

**Education for All 2004-09
Formative Research Project**

Study Report 18

**Rights-based Education and Structural Reform in
Basic and Primary Education: A Study on
Institutional Needs and Community Readiness**



Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
2007

Rights-Based Education and Structural Reforms in Basic and Primary Education: A Study on Institutional Needs and Community Readiness



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Balkhu, Kathmandu, Nepal
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Acknowledgement

Education as a universal right is recognised explicitly in several international declarations and recommendations. The most important international recommendation is probably *The Universal Declaration on Human Rights* adopted by the General Assembly of the United Nations on the 10th December 1948. This declaration has been accepted by almost all governments in the world.

The purpose of primary education is to ensure that every child acquires the basic knowledge, skills, behaviours, and habits to become a good citizen. He or she is expected to be prepared for life and for the next education level parallel to his/her interests and skills. Primary education should be made compulsory for all citizens, boys or girls, and should be given free of charge in public schools. According to new structure proposed, the government of Nepal has made a commitment to provide eight years of uninterrupted education. Present research is one of the components of Formative Research commissioned by Research Centre for Educational Innovation and Development (CERID).

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Abbreviations

CBO	:	Community Based Organization
CERID	:	Research Centre for Educational Innovation and Development
CZOP	:	Children as Zone of Peace
DFID	:	Department for International Development
DDC	:	District Development Committee
DEO	:	District Education Office/Officer
DOE	:	Department of Education
EFA	:	Education for All
FGD	:	Focus Group Discussion
HRW	:	Human Rights Watch
INGO	:	International Non Governmental Organization
INSEC	:	Informal Sector Service Centre
NFE	:	Non Formal Education
NGO	:	Non Governmental Organization
NHRC	:	National Human Rights Commission
UN	:	United Nations
UNDP	:	United Nations Development Programme
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children’s Fund
VDC	:	Village Development Committee
WE	:	World Education

Executive Summary

Context

Rights-based approach to education is a conceptual, analytical and methodological framework for identifying, planning, implementing and monitoring developmental activities based on international human rights standards. Nepal has made a commitment to achieve the Education for All goals as well as the Millennium Development Goals. The Convention on the Rights of the Child places responsibility on governments to ensure that all children have access to primary education. Nepal is a signatory to Education for All, and is attempting to achieve the Millennium Development Goals. These instruments mean that Nepal is committed to “ensuring that by 2015, all children—particularly girls, children in difficult circumstances and those belonging to ethnic minorities—have access to complete, free and compulsory primary education of good quality.”

Objectives of the Study

The objectives of the study were stated as:

to identify preconditions for rights-based education

to assess the situation of the country in terms of above preconditions

to find out the proper ways to be used in implementing rights-based education and structural reforms to ensure expanded access to basic education

to recommend policy strategy and programmes needed to achieve changes in the existing situation.

Methodology

The research was completed through a field survey. School observation, class observation, parents/guardians' interview, students' FGDs, FGDs with Headteachers, teachers and SMC members, checklist and district level workshops were employed to collect both qualitative and quantitative data.

The study is based on purposive sampling. The five districts representing three ecological zones and the Kathmandu Valley were sampled for survey. The districts sampled were Rasuwa from the Himal, Ilam and Kavre from the Hill, Kapilvastu from the Tarai and Lalitpur from the Kathmandu Valley respectively. Three schools from each of the selected districts were sampled for data collection. The selection was made in consultation with the CERID officials and District Education Offices. The students from schools were selected representing gender, dalits, ethnicity, disabled and conflict-affected children.

Major Findings

The major findings of the study are as follows:

- Most of the respondents were found not to have conceptual clarity about rights based education
- The teacher pupil ratio was found to be inequitable.
- The study found inadequate learning conditions in most of the studied schools. Few of the observed schools did not have required physical infrastructures.

Classrooms were found to be inadequate. The rooms were found unclean. There was dust everywhere and the materials were not properly managed.

- In some of the schools the curriculum materials were not found.
- There was a lack of teaching as well as reading materials like textbooks, pencils and pens. Instructional materials were not properly managed.
- In some cases the classrooms were not in a safe condition. The doors of the rooms contained plates of old tin and there was every possibility of getting hands to be cut / wounded.
- Classroom delivery was not found to be student oriented. The process of textbook memorization was followed.
- Some of the teachers and Headteachers of observed schools were not aware about the curriculum.
- The quality parts of education were neglected.
- The students at grade 1 in Rasuwa were found not to understand teaching through Nepali medium because majority of them were from the Tamang community whereas the teachers were from other community. They were not able to communicate subject matter through Tamang language. In some of the observed schools, it was found that children did not understand Nepali language.
- Distribution of textbooks was not found timely.
- Distribution of scholarships was not timely and adequate.
- Day meal was not provided to the children in majority of the observed schools.
- There was no proper management of monitoring and supervision in the schools surveyed. The school teachers and supervisors reported that the criteria of supervision and providing remuneration for supervision were not fixed by the government (DEO). The school supervisors were found not to be regular in performing the responsibility of monitoring and supervision of the schools assigned.
- The Muslims preferred to send their daughters to Madrasa. Due to poor financial condition, majority of the parents could not send their children to the school.
- There were opportunities of getting support from institutions or individuals at local level for running schools.
- The guardians were found to keep the progress record of children regularly.
- Parents were not found to have their children about family decision.
- The respondents stated that the country had to take its financial responsibility for running schools.
- The teachers were disappointed and depressed not to get their salary at monthly basis and other benefits like the civil servants.

Recommendations of the Study

Based on the findings of data available from field survey, the following recommendations are made:

- There is a strong need of making parents and stakeholders aware about rights-based education concepts through media and door to door visit, street, and stage drama, wall paint etc.
- Redeploy the teachers from low STR to high STR district or school. Increase the post of teachers. Provide alternative schemes like per capita funding to the high STR schools.
- Mobilize local resources for developing infrastructure. In school, there should be a separate toilet system for girls child. In constructing new building, consider the facilities.
- Provide and orient about curriculum and curriculum materials by CDC in cooperation with DOE.
- Encourage parents to purchase learning materials and stationeries. For poor children the school should find other ways.
- Increase maintenance funds (non salary recurrent cost). Raise maintenance issues in SMC meeting. Include that issue in SIP.
- Train the teachers and Headteacher on classroom management.
- Train the teacher on child friendly schooling. Create child friendly environment in the schools and classroom. Counsel the children to those of backward and deprived communities.
- Provide a set of curriculum to each school.
- Use mother tongue as a transit language. Find the local female teacher and train them in local language.
- Track the date of textbook production, distribution and process and ensure that the children should get textbooks in time.
- Determine criteria to identify children for scholarships who are actually poor and at poverty level. The process of selecting students for scholarship should be made transparent. There should be a provision for midday meal for children at primary level. Encourage the parents to share money for day meal.
- Develop a regular system of monitoring and supervision in order to bring changes in the existing status of teaching learning.
- Raise awareness and introduce income generation schemes.
- Honor and recognize the national and international donors and individuals. Expand this example to other schools of the country.
- Design and disseminate parental education on their roles.
- Create learning environment at home.
- Make laws for compulsory education. Bring the scheme to compensate the opportunity cost.

- The community should be made responsible for managing the school after its capacity building. Government policy once formed should be strictly implemented and commitment must be performed in reality.
- Provide teachers' salary on monthly basis. Provide refresher training for professional growth of teachers. Promote teachers on the basis of their working performance and qualification.
- Develop provision of alternative schooling for children engaged in income generating activities and coordinate with banks and cooperatives for income generation.

Table of Content

<u>Title</u>	<u>Page</u>
Acknowledgement	iv
Abbreviations	v
Executive Summary	vi
CHAPTER I	1
Introduction	1
Context	1
Rationale of the Study	7
Objectives of the Study	7
Research Questions	7
Organization of the Report	8
CHAPTER II	9
Review of Literature	9
Rights-based Education in Nepal: Policies and Programmes	9
The Ministry of Education and Sports and its Efforts	10
Theoretical Issues on Rights-Based Education	13
Rights-based Education at Global Level/ Global Efforts	15
CHAPTER III	17
Study Design	17
Framework for Study	17
Sampling	18
Study Tools	18
Field Survey	19
Scope and Delimitation of the Study	20
CHAPTER IV	21
Data Presentation and Discussion	21
Preconditions for Rights-Based Education	21
Students' Knowledge on Rights-Based Education	21
Opinion of Teachers, Headteachers and Smc Members on Rights-Based Education	21
Parents/Guardians' Views on Rights-Based Education	22
Parents/Guardians' Views on Responsibility of the Government	24
Opinion of District Level Stakeholders on Rights-Based Education	25
Student-Teacher Ratio	25
Existing Situation of Rights-Based Education	26
Access and Facilities	26
Student-Teacher Interaction	28
Government Policies and Programmes	32
Teacher Development	34
Curriculum, Textbooks and Reference Materials	35
Support Programmes for Rights-Based Education	36
School Management	38
Community Involvement	39

Proper Ways for Implementing Rights-Based Education	40
Responses of Students and Parents/Guardians	40
Ways of Managing Child Friendly Environment	41
Role of Government and Social Organizations to be Played	43
Commitments of School Community for Rights-Based Education	44
Commitments of Participants at District Level Workshops	46
Management of Rights-Based Education	47
Policy Strategies and Programmes Needed to Achieve Changes	47
Ways of Adjusting Curriculum/Textbook	47
Management of Materials	48
Ways/Measures to Manage Basic Facilities	48
Policy Strategies and Programmes for Restructuring	49
CHAPTER V	52
Findings of the Study	52
CHAPTER VI	56
Conclusions and Recommendations	56
Conclusions	56
Recommendations	56
References	59
ANNEXES	64

List of Tables

3.1	Summary of sample	18
3.2	Procedure of data collection	19
4.1	Student-teacher ratio	25
4.2	Student teacher ratios based on field survey	26
4.3	Conditions of classroom	26
4.4	Number of classrooms by space per student in sample schools	27
4.5	General facilities available in schools	27
4.6	Availability of physical facilities in schools	28
4.7	Area of playground per student by school level and geographical region	28
4.8	NGOs involved in the sample schools	36

List of figures

1.1:	Legal framework of rights-based education proposed by Tomasevski	2
1.2:	Areas of special consideration in the Interim Constitution of Nepal	6
3.1:	Frame work for analysis	18

List of matrix

2.1	Areas addressed by Nepal	11
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CHAPTER I

Introduction

Context

Education as a universal right is recognised explicitly in several international declarations and recommendations. One of the important international recommendations is probably The Universal Declaration on Human Rights adopted by the General Assembly of the United Nations on December 10, 1948. This declaration has been accepted by almost all governments in the world. The basic principle concerning education in the declaration is Article 26. This states that "Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages. Elementary education shall be compulsory (Third World Congress, Agenda: 7 Theme Report 1)."

The purpose of primary education is to ensure that every child acquires the basic knowledge, skills, behaviors, and habits to become a good citizen. He or she is expected to be prepared for life and for the next education level parallel to his/her interests and skills. Primary education should be made compulsory for all citizens, boys or girls, and should be given free of charge in public schools. According to new structure proposed, the government of Nepal has made a commitment to provide eight years of uninterrupted education

The Convention on the Rights of the Child places responsibility on governments to ensure that all children have access to primary education. Nepal is attempting to achieve the Millennium Development Goals. These instruments mean that Nepal is committed to 'ensuring that by 2015, all children-particularly girls, children in difficult circumstances and those belonging to ethnic minorities-have access to complete, free and compulsory primary education of good quality'.

