Boarding Schools, why (not)?

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Summary

This research serves as a basis for a reflection of Woord en Daad on ideas, policies and procedures related to the support of day-schools and boarding schools. The reflection is based on the following question:

Which aspects related to effectiveness, which positive and/ or negative effects and which contexts and/ or situations (viewed in the context of fighting poverty) lead to a preference or necessity for day- or boarding schools?

In order to answer this question, three research questions are used in this research:

1. What characteristics of boarding schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools? And: What characteristics of day-schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools?
2. What positive and negative effects can be related to the features of boarding schools and day-schools?
3. What contextual and situational factors influence the effectiveness and effects of boarding schools and day-schools?

This research does not provide evidence for the effectiveness and effects of boarding and day-schools. The conclusions are based on an analysis (based on a literature framework) of the experiences and opinions of partner organisations of Woord en Daad (collected through written interviews). The findings of this research give an impression of the reality experienced by the partner organisations of Woord en Daad related to the effectiveness and effects of boarding and day-schools. The conclusions and recommendations of this research can form a basis to conduct founded discussions regarding policies on boarding and day-schools within Woord en Daad and with the partner organisations.

Effectiveness
Effectiveness in this research is defined as the extent to which set objectives for education are reached. These objectives can concern knowledge, (practical, social) skills or attitudes. Regarding the quality and results of educational processes several factors mentioned by partner organisations are in favour of boarding schools, while other factors are in favour of day-schools. However, mentioned factors are not always inherently related to the characteristics of a boarding or day-school. In other cases, mentioned factors are related to the characteristics of boarding or day-schools, but could be connected to the other type of school as well through addition of certain interventions or efforts. In the analysis of the findings it is concluded that parental care is a factor that is difficult or impossible to replace by something else. Parental care is very much valued by the partner organisations as well as in the literature. It is important to create circumstances with sufficient space for parental care. Involvement of students in their own community is another factor that is valued. This factor is also difficult to replace by something else.

Effects
Effects in this research refer to aspects that are not directly related to these objectives, but are important in the context of schooling as a strategy for fighting poverty (for example access to schooling, the relationship between the school and the community, etc.) The main positive effect of day-schools, compared to boarding schools, is the low costs. These lower costs implicate that more schools can be established for the same money. This enlarges access to schooling. On the other side, also boarding schools have a range of characteristics that promote access to schooling. Day-schools (but also boarding schools) need to find ways to remove barriers to access in order to decrease drop-out and to reach left-outs.

Contexts and situations
Far distance is an important situation that leads to preference for boarding schools. On the other site, preference is given to day-schools if there is a possibility to attend or establish a

school nearby. Distance to school is often caused by a shortage of schools, caused by a lack of funding. Especially in the case of primary schools, this pleads for establishing day-schools. Day-schools are cheaper, therefore more schools (close to home) can be established.

Another situation that leads to preference of boarding schools is the case of (semi-) orphans or a lack of good parental care for the children. These situations go further than the discussion of the effectiveness and effects of regular day- and boarding schools, therefore a separate analysis and decision is required in each of these situations.

Recommendations
The choice for a day- or boarding school must depend on the specific context and situation a school will be established in. Based on the conclusions of this research and related to the family and community approach of Woord en Daad, in this research it is recommended to give preference to day-schools. However in specific contexts or situation the choice for a boarding school can be better and preference can be given to this type of school. Examples of these situations are: very bad or dangerous home or community situations, a lack of parental care or barriers to establish a school nearby.

To make use of the strengths of day- and boarding schools, this study strongly recommends to add the following interventions to the day-school approach:
1. Monitor the progress of students systematically (by developing a student-monitoring system) and offer coaching for students related to the monitoring.
2. Support parents in supporting their children in education. For example by offering literacy courses to parents or social counselling of parents.
3. Offer an extra curricular program with activities directed at personal, social and religious development. Involve families and communities (including churches) in these activities.

The lower costs of day-schools (compared to boarding schools) can offer possibilities to realise these interventions.

If a boarding school is established, the disadvantages of this type of school can be diminished by the following interventions:
1. Involve the parents/ family of the students as much as possible. This can be realised through inviting the parents at school or through home-visits. These two possibilities can be difficult to realise due to distances. But if there is any possibility (even just once a year) it would be very rewarding.
2. Let the students show their parents (family/ community) regularly what they do at school. Students could take examples of their schoolwork at home in the weekend. Giving students assignments to fulfil at home and for which they need the involvement of their parents/ family/ community (for example an interview with family-members) is a possibility to involve their parents/ family/ community in their school activities. A (weekly/ monthly) school letter can be another method to inform parents about school-activities. Drawings and pictures can be used to reach illiterate parents as well.
3. The community surrounding the boarding school can be involved for extra-curricular activities. Especially for students who do not have a home and community to return to in the weekend or during holidays, this is important.

A draft of this report is sent to the partner organisations that contributed to the research. The organisations are asked to give their comments, if desired. AMG India wrote an elaborated comment in which they emphasize the value of boarding schools. This comment is added to the report in Annex 5.

Content

1. Introduction

Woord en Daad supports within its Education Program different types of schools. Two different types of schools that W&D supports are 'day-schools' and 'boarding (residential) schools'. In day-schools, students attend school during the day, during school hours. In boarding schools, students stay internally during the whole school week (and sometimes during the weekend). The different characteristics of day-schools and boarding schools have different implications for needed facilities and organisation. Furthermore, these different characteristics have different effects on the education process and results and on the live of students (including their families and communities).

The mentioned differences in implications and effects of day-schools versus boarding schools were reason for W&D to start a reflection within the organisation on ideas, policies and procedures related to the support of day-schools and boarding schools. At the moment Woord en Daad does not have sufficient knowledge of the different implications and effects of day- and boarding schools to have a well-founded reflection. The objective of this research is to enlarge this knowledge and to serve in this way as a basis for a reflection on day- and boarding schools.

In reflections related to education several factors are important for W&D. In the first place effectiveness and relevance are important factors. Furthermore, the effects of education on the (personal/ social/ spiritual) development of a child/ youngster and their involvement in their family and community are important factors. In the context of fighting poverty, also enlarging access to education is very important. Always a balance has to be found between creating good education and to enlarging access. Many factors contribute to both, good education and access (good education attracts children to and keeps children in school). However, if much money is spend on creation good education, less money is left to create more places in school or to build more schools. In this context it needs to be remarked that it is the experience of Woord en Daad that boarding schools are more costly than day-schools.

Woord en Daad will reflect on day and boarding schools on the basis of the following question:

> Which aspects related to effectiveness, which positive and/ or negative effects and which contexts and/ or situations (viewed in the context of fighting poverty) lead to a preference or necessity for day- or boarding schools?

In order to answer this question, three research questions are used in this research:
1. What characteristics of boarding schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools? And: What characteristics of day-schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools?
2. What positive and negative effects can be attributed to inherent features of boarding schools and day-schools?
3. What contextual and situational factors influence the effectiveness and effects of boarding schools and day-schools?

Effectiveness in this research is defined as the extent to which set objectives for education are reached. These objectives can concern knowledge, (practical, social) skills or attitudes. Effects in this research refer to aspects that are not directly related to these objectives, but are important in the context of schooling as a strategy for fighting poverty (for example access to schooling, the relationship between the school and the community, etc.)

The research focuses on the contexts and situations in which the programs of Woord en Daad are executed. The focus in this research lays on primary and secondary education. Besides these types of education, vocational education is taken along in this research as well.

The objective of the research is not to find objective evidence for the effectiveness and effects of boarding and day-schools. Experiences and opinions of partner organisations of Woord en Daad, who have experience with day- and/ or boarding schools, are used as main source to answer the research questions. A literature framework is used to analyse the answers. Experiences and opinions of partner organisations are for Woord en Daad very important in developing strategies.

Written interviews are used to needed information. Besides the partner organisations of Woord en Daad, five NGOs in the Netherlands and two organisations in India are asked for their opinion and policies regarding day- and boarding schools. A small literature study is conducted, which is used to analyse the findings.

In section 2 an overview of the used methodology in this research is given. Section 3 gives a definition of day- and boarding schools and a description of the background of both schools. In section 4 a literature framework is given, that is used for the analysis of the findings. Section 5 describes the findings of this research based on the written interviews with partner organisations of Woord en Daad. Section 6 gives a summary and conclusions. Finally, in section 7 recommendations for the reflection of Woord en Daad on policies regarding day- and boarding schools based on the findings and conclusions of the research are given.

A draft of the research report is sent to the partner organisations that contributed to the research. The organisations are asked to give their comments, if desired. AMG India wrote an elaborated comment in which they emphasize the value of boarding schools. This comment is added to the report in Annex 5.

2. Methodology

Different sources are used to acquire needed information to answer the research questions:

1. The aim of this research is to contribute to the reflection of Woord en Daad on its policies regarding day- and boarding schools. Woord en Daad works trough local partner organisations. These partner organisations are independent organisations with their own policies and programs. The experiences and opinions of these partner organisations are essential for policy-development within Woord en Daad. Therefore, the experiences and opinions of partner organisations of Woord en Daad are used as main source for this research.
2. Supplementary, five Dutch NGOs and two Indian organisations (a network organisation for vocational schools and an intermediary organisation providing services to NGOs) are questioned about their policies and ideas regarding boarding schools and day-schools.
3. Finally, a (small) literature study is conducted to affirm findings and find additional information.

To collect experiences and opinions of the different organisations, written interviews are used as methodology. A questionnaire (annex 1) is developed and sent to thirteen partner organisations. The questionnaires are sent to the directors and a main staff member for the Education or Vocational Education and Training Program of the partner organisations. It is chosen to send a questionnaire to partner organisations that have experience with boarding and day-schools (in the past or at present) and are expected to have developed an opinion regarding

the topic of the research. The chosen partner organisations are therefore not a representative sample of all the partner organisations of Woord en Daad.

3. Boarding and Day-Schools

Boarding (or residential) schools are in this research defined as schools where students stay internally during the school week (and sometimes during the weekend/ holidays). Boarding schools have dormitory facilities and facilities for eating, studying and recreational activities. Usually there is accommodation for supporting and/ or teaching staff as well.

Day-schools are defined as schools that students attend during the school day. Children stay in school during school hours. Often, there are facilities to take lunch at school as well. Furthermore, extra-curricular programs can be offered in and/ or by the school outside school hours. Day-schools do not have dormitory facilities.

Many boarding schools in Southern countries date back to colonial periods. Most boarding schools are found in former English colonies. In former British colonies, for example India and Nigeria boarding schools are one of the preferred modes of education (Wikipedia, 2007).

There are different reasons for establishing or attending a boarding school. Reasons that can be found in the literature are:
- Intensive quality and holistic education. Wealthy parents for example send their children to exclusive boarding schools in order to receive high quality education. These schools usually offer extra-curricular activities to broaden the education and offer opportunities for social, cultural and personal development as well. In other cases children are sent to boarding schools in order to improve their educational results. Boarding schools offer supervision and coaching to students when they study, also outside school hours.
- For religious education. Madrassas (Koran-schools) or monastery schools are examples of schools established especially for religious education. Other examples of establishment of boarding schools related to religious education are Christian or Muslim schools which are established in areas where these religions are a minority.
- For ethnic minorities. Schools for ethnic minorities are and have been established to remain their culture and/ or to socialise children into the main culture. Boarding schools have been misused for this purpose in the past as well (for example in the case of Indians in America (Davis, 2001)).
- For children with special needs. For example (mentally) disabled children can be sent to a home or boarding school to benefit from extra care offered in these schools. In many of these cases parents are not able to take care for their children at home.
- For children from difficult or bad home situations. There can be distinctive reasons which make it better for children to be away from home or make it impossible for them to stay at home. Parents can have different kind of problems that hinders them from taking care of their children. There are also sad cases of abuse of or violence directed at children in the home situation.
- For children living in conflict and/or unsafe areas. A lack of safety can hinder children to travel to school daily. Conflict situations can also lead to displacement and separation of children from their parents. In these cases boarding schools can be a solution.
- For children whose parents live a nomadic life. For children from for example sailor- or shepherd-families, boarding schools are often the only opportunity to go to school.
- For children who live in remote (rural) areas. For children in remote (rural) areas there is not always a school nearby. This is especially the case in many southern countries, where there is a lack of schools, especially for secondary or higher education, or in countries/ regions with a low population.
- For orphans. Boarding schools often function as orphanages.

