bank, 2009). Since the post – independence era, there has been much effort for economic development and fair social structure (Sharma, 1995). It is true that much improvement has been done in the area of infant mortality and water supply (World Bank, 2009). The toughest problem of the state is the illiteracy of its population and enrolment into primary schools. Bihar’s literacy rate is 61.80 % and is the lowest of all India (Census, 2011 c).

2.2.2 Bihar’s state of education

In the times of ancient Bihar the area was a center for learning, teaching and research and a place of respected education. That was mostly in the sphere of mathematics, astronomy and literacy (World Bank, 2015). This system of education has later been destroyed in the medieval period by the armies invading Bihar. During the British times of India, the British were establishing new institutes of education that again brought revival to the education sphere. The post independence brought setback, due to the leaders who have failed further continuation to establish these educational institutions.

Bihar is one of the most educationally backward states in India (District Information System of Education, 2014). Today 61.8 % of Bihar is illiterate (World Bank, 2015). That is worse in the case of women as 1/3 of Bihar’s women cannot read, write or do arithmetic calculations at all (World Bank, 2015). Bihar has the lowest literacy rate in all India (World Census, 2011 c). The biggest problems linked to the situation of Bihar’s education are: 1. Shortage of schools in general, 2. Inadequate school infrastructure, 3. Inadequate teaching personnel, 4. Insufficient school attendance of students, 5. Gender roles and gender discrimination, 6. Social segmentation of education (District Information System of Education, 2014).

There is a big gap in demand and supply of education in India. Due to these problems, many students who do have the chance migrate to other states to obtain a

higher quality education for their further studies, such as college and university, do so on a regular basis (Government of Bihar, 2013).

2.2.2.1 School facilities in Bihar

Today almost all children have a school within walking distance from their homes. 94.8 % of primary schools in Bihar are in rural areas (District Information System for Education, 2014). The question is not so much about the availability of schools themselves but in the recent years has turned into discussions about their infrastructure quality. Most of the school buildings show inadequate infrastructural facilities. 1/5 of school buildings are not owned by the schools themselves at all. And the same number of them does not have waterproof buildings, which creates problems in the monsoon seasons. It shows that some schools do not have buildings at all and class takes place in locations such as under trees or makeshift sheds. Furthermore 30 % of schools do not have drinking water within reach, 60 % of schools do not have toilets at all and 100 % of schools do not have separate toilets for girls. 20 % of schools do not have a single blackboard in the whole school and 85 % of schools are lacking adequate teaching kits (World Bank, 2015). It is almost a rule that none of the schools have furniture. Kids learn sitting on dusty floors, sometimes having a blanket brought from home underneath them. More grades usually have to learn in one class and the reason why they fit into the room at all is due to the fact that a large number of students are not present on a typical school day. The case of upper primary schools is a little better, but still not satisfactory as they fight the same problems. 18.2 % of schools do not have access to drinking water, 45 % do not have toilets and 81.8 % do not have special separated bathrooms for girls. Shared classrooms are also in most of the schools (World Bank, 2015).

Talking about inefficient facilities, there is also a shortage of labor force in the sphere of teachers. There are not enough teachers to be able to cover the tuition in all schools. The average number of teachers for a primary school is 3.6. For upper-primary the number is 7.1. That leaves 1/3 of the teaching positions vacant. In average in Bihar there were 51 pupils to teacher in the school year 2013/2014 (World Bank, 2015). Most of the teachers are females and do not have the appropriate academic qualifications to

teach. 43.4 % of teachers in primary schools have reached graduation (World Bank, 2015).

One positive thing about education in Bihar is the growing number of enrollments into primary school. In the observed school year of 2008/2009 when school enrollment increased to 95.9 %. We can also see this growing trend in upper primary classes, where enrollment was 32 % in year 2005/2006 and 92.7 % in year 2008/2009. Yet, the enrollment numbers, as shown, are not a decisive fact, as many of the enrolled students drop out of school shortly, therefore the numbers given above almost never meet the attendance numbers. There are many reasons given to this problem. 46.9 % of teachers claim that students lack the will to attend due to inadequate infrastructure. Another reason given is parental indifference, expressed by 25.8 % of teachers (World Bank, 2015). Parents, on the other hand, differ in opinions from teachers when giving reasons why their children do not go to school. 22.5 % of them say their children cannot go to school because of domestic work that needs to be done. 32.1 % say that their children do not find interest in school at all. The biggest and most alarming argument given by 88.3 % of parents is absence in school due to illness. Whatever the reasons of not finishing school are, they are one of the heaviest problems, which the government is trying to tackle. It shows that only 23.6 % of children in Bihar pass highest class of primary school and 42.4 % of upper primary school (World Bank, 2015).

An interesting fact that has been observed is the growing number of students being enrolled into private schools. This shows an inclination of parents towards their children obtaining an education of higher quality, as private schools can offer better education (Mehrotra, 2006). The best schools in Bihar are believed to be schools established by Christian missionaries (World Bank, 2015).

The social segmentation of India also leaks into the education system. Due to the fact that many parents do not have the financial means to support their children in education, there is a gap between these not so privileged children and the ones who have been more fortunate. Also the educational background of parents matters in the case of the education of the child. In 42.9 % cases, both of the student's parents are illiterate and in 34.3 % cases one parent is literate. This means that they cannot help their

children with their studies and many of those are then becoming the first generation of learners in their families. Study shows that 40 % of children are in need of private help to learn at home, but do not have it (World Bank, 2015). Things such as these enlarge the social segmentation of education.

One of the major reasons for the backwardness of Bihar's education is gender discrimination. This topic has been drawn attention to a lot in the recent years in India. Bihar is falling behind other states in the gender gap. In 2001 the literacy rate of India's women was 54 % in average, while Bihar has only reached 33 % in this area. Even in the case of educated parents, this gender discrimination can be seen. In most cases boys are favored over girls when it comes to deciding who in the family should receive higher education (World Bank, 2015). The awareness about gender roles and health matters amongst girls and boys is in some cases positively influenced by non-discriminatory treatment and expressions of gender equality by teachers. This also helps with health and academic results (Santhya, 2015).

In consideration of these above mentioned problems the state of Bihar is trying to improve the quality of education and is taking further steps to achieve a higher standard of schooling. In opening new schools, employing more qualified teachers and declaring newer incentive schemes the state is hoping to move forward in raising quality of education in schools.

2.2.3 Project "Stavíme školu v Indii": Object of case study

2.2.3.1 Description of the project

The project named „Stavíme školu v Indii“, has started in April 2013, when a group of Christians in Madhubani decided to build a school on the basis of the education situation in Bihar. The hopes are to provide the local children with good

quality education that will ensure them a happier future and reduced material poverty in their lives.

New Hope Missions School seeks to educate children from 6 to 15 years of age. Some of the tuition is led in English, appropriately to the age of students. An advantage that the institution plans to offer and is not seen in many other schools is overnight accommodation for students from more distant areas. As accustomed in Indian schools, it is planned for the school to provide children with a free meal during the day. The name of the school was given by the local people in Madhubani who have started it. It should indicate the Christian values of the school and is in English to point to the educational quality of classes.

The main director of the project is Sahni Biswanath, who was a student at the Faculty of Machinery at the Czech Technical University in Prague. He came to Prague in 1988 and at the time gained close contact with a Czech local church in Prague 13, where lasting friendships have been built. That was also the place to which he turned for help after coming back home to Bihar and the idea of establishing a school for the local children has been birthed. Today Sahni works as a sales representative for a Czech company and understands the Czech culture very well.

The wellbeing and future growth of Bihari children is a shared desire of the local believers in Bihar and the Czech church. The main idea behind the project is to build a local Christian school with high quality education, opened to children of all religions and built on Christian principles of love, respect and stewardship. The Czech side helps mainly with financing the project and mentorship advice to the local people, such as leadership and the project of building facilities.

2.2.3.2 Planning and financial aspects of the project

At the beginnings of the project planning in 2013 vision trips have been made by the Czech side to meet with the local people and the region, seeing what can be done in the location. The fundraising for the project has started the same year in November, when the goal was set to 600,000 CZK by the end of January of 2014 with the aim of building a school for 250 children. The goal has not been met and only 300,000 CZK has been collected. By the end of January 2014 the project has collected 400,000 CZK and it has been decided to start building a school for 150 children.

New Hope Mission School was built in September of 2014. In January 2015 there was a ceremonial opening of the school and propagation. Tuition began in February of the same year with 20 children. In the following months visits from the Czech team with the purpose of mentoring and counsel on the project have continued.

By August 2015 the number of students grew to 50. Currently the school has 80 students taught by 3 teachers. The school is directed by its headmaster, who is in function from August 2015 (until then Sahni was representing this role). At the moment the Czech team has raised funds for the salaries of the principle and teachers until the school will be able to support their salaries on its own.

The facilities of the school are planned to grow accordingly with the amount of students and improvements are being gradually added. The grounds of the school are now fenced for the students' safety and no unauthorized people can get in. In the center of the grounds, the team has built a grassed area for the purpose of play and gym class. One of the big advantages of the school is that it now owns a bus that helps with the transport of children from afar. Currently a kitchen and rooms for overnight accommodation are being built as well.

2.2.3.3 Current situation of the project and needs to meet

Similarly to the condition of other primary schools in this region, the school is always in need of more teachers. The Czech team is currently sending short term English teachers (about 3 months of teaching) to the school, but wants to establish a larger, stable teacher staff.

All information from chapter 2.2.3 Project “Stavíme školu v Indii”: Object of case study comes from the website stavimeskoluvindii.cz and personal emails with Marek Ranš, the head leader of the project.