Based on A Framework for Rights-based Child-Friendly Schools developed by UNICEF, the rights-based education can be explained as an educational programme that:

- recognize the rights of every child;
- sees the whole child in a broad context;
- is child-centered, meaning that there is an emphasis on the psycho-social well being of the child;
- is gender sensitive and girl-friendly;
- promotes quality learning outcomes;
- provides education based on the reality of children's lives;
- acts to ensure inclusion, respect and equality of opportunity for all children;
- promotes student rights and responsibilities;
- enhances teacher capacity, morale, commitment and status by ensuring that the teachers have sufficient training, recognition and compensation;
- is family focused because the staff attempt to work with and strengthen families, helping children, parents and teachers to establish collaborative partnerships.

The school in rights-based education has to offer an integrated academic and social skills-based curriculum to challenge its students to think critically and become compassionate and socially engaged young adults committed to the practice of equity, dignity and social consciousness.

Rights-based approach to education is a conceptual analytical and methodological framework for identifying, planning, implementing and monitoring development activities based on international human rights standards. There is no single, universally agreed approach, although there is a statement of common understanding among the UN agencies on the core elements of a human rights-based approach. First, it states that all programmes of development cooperation, policies and technical assistance should advance the realization of human rights as declared in international human rights instruments. Secondly, the human rights standards contained in and principles derived from these instruments should guide all activities in all development sectors and in all phases of the programming process. Thirdly, the development activities should contribute to the building of capacities of 'duty-bearers' to meet their human rights obligations and to the strengthening of the capacities of 'rights-holders' to claim their rights (Sandkull, 2005).

Tomasevski (2004) on her Manual on Rights-based Education attempts to translate globally-accepted human rights standards into guidelines for national education strategies. It has been written as a reference tool for policy-makers and practitioners in education, as well as for those working in international development cooperation.

The manual facilitates human rights mainstreaming in education to contribute to EFA; lists and describes relevant human rights standards; highlights how they could best be translated into education practice at the micro level and points to the key human rights questions that ought to be addressed at the macro level.

The four chapters discuss the following aspects:

- **Availability:** Ensuring free and compulsory education for all children. The manual draws attention to one of the key requirements of international human rights law for governments to respect parental freedom of choice
- **Accessibility:** Elimination of discrimination as international human rights law mandates
- **Acceptability:** Referring to the current focus on the quality of education, the manual summarises those human rights standards which should be applied to the processes of teaching and learning
- **Adaptability:** Emphasising the key principle of child rights that education should respond and adapt to the best interests of each child.

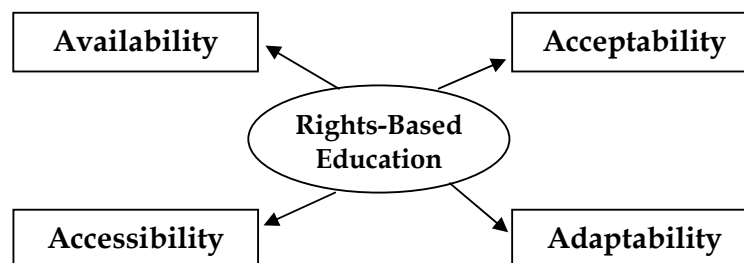


Figure 1.1: Legal framework of rights-based education proposed by Tomasevski.

A rights-based approach tries to integrate the norms, standards and principles of the international human rights system into the plans, strategies, policies and the processes of development programming. A rights-based approach is comprehensive in its consideration of the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social. The norms and standards are those contained in the internationally agreed treaties and conventions. Equally important is that a rights-based approach applies guiding principles to ensure an acceptable development programming process. Governments and schools must, therefore, pay special attention to children who should be in school, and are not, and to children who are in school, but are unable to succeed there.

Millions of children around the world are deprived of the rights to education. UNESCO is working with national governments and development partners to achieve universal free primary education and gender equality by 2015. The protection and promotion of the rights of children are crucial to prevent illiteracy, and improve the progress of MDGs related to reducing poverty and child mortality, achieving universal primary education and promoting gender equality.

Education for all has become an international commitment. The World Education Forum in Dakar, Senegal, in April 2000 was held ten years after the meeting in Jomtien. It re-affirmed a broad and comprehensive view of basic education and its critical role in empowering people and transforming societies. The Forum's core messages were: universal access to learning; focus on equity; emphasis on learning outcomes; broadening the means and the scope of basic education; enhancing the environment for learning; and strengthening partnerships. It also provided an opportunity to assess achievements and failures and lessons learnt from the past decade. Six goals, drawn from the outcomes of the regional EFA conferences and the international development targets, constitute the framework for action and were designed to enable all individuals to realize their right to learn and to fulfill their responsibility to contribute to the development of their society.

All children have the right to good quality education and should be encouraged to go to school to the highest level possible. The education should help children use and develop their talents and abilities. It should teach them to live peacefully, protect the environment and respect other people (Sandkull, 2005).

Tomasevski (2004) states that globally, we have failed to establish a system that guarantees a minimum universal entitlement throughout the world. As a consequence, millions of children are deprived of any schooling.

Inclusive education has become an emerging issue of present world. The UNESCO defines it as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion in education. The objective of inclusive education is to support education for all, with special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with disabilities and out-of-school children. The overall goal is a school where all children are participating and treated equally.

Although initial enrolment figures in many countries are high, they are still struggling with poor primary school completion rates and high drop-out rates, especially for girls, children with special needs and those from ethnic minorities. The problems are related to the lack of education quality, relevance and exclusion from learning. This situation is working as a barrier to schooling/learning and achieving the EFA goals.

Sandkull (2005) has mentioned the key thematic areas that must be looked at when trying to transform the education system to become more inclusive and rights-based. They are as follows:

- **Policy development:** Have a clear definition in policy statements, and have references to international human rights standards.
- **Curriculum development:** Make learning meaningful, flexible, non-discriminatory and gender responsive, and link contents to the learner's life situation.
- **Teacher education:** Support teaching and learning friendly environments, and promote child-centred teaching.
- **Education information and management systems:** Improve data collection and database analysis using disaggregated data.
- **Local capacity-building:** Build effective, transparent and accountable support mechanisms, and mobilize local resources. Under this, the major components to be covered are costs relating to training, supervision, and monitoring.
- **Community involvement:** Create space for meaningful participation and means for empowerment.

In the experience of Bangladesh, equity and access issues include male/female success rates, enrollment rates in rural vs. urban areas, and poverty-related access restrictions. Large indigenous populations living largely in the Chittagong region as well as Sylhet and remote parts in the north of the country have not yet been reached by primary school expansion. In the same way, a disparity in the quality of education is by far the biggest problem Bangladesh faces in the primary education sector. Most important is the stark contrast in the quality of education received in a government school as opposed to a NGO-run school (South Asian Society for Regional Cooperation, 2005). Being a developing country like Bangladesh, these situations prevail in Nepal also.

It has been experienced that there is a strong relationship between basic education and poverty reduction. This has tended to overshadow the role of other components of education and training in efforts to reduce poverty. South Africa is crucial to the reduction of poverty in the region of Sub-Saharan Africa, both as a country where approximately 20 million people are considered to be in poverty and as the most likely engine of pro-poor growth for the rest of the region (Akoojee, and Mcgrath, 2005).

The research has proved that there is a significant impact of free primary education on early childhood development in developing countries. Kenya is its example where free primary education (FPE), introduced in 2003, has enabled 1.3 million poor children to benefit from primary education for the first time through the abolishment of fees and levies for tuition. The gross enrolment rate in primary education jumped from 86.8% in 2002 to 101.5% in 2004 in Kenya (Kaga, 2006).

The North Eastern Province is one of the most disadvantaged regions in Kenya. There has been a sharp decrease in ECD enrolments since the implementation of FPE. Declining enrolments appear to be so acute and widespread that there is a serious concern about the "collapse" of ECD services. In the better-off regions, such as Rift Valley Province and Nairobi City, decreasing enrolments are observed in public and

community-owned ECD Centres, which typically serve poorer children, but not in private ECD Centres, which accommodate the more affluent ones (Kaga, 2006). Under FPE, parents still cover other various costs of schooling, e.g. uniforms, meals, examination fees for Standard 8, the last grade of primary education.

The experience of Kenya has suggested two policy options in order to handle the main problems caused by FPE. One is to provide a free year of pre-primary education to all five-year-olds – the year preceding entry into primary school. The other is to allow ECD Centres to continue to ensure children’s continuous and holistic development by providing small government subsidies for ECD teachers working in poor communities, regardless of the age groups they look after.

Nepal has made a commitment to achieve the Education for All goals as well as the Millennium Development Goals. The Convention on the Rights of the Child places responsibility on governments to ensure that all children have access to primary education. Nepal is a signatory to Education for All, and is attempting to achieve the Millennium Development Goals. These instruments mean that Nepal is committed to ‘ensuring that by 2015, all children—particularly girls, children in difficult circumstances and those belonging to ethnic minorities—have access to complete, free and compulsory primary education of good quality.’

In the Tenth Plan of Nepal, education has been accepted as the primary means of a country’s all-round development. The country can develop only when available resources are used at their optimum by linking education to the national reality and accepting the concepts of ‘education for all’ and ‘education for development.’ One of the objectives of the Tenth Plan is to raise net enrolment of primary level to 90 percent; improve the ratio of female teacher to 30 percent; provide nutritious food to 450 thousand children every year; provide scholarships to the girls and children from disadvantaged communities (dalits, backward indigenous communities, persons with disability and economically backward) (NPC, 2003).

Poverty, less value of education, pattern of spatial distribution of schools, and lack of documentation are the major causes affecting a number of children not to attend school in Nepal. In the same way, the factors causing failure for completing primary education are poor preparation for the experience, inappropriate physical facilities of schools, boring teaching methodology and teaching materials, lack of trained teachers, overcrowded classrooms, lack of female teachers, early marriage and cultural practices, discriminatory attitudes of teachers, language of instruction and lack of parental orientation are the factors affecting children not to complete their primary education.

In the above line, the country has to ensure quality universal primary education by 2015. For this, Nepal has recently adopted the strategy of rights-based education with a significant level of schooling, i.e. 8 years of schooling considered as basic education instead of the current 5 years primary education. Thus, the country is in a process of restructuring the existing school education system. In order to achieve this goal there is a necessity of developing infrastructure and human resources. Both legal as well as structural adjustment programs are required for this purpose. In the same way, the community readiness is essential to bring such changes.

After the Democratic Movement 2, Nepal Government has formed Interim Constitution. Section Three of the constitution deals with fundamental rights of the people. The constitution deals with the rights of education. Article 21 explains the right of social justice. It has been mentioned that economically, socially or

educationally disadvantaged women, dalits, nationalities, Madhesi and labourers will have right to participate in the structure of state.

Article 22 of the interim constitution directly deals with child rights. There are 5 sub-articles within it. They are explained as follows:

- i) Every child will have a right of his/her identification and name.
- ii) Every child will have a right of rearing, basic health and social security.
- iii) Every child will have a right against physical, mental or any type of discrimination.
- iv) Helpless, orphan, mentally retarded, conflict affected, displaced and endangered and street children will have a right to get special facilities from the state.
- v) No child will be allowed to be employed in factories, mines or other dangerous work or army, police or conflict.

The areas of special consideration for providing rights-based education as mentioned in the interim constitution are presented in figure 1.2.