- As a strategy to reach Education For All. Many educators have used boarding schools as a strategy to reach Education For All. This is elaborated in an advocacy paper of UNESCO (Bista, e.a, 2005), which will be used in this research (see section 4).

World wide, there are far more children/ youngsters attending a day-schools than attending a boarding school. The upbringing of children is usually seen as a direct responsibility of parents and close family. Although sending children to day-school is widely accepted, the effects on the wellbeing of the child by putting him/ her in a nursery school, hiring a nanny or sending the child to boarding school are often questioned.

4. A literature framework

Evidence on differences in effectiveness and effects of boarding and day-schools in Southern countries is not found in the literature during this research. Research on the effectiveness of boarding schools compared to day-schools, especially in Southern countries is scarce. Moreover, it is difficult to draw overall conclusions regarding differences in effectiveness and effects of day- and boarding schools, since there is not one type of day- or boarding school. Schools in distinctive countries, regions, communities and even within a community differ from each other on various aspects. The effectiveness and effects of schools are dependent on a wide range of aspects. The specific characteristics of day- versus boarding schools are only one aspect.

The advocacy paper of UNESCO Bangkok, 'Providing Education for Girls from Remote and Rural Areas (Bista e.a., 2005)' is used as main literature source for this research. This paper focuses on access to education for girls in rural areas, but also gives an overview of factors that can be related to the research questions of this study. The content of this paper is used in section 5 to analyse the findings based on the written interviews with partner organisations.

The paper mentions in the first place several benefits of boarding schools (when managed and operated properly). Boarding schools:
- promote access to schooling. Often boarding schools (UNESCO focuses mainly on state boarding schools) are established to increase learning opportunities for underserved and disadvantaged communities. Boarding schools make for example schooling possible for many rural children.
- contribute to attain gender equality in enrolment, retention and achievement. By offering food, accommodation and a place in school, boarding schools contribute to the attendance of girls. Barriers for attending school and for studying are diminished by boarding schools.
- provide better learning environments to children. Study facilities in a boarding school are for example better than an overcrowded home with no electricity.
- enhance academic performance of children, especially of girls. Children do not have to spend time on going long distances to school and are not burdened with domestic chores at home.
- give security and protection to girls. This counts especially for societies where girl's movement outside home is not permitted.
- protect children in emergency situations (for example natural disasters or civil wars). In emergency situations boarding schools can continue their activities. Boarding schools can also offer shelter and education to street and displaced children.
- meet nutritional needs of children. Well-managed boarding schools can offer good nutrition, hygiene and sanitation, a balanced daily routine of personal care, education regarding health and nutrition, assistance for the boarding school community, sports and recreation. Students take good habits at home and introduce them to their family and take them to their lives as adults.

- promote socialisation and mainstreaming of poor minority children. Children from remote and rural areas or of ethnic and linguistic minorities can be introduced to new ways of living; new routines and responsibilities; new technologies; new teachers and fellow students from outside their community. In a boarding school these children can develop skills that can serve them to live in a broader community. Boarding schools can also strengthen national unity by housing children of different ethnicities together
- provide effective links between the community and the larger society. Boarding schools provide a centralized location for learning and living that can be an effective link between the remote communities of origin and the larger society.
- reduce the costs of educating children in areas with low population. In areas in which the average number of students per school is lower than 25, boarding schools can be more cost-effective than small day-schools.

Problems and disadvantages of boarding schools are mentioned as well in the paper of UNESCO. Boarding schools:
- contribute to cultural extinction. Boarding schools played a major role in the extinction of indigenous cultures (especially in the end of the 19th and beginning of the 20th century in North America and Australia).
- cause cultural illiteracy. Being away from home at an early age means being unable to learn many cultural values, beliefs, practices and customs that they need to function in the community.
- cause a sense of alienation. Children in boarding schools can develop feelings of not being loved, wanted or cared for.
- may increase the risk of physical and sexual abuse. Some studies have reported an increase of this risk in boarding schools.
- may harm children's growth and learning in the case of under-funding. Harm to children can be caused by unhealthy buildings, a lack of healthy food, poor attendance of teachers, a low quality of teaching and a poor social environment.
- may cause discrimination against children in case of bad management or under-funding. Where dormitories are under-supervised and under-funded girls can be overly burdened by domestic chores.

Hints for using boarding schools as an educational strategy given by the paper are:
- Ensure that the school is able to meet the total development needs of children. Boarding schools should be able to function as extended families where teachers and students are able to live and learn together and where opportunities are created for children to develop every aspect of academic, cultural, athletic and social life. The school environment should be safe, academically challenging, diverse, active and fun. Where possible, they should bring together children of different communities.
- Ensure that the school is well-managed. School-management must ensure that there is a peer support system, and there is good rapport between teachers and students, as well as between parents and teachers.
- Use boarding schools as community centres. The school should be open in the evenings and school holidays as a community centre for meetings and adult education. This is important for integration of school life into community life.
- Gain parental confidence. The success of a boarding school is dependent on parental confidence. This requires that the school is perceived as an institution that addresses parental concerns, recognizes the language and culture of the students, and guarantees adequate information, frequent visits and good medical attention.
- Ensure frequent contacts between children and family members. Children grow mentally, intellectually and socially through adult contacts in the family and community.
- Ensure that curriculum includes local and cultural studies. Curriculum planners must ensure that children's right to learn their language and culture is preserved.

The given hints are important for establishing boarding schools in a good way. However, these hints can be used for day-schools as well. The risks on negative effects and problems related to bad management and functioning of schools are usually bigger for a boarding school, than for a day-school. The reason for this is that children in a boarding school spend more time in the school (-environment) than children in a day-school and running a boarding school is more complex than running a day-school.

Various important aspects that influence the effectiveness of education can be found in the literature. These aspects are not directly related to the characteristics of day- and boarding schools. However, the different characteristics of day- and boarding schools can make it more easy or difficult to realise effectiveness related to these aspects.

Important aspects that directly exert influence on the effectiveness of education and are used in section 5 to analyse the findings are:

- Management and leadership. Chapman (2005) mentions that the recruitment, retention and development of school principals are matters of great importance for all school systems, because effective educational leadership is absolutely vital to bringing about improvements and advances in those activities, institutions and processes that foster the provision of education and student learning.
- Teaching and teachers. A report of the OECD on teacher policy (OECD, 2005) mentions: of those variables which are potentially open for policy influence, factors to do with teaching and teachers are the most important influences on student learning. In particular the broad consensus is that 'teacher quality' is the single most important school variable influencing student achievement. .. A point of agreement among of agreement among the various studies (on the influence of teacher characteristics) is that there are many important aspects of teacher quality that are not captured by the commonly used indicators (qualification, experience, academic ability and subject-matter knowledge). The teacher qualities that are harder to measure include the ability to convey ideas in clear and convince ideas; to create effective learning environments for different types of students; to foster effective student-teacher relationships; to be enthusiastic and creative; and to work effectively with colleagues and parents.
- The learning environment. On a paper on quality in education UNICEF (2000) mentions the following aspects related to quality learning environment: quality of school facilities, class size, peaceful and safe environments, effective school discipline policies, provision of health services.
- The curriculum. Important aspects related to an effective curriculum that can be found in the literature are: clear and measurable goals, appropriate methods and relevant content related to these goals, flexibility, differentiation towards the students, relating new knowledge and skills to present knowledge and skills, monitoring of and feedback on progress, learning time, coherence between different subjects, holistic education.
- Participation of family and community. In a research on community-involvement in education Nieuwdorp (2006) mentions that participation of parents is seen as an important factor to create a to a certain extent coherence between the school, the family and the community. The coherence between these three spheres of influence is important for the development of children. Cooperation between school, families and communities is an important factor to improve the school. UNESCO (2005) also emphasises the importance of parental support for the quality of education.

5. Boarding/ Day-Schools and the Partner Organisations

The various partner organisations of Woord en Daad work in different continents, countries and regions. The situations and contexts in which they work differ from each other. The partner organisations attune their projects and programmes to the specific situations and contexts in which they work. The way their educational programs are set up and executed depends on the situations and contexts in which it they are executed. Furthermore, the distinctive partner organisations have their own strategies, including those on education.

In this section the findings based on the written interviews with the partner organisations of Woord en Daad and other NGOs are elaborated. Additionally an analysis of these findings is given. The literature framework of section 4 is used for this analysis.

5.1.   Context of the partner organisations

For Woord en Daad, the input of partner organisations is very important for development of strategies and policies. Therefore the main source for this research consists of the experiences and opinions of partner organisations. To collect these experiences and opinions, questionnaires were sent to thirteen partner organisations. Nine of the thirteen sent questionnaires (69%) are completed and returned by the partner organisations.

The programs of partner organisations of Woord en Daad are directed at poor and vulnerable people. Reasons for establishing a boarding school are for most partners connected with the vulnerability of this target group.

Directors and staff members of the Education Program of four partner organisations in India and one in Bangladesh completed and returned the questionnaire. Four of these organisations run boarding and day-schools. One organisation runs only boarding schools. Together these organisations run sixteen boarding and nine day-schools. Reasons for establishing a boarding school for these organisations are mainly connected with distance to school and the Christian identity of the schools. Christians are a minority group in India and Bangladesh.

From one partner organisation in Burkina Faso two responsibles for the Education Program and two responsibles for the Program for Vocational Education and Training have completed and returned the questionnaire. The organisation runs two Vocational Training Centres (VTCs) with boarding schools. Most students live far away from the VTC. The organisation runs one primary day-school and sponsors children to attend several primary and secondary day-schools.

Directors and responsibles for the Education Program of two organisations from Zambia completed and returned the questionnaire. Both organisations sponsor (indirectly) children to attend day- or boarding schools. The boarding schools are mainly secondary schools, in which they have to do with far distances to school. Furthermore, there are many orphans in Zambia for whom boarding schools or home-based care can offer a solution. Many people in Zambia have died from aids. Children are left without parents in these cases.

One partner organisation of Colombia completed and returned the questionnaire. This organisation runs mainly day-schools. The one boarding school they run is meant for girls who are victim of sexual abuse, physical and verbal mistreatment and extreme poverty.

5.2.   Findings

Through a questionnaire (annex 1) partners are asked for their experiences and opinions regarding the effectiveness and effects of boarding schools and day-schools and the context and situations in which preference is given to boarding or day-schools. The answers on the questionnaires of the different partner organisations are categorised based on topics they are

related to. An overview of this categorisation with the specified answers of the different organisations can be found in annex 2.

In this subsection, categories related to boarding and day-schools are put together and a comparison between the findings related to both types of schools is made. Analyses of the findings are added, based on the literature. The findings related to the written interviews do not provide evidence for the effectiveness and effects of boarding and day-schools. The findings give an overview of the opinions and experiences of the partner organisations. The response on the written interviews was extensive and there was much correspondence between the answers of distinctive partner organisations. A significant difference between the answers of partners working in different contexts and situations in different parts of the world is not found. For these reasons it is assumed that the findings give a good impression of the reality experienced by the partner organisations of Woord en Daad related to the effectiveness and effects of boarding and day-schools. This impression is useful for discussions regarding policies related to boarding and day-schools within Woord en Daad and with the partner organisations. The findings (annex 3) related to the written interviews with other NGOs did not add much to the other findings. Therefore they are only used as background information.

A. Educational processes and results
Boarding schools
1. Quality and results of educational processes (mentioned by 5 partner organisations).
   Several partner organisations mention positive characteristics of boarding schools that are related to the quality and results of educational processes: boarding schools provide a better learning environment; the educational facilities of boarding schools are better and teachers are better qualified. All these factors have a positive influence on the educational results. Also two (2) partners mention that (exam-) results of students in day-schools are bad.