3. Objectives

3.1 Main objectives

The main objective of the Bachelor thesis is to describe the current situation of the primary education in the country of India and to also provide complex overview of its specific challenges. The development project supported by the Czech church is taken as an example and will be evaluated in the context of the whole country.

3.2 Specific objectives

The specific objectives of the thesis are:

- (i) To analyze current situation of the primary education in India,
- (ii) To determine the effectiveness and the weaknesses of the primary school managed by the Czech project,
- (iii) To investigate how other NGOs are managing the projects oriented to support of primary education,
- (iv) To provide recommendations to the Czech project how to improve the activities organized within the project.

4. Methodology

4.1 Literature review

A systematic review of the literature was performed using an electronic search of scientific papers, abstracts, monographs, institutional publications and databases. Electronic sources used for the searches of related literature were ISI Web of Knowledge®, Scopus®, EBSCO® and Google Books®. The tool of Google Scholar® has also been used. Included are the citations according to the recommendations of the Faculty of Tropical AgriSciences.

4.2 Research approach

In order to gain more detailed information about the state of the project and how the stakeholders view it, the research was divided into two parts. Firstly, primary data were collected via structured questionnaires with students, their parents and teaching staff of the primary school and secondly, focus group discussion was held with selected project representatives.

4.2.1 Data collection

The first part of the research was conducted in the area of the project. That is, in Madhubani on the grounds of New Hope Mission school. The target groups of the research were local people that are directly or indirectly involved in the mission of the school. We had chosen to question the students of the school, their parents and one teacher using the method of structured questionnaires. These were specifically designed to gain more knowledge about the quality of the school based on the answers of their personal respondents. These were then subsequently sent to a Czech teacher working

short-term in the area via email. After being filled out, were again emailed back for analyzation. This specific teacher also provided additional comments to the students' answers to make the evaluation clearer.

The questionnaires were given to 20 students and included 12 opened questions directed towards discovering what they had liked and dislike about their school in certain areas. The survey also contained 5 closed questions to define the measure of satisfaction with various aspects of the school. These included overall satisfaction, facilities, impact on future, interest in studies and contentment with teachers of their education place.

The second group of respondents consisted of 4 parents, who were asked 7 opened questions about the strengths and weaknesses of the school. Those were followed by 5 closed questions about satisfaction with putting their child into the school, the facilities and building of the school, impact of their child's education on the family, communication of the school and quality of education there.

We have also interviewed one teacher of the school with similar questions as we have asked the students. The teacher was chosen specifically because of his knowledge of English and competency to answer. Three opened questions were aimed to determine his opinion about the project. Four closed questions consisted of investigating his satisfaction with work at the school, enough equipment for teaching, salary and building with facilities along with their hygiene.

The data was later cleared and the most mentioned answers were entered into Microsoft Excel®, where analysis was carried out. The data was later verbally commented.

4.2.2 Focus group discussions with team of the project

The second part of the research was conducted partly in the area of the project and partly in the Czech Republic, using the method of a focus group discussion and interviewing people that are involved in the project in various ways. Emails with questions have been sent also to the Czech teacher in the area and to the founder of the project.

Table 1: Interviewed respondents

Respondent	Name	Role in the project
1.	David Konderla (in India)	Short-term English teacher
2.	David Novák	Pastor of CB 13 sponsoring project
3.	Jakub Čierný	Project planning and realization
4.	Sahni Bitswanah (in India)	Founder of the project
5.	Marek Ranš	Deacon of CB 13, team leader of project in Czech republic
6.	Thomas and Tanya Clyde	Assistance with English translation, promotion of possible involvement in project in CB 13
7.	Daniel Hejzlar	Project planning and realization
8.	Stanislav Czudek	Project planning and realization

The participants were provided with 5 questions, where they were asked to first express their opinion on the given matter with grades from 1 to 5, where 1 was the lowest number and 5 the highest. Subsequently they were to talk about their perspective on the specific matter of the project.

Participants were also asked to summarize the project using the SWOT analysis, describing the project's strengths, weaknesses, opportunities and threats.

Table 2: Overview of questions used in focused discussion with team members of project

S trengths	What makes the project meaningful and important, what is done well and successfully?
W eaknesses	In which ways is the project insufficient, what is missing, what is ineffective, what would be better to avoid next time?
O pportunities	What are the current opportunities and possibilities to move forward, what could be used, what are the needs to proceed?
T hreats	What are the negative tendencies impacting the project, what are the challenges, what could cause a problem in the future?

4.3 Data analysis

The collected data has been sent back via email, or gathered after interviewing all respondents in the Czech Republic. Afterwards it was analyzed in Excel®, verbally valorized and a SWOT analysis was performed on the basis of the discussion.

4.4 Limitations

Even though the collection of data for the thesis has offered us an overview of the project and did bring principal results that can be used to analyze the situation, there were however some limitations that need to be mentioned. Firstly, the number of students that filled out the questionnaires was not complete due to the problems with the

English language barrier. Many students often did not understand the meaning of the question, answered wrong, or ignored it completely. The low age of the students also needs to be considered as a factor that also limited the study. The season of the research has also had an impact on the study, as many children were getting prepared for the holidays and some were being taken out of school by parents early. Therefore not all the students were able to participate in answering the questionnaires.

Answering the questionnaires from the side of the pupils' parents was also influenced in ways that limited the number of respondents. Firstly, because of the high illiteracy and secondly, because of their absence during holiday times, when many of them go visit families in other regions.

The results of the questionnaire filled out by the teacher limits us in the fact that he was the only one to answer, which offers only a narrow insight into the perspective of the teacher staff. The lack of knowledge of the English language hindered other teachers to participate.

An overall limiting fact of our study is that it is used directly in the case of one specific project and therefore cannot be used to point out the strengths and weaknesses of other projects aimed at the same issue.

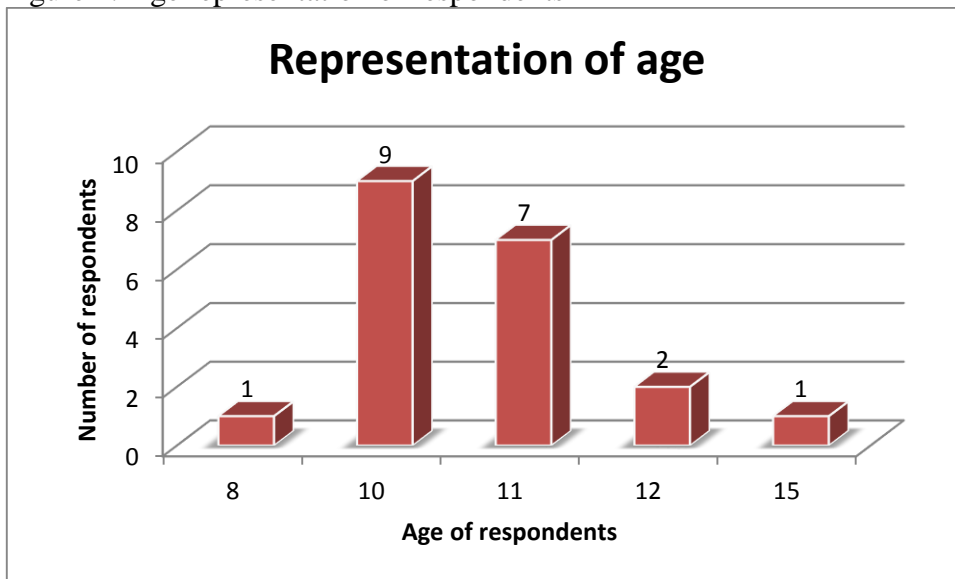
5. Results and discussion

5.1 Alumni perception

There are currently 80 students in the school, aging from nursery age (4 years) to 15 years. It was possible to gain answers through questionnaires from 20 students due to limitations mentioned above.

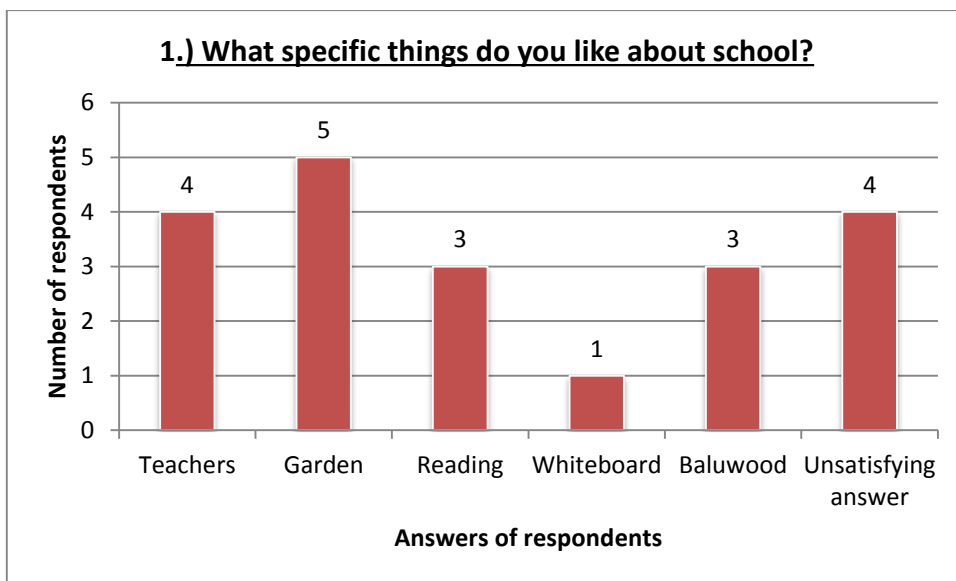
We have received filled out questionnaires from 14 boys and 6 girls, in average of 10.7 years of age.