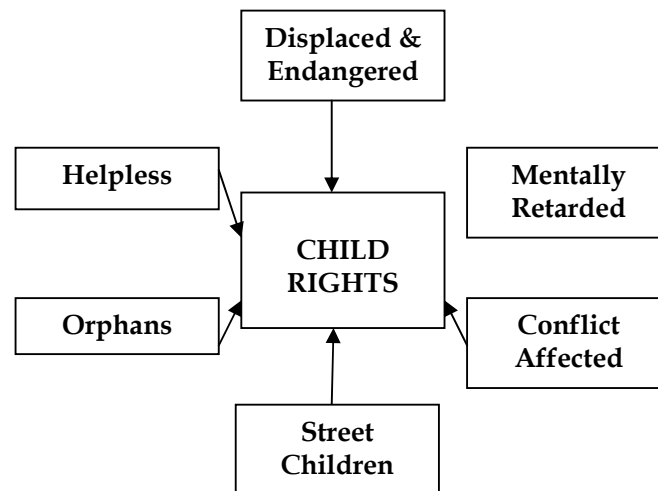


Figure 1.2: Areas of special consideration in the Interim Constitution of Nepal.

One of the major issues of educational development is related to the existing quality of school infrastructure and teacher capacity. There is a need of community participation in school development and operation. A good learning environment is of crucial importance for the pupils' social development and for how much they learn. The teacher or the instructor in the training establishment is a key factor both for the environment and for the learning achievement of the individual. A good learning environment is the result of a visible and clear management of the school as well as of the basic groups. In this context, the schools have to be transferred to the local community but the process of transfer is debatable. The process of transfer has started. The potentials and the dynamics of quality improvement and community participation are, however, less understood in the country.

There are several problems of dropout and repetition of children between grade 1 and 2 resulting into huge wastage. Though the duration of primary education is five years, it takes 9-12 years to complete its cycle in average.

One of the outstanding components of the BPEP is the establishment of resource centers but they are limited only as a venue for meetings and workshops. The constitution of Nepal has clearly stated that all people have a right to receive education through their mother tongue, but the provision is not adequate to provide education to the ethnic groups through mother tongue.

Today, we are at the stage of nation building. The process of nation building includes deliberate manipulation of identities at a different level in which the state plays a key role. For individuals to be able to cultivate national feelings, it is important that the story the nation tells itself about its past should be generally believed, but need not be historically accurate (Tamir cited in Gurung, 2006).

Like social inclusion, social justice is also to be considered while preparing a framework for providing rights-based education. Justice is a just conduct or behaviour. We need a quality where that is right and fair. The term social justice is relatively a new concept in rights theories and discourses since its creeping into use from 1850 (Vishwakarma, 2006). Social justice is not a charity but the rights of those who are deprived of their legitimate rights.

Education should develop in students the civic knowledge, skills and values necessary for active engagement in the civil society and democratic life. In this context, a learner needs to acquire social skills like compromising, giving and taking, tolerance, respects, arguing, accepting, supporting and opposing with evidence. These are necessary skills to live in a society (Khaniya, 2007). Therefore, the schools should create an environment to involve all the stakeholders to discuss such issues and draw conclusions for decision making. A school has to give an authentic voice to teachers, students, parents and community members.

Rationale of the Study

Nepal has made a commitment to ensure quality education with reference to the MDGs to be achieved by 2015. In this context, it is expected that the study will work as a guideline for planners, policymakers and educationists concerned. In the same way, the NGOs and INGOs will have some knowledge to plan and execute educational programmes in the areas of basic and primary education.

Objectives of the Study

The objectives of the study were:

- to identify preconditions for rights-based education
- to assess the situation of the country in terms of above preconditions
- to find out the proper ways to be used in implementing rights-based education and structural reforms to ensure expanded access to basic education
- to recommend policy strategies and programmes needed to achieve changes in the existing situation.

Research Questions

The research has made an attempt to answer the following key questions:

1. What are the preconditions for rights-based education?
2. Where does the country situate in terms of such preconditions?

3. What does it take to implement rights-based education and structural reforms to ensure expanded access to basic education?
4. What policy strategies and programs are needed to achieve such changes?

Organization of the Report

The research report has been organized into five chapters, the first one dealing with introduction. The second chapter includes review of literature on the status of rights-based education at international as well as national levels. The third chapter deals with the study design. The fourth chapter includes data presentation, analysis and discussion. This also includes and analysis of structural reforms in basic and primary education. The last chapter provides conclusion and recommendations.

CHAPTER II

Review of Literature

A number of studies have been made at global level to address the rights of children with reference to educational needs. These provide materials to conceptualise the theoretical basis for rights-based education. In this chapter an attempt has been made to review core materials. They are organised into three sub-sections - Theoretical Issues on Rights-based Education, Rights-based Education at Global Level/ Global Efforts and Rights-based Education in Nepal.

Rights-based Education in Nepal: Policies and Programmes

Save the Children, Norway in Nepal has made an attempt to make child rights to a reality with the aim to fulfil children's rights to education and rights of differently able children. It has also focused on strengthening practical implementation and monitoring of the UN Convention on the Rights of Child.

The parliament of Nepal passed the Child Labour (Prohibition and Regulation) Act-2056 B. S. to address the problem of about 2.6 million under-aged labourers working throughout the country. The Bill was the first one to get ratified in the 17th session of Parliament. The newly introduced law was expected to be instrumental in doing away with the growing trend of child labour in Nepal. But those working in the field of child labour and human rights express the views that the new act may not be sufficient to address the problem.

The passing of the Bill related to child labour was considered as a positive step by CWIN, an organization related to the Child Workers in Nepal. It was stated that the new act would be able to eliminate only 10 per cent of the total child labour in the country as it has provisions just to interfere in the formal and organised sector. More than 90 per cent under-aged labourers are found in the unorganized and informal sector (Nepalimedia Discussion List).

A number of children in underdeveloped countries are found to be involved in economic activities. In Nepal also the number of child labourers is significant. The emergence of child labour in Nepal is not the outcome of poverty and wants alone, but it is the outcome of social and economic factors and cultural tradition.

The employers in metropolitan city give priority to migrant children whom they can employ at cheap rates and use at will. Their guardians also tend to hire them out as domestic help so that they will not be a bother to themselves. Ten-year-old Rajendra Chaudhari who came from Siraha district says, "My uncle brought me to Kathmandu in anticipation of room and board and money and left me with a well-to-do family to do their household work. I have to wake up early in the morning and do everything including cleaning, cooking, taking the children of my master to school, and I have no chance to study though I have a keen interest in it. There is nobody to share my grief and pain, he complains."

After the Democratic Movement 2, Nepal Government has formed Interim Constitution. Article 21 of the constitution explains the right of social justice. It has mentioned that economically, socially or educationally disadvantaged women, dalits, nationalities, Madhesi and labourers will have right to participate in the structure of state. Article 22 of the Interim Constitution of Nepal directly deals with child rights. The areas mentioned in the Constitution are - right of his/her identification and

name, right of rearing, basic health and social security, right against physical, mental or any type of discrimination, right of helpless, orphan, mentally retarded, conflict affected, displaced and endangered and street children to get special facilities from the state and right not to be allowed to be employed in factories, mines or other dangerous work or army, police or conflict.

The ILO Convention 182 is concerned with the prohibition and immediate action for the elimination of the worst forms of child labour. When asked how it was possible to immediately eliminate child labour in the Nepalese context when the country is poor, Roselaers said worst forms of child labour like prostitution and trafficking are not the problems of development alone. "...It calls for immediate and effective measures to secure their prohibition and elimination as a matter of urgency." The Convention has also targeted child slavery, forced labour, trafficking, debt bondage, serfdom, prostitution, pornography and various forms of hazardous and exploitative works (The Kathmandu Post, 1 February, 2000).

The protest initiated by Madhesi People Rights Forum (MPRF) against the interim Government with the demand of determining election area on the basis of ethnic rights, federal governance and population has created a situation of chaos in the Tarai. The Tarai or Madhesh occupies 23 percent of the area of Nepal and is the home for 47 percent of the people. With the perspective of development, Tarai is seen as better than the Himalayan and the hilly regions due to its plain area but according to the quality of life, Tarai is worse than the other regions.

As a child rights organization, the CWIN was deeply concerned about the violence in the Tarai region and its direct impact on children. Among 18 deaths, 4 were children named Ramesh Kumar Mahato-17 (Lahan), Pramod Sada Musahar-16 (Lahan), Mohammad Mudasin-18 and Jamin Aalam-15. Several children and young people have been seriously injured. Imposition of long hour curfews and strikes has directly affected daily lives of the Tarai people. Schools have remained closed. Such a situation has challenged children's rights to movement, education, survival and protection in the region. The CWIN has urged all concerned including, political parties and politically affiliated organizations, to take all possible measures to protect children during such political activities (The Himalayan Times, 30 January, 2007).

After the restoration of democracy, the country has faced different natures of child related crimes, including paedophilia. The rate of physical and mental child abuses has increased due to the lack of proper legal procedures to deal with such crimes in the country. Children have often become victims of sexual abuses too. Confusion about judicial procedures in such cases has made things even worse. On a number of occasions, culprits have gotten away even though there was enough evidence because of lack of legal provisions oriented towards international conventions on children's rights. The Government has to accept this reality. It has to provide a speedy and effective justice and also introduce laws that can prevent such crimes in the country (The Kathmandu Post Editorial, 2 February 2000).

The Ministry of Education and Sports and its Efforts

The Dakar framework of Action adopted at the World Education Forum in Dakar 2000 AD contains a clear statement reaffirming education as fundamental human rights and underlines the importance of rights-based government action in achieving Education for All goals. Nepal has made the commitment of providing equitable access to and provision of free and universal primary education to all of its children

by 2015 AD. In order to achieve the goals, which Nepal being signatories committed in Dakar, the continuous and major interventions have been implemented through Basic and Primary Education Program (BPEP), Education for All (EFA) Program and School Sector Reform (SSR) program which is newly initiated for the period of 2010 to 2015.

The components of rights-based education accepted by the international human rights standards have also been addressed by the Government of Nepal. The key areas addressed are presented in matrix 2.1.

Matrix 2.1: Areas addressed by Nepal

Key areas	Questions raised by the relevant human rights standards	Situation of Nepal
Intake	Ensure the birth registration of the each child for his/her identification or other alternative provision available	Birth registration has been made mandatory but due to conflict situation of the country village secretary could not stay in the village So that the children born during the conflict were not provided the birth registration certificate.
	Make available the statistic of all internationally prohibited grounds of discrimination relating to the children and their parents in terms of the race, colour, sex, language, religion, political and other opinion, origin economic status, birth, social condition, minority or indigenous status and disability Data recorded of each child enrolled in the school (such as birth registration, or proof of citizenship or residence)	The only disaggregated educational statistic in terms of sex and age are available in the system. In the flash report 2006 published by MOES /DOE states that there are 12.6% of primary age children out of school. Essential paper to admit children in the school is birth registration. Proof of citizenship and residence are made provisional unless the submission of birth registration.
	Considering the family environment of the child, assuring of parental freedom of choice regarding the education of their children. Measures taken to secure education for children deprived from the family environment	No provision is made for parental choice. And also no rules to punish the parents to those of not sending their children to school. To achieve the goal of universal education, awareness and incentive programs are only the measures taken by the government
Input	Is there the constitutional or legal guarantee whereby budgetary allocation of compulsory education must be aligned with the estimated cost of quality	A lot of debate and discussion with various stakeholders regarding the compulsory education is going on. The opportunity costs and