   (One partner organisation mentions better facilities as a positive characteristic of day-schools.)

In the literature it can also be found that boarding schools often have better educational facilities. Having better facilities is not an inherent characteristic of boarding schools. Better facilities can often be related to better funding (from donors or parents) of these schools. The features of a boarding school make it easier to attract donors. Because students stay internally, boarding schools have more information about students and maintaining contact between students and sponsors can be realised better. Furthermore, circumstances related to boarding schools (children who are unable to live at home for several reasons) attract sponsors as well. The better qualification of teachers can often be related to the fact that most boarding schools are situated in the city. In the city it is usually easier to fiend qualified teachers.

2. Time and circumstances for studying (6).
   About boarding schools there is said that they provide more time and better circumstances for studying: after school hours there is time available for studying; students are not distracted by house chores; study time is supervised; needed materials are available; a study-schedule can oblige students to study after school hours. These factors have a positive influence on educational results. The fact that students have less time to study is mentioned as a negative aspect of day-schools as well (4). The time at school is limited. Children have to do house chores if they are at home, especially girls. Concentration on their studies is more difficult at home. Travelling to and from school also takes time.

UNESCO (Bista e.a., 2005) also emphasizes good study facilities as a benefit of boarding schools. For poor children, studying at home (in overcrowded houses with no electricity) is often difficult. Because children do not lose time in travelling to and from school and (espe-

cially girls) are not burdened with domestic chores, more time is left for studying. However, additional interventions could help to improve and lengthen study time in the case of day-schools as well. Examples of interventions can be extra curricular activities or supervised study hours.

3. Monitoring and coaching of students (5).
   Also monitoring and coaching of students is said to be better in boarding schools. Often parents of students are illiterate. These parents are unable to monitor the progress of their children and coach their children in their studies. Furthermore, in boarding schools it is easier to monitor and coach students than in day schools, because students stay intern during and after school hours. A lack of monitoring and support of children is also mentioned (4) as a negative characteristic of day-schools, especially in the case of illiteracy. For the school it is difficult to collect sufficient information about the student (characteristics, problems), because the little time that is spend in school and the great number of students.

   The difficulty to monitor students individually is mentioned by one partner as a negative characteristic of boarding schools.

Day-schools
1. Support and monitoring of students by their families (8).
   Next to better monitoring and coaching of students in boarding schools, better support and monitoring of students by their families is mentioned as positive characteristic of day-schools. Monitoring and support by parents is important for the child. A combination of monitoring by the school and by parents is valued. Parent Teachers Associations are seen as an instrument to involve parents in the schooling of their children.

Monitoring and coaching of students is very important in order to achieve good educational results. Parents play an important role in this respect. In the case of illiterate parents, monitoring and coaching by parents can be problematic. For illiterate parents it is difficult or hardly impossible to monitor the progress of their children and to coach them. In the case of boarding schools, the school can fill this gap. In the case of boarding and day-schools, offering literacy courses to parents of students can be a possibility to diminish difficulties of monitoring and coaching of children by their parents. Supplementary, parents can be helped (for example by teachers) in monitoring and coaching of their children (through home-visits, involvement in school activities, (Nieuwdorp, 2006)). Developing a structural monitoring system could help day-schools (and boarding schools) to monitor their students properly and to offer needed coaching (during and/ or after school hours).

2. Focus on education (2).
   Day-schools are said to have more focus on education than boarding schools. The reason for this is that the only purpose of a day-school is education. School staff has less activities and responsibilities outside schooling and therefore can concentrate fully on the education process. As a negative characteristic of boarding schools it is mentioned that working in a boarding school is a heavy burden for the staff (2). Dedication of staff is required also after regular school hours. Furthermore, great consistency between upbringing methods is needed among staff.

Running a boarding school is more complex than running a day-school. For the staff this can be an extra burden. UNESCO (Bista e.a., 2005) emphasizes the importance of good management of boarding schools. Good school management is an important factor related to the effectiveness of schools. This counts for day- and boarding schools. However, the complexity of a boarding school can enlarge the challenge of good school management.

B. Spiritual or religious education.

Boarding schools

1. Spiritual or religious education (7)

   Many partner organisations mention a good possibility to provide spiritual or religious education as a positive characteristic of boarding schools. The characteristics of a boarding school are said to be important for offering spiritual or religious education: boarding schools are able to create a religious atmosphere for students during and after school hours; because students stay internally, boarding schools have more influence on the development of student, also their religious development. Daily devotions and prayers, holistic (body, mind, soul), ethical and biblical education, spiritual support and guidance are components of the religious educational environment.

Although boarding schools have more influence on the (religious) development of students, the responsibility of parents should not be forgotten in this respect. At home there may not be a Christian environment; however the upbringing of children is still a (Christian) responsibility of parents. The choice for a boarding or day-school, related to religious education is therefore ambiguous. Boarding schools can fulfil an important role in providing religious education. However, this role could also be fulfilled for example by churches (Sunday schools, bible classes).

C. Personal and social development.

Boarding schools

1. Learning and living together with other students (7)

   Boarding schools offer students a good opportunity to learn and live together with other students: students help each other with their studies during and after school hours; students in boarding schools learn to cooperate and to respect other people's habits and values; students develop social and communicational skills through interaction with other students and staff. A lack of unity among students and a lack of team-spirit is mentioned as negative characteristic of day-schools (2). Also the relationship between students and teachers in day-schools is said to be weaker (4). There is less interaction between teachers and students and there is less sense of belonging to the institution.

   However, peer pressure and negative influence from peers is an important negative aspect related to boarding schools (6). This is the negative side of living together with other students.

2. Self-dependence, self-confidence and responsibility (6).

   The characteristics of a boarding school contribute to development of self-dependence, self-confidence and responsibility of students. Students rely less on their parents. Children in day-schools are more dependent, due to their constant contact with their parents (1).

3. Structure and discipline (7)

   Boarding schools offer structure and discipline: students are obliged to study according to a structured program during and after school hours; students learn to respect rules; students learn to conduct duties on time; students learn to go to bed on time and rise up early. A lack of discipline is also mentioned as a negative characteristic of day-schools (3). Students and teachers have less awareness regarding rules and feel less responsible. There is more irregularity and less punctuality within students.

   At the other side, (2) partner organisations mention the risk of students getting spoiled in boarding schools. Also, for some students it is difficult to adjust to the boarding school environment (2).

The three aspects mentioned above can directly be related to the characteristics of boarding schools. However, there are characteristics of day-schools that are related to personal and social development of students as well (see further).

4. Co- and extra curricular activities (4)
   Boarding schools are valued by their co- and extra curricular activities (also within the community). For boarding schools it is easier to organise extra curricular activities and the attendance of these activities by students is higher than in the case of day-schools. These activities can take place in the community surrounding the boarding school as well. Less attendance of extra curricular activities (4) is also mentioned as a negative characteristic of day-schools.

Although it is for boarding schools easier to organise extra curricular activities and to reach a higher attendance, the organisation of these activities by day-schools is not impossible (there are many good-practices in this respect).

Day-schools
1. A healthy home environment and parental care (8).
   A very important characteristic of day-schools is the possibility for a healthy home environment and parental care. The fact that students miss affection, care, involvement and a role-model of parents is also mentioned (5) as a negative effect of boarding schools. It is important for a student to be with his/ her family after school. In this way a good relationship can be built up with their family. Parental care is important for the development of children. Parents also provide a role-model for children Students in day-schools can be involved in family activities after school and can help their parents. It is also a responsibility of parents to nurture their children.

   On the other side, a lack of parental care in the case of bad home situations is mentioned as a negative effect of day-schools (4). Children are left alone before and after school, they can misuse this. Parents or tutors do not always take care of the children.

In much the literature the importance of parental care for the development of children, especially at a younger age, is emphasized. UNESCO (Bista e.a., 2005) mentions the risk of boarding schools to cause a sense of alienation as a disadvantage of boarding schools. Children in boarding schools can develop feelings of not being loved, wanted or cared for. UNESCO also gives the hint for boarding schools to ensure frequent contacts between children and family members. Children grow mentally, intellectually and socially through adult contacts in the family (and community).

2. An open learning environment (4).
   Day-schools offer a more open learning environment: students can learn in their own way; different resources for learning are available; students learn from activities outside school and from travelling to school by bus/ train.

Day- and boarding schools provide different learning environments and lead therefore to different learning experiences. The learning environment in a day-school, does not have to be more open in a day-school than in a boarding school. The fact that students stay intern in a boarding school can cause an institutional focus. However, boarding schools can also make use of resources outside the institution (see topic 4 of boarding schools).

D. In the Community
Day-schools
1. Involvement of the community and of students in the community (3).
   Day-schools are valued for their close relationship to the community: the school is monitored by the community; there is good communication between the school and the fami-

lies; the relationship with the community stimulates participation of families in the education process; students are involved in their community and can be transformation agents.

Anti-social behaviour and alienation from society is mentioned as a negative aspect of boarding schools (4). UNESCO also emphasizes the risk of cultural illiteracy, connected with schooling in boarding schools. Being away from home at an early age means being unable to learn many cultural values, beliefs, practices and customs that they need to function in the community.

However, UNESCO also mentions that boarding schools can provide effective links between the community and the larger society, by providing a centralized location for learning and living. Boarding schools can also promote socialisation and mainstreaming of poor minority children. However, involvement of students in their own community is harder to realise for boarding schools, because of the distance to these communities.

E. Promoting access.
Boarding schools
1. Full aid (4)
   Boarding schools are valued because they give 'full aid' to students. Boarding schools offer food, clothing, medical needs, housing, etc. Boarding schools can also offer a shelter for children, a home away from home and a safe and secured atmosphere.

Many day-schools also offer more than schooling, like food and clothing. But in the case of boarding schools this aid is usually more extensive (including housing). This 'full aid' can stimulate parents to send their children to school. This aid also indirectly contributes to good educational results. Learning with an empty stomach is difficult.

2. Promoting access (3).
   Boarding schools promote access to education. The risk of drop-out is less in boarding schools. There is less risk that children are kept home to help their parents in their labour. Boarding school also compensate through their facilities for loss of income. For children who move a lot there is a lack of educational continuity in the case of day-schools (1).

The advocacy paper of UNESCO (Bista e.a., 2005) is based on the possibility of using boarding schools as a strategy to promote access to schooling. By offering food, accommodation and a place in school, boarding schools contribute to the school-attendance of girls (the focus of the paper).

Day-schools
1. Promoting access (4).
   However four partners say that access is better in day-schools. Day-schools can enrol more children than boarding schools. Because school-fees are lower than in boarding schools, this attracts parents to send their children to a day-school.

2. Lower costs (7).
   Furthermore, almost all partner organisations mention that day-schools are cheaper than boarding schools or that boarding schools are more costly. Maintenance/ operation costs are less in day-schools. The administration costs for example are lower. School-fees can be lower for this reason.

Woord en Daad also has the experience that day-schools are much cheaper than boarding schools (although exact figures are not available at the moment). The lower costs of day-schools implicate that for the same money, more schools can be established. Therefore education can be offered to more children. In this way, access to schooling is promoted by day-schools.

F. Nutrition and Health

Boarding schools

1. Nutrition

   Two (2) partners mention that students in day-schools suffer from a lack of nutrition. There is a lack of nutrition at home and this has a negative influence on the learning process. Full aid (including nutrition) is already mentioned above as a positive characteristic of boarding schools brought forward by partner organisations.

UNESCO (Bista e.a., 2005) also brings forward meeting nutritional needs of children as a benefit of boarding schools. Well-managed boarding schools can offer good nutrition, hygiene and sanitation, a balanced daily routine of personal care, education regarding health and nutrition, assistance for the boarding school community, sports and recreation. Students take good habits at home and introduce them to their family and take them to their lives as adults.

Day-schools

1. Nutrition

   However, one (1) partner says that students in day-schools eat more varied food than in boarding schools. Three (3) partners mention that in boarding schools dangerous or bad health situation can occur, especially when there is a lack of supervision and good facilities or when there is over-enrolment.