Figure 1: Age representation of respondents



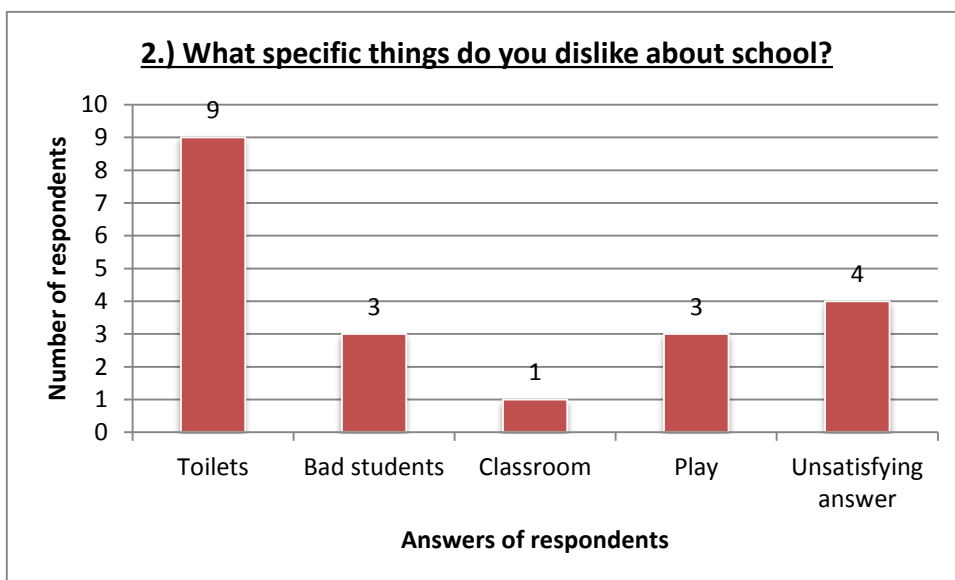
From the perspective of general liking of the school, all of the students have stated that they like the school, naming specific things from which the most common were particularly the liking of teachers (20 % respondents), the subject of reading (15 % respondents) and the garden on the grounds of the school (25 % of respondents).

Figure 2: Student's preferences of the school



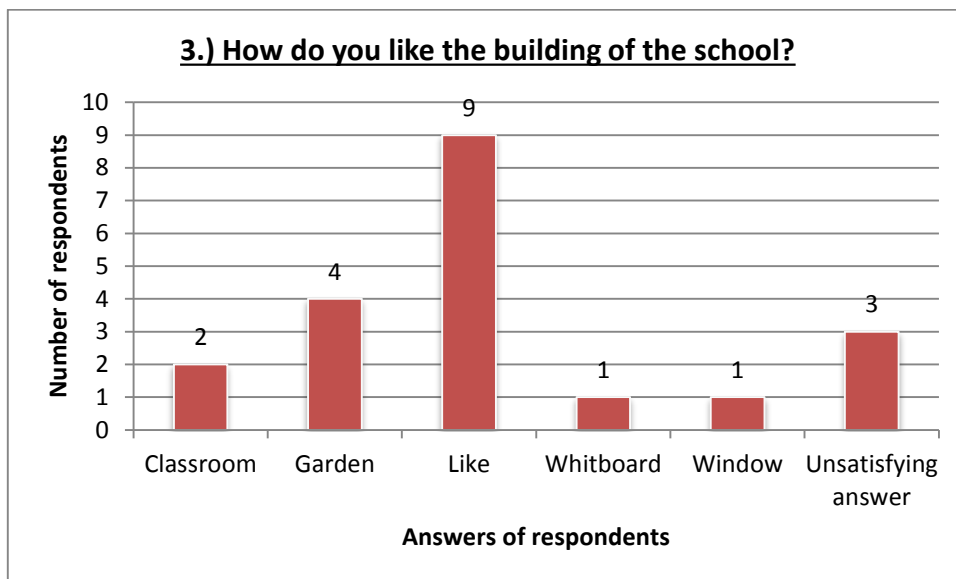
Things perceived as a negative by students were mainly the toilets (45 % of respondents). This can be surprising as we have learned that bathrooms and basic hygiene is one of the important things about school quality, namely for the girls (Mehrotra, 2006). Further research through emailing with a short term Czech teacher in the area helped explain this problem. The school has been built with squat toilets, as children are used to from home therefore that is not the source of complaints. The problem comes with the fact that there are only 2 toilets for the whole school. The smell in the area and also the need of transporting water to the bathrooms in buckets from a long distance, which are very heavy for the students, create the problem. This complaint is now being met with a building of two more toilets, dividing the bathrooms into a girls and boys area and digging a new well on the grounds of the school, to have water resources closer. Another thing that was commented negatively was about bad students disturbing tuition (15 % of the respondents). Other answers to this question have not come in clearly, due to the fact that respondents either ignored or did not understand what they were being asked.

Figure 3: Students' dislikes about the school



As we can see, students are overall satisfied with the building of the school, specifically pointing out the garden, classrooms, windows and use of whiteboard.

Figure 4: Students' perception of the school facilities



Although many parts of the questionnaires are difficult to evaluate due to all the limitation, it is clear to see which activities the students enjoy in the school. 55 % of the respondents have stated that the part of the day that they like the most is morning time. After discussion with the Czech representative teacher in the area, asking the particular meaning of this time of the day, we have gained more information. Morning time at the school consists of all the students gathering before lectures begin. It includes singing the Indian national anthem, saying a prayer and a short motivational speech from the director of the school to encourage the students. This time is also used to count all the pupils and check attendance. 10 % of the children also stated that they like lunch time. The reason is not only the free distribution of food, but also the fact that this is the only break during the day the students get. Otherwise tuition is 3 hours without break, but the pupils are free to leave the class for water or use of bathroom. The last positively commented part of the day, that more than one student has agreed on was finishing the school day (30 % of respondents), where students are free to rest, play, or prepare for the next day. Some of the least favorite parts of the day had a similar representation of the ones the students viewed as good. They came in the representation of morning time (25 % of respondents), reading (25 % of respondents) and time after lunch (10 % of respondents). 40 % of the respondents gave an unsatisfying answer.

Figure 5: Students' preferences during the school day

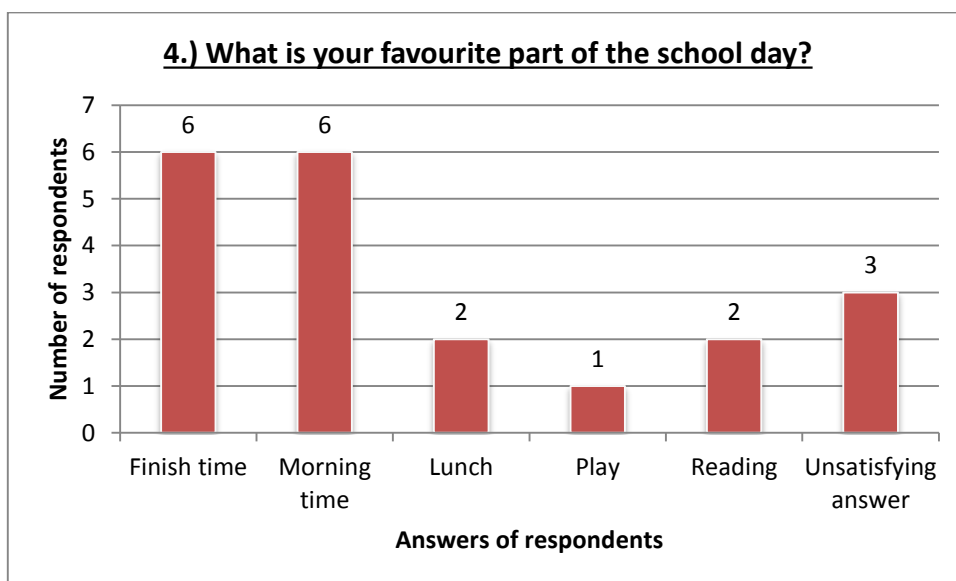
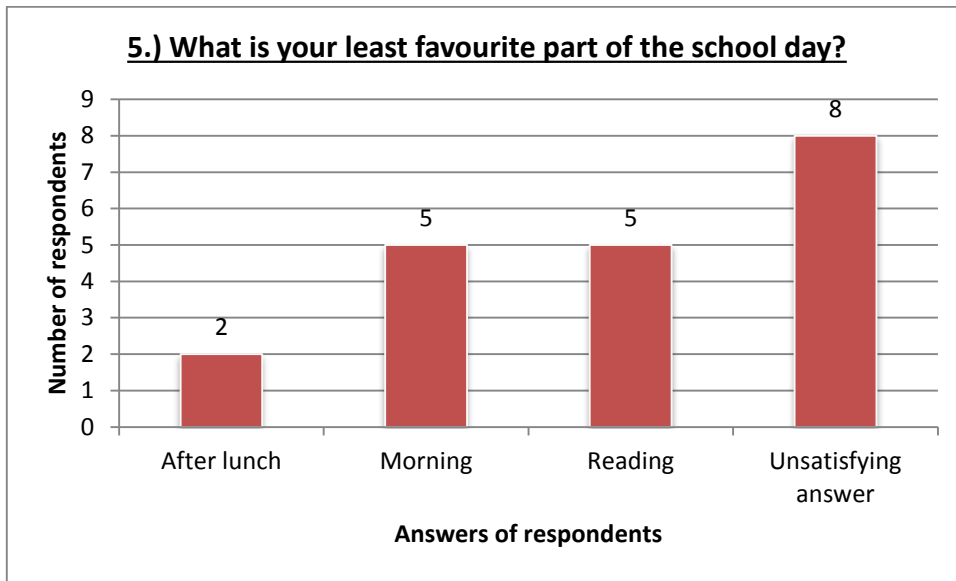


Figure 6: Students' opinion about the least favorite part of the school day



Results of students' perception of the schools benefit on their future did not come in a clear way due to possible misunderstanding of the question or its difficulty. Nevertheless, from the answers that have been provided, we can deduce that the students are aware of quality education having a positive effect on their further life and that they do see this fact as a provision of New Hope Mission School. Students see their improvement especially in reading and learning and seem to also perceive that improvement comes with good teachers.