	education for all children?	unavoidable circumstances of the people of Nepal have created the problem to make education compulsory. The government has made the provision of SIP fund to support school for quality enhancement.
	If so, is there an institutional mechanism (constitutional court or human rights commission) to provide remedies when budgetary allocation is insufficient?	Only the stakeholders create the pressure.
	If so, has a national plan to ensure compulsory education for children been developed? Is the fiscal responsibilities for compulsory education has been decentralized, are the responsibilities of local authorities accompanied by adequately guaranteed resources	In the Core Document of School Sector Reform initiatives, the provision of compulsory education will have made choice of autonomy at the local level.
Process	<p>Participation of teachers in formulating policy or education laws ensured? Are teacher's human and professional rights and trade union freedom guaranteed in accordance with universal standards? Have measures been introduced to align the profile of teachers with the profile of learners?</p> <p>Have both the contents and methods of teaching been assessed by the human rights yardstick?</p> <p>Does the teacher's training include human rights education?</p> <p>Does the education strategy affirm the need for adjustment to each individual child; if not what measures have been put to place initiate such adjustment?</p> <p>How are the children's diverse ability and disabilities assessed and recorded, are obstacles of children's learning continuously assessed, so that they can be effectively overcome?</p> <p>What approach has been adopted towards education in the child's</p>	<p>Teacher Union has organized the social debate all over the country regarding the policy and laws in education. They are also representing in the ministerial level committees. No profiles alignment of teachers and students are found.</p> <p>Yes, the contents and methods are assessed in a view of human rights education. Training for teachers on child friendly schooling are given to teachers.</p> <p>The government has approved the National Curriculum Framework (NCF) which has made the provision of 20% share of curriculum by the local authority.</p> <p>The government has made special incentive program for disables and diverse communities, the amount spent on it is very minimal.</p> <p>Constitutional provision of the government has opened the avenues for both bilingual and multilingual policy which states "Primary education from grade</p>

	mother tongue?	1-3 will be in mother tongue".
Outcome	When was the last review of curriculum undertaken, and what was changed, which learning outcome have been prioritized and why, how is the process of assessing learning outcomes adjusted to children's diverse abilities and opportunities, which model for assessing learning outcomes are applied, to the assessment of human rights education?	Few months ago, the NCF which was an outcome of curriculum development and revision process, has been approved. The new textbooks have been written in line with the intent of the curriculum by focusing on diverse needs of the children and disability friendly. The process of assessing learning outcome undertake with wider consultations among teachers' educationists and other stakeholders. A special committee including human rights organizations were formed to assess the curriculum in line with human rights prospective.
Impact	Has education curriculum been analysed based on human rights requirement, how are external objectives (such as poverty eradication, gender equality, or social cohesion) monitored, If graduate unemployment exists, what measure have been taken towards aligning education to employment-creating measures, what strategy has been adopted to achieve gender parity in education, is the impact of education on progress towards gender and racial equality monitored?	The curriculum has been analysed in view of gender equality and social cohesion.

Theoretical Issues on Rights-Based Education

The Universal Declaration of Human Rights (Article 26), The UN Convention on the Rights of the Child (CRC), and The United Nations Millennium Development Goals are the core materials that provide an idea about the rights-based education.

The Universal Declaration of Human Rights (Article 26) states that everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

The United Nations Millennium Development Goals recognise the importance of promoting education for all, and aims to ensure that, by 2015, all children will be able to complete primary schooling. The Dakar World Declaration on Education for All

affirmed that the international human right to education is the foundation by which education can be secured for all. Education for All (EFA) is the commitment that countries around the world have made to ensure that every child and adult receives basic education of good quality. The EFA movement is based on recognition that education is a human right, and that it is essential not only for sustainable development, but also for peace and stability among nations. Education for all has become an international commitment. The World Education Forum in Dakar, Senegal, in April 2000 was held ten years after the meeting in Jomtien. It re-affirmed a broad and comprehensive view of basic education and its critical role in empowering people and transforming societies.

The UN Convention on the Rights of the Child (CRC) has raised child participation as an important aspect of children's rights. There are many cases of participation of children in various sectors of society, especially, in the labour sector. However, there is minimal participation of children in the social development process. In recent years, children's participation has been established as an issue of special debate, discussion and concern.

Sandkull (2005) stated that all children have the right to good quality education and should be encouraged to go to school to the highest level possible. The education should help children use and develop their talents and abilities. It should teach them to live peacefully, protect the environment and respect other people. He further added that rights-based education is close to inclusive education. Inclusive education is a process of addressing and responding to the diverse needs of all learners by encouraging their participation in learning and reducing exclusion within and from education.

The main theme of inclusive education is to support education for all, with special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with disabilities and out-of-school children. The principle of inclusive education was adopted at the Salamanca World Conference on Special Needs Education in Spain, 1994. It involves changes and modifications in content, structures, processes, policies and strategies. It is concerned with providing appropriate responses to the area of learning needs in formal and non-formal educational settings. It is an approach that attempts to transform the system in order to address the diversity of learners.

Sandkull (2005) has pointed out that the main international human rights instruments related to the right to education are Universal Declaration of Human Rights, 1948 Article: 26; UNESCO Convention against Discrimination in Education, 1960 Articles: 1, 3 and 4; International Convention on the Elimination of All Forms of Racial Discrimination, 1965 Article: 5; International Covenant on Economic, Social and Cultural Rights, 1966 Article: 13; International Covenant on Civil and Political Rights, 1966 Articles: 18 and 19; ILO Convention on the Minimum Age for Employment, 1973 Article: 7; Convention on the Elimination of All Forms of Discrimination against Women, 1979 Article: 10; Convention on the Rights of the Child, 1989 Articles: 28 and 29; ILO Convention concerning Indigenous and Tribal Peoples, 1989 Articles: 26, 27, 28, 29, 30 and 31 and ILO Convention on the Worst Forms of Child Labour, 1999 Article: 7.

Tomasevski (2004) in her Manual on Rights-Based Education published by UNESCO, Bangkok has made an attempt to translate the globally accepted human rights standards relevant to the education sector into guidelines for national education

strategies. It aims to facilitate human rights mainstreaming in the education sector by listing and describing relevant standards contained in international human rights law and suggesting how they could best be translated into practice. It has proposed the “4-A approach.” She states that the government has to protect, respect and fulfil the right to education in terms of making education *available, accessible, acceptable* and *adaptable*.

Availability is concerned with free and compulsory education for all children. In this context, adequate school facilities and programs must be available. Parents should have a right and freedom to choose education for their children. Regarding accessibility education must be made available to all and it should be free from discrimination. Schools must be in physical proximity to students, and education must be affordable for all. In case of acceptability, educational environments should be emotionally, intellectually, physically, and culturally safe and nurturing. The schools have to maintain minimum standards for quality and safety. They have to manage trained teachers receiving domestically competitive salaries. Disciplinary practices must respect a child’s dignity.

Lastly, the schools must adapt or change to meet the needs of children from different communities and respond to the needs of students from diverse social and cultural settings. This includes education programs for children excluded from formal schooling.

Rights-based Education at Global Level/ Global Efforts

Sandkull (2005), throwing light on rights-based approach has pointed out that Rights-based Approach to Education Programming is a conceptual, analytical and methodological framework for identifying, planning, implementing and monitoring development activities based on international human rights standards. There is no single, universally agreed approach, although there is a statement of common understanding among the UN agencies on the core elements of a human rights-based approach.

The Rights-based Approach to Education Programming states that all programmes of development cooperation, policies and technical assistance should realise human rights at international level. The human rights standards and their principles should guide all activities in all development sectors and in all phases of the programming process. In the same way, the development activities should contribute to the building of capacities of ‘duty-bearers’ in order to meet their human rights obligations and to the strengthening of the capacities of ‘rights-holders’ to claim their rights.

A rights-based approach tries to integrate the norms, standards and principles of the international human rights system into the plans, strategies, policies and the processes of development programming. A rights-based approach is comprehensive in its consideration of the full range of indivisible, interdependent and interrelated rights. They are civil, cultural, economic, political and social respectively. The norms and standards of rights-based education can be drawn from the internationally agreed treaties and conventions.

Equally important is that a rights-based approach applies guiding principles to ensure an acceptable development programming process. It considers *participation, accountability, non-discrimination, empowerment* and *linkages to human rights standards*. A rights-based approach requires a high degree of participation from the targeted

beneficiaries, including local communities, civil society, minorities, indigenous peoples, women and others. Participation must be active, free and meaningful; mere formal or ceremonial consultations with beneficiaries are not sufficient. The approach gives attention to issues of accessibility, including access to development processes, institutions, information, and redress or complaints mechanisms. This also means situating development projects close to partners and beneficiaries. Such approaches necessarily select process-based development methodologies rather than externally created or imported models.

A study made by Latif (2004) deals with quality improvements in the provision of primary education in Bangladesh through the different interventions that have been attempted by the Government of Bangladesh, some of them in collaboration with international donors. In addition, the paper also presents a widely acknowledged quality program in primary education provided to very poor children by the NGO BRAC as only one illustration of the kinds of quality programs being provided to children in Bangladesh. ECCE and literacy program history is also discussed although briefly. The paper ends with a look towards the future of quality primary education in Bangladesh and recommendations for successful future programming through a look at the lessons learned from the past experience of the country.

A seminar on Child Labour in Europe was organized in Lisbon on 15 – 19 April 2000. A group of 50 young people from 17 European countries participated in this seminar. It was realized that the term *child labour* conjured up images of children in Africa, Asia or Latin America, in other words of the developing world, but the child labour and Europe were rarely put together. The aim of this seminar was to do just on this issue. One of the greatest misconceptions surrounding child labour today is that it is a phenomenon confined to the developing world. In reality, it exists not only there, but also in Europe (ETUC Brief Report, 2000).

The seminar identified a number of possible causes of child labour in Europe, including poverty, consumerism and demand, transition to a market economy and culture and sociology respectively. It was also felt that there were no precise statistics to show just how many children were exploited. More and more, child labour was found to be hidden in so-called glamorous areas such as football, modelling and others. The worst forms of child labour in both Western and Eastern European countries included commercial sexual exploitation, sexual and physical abuse of child workers, exploitation of domestic workers, child trafficking, employment of children under hazardous conditions, and problems of street children.

Selected studies and research works dealing with human rights, child rights and rights-based education have been reviewed that provide theoretical basis for present study. In the above context, present study is an attempt to deal with rights-based education and structural reforms in basic and primary education with reference to institutional needs and community readiness.

CHAPTER III

Study Design

Present study is an attempt to analyse the existing situation of rights-based education in the country. Field survey was the main source of data collection. Apart from this, various documents were collected and reviewed. Ideas and information were also gathered through consultative meetings. The study is based on primary data for which a field survey was conducted. First of all, a study team was formed. It consisted of the researcher, resource persons, associate researchers and research assistants.

The research was completed through various processes. A field survey was conducted in order to collect necessary data. Both qualitative and quantitative data were collected to achieve the objectives formulated. Some cases of individual children were also considered in field survey.

Framework for Study

Tomasevski (2004) has attempted to translate globally-accepted human rights standards into guidelines for national education strategies. She has proposed a legal framework for rights-based education. Its major components are identified as:

- Availability: ensuring free and compulsory education for all children.
- Accessibility: elimination of discrimination as international human rights law mandates
- Acceptability: focus on the quality of education
- Adaptability: key principle of child rights - that education should respond and adapt to the best interests of each child.

Sandkull (2005) has mentioned six key thematic areas that must be looked at when transform in education system to become more inclusive and rights-based. They are as policy development, curriculum development, teacher education, education information and management systems, local capacity-building and community involvement.

After the Democratic Movement 2, Nepal Government has formed Interim Constitution. Section Three of the constitution deals with fundamental rights of the people. The constitution deals with the rights of education. Article 21 explains the right of social justice. It has been mentioned that economically, socially or educationally disadvantaged women, dalits, nationalities, Madhesi and labours will have right to participate in the structure of state. In terms of child rights, the areas of special consideration in the interim constitution are displaced and endangered, helpless, orphan, street children, conflict affected and mentally retarded.

The above three documents provided guidelines for framework of present study. The framework for data analysis has been developed as presented in figure 3.1.