UNESCO also emphasizes the risk unhealthy buildings and a lack of healthy food in case of under-funding. Food and health services are offered by boarding schools, but also often by day-schools (as explained earlier). Important to keep in mind is also the increased risk of physical and sexual abuse in boarding schools, mentioned by UNESCO and also one NGO involved in this research. Boarding schools and day-schools both have their own risks related to health and nutrition. Good management, analysing the risks and the needs of students and sufficient funding is important for both types of schools in this respect.

G. Contexts and situations

1. Distance

   If the distance to school is far and/ or there are no schools in the area preference is given to boarding schools (5). Far distances to school are mainly the case in rural areas, and especially count for secondary education (including Vocational Education and Training). If there is a school nearby, preference is given to day-schools (4). Also if there is transportation to the school, day-schools are preferred (1).

Distance to school is an important factor. In the reality of countries in the South, far distances to school are often related to a lack of schools, especially in rural areas. In many cases the population is large enough to build a school in the neighbourhood (especially for primary education). However, there is often a lack of resources.

2. Parental care

   In cases that parents cannot take care of their children well, boarding schools are needed (4). A bad home situation (by socio economic reasons, bad behaviour of parents through alcohol/ drugs, parents who work a lot, abuse of children) has a bad influence on the development of a child, therefore it can be needed to take away children from their home. If parents are able to take care of their children day-schools are preferred (1). Also for orphans boarding schools are needed (4).

The need to establish a boarding school for children who cannot stay home for various reasons (a lack of care, safety, orphan hood, a handicap) goes beyond the discussion of the

effectiveness and effects of regular day- and boarding schools. For each of these special situations a separate analysis and decision is required.

6. Summary and Conclusions

Conclusions are drawn in this section based on the three research questions:
1. What characteristics of boarding schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools? And: What characteristics of day-schools contribute in a positive way and what characteristics contribute in a negative way to the effectiveness of these schools?
2. What positive and negative effects can be related to the features of boarding schools and day-schools?
3. What contextual and situational factors influence the effectiveness and effects of boarding schools and day-schools?

In section 4 a literature framework is given that is used to analyse the findings related to the written interviews with eight partner organisations, elaborated in section 5. This forms the basis for the conclusions in this section. Relevant comparative studies on the effectiveness and effects of boarding schools and day-schools have not been found. Also the findings in section 5 do not provide evidence for the effectiveness and effects of boarding and day-schools. The findings give an impression of the reality experienced by the partner organisations of Woord en Daad related to the effectiveness and effects of boarding and day-schools. Conclusions drawn in this section based on an analysis of this impression can form a basis to conduct founded discussions regarding policies on boarding and day-schools within Woord en Daad and with the partner organisations.

No significant differences have been found between the answers of partners from different countries or continents. There was also not a significant difference between the answers related to VET and related to education. Both aspects are therefore not reflected in the conclusions.

6.1. Effectiveness
Opinions regarding the effectiveness of day- and boarding schools are connected with the objectives attributed to education. The partner organisations of Woord en Daad connect a wide range of objectives to education: cognitive, physical, affective, social, religious and citizenship objectives. Effectiveness therefore means: to what extent are these objectives reached?

Effectiveness is dependent on many different factors. Educational effectiveness is related to material (equipments, infrastructure) and human resources (teachers, managers), the curriculum, educational processes, support of families and communities, etc. Boarding schools and day-schools and the context and situations in which they function differ in many ways from each other. Therefore the factors related to effectiveness, are different for each school.

Indicators for educational effectiveness of day- and boarding schools related to three main topics come forward from the input of the partner organisations

A. Quality and results of educational processes
Related to the quality and results of the educational process, in the eyes of most partner organisations boarding school offer better circumstances than day-schools in three ways:
1. Boarding schools usually have better educational facilities and circumstances (infrastructure, sufficient and qualified teachers) (mentioned by 5 partner organisations).

2. In boarding schools there is more time and are better circumstances for studying (6). In day-schools there is less time to study (4) and students have poor performance (2). This is confirmed in the literature.
3. Students are monitored and coached in a better way (5). In day-schools there can be a lack of monitoring and support of children (4).

The first benefit of boarding schools is experienced in reality, but is not an inherent characteristic of boarding schools. The second benefit (more and better circumstances for studying) is confirmed in the literature as well. However, additional interventions could help to improve circumstances in the case of day-schools as well. The third benefit of boarding schools can be related to the fact that students in a boarding school spend more time in school and teachers can monitor and coach students also after school hours.

1. Support and monitoring of students by parents (8) is a positive characteristic of day-schools.

Monitoring and coaching of students by school and parents are both very important factors related to educational effectiveness. Monitoring and coaching by the school is easier to realise in boarding schools, but monitoring and coaching by parents is easier to realise in day-schools. Developing a good monitoring system is important for both type of schools, but especially for day-schools. Offering literacy courses and helping parents to monitor and coach their children in their education, is important in the case of illiteracy.

Other positive characteristics of day-schools are:
2. The involvement of the community and of students in the community (3).
3. A focus on education (studious vibe, less other responsibilities for staff) (2).

Involvement of the community in education and of students in the community is an important aspect related to the effectiveness of education. This kind of involvement also is an important element in strategies for fighting poverty. Boarding schools also have opportunities for involvement of and in the community. However, involvement of students in their own community is more difficult to realise for boarding schools. Boarding schools can for example provide a centralised location for learning and living. To create a focus on education good school management is needed. The complexity of a boarding school enlarges the challenge of good school management.

B. Religious Education
Religious objectives are very important for most partner organisations (7). Boarding schools are highly valued by the partner organisations for their strength to offer Christian education and to educate students in a Christian way.

The choice for a boarding or day-school, related to religious education is therefore ambiguous. At home there may not be a Christian environment; however the upbringing of children is still a (Christian) responsibility of parents. Boarding schools can fulfil an important role in providing religious education. However, this role could also be fulfilled for example by churches (Sunday schools, bible classes).

C. Personal and Social development
Boarding schools are valued by most partner organisation for their positive influence on individual and social development of students, through:
1. Learning and living together with other students (7). A negative effect of learning and living together however is peer pressure and negative influence of other students (6).
2. Structure and discipline (6).
3. Students of boarding schools become more self-dependent, self-confident and responsible (6).

4. Offering co- and extra curricular activities and a higher attendance with these activities (4)

Day- and boarding schools offer different learning environments. Therefore, learning experiences will be different in both types of schools (and also between schools of the same type). Experiences related to the topics mentioned above, are easier to realise in boarding schools. However, also day-schools have the possibility to create a learning environment that leads to comparative learning experiences (rules, social activities, etc.).

Day-schools are valued for:
1. The possibility for a healthy home environment and parental care (8). At the other side, a lack of parental care in the case of bad home situations is mentioned as a negative effect of day-schools (4). Children are left alone before and after school, they can misuse this. Parents or tutors do not always take care of the children.

Parental care is an important factor to consider. Parental care is very important for the development of children, especially at a young age. Parental care also is difficult or even impossible to replace. However, there are cases in which parents are unable to give their children good care. In these cases, living at home can harm the development of children.

2. An open learning environment (4), learning in their own way, learning from activities outside school.

The fact that students stay intern in a boarding school can cause an institutional focus. However, boarding schools can also make use of resources outside the institution and create a more open learning environment.

D. Conclusions regarding effectiveness
Regarding the quality and results of educational processes several factors are in favour of boarding schools, while other factors are in favour of day-schools. However, mentioned factors are not always inherently related to the characteristics of a boarding or day-school. In other cases, mentioned factors are related to the characteristics of boarding or day-schools, but could be connected to the other type of school as well through addition of certain interventions or efforts. Parental care is a factor that is difficult or impossible to replace by something else. Therefore, it is important to create circumstances with sufficient space for parental care. Also involvement of students in their own community is a factor that is difficult to replace by something else.

6.2.   Important Effects
Effects in this research refer to aspects that are not directly related to the objectives of education, but are important in the context of schooling as a strategy for fighting poverty (for example access to schooling, the relationship between the school and the community, etc.)

A. Lower costs
Almost all (7) partner organisations mention that day-schools are cheaper than boarding schools. The higher costs of boarding schools appear from the financial budgets for the support of day- and boarding schools of Woord and Daad as well. Exact figures are not available at the moment. UNESCO (Bista e.a., 2005) mentions that boarding schools can reduce the costs of education. However, this is only the case in areas with a low population, where the average number of students per school is less than 25 students. This situation is not applicable to the contexts and situations in which the partner organisations of Woord and Daad execute their projects and programs.

B. Access

An important effect of establishing day- or boarding schools is related to access to education. Promoting access of education is subscribed to boarding schools (3) as well as day-schools (4).

Boarding schools offer children who live far away from schools or whose parents move a lot an opportunity to attend school; they motivate parents to send children to school by offering services (hostelling, food, medical care) that relieve them from (financially) duties; they diminish risks of child labour and drop-out because of duties at home.

Regarding day-schools promoting access is related to the lower costs. Because of these lower costs, more schools can be established for the same money. Lower costs also make it possible to keep school fees lower.

Access to schooling is very important when schooling is used as a strategy for fighting poverty. Especially for the poorest of the poor and for marginalised people, access to schooling often is a problem.

C. Other Effects

Effects on nutrition and health can be related the characteristics of day- and boarding schools as well (and are indirectly related to effectiveness of education). Nutrition and health are connected with day- and boarding schools as positive and negative features.

Related to boarding school, offering full aid (food, health services) is mentioned (4). However, (3) partner organisations also mention the risk for dangerous or bad health situations if circumstances in boarding schools are not good. Two (2) partner organisations mention the risk of a lack of nutrition related to day-schools. But one organisation says that students in day-schools eat a wider variety of food.

Boarding schools and day-schools both have their own advantages and risks related to health and nutrition. Good management, analysing health-risks and the needs of students and sufficient funding is necessary for both types of schools in this respect.

D. Conclusions regarding effects

The main positive effect of day-schools is the low costs. These lower costs implicate that more schools can be established for the same money. This enlarges access to schooling. On the other side, also boarding schools have a range of characteristics that promote access to schooling. Day-schools (and boarding schools) need to find ways to remove barriers to access in order to decrease drop-out and to reach left-outs.

6.3. Contextual and Situational Factors

A. Distance to school

The main contextual factor related to preference for day- or boarding schools is connected with distance. Five (5) partners mention far distance to school as a situation to give preference for boarding schools. If a child can attend a school nearby or there is the possibility to establish a school nearby, half of the partner organisations (4) give the preference to day-schools. Also if there is transportation to school, a day-school is preferred (1). Distance to school is related to access to schooling. In many occasions a far distance to school is caused by a lack of schools, especially in rural areas. In many cases the population is large enough to build a school in the neighbourhood (especially for primary education). However, there is often a lack of resources.

B. If parents cannot take care of children

The case of (semi-)orphans (4) or the case that parents cannot take care of their children well (4), boarding schools are seen as a good or the best way of schooling. If parents are able to care for their children day-schools are the best way (1).

The need to establish a boarding school for children who cannot stay home for various reasons (a lack of care, safety, orphan hood, a handicap) goes beyond the discussion of the effectiveness and effects of regular day- and boarding schools. For each of these special situations a separate analysis and decision is required.

C. Conclusions regarding contextual and situational factors

Far distance is an important situation that leads to preference for boarding schools. On the other site, preference is given to day-schools if there is a possibility to attend or establish a school nearby. Distance to school is often caused by a shortage of schools, caused by a lack of funding. Especially in the case of primary schools, this pleads for establishing day-schools. Day-schools are cheaper, therefore more schools (close to home) can be established.

Another situation that leads to preference of boarding schools is the case of (semi-) orphans or a lack of parents to take care of their children well. These situations go further than the discussion of the effectiveness and effects of regular day- and boarding schools, therefore a separate analysis and decision is required in each of these situations.

7. Recommendations

The objective of the research was to contribute to the reflection of Woord en Daad on the following question:

> Which aspects related to effectiveness, which positive and/ or negative effects and which contexts and/ or situations (viewed in the context of fighting poverty) lead to a preference or necessity for day- or boarding schools?