Figure 7: Students' opinion on personal improvement through school

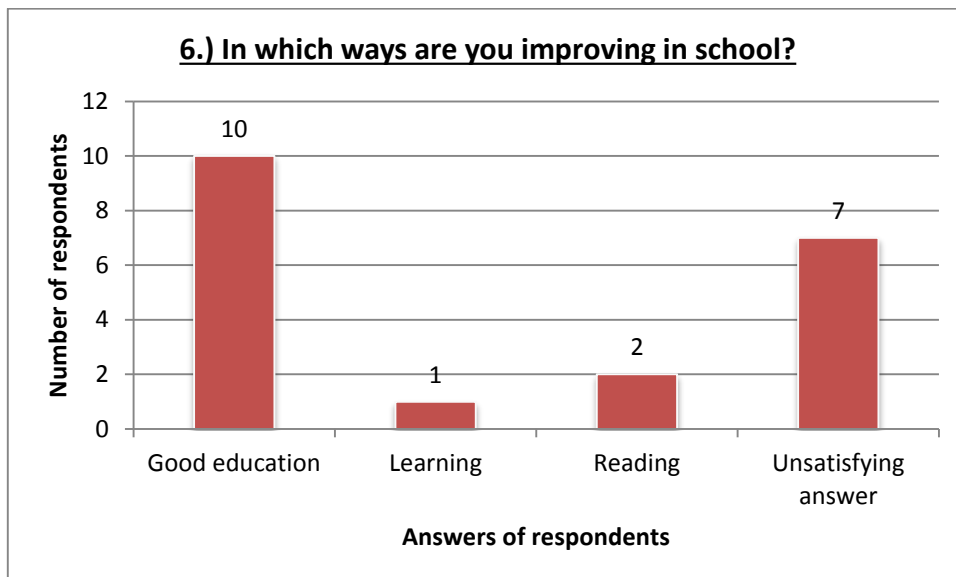


Figure 8: Students' desire of further improvement

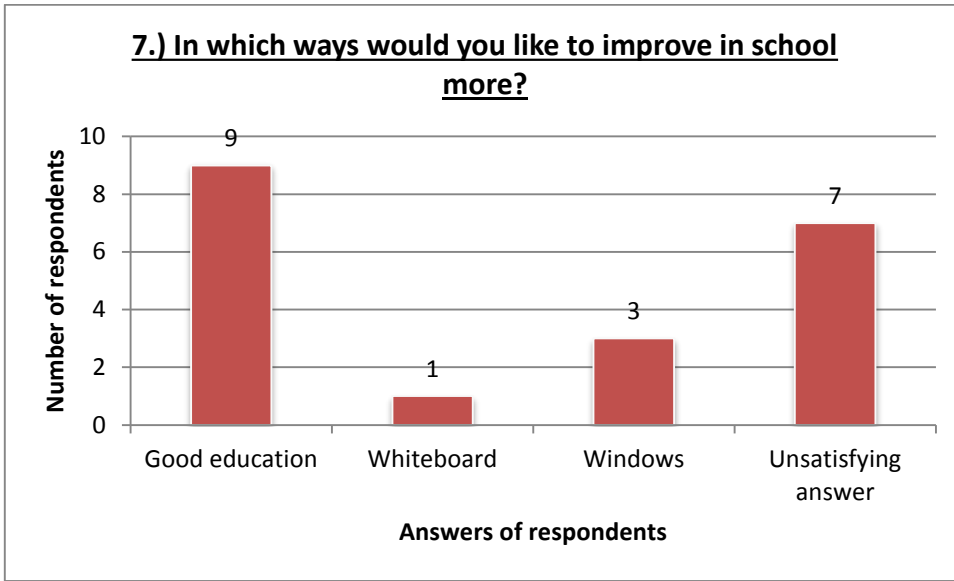
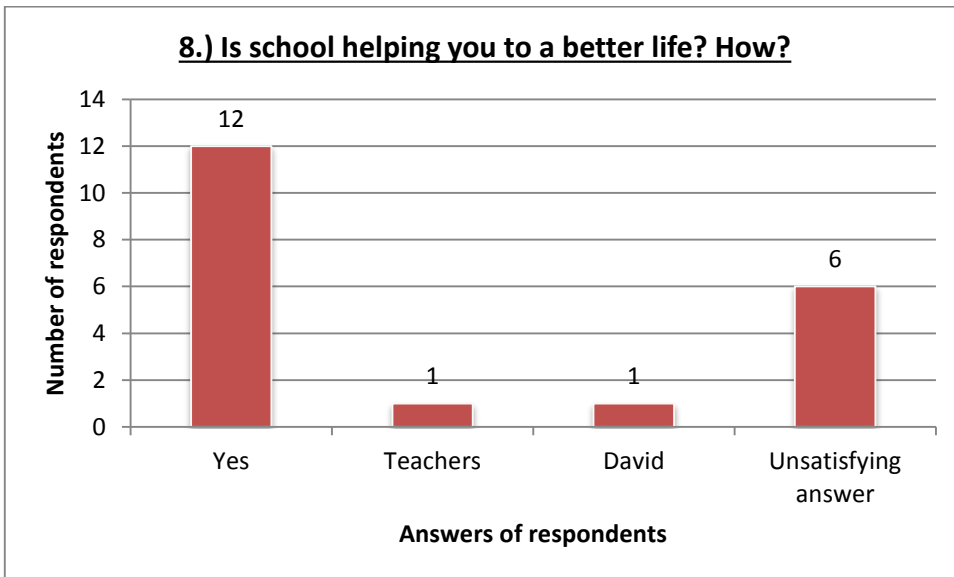
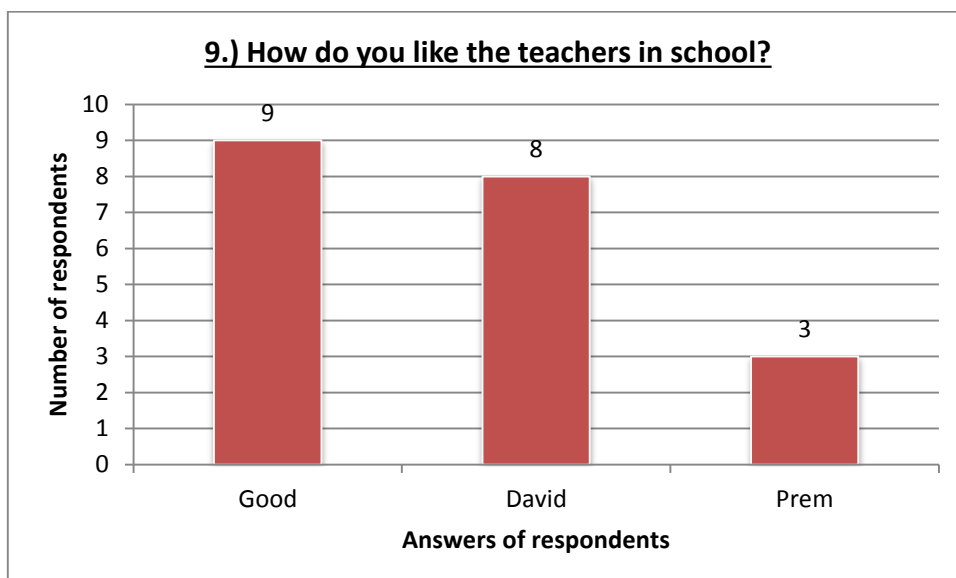


Figure 9: Students' opinion on school's benefit for their future



Regarding the questions about the teachers, all of the students (100 % of respondents) have reacted positively, stating that the teachers at the school are good. 40 % of the respondents have specifically mentioned David, the Czech teacher and 15 % of the respondents wrote about Prem, the math teacher, as their favorite teachers. That can also be the reason, why many students have stated that English and math are their favorite subjects, as that is also often determined by the quality of the person who is teaching.

Figure 10: Students' perception of teachers



Concerning subjects at the school, the opinions of students differed in many cases. The best rated and most popular amongst the students were English (30 % of respondents), math (15 % of respondents), reading (35 % of respondents), and drawing (10 % of respondents). 1 student (0.2 % of respondents) stated that he likes Hindi. Other answers of students were not clear. Students are registering their progress especially in the English class and math. Many students have left this question with an unsatisfying answer, clearly not understanding its meaning. On the other hand the least popular and least useful subjects in the eyes of students came in this representation: English (30 % of respondents), math (15 % of respondents), and science (15 % of respondents). 10 % of the students have stated that they find all the subjects boring and do not enjoy them. In the rest of the cases, the answer was either not clear, or misunderstood.