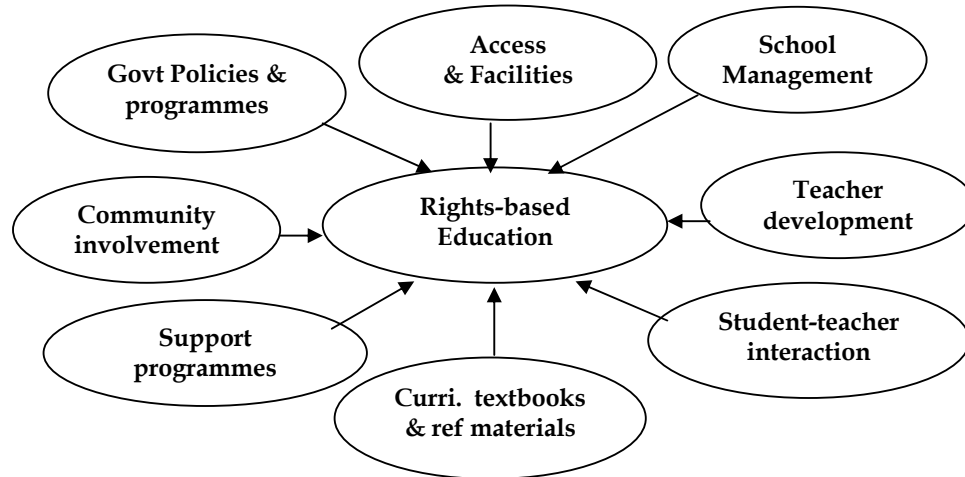


Figure 3.1: Frame work for analysis.

Rights-based education is the problem of our study. It is supposed to be influenced by access and facilities, school management, teacher development, student-teacher interaction, curriculum, textbooks and reference materials, support programmes, community involvement, and government policies and programmes respectively.

Sampling

The study is based on purposive sampling and its procedure was decided in consultation with the CERID officials and Department of Education. The districts and schools were selected from each of the ecological zones and the Kathmandu Valley. The students from schools were selected representing gender, dalits, ethnicity, disabled and conflict-affected children. The sample size for this study is presented in table 3.1.

Table 3.1: Summary of Sample

District/schools/ Respondents	Mountain	Hill	Tarai	Kathmandu Valley	Total
Districts selected	Rasuwa	Ilam and Kavre	Kapilvastu	Lalitpur	5
Selection of schools	3	6	3	3	15
School observations	3	6	3	3	15
Checklist	3	6	3	3	15
Class observations	9	18	9	9	45
Students' FGDs	3	6	3	3	15
Parents' interviews	9	18	9	9	45
FGDs with Ts/HTs and SMC	3	6	3	3	15
District workshops with DEO, SSs, RPs, political leaders, NGOs/INGOs	1	2	1	1	5

Study Tools

School observation form, class observation form, guidelines for parents/guardians' interview, guidelines for students' FGDs, guidelines for FGDs with Headteachers,

teachers and SMC members, checklist and guidelines for district level workshops were the tools employed to collect both qualitative and quantitative data.

Procedures of the Study

Review of documents and field work activities were performed in various stages. First of all, consultative meetings with CERID and MOE officials were held in order to develop proper guidelines for the study. Then related documents were reviewed. Study tools were developed, pretested and finalized and sample districts and schools were visited.

Field Survey

In order to conduct field survey, two teams were formed. The activities performed in the schools were: school observations, classroom observations, FGDs with students, parents' interviews, FGDs with teachers, Headteachers and SMC members and district level workshops.

Data Collection

School observation, class observation, students' focus group discussions, FGDs with Headteachers, teachers and SMC members, interviews with parents/guardians and were completed in each of the districts and schools selected.

Based on the nature of objectives formulated, the procedure of data collection was adopted as presented in table 3.2.

Table 3.2: Procedure of Data Collection

Research question	Methods	Tools/ documents	Respondents
What are the preconditions for rights based education?	Review of previous studies and reports	Reports of previous studies, and various commissions and committees, guidelines for interview, FGDs and workshops	Teachers/head teachers, students, guardians, SMC members, DEOs, SSs, RPs, political leaders, journalists, and NGOs/INGOs representatives
Where does the country situate in terms of such preconditions?	School observation, class observation, interview, FGDs and workshops	School observation form, classroom observation forms, checklist, guidelines for interview, FGDs and workshops	Teachers, head teachers, students, guardians, SMC members, DEOs, SSs, RPs, political leaders, journalists, and NGOs/INGOs representatives
What does it take to implement rights-based education and structural reform to ensure expanded	Interview, focus group discussion and workshops	Guidelines for Interview, focus group discussion and workshops	Teachers/head teachers, students, guardians, SMC members, RP/ DEOS, SSs, political leaders, journalists,

access to basic education?			and NGOs/INGOs representatives
What policy strategy and programs are needed to achieve such changes?	Interview, focus group discussion and workshops	Guidelines for Interview, focus group discussion and workshops	Teachers/head teachers, students, guardians, SMC members, RP/ DEOS, SSs, political leaders, journalists, and NGOs/INGOs representatives

Both qualitative and quantitative data were collected to achieve the objectives formulated.

Procedure of Data Analysis

The report is based on qualitative analysis. Simple statistical tools like mean and percentage were used. Selected cases of children have been included in the annexes.

Scope and Delimitation of the Study

The study is based on a sample of 15 schools of five districts representing three ecological zones of the country. The study is mainly based on qualitative analysis. However, simple statistical tools are applied in the analysis of the study, wherever necessary. This is a micro level study based on a small sample representing selected schools of five districts only. In this context, the findings of the study may not be generalized at national level. However, it will be useful to support other studies at micro level with specific reference to rights-based education and structural reforms in basic primary education in the country.

CHAPTER IV

Data Presentation and Discussion

The objectives of the research were to identify preconditions for rights-based education, to assess the situation of the country in terms of preconditions, to find out the proper ways to be used in implementing rights-based education and structural reforms to ensure expanded access to basic education and to recommend policy strategies and programmes needed to achieve changes in the existing situation. The analysis is presented here. This chapter includes the four major issues raised by research questions. They are preconditions, existing situations and proper ways to be used in implementing and policy strategy and programmes respectively.

Preconditions for Rights-Based Education

Rights-based education is a new concept. There is no universally accepted definition of rights-based education. A rights-based approach to education is accepted for understanding its concept. Tomasevski's 4-A approach mentioned in Chapter I of this report works as a framework for rights-based education. Availability, accessibility, acceptability and adaptability work as the components under preconditions for rights-based education. Availability ensures free and compulsory education for all children; accessibility prioritizes the elimination of discrimination as international human rights law mandates; acceptability refers to the current focus on the quality of education and adaptability emphasises the key principle of child rights focusing on the best interests of each child. The concepts of rights-based education as stated by the respondents are presented in this section.

Students' Knowledge on Rights-Based Education

Focus group discussions with students were conducted in the schools selected. The students of Kotigram in Kapilvastu and Vimali of Rasuwa could not express any idea about rights-based education. But other students responded that for rights-based education, one should get all the rights that he/she is improvised to get. In the same way, all students, rich and poor, privileged and disadvantaged groups, orphans, and children with disabilities should get education.

Opinion of Teachers, Headteachers and Smc Members on Rights-Based Education

From the focus group discussions with two groups comprising teachers, Headteachers and SMC members, it was found that in providing rights-based education the school should create an environment in which all school children could get an opportunity of education. Another two groups reported that there should be encouragement and motivation to special needs children. In the same way, it was stated by two groups that special support for special needs and weak children was needed. Another three groups stated universal and free primary education as the major component of rights-based education.

The major components of rights-based education as reported by the participants in FGDs are presented below:

- Compulsory primary education
- Education oriented to income generating programme

- Equal and quality education for all children irrespective of their caste, ethnicity and creed
- Civic rights and duties and respect of human rights including child rights
- Rights of the community/SMC to formulate school rules, code of conduct and management of teachers including their appointment
- Rights of parents to select appropriate textbooks relevant to their children and monitor activities of supervisors and DEOs
- Contents in curriculum that include information regarding rights of each and every individual and group
- Access of children to enroll into their own community
- Rights to have choice for subjects and textbooks in time
- Uniformity in education throughout the community
- Child-friendly textbooks
- Rights to choose text-books according to the interest of students
- Management of scholarship, midday meal, dress and stationeries for those who could not afford it
- Rights to play, entertainment and use of instructional materials
- Special arrangement/facilities to disadvantaged groups
- Education through mother tongue especially for those who could not understand and speak Nepali
- Availability of health facilities and playground.

It is obvious from the responses that education could be rights-based if it was made free and compulsory, equality and quality guaranteed, child-friendly environment maintained in the schools and basic facilities in the schools were made available. In the same way, parents/guardians have to get an opportunity to educate children according to their needs and interest. If they are in a position to enroll them into private schools to provide quality education, they should entertain this opportunity.

Parents/Guardians' Views on Rights-Based Education

The parents/guardians of the students were asked about the responsibility of different stakeholders to perform activities for rights-based education. As reported by them their activities for rights-based education were to admit children into the school; to prepare food for them; to pay attention to their cleanliness; not to allow them in any kind of work at the time of study; to take care at the time of sickness; to equally treat their sons and daughters; to pay more attention and love to the children with disabilities; to purchase books, pens, bag, copy, pencils, dresses, and other necessary materials and to impart knowledge about the child rights.

Regarding the responsibility of school, they responded that the schools have to provide quality education to their children; teach discipline, equally treat all the students; pay more attention and love to the students of special needs; make all the materials needed for education available; make all the necessary facilities available to

the students; make the school environment safe and to provide books to all the students. In the same way, there was a requirement of Tiffin to all the children because in the morning classes, majority of them used to attend school without having meals.

Due to poor economic condition, majority of the parents could not send their children to schools. It was reported that the schools had to provide scholarship to children. They also reported that there was a need of parent teacher interaction programme in the school in order to find out the status of progress of children. There should also be orientation programmes to the guardians in order to create awareness about education.

In association with the responsibility of the government, the respondents reported that it should be responsible to build infrastructure of the school; provide financial support to the school; provide scholarship to all poor dalits, diligent, girls and to the students having special needs; to provide free education up to class 10 and provide income generation programme for parents so that they could themselves support their children. In the same way, they stated that the number of teacher should be increased according to the ratio of student number. Monitoring of school activities should be made regular and the best teachers and schools should be rewarded.

The guardians were also asked about the responsibility of social organizations to be performed for rights-based education. Three guardians/parents from each school were invited for the interview. The selected sample was a representation from Dalit, Janajati, women and Muslim. However, their presence was more than expected. Altogether 60 parents/guardians from five sample districts were available for interview. But it was observed that the guardians were much more interested to attend the interview in Kapilvastu and Ilam districts. Thus, the number of respondents increased than the target sample. They reported that the institutions had to help students and school financially; provide training about rights-based education and help in building schools respectively.

They have varied representation from varied occupations. Very few were found to be the government servants and most of them were farmers. Some were businessman, and some were working in brick factory. One of them was found to be a carpenter and another one was a taxi driver.

Most of the respondents except in the Muslim community were of the view that there was no difference in educating their sons and daughters. The Muslims preferred to send their daughters to Madrasa School. However, they were not in a position to educate all the children.

Providing free education to all the children - rich and poor, not discriminating against caste and creed, children with special needs were the prime concern of rights-based education as the respondents reported. The respondents stated that knowledge about rights-based education was essential to develop awareness about human rights and child rights. They realized that they had to perform following activities to educate their children without exploitation:

- Textbooks should be provided to all of the children.
- Tiffin should be provided to all of the children.
- Due to poor economic condition, majority of the parents could not send their children to school.