In the conclusion in section 6 and also in this section an unambiguous answer to this question is not provided. However, this section contains recommendations based on the conclusions that need to contribute to the reflection of Woord en Daad on the formulated question. These recommendations do not reflect the position of Woord en Daad, but are formulated based on the conclusions of this research and other policies and experiences of Woord en Daad.

Effectiveness and (cost-) efficiency are both important factors in the projects and programmes of Woord en Daad. Access is an important aspect for Woord en Daad related to education. For Woord en Daad it is clear that boarding schools are more costly than day-schools. This is also confirmed in this research by the experiences of partner organisations. If the costs were the only important factor related to education, the choice between day- and boarding schools was an easy choice. However, this research has explored factors related to effectiveness and effects within specific contexts/ situations that can possibly justify the extra costs of boarding schools.

A causal relation between the differences of day- and boarding schools and effectiveness is not found in the literature. The conclusions and also the recommendations are based on an analysis of an impression of the reality experienced by the partner organisations of Woord en Daad related to the effectiveness and effects of boarding and day-schools. This experienced reality does not show a clear relation between the differences of day- and boarding schools and effectiveness.

Experienced factors related to the effectiveness and effects of boarding and day-schools boarding schools, are not always inherently related to the characteristics of both types of schools. In other cases, factors are related to the characteristics of boarding or day-schools. However, there are possibilities to connect these factors to the other type of school as well through addition of certain interventions or efforts. Therefore the recommendation for Woord en Daad is to explore the possibilities for educational strategies that make use of the strengths of both boarding and day-schools and diminish the weaknesses of both forms. Effects on access need to be taken account in this respect.

The relation of the individual with its family and community is an important aspect for Woord en Daad in fighting poverty. Interventions are not directed towards individuals alone, but also towards their (extended) families and communities. It is hard or even impossible to replace the natural environment of a child, including parental care and community-life. In the case of boarding schools, there is a distance between the child and its natural environment. In this context day-schools are recommended.

To make use of the strengths of day- and boarding schools, it is strongly recommended to add the following interventions to the day-school approach:
1. Monitor the progress of students systematically (by developing a student-monitoring system) and offer coaching for students related to the monitoring.
2. Support parents in supporting their children in education. For example by offering literacy courses to parents or social counselling of parents.
3. Offer an extra curricular program with activities directed at personal, social and religious development. Involve families and communities (including churches) in these activities.

The lower costs of day-schools (compared to boarding schools) can offer possibilities to realise these interventions.

The choice for a day- or boarding school must depend on the specific context and situation a school will be established in. Although in general a day-school is recommended by this study, in a specific context of situation the choice for a boarding school can be better. Examples of these situations are: very bad or dangerous home or community situations, a lack of parental care, barriers to establish a school nearby, etc.

If a boarding school is established, the disadvantages of this type of school can be diminished by the following interventions:
4. Involve the parents/ family of the students as much as possible. This can be realised through inviting the parents at school or through home-visits. These two possibilities can be difficult to realise due to distances. But if there is any possibility (even just once a year) it would be very rewarding.
5. Let the students show their parents (family/ community) regularly what they do at school. Students could take examples of their schoolwork at home in the weekend. Giving students assignments to fulfil at home and for which they need the involvement of their parents/ family/ community (for example an interview with family-members) is a possibility to involve their parents/ family/ community in their school activities. A (weekly/ monthly) school letter can be another method to inform parents about school-activities. Drawings and pictures can be used to reach illiterate parents as well.
6. The community surrounding the boarding school can be involved for extra-curricular activities. Especially for students who do not have a home and community to return to in the weekend or during holidays, this is important.

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Annex 1 Questionnaire

Research Boarding Schools

Introduction

Methods and ways of schooling (primary and secondary education) are different in distinctive countries/ regions or situations. One apparent difference is schooling through day-schools opposite to schooling through boarding schools. There are different reasons for the choice for a certain way of schooling. Security reasons, a lack of a home or distance can for example be reasons to offer children/ youngsters education through boarding schools.

Distinctive partner organisations of Woord en Daad, also make use of different ways of schooling. To acquire more knowledge about the differences in the effectiveness, efficiency and effects of boarding schools compared to day-schools Woord en Daad is conducting research. Since your organisation has experience with boarding schools and/ or day-schools (now and/or in the past), Woord en Daad would like to involve your organisation in this research.

Woord en Daad would like to know your experiences and opinions regarding the concept of boarding schools. Therefore we ask you to complete this questionnaire. The results of the investigation will be used by Woord en Daad to reflect on the concept of boarding schools compared to day-schools and to improve policies. The results of the investigation and the final report will be shared and discussed with your organisation in order to learn.

If certain questions are not clear, don't hesitate to ask for an explanation.

Questionnaire

Name: _____

Position: _____

Name organisation: _____

a. In what way does your organisation have experience with boarding schools?
   For example: how many and what kind of boarding schools does the organisation sup-
   port/ or has your organisation supported in the past? Or: did the organisation support chil-
   dren to go to a boarding school? Or: experience with boarding schools trough other organisa-
   tions in the neighbourhood? etc.

   _____

   _____

   _____

   _____

b. In what way does your organisation have experience with day-schools?

   _____

   _____

   _____

c. What characteristics of a boarding school (in comparison to a day-school) do you value?
   Why do you value these characteristics?

   _____

   _____

   _____

   _____

d. What characteristics of a day-school (in comparison to a boarding school) do you value?
   Why do you value these characteristics?

   _____

   _____

   _____

e. In what contexts and situations do you give preference to boarding schools and in what contexts and situations to day-schools? Why?

_____

_____

_____

_____

f. What characteristics of <u>boarding schools</u> can in your opinion have <u>positive</u> effects? (For example on the education process, the (social) well-being of the students, the involvement of parents/ the community, costs, ethics, etc.) Why?

_____

_____

_____

g. What characteristics of <u>boarding schools</u> can in your opinion have <u>negative</u> effects? (For example on the education process, the (social) well-being of the students, the involvement of parents/ the community, costs, ethics, etc.) Why?

_____

_____

_____

h. What characteristics of <u>day-schools</u> can in your opinion have <u>positive</u> effects? (For example on the education process, the (social) well-being of the students, the involvement of parents/ the community, costs, ethics, etc.) Why?

_____

_____

_____

i. What characteristics of <u>day-schools</u> can in your opinion have <u>negative</u> effects? (For example on the education process, the (social) well-being of the students, the involvement of parents/ the community, costs, ethics, etc.) Why?

_____

_____

_____

j. Do you have relevant experiences with day-schools and/ or boarding schools you would like to mention? Please mention them here.

_____

_____

_____

k. What advices would you like to give to Woord en Daad regarding discussions and policies on day-schools and boarding schools?

_____

_____

_____

l. Other things you would like to mention:

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Annex 2 Analyses of the written interviews with partner organisations of Woord en Daad.

1. Valued Characteristics of boarding schools

The partner organisations are asked what characteristics of boarding schools (in comparison to day-schools) they value. Furthermore, there is asked which possible positive effects of boarding schools (on the education process, the (social) well-being of the students, the involvement of parents/ the community, costs, ethics, etc.) they see. Answers related to these questions are put together and categorised in four main categories and several subcategories. Each item in a subcategory reflects the answers of one partner organisation. No significant differences are found between the answers of partners from different countries or continents. Therefore it is not noted which answers are related to partners from which countries. From one partner organisation three staff members (two for VET and one for education) have completed a different questionnaire. The answers of these questions are put together. There was not a significant difference between the answers related to VET and related to education.

A. Educational processes and results

1. Quality and results of educational processes
- Provision of a conducive learning environment with high teacher/pupil interaction will attract more pupils to go to school to acquire academic excellence and academic excellence will impact positively on national development as the nation will have capable citizens.
- Quality infrastructure and security facilities, a good library with sufficient reading materials, with professional and qualified teaching staff.
- The results in a boarding school are most times better than in day-schools. Boarding schools have good results because of good conditions, supervised studying and food.
- Residential School can tap the potential of students more efficiently and can help students fully develop their abilities effectively.
- There is this general idea that people have about boarding schools that children are taken better care in boarding schools than they would get in home as for education and discipline.

2. More time and better circumstances for studying.
- There is sufficient time to study and concentrate on studies, thereby impacting positively on the class performance. The limitation to be in constant contact with the parents helps them concentrate on studies, the availability of time to allow for serious studying.
- Situations of having a child away from their parents with less house chores to attend to normally helps them perform better in class.
- Supervised learning, time dedication to academic programs e.g. reading books, computer lessons and other learning material will bring academic excellence.
- Study hours are systematically observed. This has bearing on 'learning'.
- Better conditions to do 'homework'. In boarding schools, there are study schedule that pupils are compelled to follow. So they are obliged to study. the students are obliged to study according to a structured program
- The way in which boarding schools provide relief for parents who are intensively involved in their professions and careers is also of particular importance. Children are offered an excellent education without the need for parents' constant supervision.

3. Monitoring and coaching students.
- As the children come from poor and illiterate homes, when they study in residential schools, we have an opportunity to study their progress and help them to overcome any shortcomings in their progress. As the parents are illiterate they cannot help the students with their studies or give them opportunities to learn more knowledge, which can be provided in residential schools.
- Students are under direct supervision of the authority regarding education, so the authority knows which student is lacking or weak in which subject or field. It allows the authority to understand the students' weaknesses better and take extra care on that particular areas to help them do better which is not easy to do in day-time schools only.

- The main step in learning process is Assessment. Assessment does not mean evaluating by examination. An examination evaluates what a student knows or do not know. The assessment evaluates what the student needs to know in order to succeed in life. This assessment can be effectively implemented in residential schools. Individual Assessment Program can be implemented and the strengths and weakness of students can be continuously evaluated and modified so that to make the children a good citizen and a human being.
- The study of the children can be monitored after of the school hours.
- The boarding schools provide the possibility to have an extensive knowledge of the students' general characteristics and their problems.

B. Spiritual/ Religious education

1. Spiritual/ religious education

- We get an opportunity to help the child grow in a holistic manner, namely body, mind and soul when they are in the residential schools. Besides taking care of his need to gain knowledge through our schools and colleges also provide them spiritual nurture through conducting of Sunday school etc.
1. Daily prayers and devotions conducted regularly will have great influence on their ethical lives leading to spiritual upliftment. Thus children are exposed to the love of Christ. Religious upbringing and ethical values. The spiritual atmosphere will lead them towards the path of Jesus. Ethical values are learnt.
2. Including spiritual aspects, we register must conversions of students every year.
3. The spiritual side gets fuller attention. More important is the fact that it is sure that boarding schools pupils will hear from the Words of God during the spiritual education and some activities organized in the boarding schools.
4. Emphasis on Christian values, the ethics built in a pupil.
5. Children can develop spiritually, morally and ethically with human values.
6. Support and guidance in the spiritual area is provided

C. Personal and Social Development

1. Learning and living together with other students.
A. The bringing together of different pupils of varying learning ability will enable the majority of the students to excel. Pupils ability to rely on each other for help, direction and need because sometimes children learn better from each other than from teachers.
B. Boarding school students generate the sense of team-building among themselves while studying there which is absolutely necessary for their future. They grow this mentality of supporting and helping each other, maintain a very close relationship between every other students and the best thing about this is that this particular attitude never goes away from boarding school students. In a boarding school students learn to respect other peoples' rights and values, generate a sacrificing mentality and sense of cooperation. It also helps students to learn team-building and fellowship.
C. Boarding schools make students realise what family is when they are staying away from their families. They learn to value their families. Also it lets them create a new family within the school. This is a great social education that a boarding school can provide.
D. They learn to be in a team as well as independent.
E. The hostel transforms the characters. The socio-cultural side gets fuller attention. Interacting and communicating with people at an early age is very important for a child's personal life and can be especially helpful for future professional activities. In this process of learning through teamwork consideration for others and tolerance are taught. Lifelong friendships and strong alumni networks are established.
F. At a social level, the children learn how to coexist with others that have heterogeneous habits, cultures and features. The students and teachers' sense of belonging towards the institution is higher.
G. Children coming from various backgrounds will learn to live together and share in a boarding school. In the residential school the child gets an opportunity and more time to mix with children from other castes and places. This will prepare him well to meet challenges in future, relating to caste system which has a very deep influence on minds and behaviour of people in India and other differences in the society.