Figure 11: Students' most enjoyed classes

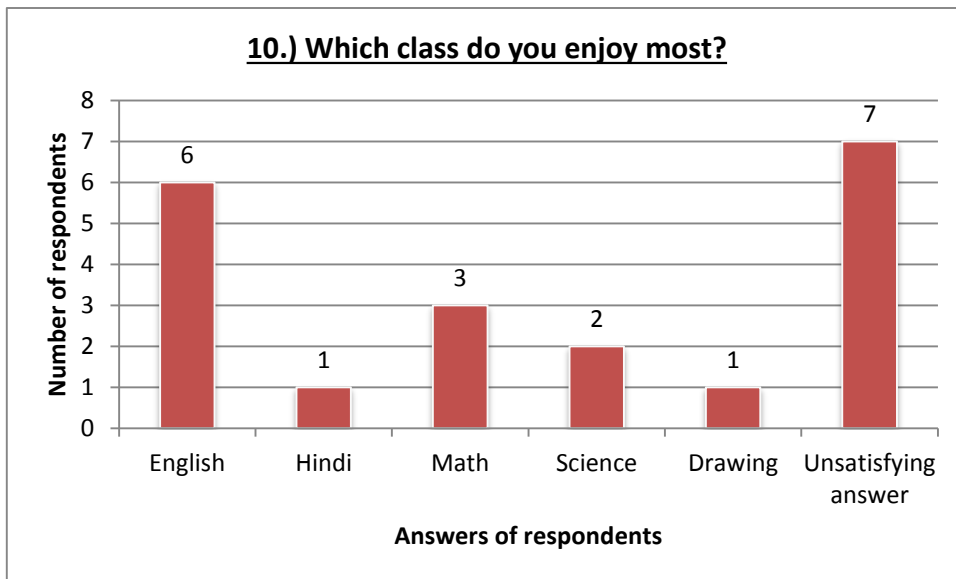


Figure 12: Student's improvement in classes

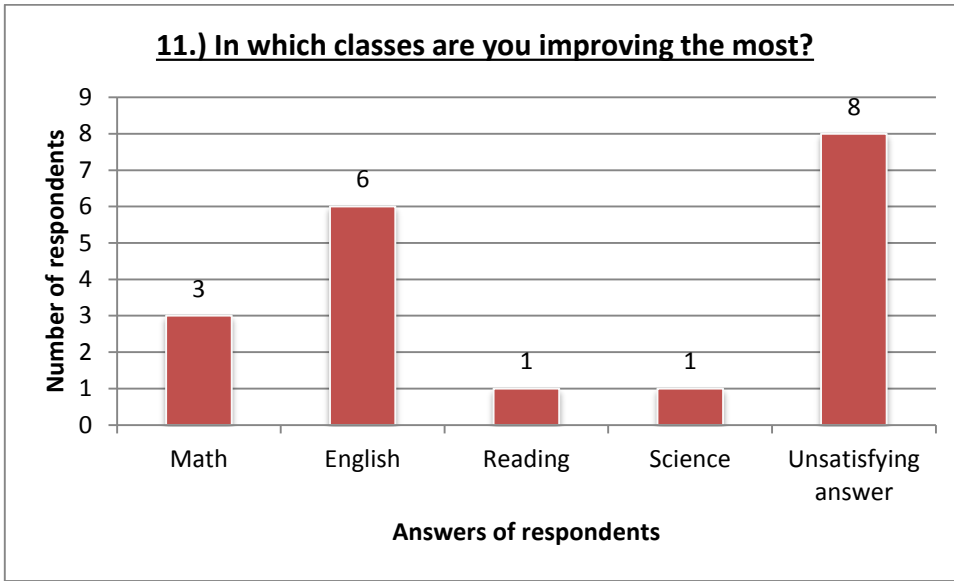
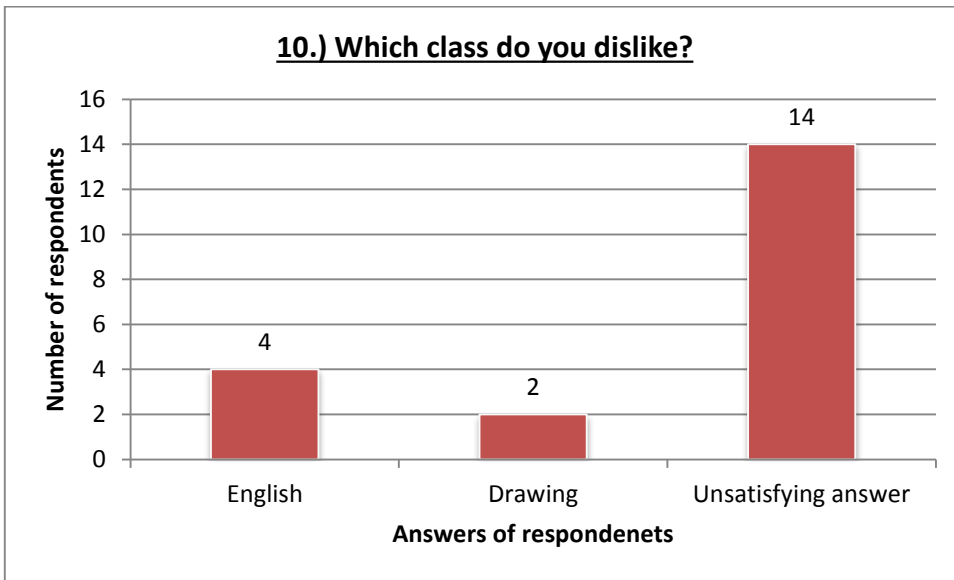
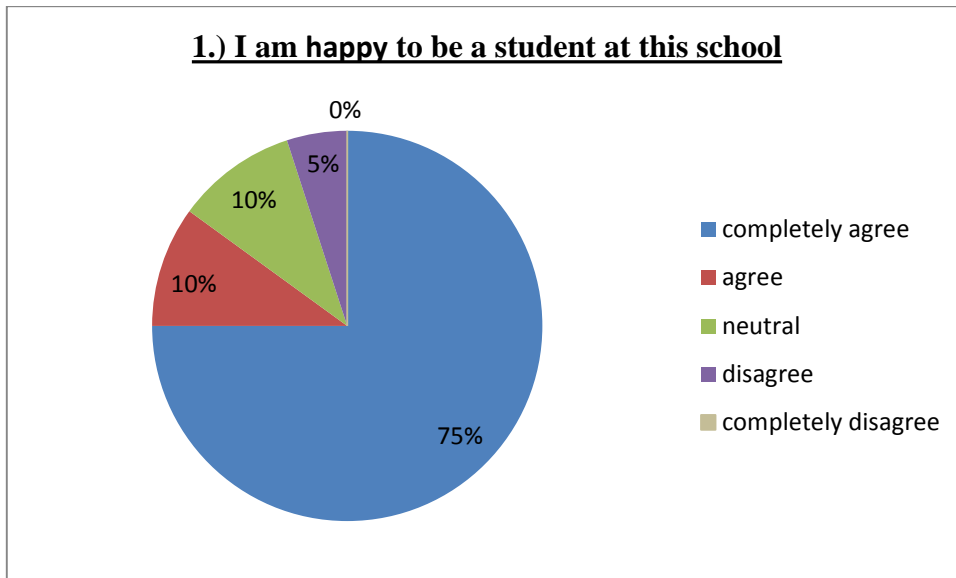


Figure 13: Students' least enjoyed classes



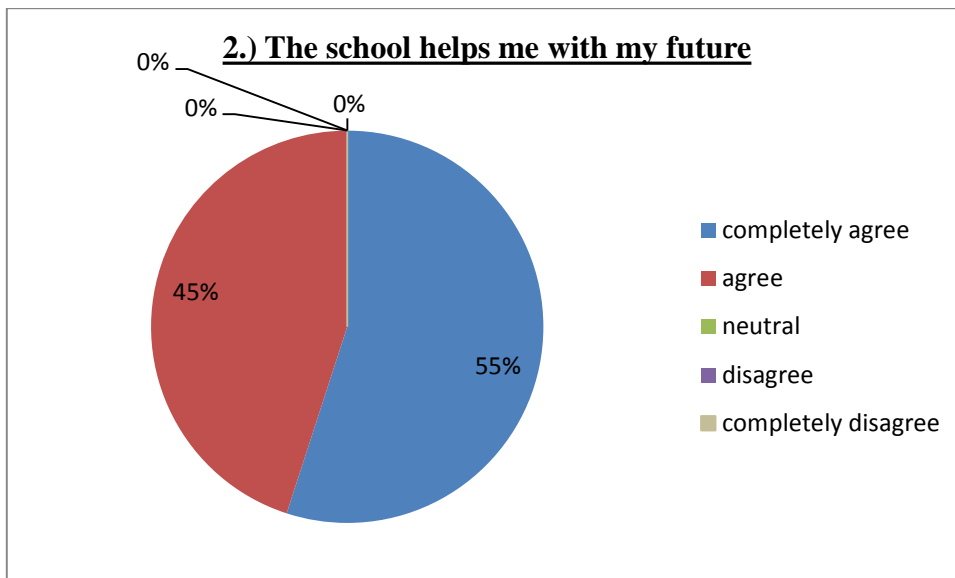
As we can see, the students reacted moreover positively in evaluating certain aspects of their school. 75 % of the students confirmed that they completely agree with being happy to be visiting New Hope Missions School. Nobody stood in direct opposition by disagreeing with this statement, although 5 % of the respondents did indicate that they do not agree with this claim. 10 % of the students took a neutral stand.