- In order to provide education for all, the schools should manage scholarship to all of the children.
- Parent teacher interaction programme should be organized in the school to assess the progress of children.
- There should be orientation programme to the guardians in order to create awareness about education.

Parents/Guardians' Views on Responsibility of the Government

Regarding the responsibility of the government in terms of providing rights-based education, the respondents reported that a number of requirements were to be performed by the government. The requirements were associated with infrastructure of the schools, financial support, and scholarship to all poor dalits, diligent, girls and the students with special needs. Income generation programme should be created for parents so that they could themselves support their children. Increase in the number of teachers in terms of student teacher ratio, monitoring of the school activities on a regular basis and reward and motivation for the best teachers and best schools were other aspects required.

As reported by the respondents, the social organizations had to help the students and school financially, provide training about rights-based education and financial support for building schools. The research team found Namestya Italian Volunteer cooperating Kotigram School financially in constructing school building. It also helped children to study in the private schools of Taulihawa with scholarship. It was also focused that all the parents had to send their children to the school regularly. In response to the school visit, all the guardians responded that they used to go to school to check whether their children were attending the school and to know about the progress of their children. They also visited schools on parents' day and other school events.

A few guardians reported that they visited schools to check whether their children were getting Tiffin or not because they used to go to school with empty stomach. It was the case of Tilaurakot, Kapilvastu.

All the guardians were found to keep the record of children's progress regularly. If they were not satisfied with their progress, they requested teachers to pay more attention to them. Some guardians also managed tuition for them in order to have better quality. The children were found to be very happy to go to school.

Regarding the cooperation to their children at home, the guardians stated that they used to send their children to the school regularly; managed necessary materials; monitored their study and paid proper attention to their leaning and fooding. If the parents had no money, they even took loan from others to meet their children's demand.

Regarding the involvement of their children in decision making matters, most of the parents were not aware of giving responsibility. The guardians told that their children used to decide about admitting their younger brothers and sisters into the schools, helped to read the letters available from abroad and solved problems about money matters while marketing.

Opinion of District Level Stakeholders on Rights-Based Education

Regarding the preconditions for rights-based education, some issues were raised by the research team at district level workshops. The participants stated following components of rights-based education:

- Child-friendly environment in school
- Security at school making children free from forced activities
- Learning through play and entertainment
- Free and compulsory education up to primary level
- Education about peace, culture, race and locality
- Income/employment oriented education
- Scholarship to cover costs of schooling based on their extent of poverty
- Right to have separate schools for girls
- Equity and inclusive education based on social perspective
- Equal opportunity of education with life skills
- Education through mother tongue or regional language
- Physical education and extracurricular activities
- Availability of textbooks and teaching materials at free of cost

Free and compulsory education up to primary level was the major component to be considered in rights-based education. The respondents stated that the country has to take its responsibility. Inclusion of local government in managing school with sole responsibility was found to be essential.

Student-Teacher Ratio

As reported by SMC members, Headteachers and teachers, the student-teacher ratio as a precondition for rights-based education is presented in table 4.1.

Table 4.1: Student-teacher ratio

Geographical region	Primary	Lower secondary	Secondary
Mountain (n = 3)	20	25	25
Hill (n = 9)	27	28	35
Tarai (n = 3)	40	45	50

Note: n = number of FGD

It is obvious from table 4.1 that the student-teacher ratio at primary level should range from 20 at Mountain Region to 40 in the Tarai. The ratio in the Hill should be 27. The figures for Lower Secondary Level as reported by the respondents were 25, 28 and 45 respectively. The appropriate ratios for secondary level in the Mountain, Hill and Tarai were reported as 25, 35 and 50 respectively. It was the expectation of the respondents. It means that, if the student teacher ratio is higher than mentioned above at any level of the particular school, a mechanism to manage teachers immediately in the school should be established for providing rights-based education.

The information on student teacher ratio available from school survey is displayed in table 4.2.

Table 4.2: Student teacher ratios, 2064 B.S.

Geographical region	Primary	Lower secondary	Secondary
Mountain	19.66 (n=3)	41.6 (n=2)	12.0 (n=1)
Hill	20.1 (n=9)	51.4 (n=6)	37.64 (n=3)
Tarai	59.85 (n=3)	77.25 (n=2)	31.25 (n=1)

Note: n = number of schools sampled in the study.

Table 4.2 clearly shows that the student teacher ratio was the highest at lower secondary level in all ecological regions of the country. It implies that the number of lower secondary teachers needs to be increased throughout the country. If we compare the expected and existing figures, there are some variations. The data indicate that the number of teachers at primary level of the Tarai region should be increased. The number of teachers at lower secondary level has to be increased significantly in each of the ecological regions.

Existing Situation of Rights-Based Education

Access and Facilities

Access and basic facilities are one of the preconditions for conducive learning environment for students. In terms of the preconditions related to facilities, the existing situation of schools and classrooms was to be studied. Based on the objective of the study, the information regarding basic facilities associated with furniture, light, moisture, ventilation, waste management and classroom space, school facilities (drinking water, toilet, library, safety), and area of playground, special facilities offered to students with disabilities, and student support activities such as midday meal were sought through observations of sample schools. The data regarding existing facilities in sample schools (n = 15) are presented in table 4.3.

Table 4.3: Conditions of classroom

Facilities	Conditions	Primary (n = 73)	Lower secondary (n= 28)
Furniture	Adequate (%)	56 (76.7)	27 (96.4)
	Inadequate (%)	17 (23.3)	1(3.6)
Light	Adequate (%)	71 (97.3)	26 (92.9)
	Inadequate (%)	2 (2.7)	2 (7.1)
Ventilation	Adequate (%)	71 (97.3)	25 (89.3)
	Inadequate (%)	2 (2.7)	3 (10.7)
Moistness	Adequate (%)	45 (61.6)	16 (57.1)
	Inadequate (%)	28 (38.4)	12 (42.9)
Waste management	Adequate (%)	63 (86.3)	28 (100)
	Inadequate (%)	10 (13.7)	0 (0)

Table 4.3 shows that a considerable number of classrooms were found to be inappropriate in terms of moisture in both primary (38.4%) and lower secondary (42.9%) schools. It means that the classrooms in which students were studying were not appropriate for their learning because of the moisture inside the room. Thus,

poor classrooms needed to be repaired or reconstructed in order to be free from the effects of rain water or floods inside the classrooms.

The data also indicate that there was a lack of furniture in more than one-fifth of the primary classrooms (23.3%) and about four percent of the lower secondary classrooms for the students attending class on the days of school observations. It means that the number of furniture was found to be inadequate for sitting arrangement, especially, at primary level. It implies that the number of furniture in the classroom is to be increased based on their size and the number of students enrolled.

The data show that the conditions of light were found to be inappropriate for teaching-learning process in both primary (2.7%) and lower secondary (7.1%) levels. Similarly, the data also indicate that ventilation facilities were found to be poor in both primary (2.7%) and lower secondary classrooms (10.7%). It means that basic facilities even such as light and ventilation were found to be poor in some of the classrooms. It is also interesting to note that there were more than ten percent of the classrooms in which waste management was found poor at primary level. The status of classrooms by space per student is presented in table 4.4.

Table 4.4: Number of classrooms by space per student in sample schools

Space (m ²) per student	Primary (%)	Lower secondary (%)
No room	1 (1.4)	1 (3.6)
Less than 0.50	18 (24.7)	11 (39.3)
0.5 < 0.74	16 (21.9)	5 (17.9)
0.75 < 0.99	13 (17.8)	2 (7.1)
> 1.0	25 (34.2)	9 (32.1)
Total	73 (100)	28 (100)

The data in table 4.4 indicate that there were no classrooms for some grades at primary (1.4%) and lower secondary (3.6%) levels. The data show that more than forty-five percent of the primary grades (46.6%) did not have adequate space (0.75m²) per student. Similarly, the table shows that more than sixty percent of the lower secondary grades (64.3%) did not have adequate space (1.0m²) per student. Regarding the facilities available in schools, the information is in table 4.5.

Table 4.5: General facilities available in schools

Facilities	Yes (%)	No (%)	Total (%)
Drinking water	14 (93.34)	1 (6.67)	15 (100)
Toilet	14 (93.3)	1 (6.67)	15 (100)
Separate toilet for girls	11 (73.3)	4 (26.7)	15 (100)
Separate toilet for female teacher	9 (60.0)	6 (40.0)	15 (100)
Library	8 (53.3)	7 (46.7)	15 (100)
Safety of buildings for students	49 (96.1)	2 (3.9)	15 (100)

The data in table 4.5 show that more than forty-five percent of the schools were found not to have library facilities. Similarly, about seven percent of the schools did

not have drinking water and toilet facilities. It is also evident that there were no separate toilets for female teachers in forty percent of the sample schools and no separate toilets for girls in more than one-fourth of the schools included in the study.

Checklist was also used to study the facilities available in the schools selected. The information on this aspect is displayed in table 4.6.

Table 4.6: Availability of physical facilities in schools

Facilities	Good (%)	Poor (%)	Total (%)
a. Library	7 (46.7)	8 (53.3)	15 (100)
b. Drinking water	12 (80.0)	3 (20.0)	15 (100)
c. Toilet	13 (86.7)	2 (13.3)	15 (100)
d. First aid	4 (26.7)	11 (73.3)	15 (100)
e. Physical safety	13 (86.7)	2 (13.3)	15 (100)

Table 4.6 shows that the facilities of library and first aid were found to be poor in majority of schools whereas some of the schools were found to be poor in terms of drinking water, toilet and physical safety for children. For example, the researchers had observed big ponds in Tilaurakot and Kotigram school of Kapilvastu where there were no compound wall and gate in the schools resulting in a possibility of accident of small children. Area of playground per student by school level and ecological region is presented in table 4.7.

Table 4.7: Area of playground per student by level and ecological region

Level	Mountain	Hill	Tarai
Primary (m ²)	0.29	2.38	3.52
Lower secondary (m ²)	2.04	0.96	6.61
Higher secondary (m ²)	1.66	5.20	147.48

Table 4.7 shows that there were schools in mountain and hill areas where area of playground per student was even below one square meter on an average. Thus, the schools had a limited space for playground. If the number of students is increased, its area will be further inadequate.

Regarding special facilities offered to the students with disabilities, necessary information was gathered through observations. Some provisions of facilities were made for blind students in the three sampled schools (20%) and for mentally retarded students in one school (6.7%). However, it was found that no provision of special facilities for the students with physical disabilities, deaf, and children with learning difficulties was made in the sample schools.

Student-Teacher Interaction

Altogether, 45 classes from 15 schools of five sample districts were observed. A total of three classes from each sample school were selected for this purpose. Although the focus of present study was on primary level, the schools selected were having primary, lower secondary, secondary and higher secondary grades also. However, the classes observed were from primary and lower secondary levels only.

It is obvious from the observation that 60 percent of the classrooms were not found clean. The wipers were scattered in the classroom. There was no provision of dust bean. There were spider webs in the ceiling and in the wall of the classrooms. In most of the schools, waste papers were scattered all over the floor. Most of the classrooms were not swept. The school children were not properly dressed. The children's sanitary condition was too poor.

The classrooms were not well ventilated. The lighting system of the rooms was poor. The Adarsa Lower Secondary School of Chiyabari in Ilam had small and congested classrooms. A torn poster of Goddess Saraswati was found lying on the table of one of the classrooms of a higher secondary school of Ilam. In most of the schools, the seating arrangement was done in such a way that boys and girls were allowed to sit in separate rows and columns. In Tilaurakot and Kotigram, children were compelled to attend classes in the open field under the hot scorching sun due to lack of classrooms. The Tilaurakot School had one of the classrooms in a dismantled condition which was in need of an urgent repair.