2. Self-dependence, self-confidence and responsibility.
- It is very common to see that boarding school students are self-confident and self-dependent more than day-time school students. Boarding schools do play a huge role on growing a personality, an

attitude of a student. A student learns to be self-dependent, confident, hardworking while studying in a boarding school. He or she can do his or her own works. They require less help from the outside. Not only they learn from the school only but they learn to teach themselves. They realize what they want.

- Children are helped to recognize necessary limits as well as their own needs. Living and studying at a boarding school helps pupils to become more responsible and reliable, while their self-confidence is strengthened. Also, since their parents are not near the boarding schools, pupils learn to be self –dependent
- Boarding schools contribute, more than day-schools, to a developed sense of independency and maturity. The pupil also learns to survive using their own initiatives and therefore makes them more responsible citizens. The spirit of independence that is created in the pupils that attend a boarding school, remains an advantage to the parents or guardians. There is a reduction of dependency syndrome in the pupils.
- Boarding schools facilitate the education and strengthening of inner self. The student's self-reliance and independence are enhanced.
- They learn to be in a team as well as independent.
- The children will learn to manage the things by themselves; they develop independent thinking about their welfare and their career.

3. Structure and discipline.
- The seriousness of the studies and the discipline, the students are obliged to study according to a structured program, Boarding school offers adequate facilities for learning, because of the rules, pupils are obliged to learn and be disciplined.
- Systematisation and discipline. They learn to attend to duties on time and learn to discipline their lives. These are the values to be developed in humans and boarding schools contribute to develop these values. Going to bed early, and rising up early in boarding schools will contribute to gaining good health.
- Discipline, because where there is discipline education flourishes and pupils develop in a mature way.
- Boarding schools maintain strict rules & regulations. It helps student to be disciplined and steady. They generate discipline among themselves while studying at boarding schools which helps them rest of their lives. There is this general idea that people have about boarding schools that children are taken better care in boarding schools than they would get in home as for education and discipline.
- Their life becomes disciplined and will not be much exposed to negative behaviours in the society.
- Good discipline.
- The coexistence of rules and norms are more extensive due the frequent interaction with the students. The duties and rights are established and related to the day by day coexistence.

4. Co- and extra curricular activities (within the community).
- Boarding schools are respectful to co-curricular activities more than any other school. Boarding schools know very well which students are better in which extra curricular activities and so the schools try to help those students get better on their respective fields of talent/expertise.
- The most important is for a residential school, students can be enriched with various knowledge, skills, ethics and many more apart from the standard curriculum if a well defined structure of education is planned and implemented.
- A variety of extracurricular and other programs allow choices that suit individual tastes. Community and school service programs if included will expose students with volunteer and work opportunities
- The development is greatly encouraged by boarding schools, as all essential school activities take place within the community. Especially children, or those who are shy and find it difficult to make contact with others, can take advantage of interaction through communal activities to improve their social skills.

D. Promoting access
3. Full Aid.
- We get an opportunity to help the child grow in a holistic manner, namely body, mind and soul when they are in the residential schools. We can take care of the food, clothing and medical needs of the child.
- We offer full aid to the children (food, housing). It is quite sure that their food is assured speaking about vulnerable children. Boarding schools offers a shelter for pupils.
- Boarding Schools are very helpful for the orphans, poor and destitute children who lack the parents love and affection. Boarding School is home away from Home where the children are pro-

vided with nutritious food, clothing, books and stationary and medical care, balanced diet, good shelter and medical care. These children can live in safe and secured atmosphere with good discipline under the care of the trained hostel staff.
- They have central eating place rather than allowing pupils to cook their food, sufficient water and sanitation to avoid disease outbreaks.

4. Promote Access of Education
- Poverty was an important reason for the parents not sending the children to school. If these children have to be provided education it is essential that some gain have to be given to the family for the loss of notional income for the family. If the children are left at home because of the disinterest of the parents, they face the risk of becoming child labourers. So, they have to be moved away from the village. There are no facilities in many villages for education as well.
- Educational continuity is there for the student whose family undergo frequent change in work/location.
- The boarding school solves the problem of hunger of the students from poor backgrounds. In a lot of day-schools, children leave the school.

2. Negative Aspects of Boarding Schools
The partner organisations have been asked what negative effects boarding schools can have in their opinion. The answers on this question have been categorised in nine categories.

One partner organisation answered that they see no negative aspects for a child in boarding schools at all.

1. Peer pressure and negative influence from peers.
- Peer pressure with less parental monitoring could affect a pupil.
- Pupils in boarding schools, especially those from poor families receive bad influence from others who are anti authority in terms of behaviour, dressing and other mannerisms which cause good pupils to develop bad vices e.g. beer dinking, dagga smoking, stealing and prostitution.
- Students sometimes take on inappropriate advisory roles with their juniors.
- There is a chance of getting influenced with the attitude and behaviour of other children.
- Conflicts arise more frequently due the higher interaction level among the students as well as their different characteristics and situations.
- A student who is not disciplined can take other students with him.

2. Missing affection, care, responsibility and example of parents
- The feeling of living in a restricted/closed atmosphere in a boarding school has its own effect on mental development of the children. Parental love and parental care will not be there in a boarding school. Absence of freedom will lead to psychological problems or desired/expected development may not be there.
- Some pupils may not support the fact of not living with the parents. They may have affective problems and this can have negative effect on their studies. There can be disengagement of the responsibility of parents as well.
- Staying away from the family often puts a negative effect on a student. A student might feel less responsibility towards his or her family.
- Some parents do not appropriately assume their responsibility towards their children. They delegate this responsibility to the boarding school staff. Staying far way from the families does not allow the students to maintain their family model: father, mother, brother, the children become institutionalized and do not want to return their homes. Keeping the students away from their context and reality causes them to unknown the needs of their backgrounds.
- The children will miss the care, love and affection of the parents.

3. Anti-social behaviour and alienation from society.
- Community involvement will not be there. Also sometimes there may be problems arising out of the children that have imbibed anti-social leanings, learnt elsewhere.
- Students often lose the touch of society after staying in a boarding school.
- When a student gets out of a boarding school it often takes time for him or her to cope up with the open world for not being familiar with everything that goes on out there.
- Isolation of the society – a big step towards the society in terms of insertion into the labour market.

4. Dangerous or bad health situation.
- The hostel can become dangerous when the students are not supervised well, because the bad children spoil the good.
- Depending on the water and sanitation levels, boarding schools can be a source of contagious diseases or out breaks.
- Congestion due to over enrolment leading to high pupil/teacher ratio and poor sanitation, causing pupils to become victims of disease outbreaks.

5. Getting spoiled.
- The students get sometimes used to conditions that make them spoiled.
- The limited contacts with the parents sometimes could be channels of spoiling the child.

6. High costs.
- Boarding schools charge higher fees and this bars most children from accessing high school education.
- The operation costs of the boarding schools are high.

7. Difficulty to adjust to boarding school environment.
- During initial phase the student find difficulty to adjust in a new environment and surroundings.
- Pupils who come from a well to do homes find it difficult to fit in boarding schools.

8. Heavy burden for the work team
- Great consistency in the upbringing methods is required since ambiguity can cause great conflicts and division among the work team.
- In a boarding school option, there should be enough staff for follow-up, entertainment, distraction. This means often a sacrifice for the staff and is not automatic.

9. No individual monitoring of the child.
- Individual monitoring of the children will not be there.

3. Valued characteristics of Day-Schools

Regarding day-schools (in comparison to boarding schools), the partner organisations are also asked about the characteristics they value. Furthermore, there is asked what characteristics of day-schools can have positive effects in their opinion. The answers of the two questions are categorised in four main categories and several subcategories.

The partner organisation who mentioned to see no negative aspects of boarding schools, answered on the question regarding the positive characteristics of day-schools:
- We do not see any special characteristics of Day-schools which are better than residential schools. Unless the notional financial income on account of the children is supplemented and good education is not provided the children will not attend the school. Unless we provide this facility many of the children will not be studying and ultimately will become child labourers and all the potentialities will be wasted and more important they will not be in apposition to break the poverty cycle.

A. Parental/ family/ community care and involvement
1. Healthy home environment, parental care.
- After the school is over, students have to go back home and be with the family. This helps to maintain a healthy environment at their home and helps to build up better relationship within the family members. Sometime students from boarding schools get detached from their parents and relatives. It is less common among regular day-time schools' students. Children get care from both the school and their families which is very helpful while growing up.
- Pupils in day schools grow with parental care as they are within reach with each other. It is easy to correct a bad vice in a child if it is noticed by parents. Pupils in day schools are able to help parents with house hold chores especially these days of HIV/AIDS. HIV victims exists and they need much help.
- Many Day scholars live in a family environment. Therefore they are influenced by the situation of the family. Parental love and care is the best teacher but that will happen only in economically stable families. The student is physically attached to parents.
- The child can stay at home and enjoy the love and care of the parents.

- The children will have parental love and parental care, which have a great effect upon the mental and physical development of the child.
- A continuous link with home / parents. Pupils learn to live with the realities of theirs families and societies. The manners and social skills which pupils acquire help them to develop talents in leadership, as well as learning to adapt to difficult situations.
- The children can attend the school and go back to their parents; children do not miss the love and affection of the parents.
- We count on the support and willingness of the families who do not want to stay far away from their children. Although great consistency in the upbringing methods is also required at these schools, the parents are main responsible socialization agents of their children.

2. Support and monitoring of family.
- When a student lives nearby and his or her family has the capability to take care of their education, boarding school is not the best option. For such cases, day-time schooling is the best. Cause a student needs support from both school and family. In day school, what is valued more is the fact that a child can be monitored on daily basis by the parents.
- Daily monitoring by parents and easy communication with the teaching fraternity can help the pupil improve. The easy participation through Parents Teachers Associations can bring about positive change both for the school and the pupils.
- Involvement of parents in the schools / career of the youngster. In day-school system; parents have close relationships with pupils and can assure a closed follow up. They are well surrounded so have all the affection and encouragement of their parents.
- Day schools make it possible for both teachers and parents to monitor the behaviour of the child on a daily basis and give council almost immediately.
- The parents are monitoring the progress of their children and getting satisfied with the results.
- There is presence of the father/mother/ both parents or at least an adult during the educational process of the students
- They also do their studies at home with the help of their parents.
- Teachers and parents mould pupils to have better behaviour unlike those in boarding schools. Monitoring of pupils by both parents and teachers is cardinal for molding a good child. Good behaviour is ideal for human life. Molding of personal morals can easily be given when pupils are with parents in a day school.

3. Involvement with and in the community
- The role of staff and faculty are continuously monitored by elders not belonging to school.
- There is good communication between the school and the families. The day-schools have a greater approach to the families orienting them through training programs and promoting their participation in the holistic development of their children. The educational schools are placed close to the vulnerable communities.
- It is required to train the students in their context to promote them as transformation agents. The students are placed and involved in their context, identifying the needs and participating as transformation agents in the community.

B. Costs and Access
1. Cheaper
- Day-schools are cheaper. Less administrational charges (supervision, costs). This is better in terms of a (financial) sustainable action.
- Day schools are normally affordable compared to the boarding schools, thus caters even for the poor families.
- Day schools are cheaper than boarding schools.
- School fees are less in day schools than in boarding schools. Many guardians are not able to afford high fees demanded in boarding schools.
- Boarding schools are way more expensive than regular schools if parents have to pay for it. It is one of the reasons why most parents prefer regular schools.
- The day schools are cost effective as the expenditure is less compared to boarding schools. We can run the school with half of the expenditure of a boarding school. The maintenance costs will be less compared to boarding Schools
- It is required to provide education under a less expensive operation costs.