Figure 14: Satisfaction with attending the school



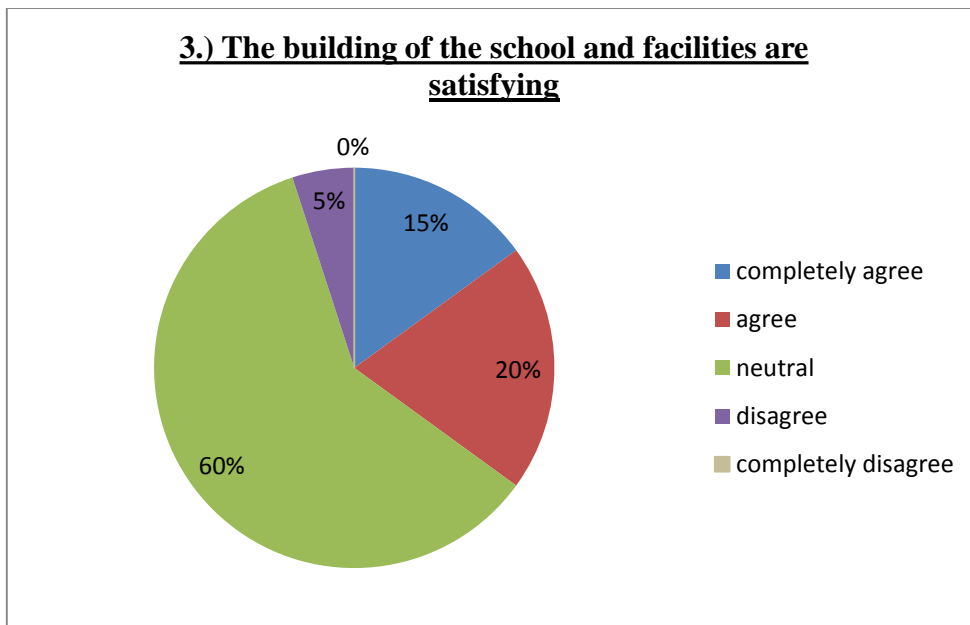
There were only 2 kinds of reactions to this statement. 55 % of the respondents completely agreed that attendance of New Hope Mission School will help them with their future, the rest of 45 % stated that they agree with this claim. There were no negative reactions. This shows that students do have a vision of a better life through obtaining education.

Figure 15: Improvement of future prospects



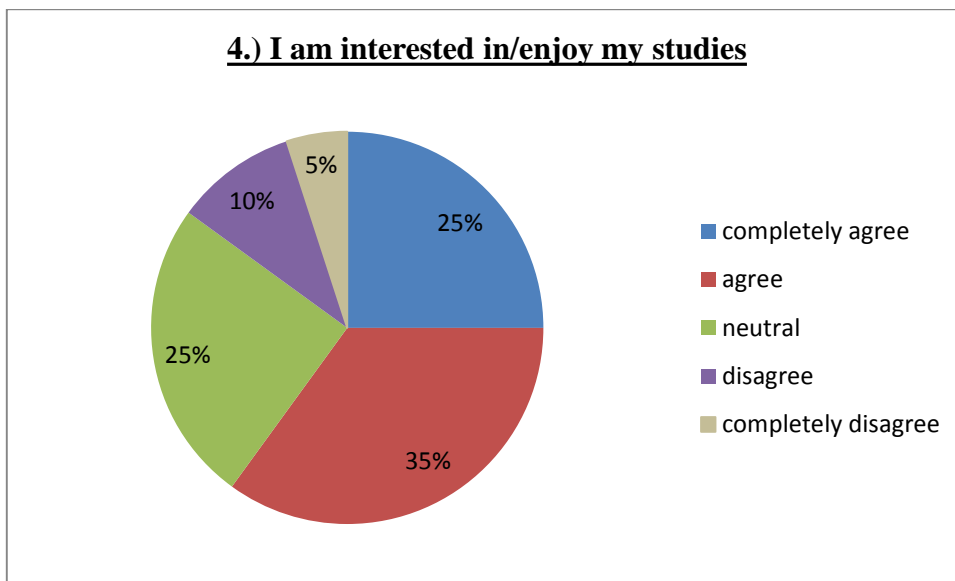
15 % of the respondents said that they completely agree with being satisfied with the building and its facilities. No pupil is standing in opposition to this statement by completely disagreeing, although 5 % did express their discontent by stating that they disagree. Most of the students (60 % of respondents) took a neutral stand to the claim. This could be because of their indecision in the issue. As we have seen in the previous study using open questionnaires, students were mentioning positives about the building (such as it being strongly built and nicely decorated), as well as a strongly negative things (the bathrooms).

Figure 16: Satisfaction with facilities



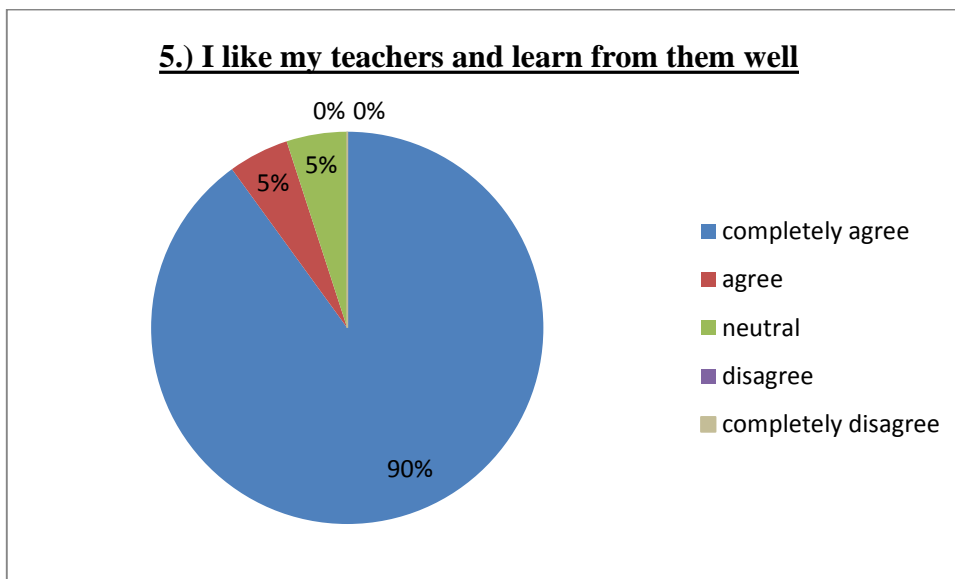
The statement about student's interest in studies has had the most varied answers, with all the options available represented. The figure 17 shows that 25 % of the students agree completely that they enjoy their studying, 35 % agree. 5 % of the respondents disagree completely and 10 % disagree. 25 % of the pupils are neutral in their opinion.

Figure 17: Interest in studies



According to Figure 18 regarding the teachers, with the exception of 5 % of the respondents, who stated their opinion is neutral in this case, there have been only positive answers. 5 % of the students agree that they like their teachers and learn from them well. The majority with 9 % of respondents claimed that they completely agree with the statement. From the previous study from open questionnaires we have learned that the most popular teacher is David, the Czech teacher who is helping out with English classes for a short term of 3 months. This was probably very influenced by the fact that he is a foreign teacher, therefore interesting for the students. Another teacher mentioned in the open questionnaires is Prem, the math teacher, who is stated by David to have the highest teaching qualities, although he only speaks Hindi and no English.

Figure 18: Satisfaction with teachers



5.2 Parents' perception

Due to the limitations mentioned above, we have gained 3 filled out questionnaires from the parents of students from the school. Because of the low number of respondents in this part of the study, we will not provide a graphic overview of results; rather, a verbal summary of their answers.

All of the parents have agreed with their answers for the first question that putting their child into school will help the family's future. Two of them amplified their answer by mentioning the quality of education and one of them the quality of the teachers. All of the respondents answered positively in case of their expectations in terms of their child receiving education, stating that they expect the best. All three respondents had a different answer to what they like most about New Hope Mission School. One said that they approve of the teachers; another parent said that they like the way school trains their child in self-discipline, and the last respondent stated that it simply offers the best education in their current situation. According to our previous study in the thesis, we could see that one of the problems was a high rate of students dropping out of school and one of the reasons to that were their parents needing them home for work (World Bank, 2005). It is encouraging to see that based on our study; the parents of pupils in New Hope Mission School do understand the importance of education and its further impact on their child's future and therefore are encouraging their presence in school. None of the 3 parents commented on what they dislike about the school, except for one, who said that the weaknesses is not having a single female teacher and also the already mentioned bathroom situation, where students have to carry water from afar. All of the parents have answered the question about communication with the school by saying it is good, with one parent answering only with the word "English", possibly expressing his frustration of often having to use the English language. To the question about the quality of what their children are learning, all of the parents answered that their children are learning and making progress, one parent specifically mentioning English class. The questionnaire also asked what parents think about the facilities and hygiene overall. This question was unfortunately misunderstood (respondents gave answers not connected to the question) except for one parent, who said he is satisfied. Lastly, the

parents were asked what they would like the school to improve in: one parent said that it should keep improving in education, another that the school should try to keep a lasting English teacher, and the last respondent talked about the improvement of the grounds of the school, where there is always more construction going on.

All of the respondents reacted overall positively to all given questions. All of the parents agree that they are happy to have put their child in the school. Two parents agreed with being satisfied with the building and facilities and one took a neutral stand to the statement. The same results were given when it came to the statement of education of their child helping the family. It was similar with the question about communication with the school, where two parents answered that they agree with the statement that the school communicates well and one parent was neutral. All of the parents agreed that the education in the school is good, according to their child's performance.

5.3 Teacher staff perception

The teacher that was asked to fill out the questionnaire to help approximate the point of view of the teachers' staff is Prem, the math teacher. The following is a verbal summary of his answers for the open questionnaire and a chart with his answers for the multiple-choice questionnaire.