The student sitting arrangement, group division and opportunity for students to sit according to their class merit in some cases were appreciable. Encouraging students for participating in class activities was a good aspect of academic environment. However, in Setebhumi Lower Secondary School of Rasuwa, a six year old boy of class one had to stand for the whole period carrying his small brother on his back because of the insufficient seats in his class (see annex for detail).

More than 60 percent of classrooms of the sample schools had sufficient space to sit individually but it was difficult to work in group. The lessons were delivered by the teacher. They were found to read the lesson from the textbook and the children repeated after them. One of the classes was totally involved in chorus reading and repeated memorization of the textbook only.

The adjoining classes at Tilaurakot Lower Secondary School, Kapilvastu, were found to be partitioned by bamboo sticks which disturbed the delivery of lessons in both of the classes. The teacher student interaction and approach of students towards blackboard and other educational materials were found not to be satisfactory. The arrangement of learning materials and their management were found to be poor.

Students belonging to the Tamang and Limbu community who could not communicate through Nepali language had problems in interaction because their school teachers could not understand the Tamang and Limbu languages respectively. It was the case of Rasuwa.

The school teachers were found to be friendly with their students. The teachers had no feeling of discrimination against caste and ethnicity of the students. It was found that no much attention was paid to slow learners. Similarly, cooperation to solve the problems of individual learners and praise and demonstration towards creative work of the students were rarely made.

It was found that most of the teachers of the schools followed only textbooks and they were not going according to the curriculum. Clear guidance and cooperation for class work and group work encouraging students for asking questions were good aspects of teaching learning in some of the schools. Regarding the process of cooperating students, following observations were made:

- Very few teachers were found to help students in solving problems.

- It was found that only minor punishments were given to children for their mistakes so that they would not repeat them in future.
- There was no discrimination of students against caste, ethnicity, sex, language, and culture.

It was found from the class observation that most of the teachers had good content knowledge and encouraged students to interact in the class. Regarding the weaknesses of the teachers, they were found to be very poor in pedagogy and rarely used instructional materials and evaluated lessons at the end. During the time of class observation, the students were found to be obedient towards their teachers. One of the major weaknesses of the students was observed that they did not have concentration on learning. They were rather found to be engaged in side talks.

A group of ten students from three schools each were selected for focus group discussion. The samples represented girls, boys, dalits, children with disabilities, and conflict- affected. The observations from focus group discussions were as follows:

- All the children of sample schools felt happy to go to schools.
- Most of them were encouraged by their parents. Few of them were motivated by teachers, brothers and sisters and friends.
- Besides going to the schools, all the students were engaged in household works like cooking food, cleaning house and latrines, fetching water, cutting grass and taking care of their youngsters. Furthermore, a few lower secondary school children were working in bus and taxi as conductors to earn money due to their poor economic condition.
- The children reported that they adjusted their time-table for study and work by getting up early in the morning and some of them were found to work at the time of holiday only.
- The students were getting textbooks, dresses, eraser, and pencil in Kapilvastu district only. But in other sample districts they were not getting even dress and stationeries.
- There was a provision for occasional Tiffin to the students in some of the sample schools. In Tilaurakot of Kapilvastu, the students were getting peanuts and gram as Tiffin once in fifteen days. Two blind students in Odari, Kapilvastu were getting fruits, biscuits, gram as Tiffin everyday. An amount of Rs. 1000 per month was provided to them by school as scholarship. They were also staying at the hostel.
- The students responded that the teachers used to explain the lessons wherever they felt difficulty. They praised students by giving rewards like note-book, pencil, dot pen, scale, and geometry box. The students were motivated towards their study with this kind of reinforcement.
- Punishment like beating and catching the ears up to 200 times was reported by the students. In some schools, the teachers asked the students to do like chicken posture also. Most of the students felt angry with this kind of punishment but some others felt it good because they expressed that they would not repeat this type of mistake. Also it helped for the betterment and progress in their study as they stated.

- It was found that the students were getting cooperation from guardians to go to school regularly. The required materials were arranged by them.
- The main barrier in their study was inability to purchase note-book, pencil and pen. As a result, they could not do their homework in time.
- All the sample students responded that their parents were eager to send their younger brothers and sisters to school. However, the students in Tilaurakot, Kapilvastu expressed that their parents did not like to send their daughters to school. As reported by the Muslim girl children, there was a discrimination against them. Mostly, the girls were found to be engaged in domestic works and the parents wanted to send their daughters to Madrasa schools.

Regarding the efforts made to increase participation of students in teaching/learning, the information was available from Headteachers, teachers and SMC members. The efforts were made through following activities:

- Providing equal opportunity
- Giving verbal encouragement
- Providing incentives like scholarship, prize, etc.
- Providing feedback
- No punishment
- Providing punishment
- Making shy students write on the board
- Grouping of students and keeping weak and short students in the first row

Teaching learning is a two way process. If the students participate in learning, teaching becomes fruitful. It was stated in the FGDs with school communities that they had made an effort to provide equal opportunity of learning to students. Majority of the participants in FGDs accepted this aspect. It was also stated that they made student participation effective through verbal encouragement. The other efforts were related with punishment, scholarships/prizes and others.

The problems of students in teaching/learning as reported by teachers/Headteachers and SMC members are presented below.

- A wide difference of learning ability of students due to liberal promotion policy
- Irregular students
- Lack of instructional materials
- Lack of stationery materials with students
- Problems to communicate with students due to differences in language
- Lack of sports and play materials
- Lack of trained teachers in sports
- Lack of interest of students in sports
- Students do not complete homework
- Difficulties to make students participate due to large number
- Girls have more hesitation to participate
- Difficulties due to differences in caste/social groups

- Lack of textbooks and/or relevant texts
- Lack of space
- Lack of time
- Difficulties due to lack of physical facilities

A wide difference of learning ability of students due to liberal promotion policy, lack of stationery materials with students, differences in language, lack of sports and play materials, lack of interest of students in sports, hesitation of girls, lack of textbooks and/or relevant materials were the major problems working as the obstacles for students' participation in teaching learning.

Government Policies and Programmes

The government has to play an important role in imparting education at school level. The participants in FGDs reported that the government had made efforts in order to improve and implement basic and primary education for all. The government policies and programmes with reference to its contribution are presented in this section. The major areas identified by participants were as:

- Free education up to primary level
- Liberal promotion policy
- Alternate school/flexible schooling/ school outreach programme
- Student support policy
- Extension of school education in order to make it free, compulsory and accessible to all
- Free education and education through mother tongue up to primary level
- Education Act 2028 and Education Rules 2059 associated with rights-based education
- Compulsory primary education mentioned in the Tenth Plan
- Education for All by 2015 with different programmes
- Inclusion of rights-based education in various governmental and non-governmental declarations
- Policy for rights-based education with reference to scholarships and motivation for disadvantaged groups

Although the government made efforts in the above areas, the scholarships and motivational aspects available were not enough. In the same way, frequent change of the government or political instability was working as barrier to rights-based education. The government did not formulate a policy to establish separate schools for girls. There was a high demand of such schools in the southern part of Kapilvastu district.

The teachers, Headteachers and SMC members reported that there were some difficulties and weaknesses of the government related to various aspects of rights-based education. The responses are recorded below.

Financial policies: The participants in 13 FGDs reported that delayed payment of salary for teachers was a major problem created by the government. Another problem was associated with the delayed release of stationery expenses by DEO. No release of amount to purchase textbooks in time and lack of remote allowances to teachers was another difficulty related to the financial policies of the government. There was no provision of remote area allowance in the schools of Rasuwa/Dhunche.

Distribution policies/practices of textbooks: Regarding the distribution of textbooks, the participants in FGDs reported that textbooks were not available in time. Nine out of fifteen groups reported this fact. Eight groups stated that the textbooks were not available in complete sets. In the same way, four groups reported that the release of amount for purchasing textbooks was delayed. There was no textbook available for Creative Art (1), and the textbooks were not distributed to grade repeaters. The amount provided by DEO for purchasing textbooks was not sufficient and it was partially released.

Free education: Regarding the provision of free education, the participants reported that the concept of free education was not practical due to the financial status of schools to cover stationery expenses. This was reported by 7 out of 15 focus groups. The other problems created by the concept of free education were identified as carelessness of guardians towards school, no completely free education at primary level in reality, degrading quality of primary education, high enrollment beyond capacity of schools, lack of teachers based on increasing enrollment and difficulties in managing instructional materials and conducting examinations respectively.

The existing plans made at the district level for rights-based education are also mentioned in this section. The programmes were associated with alternative education, inclusive education, student support programme such as scholarship (Dalits, girls), dress etc., midday meal, NFE/women literacy, textbook distribution, Village Education Plan/School Improvement Plan, student tracing, welcome to school, awareness, establishment of schools based on mapping, ECD classes, school outreach, teacher training for child friendly learning, priority for female in selecting teacher and development of physical activities respectively.

Government's efforts for rights-based education: Regarding the government's efforts for rights-based education, the participants at district level workshops stated that the government had made some efforts for it. The efforts were:

- Extension of schools to provide education for all
- Provision of financial assistance for developing infrastructure and educational environment
- Management of training in order to empower capacity of teachers
- Infrastructure development and management of man power and educational materials
- Management of scholarships, free textbook distribution and implementation of SIP
- Establishment of Early Childhood Development Centres
- Development of extra/additional curriculum

- Formation of acts, laws for preservation and protection
- Motivation for enrollment by developing welcome programmes
- Constitutional arrangement for education
- Management of midday meal
- License system for teachers and compulsory training
- Adult education and NFE/Women literacy programmes

Barriers to rights-based education: Regarding the barriers to rights-based education, the participants at district level workshops reported that lack of peaceful environment in the country and political instability for a long time were the major barriers to rights-based education. In the same way, poverty, illiteracy, social diversity in terms of culture and traditions, no mobilization of resources available, lack of reliable information and educational statistics, lack of teachers according to student-teacher ratio, lack of minimum physical facilities and academic environment, frequent change of rules and regulations, no similar national/state vision to each of the areas in the country, a wide gap between targeted plan and its implementation, lack of participatory management, delay in decision making, lack of budget, no specific identification of target groups, no appropriate learning environment especially in primary grades, low level achievement or repeated failure of the children and age differences were working as the barriers to rights-based education.

Problems related to scholarship for girls, dalits and disabled: One of the issues in this research was associated with the scholarship for girls, dalits and the children with disabilities. In this context, the major problems observed were low amount of scholarships, partial release of amount at a time, difficulty in identifying real children who needed scholarship, scholarship not provided to poor community children except Dalits and Janajatis, misuse of scholarship by guardians, and poor coverage of target group students respectively. In Tilaurakot Lower Secondary School of Kapilvastu, 35 out of 127 dalit children at primary level were found to get scholarships. In the same way, no girls were provided separate scholarship in Kotigram Primary School, Kapilvastu. Thus, the scholarships provided to the Dalits and girls were not enough for implementing rights-based education. Another striking point was that there was no provision of scholarship for children with disabilities at primary level in Rasuwa HSS.

Teacher Development

Subjectwise teachers: One of the components of the research was associated with subject wise teachers in schools. In this context, lack of subject wise training to teachers at primary level was notable since the curriculum was frequently revised. No provision for managing subject teachers at primary level and lack of proper management of subject teachers at lower secondary and secondary levels were well identified as major problems in this area.