2. More access.
- Day schools enrol more children than boarding schools. It facilitates the attainment of education goals of all children having access to education.
- Boarding schools can serve only a number of students, depending on its accommodation capability. Regular day-time schools can serve a larger number of students which is better for the society.
- School fees are low and this attracts multitudes of guardians to take their children to day schools.
- It is required to provide education to a great number of students because of less expensive operation costs. The education is supported by the government specially when providing free education in these sectors. (Colombia)

C. Educational quality and results
1. Focus on education.
- The day-time school is only for education purpose so the environment is all educational. It helps to grow a studious vibe in the students' minds.
- The day-time school management has less administrative activities and responsibilities regarding the students so the school can entirely emphasize on their education.

2. More open, learning in their own way, different resources for learning.
- Boarding school generates discipline and self-dependence and unity among the students where regular schools let the students to see the open world more and let them learn on their own way, schools just show them the ways.
- The child will grow and develop in a free atmosphere. This has a bearing on the 'learning capabilities' of the child. Due to interaction with people at large, development of the children at social level can be seen in case of a day-school. Such a development at social level is more pronounced in case of those coming from the villages (to the school in town) by bus or train. Psychological development will be there, due to general awareness and general knowledge acquired in the process. The open atmosphere in a day school will help the children develop physically and mentally. Attainment of general knowledge and awareness at social level Freedom that will enhance one's capabilities in a modern society. Opportunities for interacting with people. Freedom of expression and communication skills could be developed.
- In day-schools, pupils are free to consult different resources for learning.
- Students also have the time to see the rest of the world after school which increases their knowledge. Students get to know many different new faces while studying at a day-time school. It helps a student to understand peoples' type and mentality. A daytime school allows a student to participate into both inter-school and outer-school co-curricular activities. It is very helpful for a student to know about various kinds of activities as well as knowing his or her surroundings.

3. Better facilities.
- These schools have a greater infrastructure that allows increasing the coverage and the attention in education.

D. Other
1. Other
- Pupils in day schools eat a wide variety of food especially when parents are well to do unlike in boarding school where the variety is limited to only Beans and small dry fish. A wide variety of food boosts the appetite

4. Negative Aspects of Day-Schools
The partner organisations are asked what negative effects day-schools can have in their opinion. The answers are categorised in eleven categories

1. A lack of monitoring and support of children.
- If parents are illiterate, monitoring of children may not be there. The children may neglect their home work and studies.
- After the School hours, the study monitoring will not be there in day-schools.
- Many potential talents may go unnoticed in a daytime school.
- Despite the efforts, the information collected about the student (characteristics, problems) is not as adequate as we would like it to be. It is difficult to go beyond the information given due the great number of students and the little time they spend at the institution.

2. Less time to study.
- No ample time to study due to limited time at day schools.
- The subjection to household chores especially among girls limits them on the extent of studies.
- There is less concentration and preparation for schools because a child spends half the time either doing household chores or moving up and down between home and school losing out on time for studies.
- The educational process is less intensive.

3. Lack of care or bad home-situation.
- In the context of a day school, the children will be on their own after leaving home and before reaching school. Freedom they are subjected to may get misused. This would lead towards some unforeseen problems, also leading to indiscipline.
- If the parents are at distance and the youngster should stay with a tutor, it can be that he does not very well take care after the child (not enough to eat, too much domestic work, no light in the night to study). Because pupils are free, they can use this freedom for other things than learning; some parents do not have time enough to take care of the entire schooling of their children.
- Pupils especially girls abuse and misuse their freedom.
- The context of the communities evidences social problems that negatively affect the families with insecurity, violence, psychoactive substances in which the students have been involved on many occasions.

4. A less strong relationship between students and teachers.
- The relationship between students and teachers are not always same and strong.
- Teachers have very little time of interaction with pupils.
- It is very hard to look after all the students of a school with equal care individually. Many times it can be seen that a few particular students are getting extra care from the teachers and rest are just not in the scene.
- The relationship between the students and teachers is good but not as close as at the boarding schools. The students and teachers' sense of belonging towards the institution is not as high as at the boarding schools.

5. Less (attendance of) extra curricular activities.
- School programmes like sports suffer because parents have to decide over pupil's participation and pupils sometimes run away.
- Extracurricular and other programs will be less.
- The student is not exposed to community life since curriculum cannot find to include that aspect.
- There will be less time to enrich students with various knowledge, skills, and ethics apart from the standard curriculum. A definite plan of action cannot be implemented to enhance student's self-reliance and independence.

6. A lack of discipline.
- Lack of proper discipline is a common factor in a daytime school. Less awareness can be seen regarding rules & regulations and responsibility among both the students and the teachers.
- Discipline in day schools becomes difficult to instil.
- The students will be irregular and punctuality will not be maintained by the students.

7. A lack of unity among students.
- A lack of unity among students of daytime schools can be seen nowadays.
- The lack of team spirit.

8. Bad results.
- The bad results in exams.
- Day Schools have poor academic performance.

9. Lack of nutrition.
- In a day School, pupils stay long without meals and hence loose concentration on their studies.
- In the cases when the families face economic difficulties, the nutritional well being and health of the children is negatively affected.

10. A lack of educational continuity for students who move a lot.
  - Educational continuity is absent for the student whose family undergo frequent change in work/location. Frequent changes in study centres may affect the continuity of study of students.

11. Dependency.
  - Dependency syndrome is eminent in many pupils due to their constant contact with the parents or guardians.

5. Contexts and situations

In which contexts and situations they give preference to boarding schools and in what contexts and situations to day-schools is another question asked to the partner organisations. There is also asked for the reasons related to their opinion. The categorised answers are noted in this subsection.

A. Contexts and situations that lead to preference for boarding schools

1. Far distance to school, no schools in the area.
  - The students come from different regions. For their formation, a boarding school is necessary and gives many advantages
  - If it justifies getting your target group from far away, hostel facilities should be there to make their stay possible. Aspect of specialisation in training: at a certain extent there are specific courses (linked to equipment and materials) that need that the participants of the course / program follow this in a specific place. If students should follow this, they may come from far away which needs a boarding option.
  - In the context and situation where the distance to the day school is long.
  - For the children who are from interior parts in the rural areas where there are no day schools. For children who are from interior parts in the rural areas where no proper transportation facilities are available.
  - There is not a school close to the student's house and their illiteracy level is high. There are no government entities that can provide this type of help in the area.

2. For (semi-)orphans.
  - There is a great need of the boarding schools/homes in respect of the children who are orphans semi-orphans coming from poor and vulnerable sections of the society. The Boarding Home will be the children's Home in respect of these orphaned children, as they don't have a Home anywhere else.
  - For vulnerable children who do not have where to go, boarding school can be a solution.
  - Boarding Schools are very helpful for the orphans, poor and destitute children who lack the parents love and affection. These children can live in safe and secured atmosphere with good discipline under the care of the trained hostel staff.
  - Boarding Schools should be established to help the orphans, semi-orphans

3. In case parents cannot take care of their children well.
  - We run boarding schools only for destitute and underprivileged children of the society who could not afford any other schools and cannot take care of themselves, neither can their families. So the only option for them to get education, food and shelter is boarding schools. So except this type of children, daytime school is the option for getting education.
  - Day scholars have to stay in a family. They are influenced by various issues in a family. The influence can be either positive or negative. Nowadays due to socio economic reasons many family are facing many problems which may affect the children to a great extent in a negative way. For such children coming from a background which is not having a positive influence, the residential school is ideal. Wherever parents have bad habits like alcoholism, immorality & drug abuse, the children can have wrong influence.
  - For parents who are intensively involved in their professions and careers
  - Immediate and urgent attention is required to alleviate a situation of high risk or a condition that implies providing integrity and security for the children (sexual abuse, extreme poverty, high malnutrition level, physical mistreatment, among others).

4. If subsidised.

- In the context and situation where payment of school fees for a pupil is subsidized. In the context and situation where a guardian has enough money, he/ she prefers sending his/ her child to a boarding school
- To help children from very poor families who cannot afford to pay minimum fees

5. Barriers to attend.
- If intensive work with the family nucleus is required.
- When we want to help the poor children from villages and from scheduled castes and backward caste communities, it is better that they study in residential schools at least in the Indian context which has lot of prejudices on account caste system and economic and social backwardness.

6. For restless children.
- For restless children, boarding schools are a better option. It teaches them discipline, unity, steadiness. For regular school it is quite hard to change someone like that for the lack of proper supervision.

B. Contexts and situations that lead to preference for day-schools
1. School nearby.
- We would definitely prefer the residential schools when compared to day-schools except when the target group of children are in the close proximity of the school. In case of children who have parents and who receive parental care at their homes in villages, day-schools are always to be preferred.
- Students who are living nearby a regular school which their parents can afford to send them to should go to that school. Boarding schools are not the best choice for that type of situations.
- Is that those who are nearby the school, than a day school is the right option.
- If the students live close to the schools.

2. No money to send the child to boarding school
- The day schools are very useful in the rural areas where the parents are poor and cannot afford to send their children to urban areas for quality education.
- Day-schools can be established in the rural or urban areas for the benefit of poor children whose parents are doing some petty jobs with low income, who cannot afford to pay high fees in the private schools.

3. Age
- Aspect of autonomy and responsibility: the older a youngster is, the more social responsibility he should get to stay on his own and in charge of his own needs. But for aged teenagers, children not in need of a shelter, day-school is better.
- At a small age children have to live with their parents. If not the relationship with the parents may become formal. It is preferred the children up to an age of 10 to live with their parents and do day schooling where ever possible.

4. If there are sufficient conditions for studying at home.
- Day-schools are only positive when the child has the material means or sufficient conditions to study, then he can develop a spirit of initiative.

5. If parents are able to take care of their children.
- There are similar problems but in most of the cases, the father/mother or both are able to take care of their children.

6. If there is transportation to the school.
- If there are means of transportation that allow the students' arrival at the school.

6. Advice for Woord en Daad
The partner organisations are asked to give advice to Woord en Daad regarding discussions and policies on day- and boarding schools. The given advices are collected and structured in this subsection. Each advice is an advice of one partner.

1. General advices
- I would like to advice Woord en Daad to support boarding schools and day-schools as both are catering to the needs of the deserving children.
- Take into account the aspect of financial sustainability of the schools and responsibility of the parents and the youngster. Try to develop strategies. Also in order to narrow the gap in a social sense from the school to the labour market.
- Focus: what is your target group? Where is the target group? That determines a lot how you should put the different conditions in place to do your training.
- W and D should analyse their policies in such as way that they come up with standardised good practice for both day and boarding schools to ensure that whether a child is being supported in a day school or otherwise, the impact of education be almost the same
- Advice to Woord en Daad to Assist government on maintenance of existing infrastructure and improvement of standards of teachers infrastructure e.g. accommodation;
- Today people are becoming more mobile. People from different background, cultures etc are no longer separated by geographic barriers. The importance of learning to live in harmony with diversity is the need of time. Also world is moving towards Knowledge economy. The change in society is dynamic in nature. These concepts are to be considered while formulating policies on schools.

2. Advices with emphasis on boarding schools:
- When we want to help the poor children from villages and from scheduled castes and backward caste communities, it is better that they study in residential schools at least in the Indian context which has lot of prejudices on account caste system and economic and social backwardness.
- From our point of view boarding school is more effective for the educational & ethical development of the learners. So, we think that more importance should be imposed upon the establishment of the boarding school & the spreading of its activities.
- Boarding school at O-Level is welcome for vulnerable children. If there are means, Woord en Daad should keep on encouraging boarding schools. I believe that if Woord en Daad wants to help the poor and deprived people, boarding schools are the best choice. In case of day-schools, many children leave school because of a lack of means.
- There are few boarding schools in Colombia due the high operation costs this implies. The service of protection provided is sporadic and of low quality. The children return to their homes under inappropriate and unsafe conditions on many occasions. Establishing an adoption policy that allows the children to have other horizons is suggested to W&D since these children do not have external conditions to reintegrate with their family. Holistic work through a boarding school where boys can be provided with training in skills such as agriculture, carpentry, electricity, masonry and similar activities is also suggested to WD.
- For the support of boarding schools: To assist by increasing provision of funding to sponsor more pupils to access education, to assist in Provision of lab equipment, learning materials like text books, computer equipment, furniture, library books, to assist in capacity building through sponsorship for training and retraining of teachers, to assist in Construction of infrastructure such as classrooms and dormitories and staff houses, to lobby government to improve the conditions of service of Teachers to reduce brain drain.