When asked about specific things he enjoys about working in New Hope Mission School, the teacher describes his liking of the clean and comfortable working environment, also talking about the friendly relationships and respect, love and support to students and their parents, that the school holds as one of its core values. Upon being asked about his dislikes in connection with the school, he goes on to mention that not all pupils and parents involved understand the value of education thanks to living in rural areas. Further in his answer, he writes the word "character". Based on a further discussion with the Czech teacher David, we have come to the conclusion, that many parents and pupils are new to certain morals and behaviors and discipline that are

required in institutions such as a school, due to living a simple rural life for generations. Lastly, the teacher was to state his opinion on what certain things could be improved in New Hope Mission school. He has not directly expressed his idea about this, but said that the school will keep improving and developing if it keeps running in the right direction for a longer time.

In the multiple choice questionnaire, where he was asked to state if he agrees or disagrees with the provided statements, he answered with the following: Agreeing on both his satisfaction with working at the school and the fact that it provides enough equipment for teaching, and taking a neutral stand towards the satisfaction with the amount of his salary and his perception of the building, its facilities and hygiene.

5.2 Discussion result with project team

The overall opinion about the project was positive on all sides. The respondents described a smooth progress from the vision to the beginning of the project and its current state. A very bright side in this seems to be the good relationships on the team, both in Czech and India. Also clear communication and a common goal played its role. It took a while to build trust on the side of the parents of the future students and convince them about the quality of the newly emerging institution that may have slowed down the launching of the actual tuition. Despite of this, the team had a good sense of the local needs based on the international partnership thanks to an existing relationship and ongoing communication and therefore the project team was able to plan meeting the exact needs of the community. Respondents also said that a very positive experience and an encouragement is the fact that even though the project is lead by volunteers that have minimal experience in this field, it has been possible to carry it out on a very good quality level and continue with its further development. They have come to the conclusion that because none of the team members are getting paid for their work, it filters out the people that could potentially want to be a part of this project in order to gain profit.

In evaluation of the building of the school the respondents have agreed on the fact that despite of the project having a limited budget for the building, the students are now enjoying an average (in some ways above average) standard facility in the given location. The building was erected quickly at low costs, with intentions to expand it in future stages. Today it is obvious that the building has been improved incrementally in order to meet its needs as it was growing. It now suits the needs of the 80 students, who are currently visiting the school. One thing that the building is lacking, especially according to the people that have had the chance to stay in the area for a longer time, is a projector for the needs of tuition and fans to help cool the air in the classes for better work. This shows that the school is not dealing with the common problem of the area, when schools are underequipped, some even not having basic furniture (World Bank, 2015).

About the situation with the teachers in the school, the participants in the discussion were not always of the same opinion. Moreover, some were not able to talk on the matter at all, since they have never witnessed tuition in the school. A problem seems to be not having enough teacher staff and a high number of students per one teacher. That is a very common problem in India. In addition to that the school has already gone through a change of two teachers and one director during the course of its existence, which did not help with building the trust of families of students. The school is constantly on the search of new teachers, especially the ones for higher grades. A common opinion is that the responsibility of teachers needs to grow and they need to work especially on their management and coming to class on time. The quality of the teachers and their ability to teach remains in some cases, to say the least, questionable. Some have stated to have bought their degree, which is, according to them, not an uncommon practice. This again highlights India's ongoing problem with not efficiently trained teachers (Kingdon, 2007). Some of the participants in the discussion are of the opinion, that teachers are improving in their teaching, working with children and are able to pass on the taught information well.

The intention of the school is to provide a good quality of teaching. As well as in the discussion mentioned above, not all participants were able to give their opinion on this area of the project. It is hard to determine the quality of education, due to the

difficulty to measure and compare with the national standard. The participants agreed that in the area of location, New Hope Mission School has a reputation of the best school. In the local conditions it is even perceived as above standard. What also helped in this situation was the presence of a short-term teacher from abroad. This raised awareness and interest of people and helped the school a lot in its standing. According to our knowledge from previous study, schools founded by Christian missionaries from foreign countries are often perceived as the ones of best quality (World Bank, 2015). Even though this particular project is not a Christian mission as we might know them, we can deduce that the project having something to do with this particular religion helps it have a better reputation and stand with the locals.

The last topic of the discussion was about the impact on the families, where a child was sent to school. Again, this was one of the questions, where it was hard to determine the exact range of affect on the families and will be seen a few more years into the future. What can be seen at the moment is that the children enjoy going to school and the encouraging environment is positively influencing them. Thanks to the quality of the school, the children do not have to attend any evening tutoring. The parents are encouraged by that and have also recommended the school to their friends and neighbors. Based on our study, we can probably expect a noticeable impact in the further years. The benefits of such development projects are usually most evident when targeted towards primary education, furthermore when aimed on a low income country (Asiedu and Nandwa, 2007). The results are also more seen on children that come from more poor backgrounds (Cole and Lee, 2016), which most of the children from New Hope Mission School do.

Table 3: Grading of project according to participants of open discussion

Matters evaluated		Respondents							
		1.	2.	3.	4.	5.	6.	7.	8.
1.	Overall evaluation	5	5	4	3	4	4	4	4
2.	School building	4	5	3	3	4	4	4	4
3.	Teachers	3	-	4	3	3	3	4	3
4.	Quality of tuition	5	4	-	4	5	3	4	3
5.	Impact on participating families	4	-	4	1	5	-	4	5

Table 4: The most common answers in SWOT analysis of members of team

<p><u>S</u>trengths</p> <ul style="list-style-type: none"> • Personal relationship and trust between Indian and Czech side • Level of understanding between the cultures • Meeting specific true needs • Christian school in a non-Christian area • National and local leadership • Model of self-sustainability • Private education for favorable expenses 	<p><u>W</u>eaknesses</p> <ul style="list-style-type: none"> • Inconsistent teacher staff • Low commitment and level of discipline of staff • Difficulty with finding a quality principal • Difficulty with finding Christian staff • Lack of electricity
<p><u>O</u>pportunities</p> <ul style="list-style-type: none"> • Sponsorship of some children • Possibility of enlarging school facility according to growth of pupils • Building of overnight accommodations for children from afar • Short-term Czech teacher staff • Interesting potential of organizing English camps by the team • Teacher training and stabilization • Establishing of regular teacher/parent meetings for better informed parents 	<p><u>T</u>hreats</p> <ul style="list-style-type: none"> • Becoming dependant on financial support from the west • Leadership does not develop • Losing stable contacts • Decrease of level of tuition • Decrease of level of team stability • People trying to profit from the project • Decrease of level of discipline • Dependency on leadership of Sahni, the Indian founder of the project

The great benefit of the school seems to be that it truly works on the basis of the precise need in the area. The good relationship and communication between the Indian and Czech side of the project opens opportunities for discussion and points out the crucial aspects of what needs to be changed and improved. This confirms what we have

learned in the literature review. It is vitally important for the local people to play a role in such projects, to be able to contribute and feel a sense of ownership over it (Corbett and Fikkertt, 2012). The Czech members of the team do not hold onto their leadership roles in any convulsive way and are open to hand the project over completely when the local leadership is ready for that to happen. The construction of the school in the area was mostly seen as a contribution into the lives of the local Christians, as there is no such school in the area. This is clearly due to the low number of Christians and domination of other religions in the area (Census, 2011 b). The school is open to children from all religions, but is most beneficial for those practicing Christianity, as they have the opportunity to learn in an environment according to the values and teachings of the faith. That is also why the project tries to focus on having all the staff in the school unified in the Christian faith, which is often a problem due to the limited Christian population in the area.

As a matter of fact, the situation with the staff of the school may be causing the most difficulties. Our study of the project is in accordance to the situation in the whole nation, regarding the lack of well equipped teachers, who are committed to their work (Kingdon, 2007). The project is striving to gain long lasting, disciplined teachers who would share the same goal of the project and help with its sustainability. This is where the Czech and Indian mentality often does not meet, as people in the area are believed to be used to different work values and commitment is not taken as fundamentally as in the western world. The constant change of teachers and an often vacant position of the principle could cause problems with the trust of parents and their perception about the seriousness of the project. There is always space in the project for improvement of these conditions.

The project has many vision goals and opportunities that the team would like to fulfill in the future. All depends on resources and the right planning. There are always future plans for the building that is to develop over time, as the project grows but also for other activities that might be attractive and of interest for the local people. Great potential is found in the friendly relationships between the Czech and Indian side and the common faith and values of both of them. This includes further sending of teachers from the Czech Republic if needed, offered programs for the summer (such as English

camps) or the help with sponsorship of underprivileged children. Having part of the team living in the culture and understanding it helps with determining which families are truly in need and would be helped through this aid. This avoids eventual profit seekers in the area.

Profit seekers are one of the possible threats that the team has indentified. That is not only from the Indian side, but also the Czech side. The rising concern is that people would want to come in the disguise of “volunteers” just for the reason of making a trip to India or gaining reputation. Another thing that is seen as a threat is that the project will “hire” irresponsible local leadership, that would not take their role seriously and the project might lose its respect and good reputation. All these aspects must be taken into view when choosing the right people for the project. Indian leadership needs to keep developing, as there is a threat that the project might remain in dependency on the people from Czech Republic and that would not meet the goal of creating a self-sustaining project. It seems that the importance of local leadership and their taking over of responsibility is a well understood aspect of the project by the team, but also one of the most difficult to tackle.

Evaluating such a project can be difficult, especially considering his yet short-term lifespan. It will not be possible to see its indirect effects until a longer period of existence and even then, they will probably be very hard to measure (Glewwe and Kremer, 2005). Nevertheless, the current impact of the project on local stakeholders and its correct direction can be determined by using the right methods, which is primarily communication with the people being targeted, using tools such as questionnaires or discussion, as it was done in this case.

6. Recommendations and Conclusions

Due to the situation of the education within India, many development agencies are seeking to provide help based on the Millennium Development Goals of enhancing education in its children. Being hard to evaluate, the impact of these programs and projects often comes into view after a longer period of time and often shows indirectly. That makes it very hard to point out their effects.

We have followed such a similar project in our study and tried to evaluate its quality and impact on the local community. The project of building New Hope Mission School differs by not being an official institution but rather teamwork between a group of Indian and Czech Christian believers led only by volunteers.

This proved to be a great advantage of the project as people on the team were truly motivated and interested in the topic. None of the volunteers on the team is getting paid a salary for his job or is getting any profit whatsoever. Even though the participants had no experience with such development projects, they believed that their common goal and sense for a purpose was the driving force for a success.

We have investigated the quality of the project and its impact on the local stakeholders by using questionnaires and open discussion. We have discovered that the greatest benefit of such a volunteer led project was the interaction of both sides, Indian and Czech. This way, the locals were able to state their opinion about their needs and the team was able to react accordingly without restraint of having to worry about formalities, such as filling out documents, as it is often in the case of NGOs.

The opinion of the stakeholders (children, their parents and teachers involved in the school) was overall very positive and seems to meet their growing understanding about the importance of education. They are grateful for this opportunity and the students show enthusiasm to learn. One of the great benefits to have in such a school is a foreign teacher helping with tuition. Even though the team of the project does believe in local leadership, it also agrees on the fact that having something “extra” helps with the reputation of the school, adds to its quality of tuition and in this case represents the

partnership and friendship between the Indian and Czech group. It also grows the students' interest in the taught subject itself.

Things that most hinder such a project are the instability of the local teacher staff and their occasional problems to commit. This problem could be met by employing such teachers only for long term cooperation. Clear communication of expectations and setting up rules from the very beginning of the employment could be an important prevention in this case. The team could consider opening a workshop inclusively for the teachers, where they could go over the importance of a responsible work ethic and commitment, purposefully based on the values of the Christian faith on which the school stands on.

The same workshops or trainings could be helpful in the case of the threatening financial dependency on the Czech Republic. Explaining the nature of fundraising and getting more Indian people with the same goal involved in the project would enhance the local leadership, their share of responsibility and ownership of the whole project. In the future, if sustainability is preserved, this could lead to multiplication and establishment of such projects in other areas as well.

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Appendix 1: Detailed overview of obtained funding for the project

Amount of finances in CZK	% of total collected financial support for project	Financial sources
210,000	52	Local church in Prague 13
64,000	16	Christian organizations and church partners
49,000	12	Individual givers from Hewlett Packard company
41,000	10	Other individual givers
28,000	7	Financial gifts from abroad
9,000	2	Local church in Madhubani

Source: Ranš M. Head of the project. "Re: Výdaje na výstavbu školy." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 2: Overview of building costs

Category of costs	Amount of outcome in CZK	% of expenses
Construction material	272,871	62.1
Labor	83,778	19.1
Travel	40,052	9.1
Equipment	29,076	6.6
Transport	5,734	1.3
Food	2,598	0.6
Work equipment	1,993	0.5
Propagation	1,986	0.5
Consumables	824	0.2
Rent	177	0.0
In total	439,089	100

Source: Ranš M. Head of the project. "Re: Výdaje na výstavbu školy." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 3: Current fundraising needs

Area of need	Amount of costs in CZK
Electrification of school (currently run by generator)	60,000
Salary for principal of school	90,000 per year
Financial support for underprivileged children	3000 per child per year
Facilities for use for children from distant villages (kitchen, dormitory, canteen)	50,000

Source: Ranš M. Head of the project. "Re: Výdaje na výstavbu školy." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 4: Open ended questionnaires provided for the students

1.)	What specific things do you like about your school?
2.)	What specific things do you dislike about your school?
3.)	How do you like the building of the school?
4.)	What is your favorite part of the school day?
5.)	What is your least favorite part of the school day?
6.)	In which ways are you improving in school?
7.)	In which ways would you like to improve more in school?
8.)	Is school helping you to a better future? If yes, how?
9.)	How do you like the teachers in your school?
10.)	Which classes do you find the most fun?
11.)	In which classes are you learning the most?
12.)	Which classes do you not enjoy much or find not very useful?

Appendix 5: Multiple choice questionnaires provided for the students

1.)	I am happy to be a student at this school
2.)	The school helps me with my future
3.)	The building and facilities of the school are satisfying
4.)	I am interested in what I study. I enjoy learning at school
5.)	I like my teachers and learn from them well

Appendix 6: Open ended questionnaires provided for parents of students

1.)	Will the education of your child at New Hope Mission School help your family? If yes, how?
2.)	What certain expectations do you have in terms of your child receiving education?
3.)	What do you think are the strengths of the school? / What do you like about it?
4.)	What do you think are the weaknesses of the school? / What do you dislike?
5.)	How would you describe the school's communication with the parents?
6.)	How would you describe the quality of what your children are learning at school?
7.)	What do you think about the facilities / hygiene of the school?
8.)	What would you like the school to improve in?

Appendix 7: Multiple choice questionnaires provided for parents of students

1.)	I am happy with putting my child into this school
2.)	The building/facilities/hygiene of the school are satisfying
3.)	The education of my child will help our family
4.)	The school communicates with the parents well
5.)	According to my child's progress, the quality of the school is good

Appendix 8: Open ended questionnaire provided for the teacher of the school

1.)	What things do you like about working at New Hope Mission School?
2.)	What things do you dislike about working at New Hope Mission School?
3.)	What certain things do you think could be improved about New Hope Mission School?

Appendix 9: Multiple choice questionnaire provided for the teacher of the school

1.)	I am satisfied with my work at the school
2.)	There is enough equipment for teaching
3.)	I am satisfied with the amount of my salary
4.)	The building/facilities/hygiene of the school are satisfying

Appendix 10: Overview of questions used in open discussion with members of the project

1.)	Overall evaluation of the project
2.)	Evaluation of the building
3.)	Evaluation of the teachers
4.)	Evaluation of the quality of tuition
5.)	Evaluation of impact on families where child was sent to school

Appendix 11: New Hope Mission School



Source: Ranš M. Head of the project: “Re: Images from project.” Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 12: Installation of solar panel



Source: Ranš M. Head of the project: “Re: Images from project.” Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 13: Team of project with children



Source: Ranš M. Head of the project: "Re: Images from project." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 14: Beginnings of building



Source: Ranš M. Head of the project: "Re: Images from project." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 15: Morning line-up



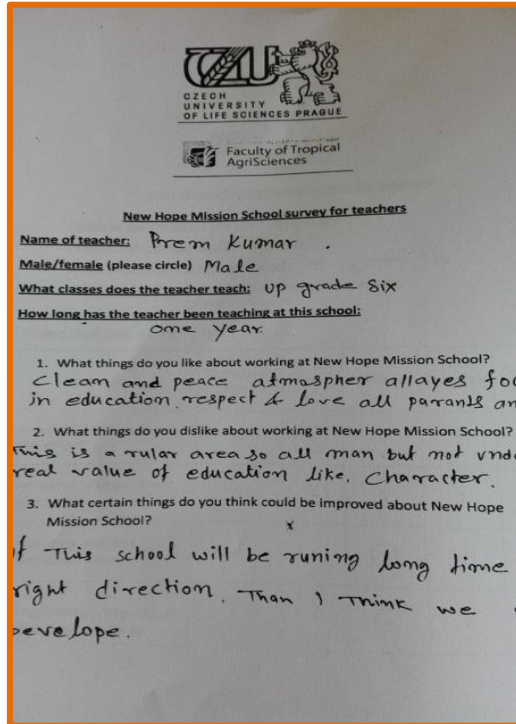
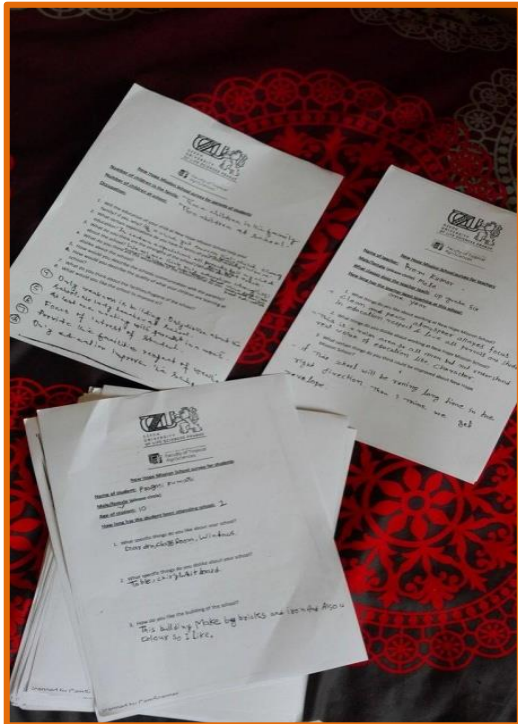
Source: Ranš M. Head of the project: "Re: Images from project." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 16: Tuition



Source: Ranš M. Head of the project: "Re: Images from project." Message to: Veronika Kristufova. 2015-11-21. E-mail.

Appendix 17: Illustration of questionnaires



Source: Author