3. Advices with emphasis on day-schools:
- It would give satisfaction to the children and parents, if the children are provided all the facilities required for their education in a day-school, while they come to the school in the school buses (provided by the organization) from their homes in the villages in a radius of 25-30 km from the school. Then the children will not only have parental/ elderly care, but they grow up in a free atmosphere which will provide impetus to develop their skills and talents. But Boarding Homes are also needed and are to be continued for the orphaned children (take Tsunami for example when a number of children lost parents) semi orphans and the destitute. The number of children will be less, of course as the boarding Home is meant for orphans only.
- For the support of day-schools: Assist day Schools to get connected to power to enable them access the use of electrical appliances e.g. computers and laboratory equipment as a way of creating conducive learning atmosphere, to assist in Provision of lab equipment, learning materials like text books, computer equipment, furniture, library books, to assist in capacity building through sponsorship for training and retraining of teachers, to assist in Construction of infrastructure such as classrooms and dormitories and staff houses.

Annex 3 Analyses of the written interviews with other

Besides the partner organisations of Woord en Daad, five organisations NGOs in the Netherlands and two organisations in India are asked for their policies and ideas regarding day- and boarding schools.

All the NGOs in the Netherlands that have been asked for their opinions and policies, indicated that they do not have special policies regarding day- and boarding schools. Furthermore they mentioned:
- In our policy contextualising of education is very important. This means attuning education on the needs of the students and their surrounding. Mainly from this point of view we decide about supporting boarding schools or schools with flexible time schedules (also depending on seasons).
- We support in principle no boarding schools. Our elementary school projects focus on day-schools. We support only boarding schools (with a focus on secondary education or the last to years of primary education) if it promotes the safety of children in unsafe areas and/ or if a schools focuses on keeping girls in the school (for example in Northern Uganda or Northern Kenia).
- In general we think that the natural environment of the child is the best for the child. We do not recommend boarding schools, because this is not the natural environment.

One other organisation in India (an intermediary organisation providing services to NGOs) has completed and returned the same questionnaire as the partner organisations. The organisation has experience with monitoring and training organisations that run boarding schools and/ or day-schools. The organisation also provides education services through a day-school for children who were child labourers before.

The organisation mentioned the following positive characteristics and effects of boarding schools:
- Children who do not have a family to take care of them get good care and protection in a boarding school.
- Other children get the necessary care and environment for studies also benefit from boarding school which some families may not be able to provide.
- Boarding schools provide a discipline
- and a self dependent way of life. Taking care of oneself.
- Focused care to children with behaviour problems.
- Orphan or broken family children of some boarding schools doing exceptionally well in their lives – girls growing up with well rounded personality, doing very well professionally and well settled with families.

Negative effects of boarding schools:
- If the boarding school is not able to give individual care to children who need such attention.
- Too much focus on discipline at the cost of love, caring and a little bit of indulgence can lead to creation of too much pent up energy which can lead to children of a particular personality type go awry.
- Also if there is a problem with one care giver, it can impact far too many children so the risk is higher.
- Severe lack of discipline in children seen in a couple of places and children getting involved in smoking, drugs, too much cinema, not maintaining time.
- In another boarding school, children being abused – physically and sexually.

Positive characteristics and effects of day-schools mentioned by this organisation are:
- A day school allows children to be in the company of their family, siblings, and friends in a more relaxed manner.
- The cost being taken care of by families and/ or guardians.
- The cost is less on the Institutions, if they are subsidized, making the model less dependent on external sources for costs.
- Parents can be more involved and be made partners in the development process of children.
- Children get a variety of experiences which lead to more holistic development.

Negative effects of day-schools:
- No characteristics of day school by themselves have negative effects.
- Only in cases where families do not play their role effectively can the children be deprived of a full opportunity to develop to the best of their potential.

Context and situations in which boarding schools are preferred:
- For children who are orphans
- or needing behaviour correction,
- or do not have an environment of studies at home
- or are located very far from the education facility.

Advice they give to Woord en Daad regarding discussions and policies on day- and boarding schools:
1. In boarding schools – Set very high standards and provide high quality services. Top management must take more personal interest and treat the children as their own. Good physical facilities and care and attention must be provided. Treat each child as a unique individual. Do not let the Hostel staff get away with low quality work.
2. In day schools, train all teachers in modern ways. Take away the stick from the classes. Avoid rote learning methods. Make the classrooms vibrant and happy with colour and pictures.

Annex 4 Comments on Research Report by AMG India

A.M.G. INDIA INTERNATIONAL.
CHILAKALURIPETA. Dist. GUNTUR. (A.P.) INDIA.

**RESEARCH
ON
BOARDING SCHOOLS WHY (NOT)?
DRAFT.**

With regard to the research paper prepared, we have certain observations to make, in view of our experiences in education. I have read the draft paper and first I must congratulate you for your extensive work. It is useful not only to WOORD en DAAD, the Netherlands but also to others involved in the work. As you have rightly stated in the report, answer to the question-- to open boarding schools or not—depends mostly on the background circumstances of the child and the environment in which the child lives.
OBSERVATIONS.
The social customs and traditions of the community largely dictate the thinking of the people. There are many social traditions and customs, which have been in existence and practiced for centuries, cannot be wished away in a few years. For example, the caste system is so ingrained in the minds of people, even after 60 years of independence and much legislation and rules, in this 21st century; it is still in vogue with people clinging to their own caste people—in jobs, distribution of favours, marriages and functions and even in offices. If you take the **percentage of people from the lower**/ backward/ scheduled caste and tribes, in higher positions and in business/ companies/ industries, you will find very few people form these castes.
In this background it is very essential that children from these communities should be **motivated to go for higher studies, encouraged to excel in the courses and compete with higher caste people**, so that at least the next generation from these communities, because of their improved/ better talents, can overcome all the disadvantages faced by their parents and compete on equal terms from persons from higher castes.
It is true that running costs of Day schools are much cheaper than Boarding schools. While, it is possible to educate children from these communities in Day schools, like they get in Government schools or a little better than Government schools, **it will not be possible to polish their skills and inculcate new skills/ talents in the children in Day-schools**, as the time the children will spend with their teachers is limited. Further, over the years, this will make the teachers also not very responsive to the need of training more than what is prescribed in the syllabus, by the government.
Finally, this sort of education will educate the **students with basic education but will not make them suitable for job market**, which is very competitive and where better soft skills and knowledge are needed. Only in the Boarding schools, it is possible for the children and the teachers to spend more time with one another and develop intimacy and freeness, and allow them time to improve the students.
From my experience, in AMG over the past 11 years, with the parents of children who come mainly from slums and villages—**the parents are illiterate and ignorant and tradition bound**. Even if efforts are made to educate them, they can learn to read and write small words and small calculations but they will not be in apposition to coach the student at home. **The student will lose the coaching in regular studies by teachers in a Boarding school.** The student will also lose coaching given in a Boarding schools in sports and games and skills and other co-curricular activities, **as coaching is done after the school hours**, where as children in any country are in a hurry to go home immediately after the school is over.
Further, the teachers also have their families and personal needs to attend. So, in a Boarding school they can **adjust their timings for coaching suitable for both**—either in the morning or in the evening. It will be difficult for the Day school children to meet this situation.

Poverty of the family is a very disconcerting factor. For many reasons it is not easy to remove. Add to this the expenditure a family has to make on the occasions of birth, marriage and death besides many other events in Hindu culture. It forces the poor and lower middle income families to borrow money for interest and wait for an opportunity when the children can start working and add to family income. This is the reason why many of the students stop their education half-way and become ordinary workers and labourers. Only coaching and teaching of personality development skills etc in a Boarding school can overcome this proble.

Further, as we say stay of **a child in the Boarding helps him grow in a holistic way**— Body, Mind and Soul—Physically because a child gets good food, Mentally because we teach them general subjects and Spiritually because we teach them moral and spiritual knowledge—which will make them good, productive and constructive citizens.

Children who stay in a Boarding school **become agents of social change** because of what they learn in the Home. They carry home what they learn in the school and show by example the need to follow the rules of good hygiene/ sanitation/ learning etc. At home their illiterate parents are not in position to teach them these things.

In the context of support to children by Woord en Daad, we speak of children coming from slums and villages, **where the children are more exposed to bad influences/ habits like smoking**/ alcoholism/ gambling/ prostitution than when they stay in a Boarding school. It is easy to learn when they are constantly exposed to them.

In a Boarding school the **children learn to tolerate others and love their colleagues** and understand their problems and difficulties, and there are large and different types of problems faced by these children, which prepares these children to correct/ avoid similar mistakes in their lives in future. This will make them to be more tolerant to people from other castes and family/ social backgrounds.

Children in a Boarding school understand the difficulties of other students and instill in them a **desire to help similar people in need in future and share** with them.

Children in a Boarding school learn about personal hygiene and sanitation, which will help them to impress upon their parents in this direction, which will **indirectly impact positively on their living conditions and health, which in the long run helps the family**.

Children are allowed to go home during holidays and other family functions. So the children do not miss their culture and traditions.

Now a days the influence of electronic media is very high. Even the poor man is forced by peer pressure from neighbours to buy a Television even by borrowing. Being illiterate and attracted by different programmes the inmates in the house. **The TV programmes will distract the child** and does not help him concentrate on studies.

Children attending Day schools, as they are not under guidance and supervision of teachers, spend more time on games and less time on studies.

You have spoken about collecting less fees from the Day-students. This is true. But we should remember that this applies to those parents who can pay the fees. But most of the students in Boarding schools come from families, which are below poverty line that means, they do not earn even 2 dollars a day. Further, all these **parents do not have a regular job and do not have regular income**, through out the year. This makes it difficult to pay for the fees. Further, the financial difficulties will force them to engage the children in some small jobs to earn, thus, putting them to risk and eliminate them from education stream. Our efforts should be take away the financial burden from the parents.

Day-school children face the risk of discontinuation of education, due to family financial problems.

Day-school children get less opportunity to learn different skills for personality development and opportunities for creativity and development in different fields, as they spend less time in the campus. **In the long run Day-school students are at a disadvantage compared to Boarding school children**, in finding a job. In this context, we should remember that in a country like India, with more than one billion people, competition is very tough even for getting a seat in the college/ university and also in professional courses.

In your report you have mentioned that a child in the Boarding school is taken away from natural surroundings, while a Day-school gets this advantage. This may be true to a certain

extent. But, we should also remember that when we want development of the child it is necessary. **Development itself means change from the past/ natural conditions**. Development means break from the existing conditions. The existing conditions in the present day India—social/ cultural/ living/ food etc every thing, are in the process of change. When a child belonging to lower caste goes for study it is a change. When a family moves to town for job it is a change. When some body uses mechanization for agriculture it is a change. Change is a must. Whether one agrees or not, change is must. Now a days the students after completing their education are moving to towns and cities for jobs. It is a change. If you study, now a days it is common for a child to leave his native village and home/ family after he finishes his school, to go to college for study. In present day India, it is more common to see a child leave his home/ family after school, for further studies. Hence, this cannot be a valid reason, if we want change in the lives of poor families/ children. We should consider the impact on the child/ family on a long-term basis.

In the report, you have mentioned about **few cases of child abuse and sexual abuse** in the Boarding schools. It is true in few cases such things happened. But what is the percentage of these incidences and how many individuals are subjected to this. A few should not make us to take a generalized view. These incidents are very very few. These cases happen, even in normal home-based conditions. Such cases happen in all countries. But this should not make us to forget the vision why Boarding schools were started.

In you recommendations, you have mentioned about supporting parents, in supporting their children in education. This is an ideal situation, when parents are educated and able to coach their children. While the students in our schools come from illiterate families. Even if, we educate them, parents will not be in apposition to teach the students, as the syllabus prescribed by the Government, in view of the needs in the job market is much tough. **The parents should be motivated to learn but that cannot be substitute for teacher education**, in our study.