Teacher training: Training is another important area of teacher development. There was no provision of regular management for training. The major problems in this area were stated as:

- Disappointment due to the lack of provision of allowances for trained teachers
- Discrimination in selecting teachers for training

- No adequate subject training
- Lack of monitoring/follow up of training
- No translation of knowledge and skills gained in training into classroom activities
- Lack of training in a single package and lack of opportunity for it
- No opportunity of training to teachers appointed at local level
- Lack of local language training to teachers

Teachers' posts (*Darbandis*): There was no provision of creating posts of the teachers as required for each grade and subject. A total of 12 focus group discussions reported that this was an acute problem. Another 3 groups reported that lack of teachers based on student-teacher ratio was also a major problem of teacher development.

Promotion of teachers: Regarding the promotion of the teachers, the participants were found not to be satisfied with its process. They reported that the system of promoting and upgrading teachers was not fair and transparent. It was also affected by political ideologies. The teachers were not satisfied about filling up the application with the record of working performance. They presented an example that an SLC pass person was promoted in stead of IA pass getting 31 grades at one of the primary schools in Ilam. Thus, the teachers with better performance in classroom teaching were not identified. It was stated that the authorities used to be biased in promoting teachers.

Programmes for capacity building: Asked about the programmes for capacity building of teachers, the participants of FGDs at school level expressed their own views. A total of six FGD participants replied that they had no programmes for capacity building of teachers. Another 3 reported that there were training programmes at district level. The other activities concerned were as follows:

- Training by CERID and ETC/Rato Bangalow School
- School provided Rs. 100-300/- to teachers per month
- Meeting at the end of each month
- A provision of prize and incentives to teachers
- Support for conducting examinations
- Provided support for sending teachers on training

Curriculum, Textbooks and Reference Materials

Curriculum, textbooks and reference materials are very important for imparting quality education. These materials should be developed according to the psychological requirements of children and local needs of people. In this context, local materials should be adjusted to the curriculum to make its implementation more effective. Regarding the relevance of curriculum at local level, the information was available as presented below:

- Local materials available were used by teachers in training
- No special efforts were made at local level

- Feasts and festivals of various cultural groups were included
- No interesting activities were conducted for students and guardians
- There was no orientation towards increasing economic efficiency of students
- Lack of contents related to life skills
- Vegetable farming was included in stead of optional English
- Inclusion of optional courses by interacting with guardians
- Inclusion of materials by interacting at staff meeting

Asked about the adjustment made for reading materials based on local need, it was reported that local materials were used for instructional purpose. Examples were introduced in order to clarify the importance of the culture of local areas. Local language was also frequently used while teaching in the classroom. The schools of Kotigram and Tilaurakot of Taulihawa are its examples where the Avadhi Language was used for local students. A female teacher was appointed for teaching Avadhi Language at Tilaurakot. Extra English course was introduced from grade one. In the same way, vegetable farming was adjusted in one of the schools of Ilam. Some of the examples of adjustment of curriculum are presented here. However, the adjustment in majority of cases was rarely made.

Support Programmes for Rights-Based Education

Supports from NGOs: There are a number of NGOs and community-based organizations contributing to education sector. The NGOs involved in such activities in the study area are presented in table 4.8.

Table 4.8: NGOs involved in the sample schools

School	Number (average)	NGOs/programs
Primary (n=5)	5	Namaste-Nepal, Love Green, ETC, Rato-Banglow Partnership, Child Support Organization
Lower Secondary (n=5)	6	RISE, French, Langtang, ETC, Rato Banglow
Higher secondary (n=5)	7	Rotary Club

The information in table 4.8 indicates that there were more than 5 NGOs involved in supporting schools in the study area. They are Namaste Nepal (Italian assistance), Love Green, ETC, Rato Banglow School, RISEP, Rotary Club and others. Of these, Namaste Nepal was found to make a significant contribution to primary school at Kotigram, Gotihawa in Kapilvastu.

Regarding the areas to be improved in the activities of NGOs/Projects, the participants reported the following essential aspects:

- Continuity of the program was needed
- Amount of support be increased
- Support for drinking water, toilet and for playground

- Support for instructional materials
- Lump sum amount be provided directly to SMC and authority to utilize it.
- Support to needed students covering the entire district.

Roles played by NGOs/INGOs: Asked about the roles played by NGOs/INGOs for rights-based education, the participants at district level workshops reported that they have played an important role in this aspect.

Awareness programmes, management and construction of physical infrastructure and facilities, contribution to teaching materials and provision of scholarships were the major contributions in this area. Programmes to create awareness among parents and community people were the efforts made at local level. Support for instructional materials, scholarships and its extension, proper management of ECDs, education through informal programmes and development of income generation activities, increase in teachers' salary and allowances, provision for training in order to provide knowledge and skills, support for journals and materials for libraries, appointment of volunteer teachers, management of ECD classes, school support programmes and health education oriented programmes were the major areas contributed by these institutions.

Some of the organisations were found to contribute to the children excluded. Such children were from dalits, Janajatis, disabled and Muslim communities respectively. The UNICEF distributed bags to Dalit students whereas the Dalit Utthan Kendra was providing scholarship. Rato Bungalow partnership programme provided materials costing Rs. 1500-2000 per student per year for scholarship, dress, educational materials and textbooks. This was a significant contribution motivating to learning. The other organisations supporting children were Action Aid, CCS, DACAW, Human Rights Forum and local bodies respectively.

The organisations contributing to the children from Janajati groups were RISE, Rato Bungalow, JICA and ETC respectively. In the same way, the Disabled Upliftment Association provided scholarship to the children with disability while the Human Rights Forum in Ilam was providing hostel facilities to special need children. Another organisation known as Siddhartha was found to provide scholarship to the Muslim children and it also conducted training for SMC.

Regarding the management procedure of the support programmes, there was a provision of committee formation in schools for implementing them. The programmes were running through the SMC and there was also a system of public audit. The DDC formed monitoring committee of activities of NGOs and the concerned NGOs monitored their activities themselves.

The study also indicates that there were some problems associated with the NGOs support. They were identified as lack of coordination, overlapping of programmes, limited coverage, lack of continuity and sustainability; income expectations among the people, supports not based on felt needs, lack of monitoring, and spread of resources without productive work, lack of public audit at school level, lack of holistic report of school covering each and every support provided by various agencies and lack of discussion regarding selection of programmes and selection of target group and area respectively.

Efforts made to support child-rights: The study indicates that the DEOs, NGOs and political parties were supporting rights-based education. The DEOs were found to

conduct awareness programmes, training on child rights, ECD centres, and permission for starting schools and their recognition, student support programmes, protection of child rights, welcome to school, textbook distribution, child education programmes and monitoring and supervision respectively.

The NGOs were involved in student support, physical facilities, awareness programmes for creating punishment free environment, school as a zone of peace programme, formation of child clubs, house division for extra-curricular activities, teacher training and keeping educational statistics up to date. In the same way, the political parties were involved in creating awareness about child rights, support for physical/financial management, protest against forceful participation of students in movements and attempts to declare school as a zone of peace and extension of work.

School Management

School Improvement Plan (SIP): The government has encouraged schools to develop their School Improvement Plans (SIPs). The important aspects included in the SIP as reported by the participants of FGDs with Ts, HTs and SMC members were building construction, improvement in achievements, teachers' professional development, co-curricular activities and special education, reducing dropout rates, management of educational materials, financial improvement, management of canteen, construction of meeting hall, construction of boundary wall, management of library, extension of schools up to +2 level, quality improvement, extension up to grade 5, construction and repair of water tank, increase in number of teachers, awareness program for PTA, enrollment campaigns, textbook distribution, management of furniture, construction of toilets, construction of playground, plantation in school land, conducting training, identification of agewise students and functioning of social audit committee respectively.

Of the above components, management of educational materials, construction of (compounding) boundary wall, extension of schools up to +2 level, construction or repair of water tank, awareness program for PTA, enrollment campaign, textbook distribution, management of furniture, construction of toilet, construction of playground and plantation in school land were the components included in the school improvement plan of primary schools in the study area. The provision of SIP has made school community about better academic environment of the schools.

School monitoring practices: The resource persons in the district level were assigned to have monitoring up to secondary level. In Kavre district 12-27 schools were under a resource centre. The school supervisor used to visit schools based on their own planning and for this assignment they were getting a field allowance of Rs. 900/- per month. However, monitoring and supervision were not found regular.

Asked about the problems of monitoring and supervision, it was reported by the DEOs that there was a lack of adequate school supervisors and resource persons. The schools assigned were beyond the capacity of a supervisor and resource person. It was also reported that there was a lack of resources. The SSs and RPs also stated that they lacked technical skills and knowledge and there were no orientation programmes.

Monitoring and supervision activities were conducted only from administrative point of view and there was no monitoring of actual classroom activities. Laziness of school supervisors/and resource persons, political instability and lack of political commitment, lack of management information system and lack of criteria to observe

effectiveness of monitoring and supervision were reported as the major problems associated with school monitoring and supervision in the study area. The teachers and SMC members also reported that the school supervisors had no adequate time and resources to visit school as per its demand. On the other hand, the public schools were found to have a rare demand for supervision and monitoring.

Community Involvement

The role played by community in managing school is very important. In this section, the efforts made by community for rights-based education at local level, mobilization of local community, efforts made for rights-based education, and the children (5-9 year) not enrolled in the schools are included.

Efforts for rights-based education at local level: At local level, the efforts made for rights-based education were school building, furniture, drinking water, toilet, provision of teachers' salary and allowance for the teachers appointed at local level, people's participation in school programmes. The other specific programmes were as:

- Rural urban participatory programmes
- Direct role of governmental, non-governmental, private, civil society and political parties
- Administrative care, protection and peace and security
- Provision of budget through local bodies (DDC, VDC, and Municipality)
- Collection of donation
- Management of scholarship to helpless children
- Establishment of child development centres
- Enrollment campaign
- Establishment of fund/trust for schooling at local level

Through the above efforts people at local level were found to be aware about education. However, the efforts were not yet enough. The VDCs were found to support schools but no information was provided to DEO.

Mobilization of local community: Mobilization of local resources is very important for creating better academic environment in the schools. The practices made for mobilizing local resources were reported as follows:

- Mobilization of community people through labour donation for constructing buildings
- No economic and physical support
- Provision of support for furniture by community
- Provision of cash support (Rs. 10 to 20,000) to SMC
- SMC requests to community people for supporting school (collecting donations/chanda)
- Collection of fund by SMC through tuition fees, admissions fees and examination fees right from first grade
- Participation in guardians' meeting

Labour donation for constructing buildings, support to collect donations or Chanda, collection of fund by SMC through tuition fees, admission fees and examination fees right from first grade and participation in guardians' meeting were the areas of practices for mobilizing local resources.

Efforts made for rights-based education: So far as the efforts made for rights-based education at local level are concerned, the participants reported the following aspects:

- Construction of buildings
- Construction of furniture and their repairing
- Construction of fence-wire
- Publication of materials
- Distribution of textbooks in time
- Implementation of government textbooks
- Priority to girls for scholarships
- Enrollment campaign
- Management of materials for instructional purpose
- Development of textbooks
- Distribution of scholarship to needed children
- Home visit programmes
- Free education to Dalits and children in poverty up to grade 10
- Planning of the playground
- Management of adequate furniture

It is obvious from the above analysis that the local community has been providing supports to schools in the areas like development of infrastructure of the school and their repair work, student support, awareness activities, financing schools and establishment of ECD centers. However, it was observed in the field that the efforts made by the Government of Nepal (Department of Education and District Education Offices) in order to recognize community level supports for the progress of school activities on a holistic basis were not found to be sufficient. For example, local scholarship activities were not included in any report of governments' scholarship programmes as reported by the participants.

Proper Ways for Implementing Rights-Based Education

Responses of Students and Parents/Guardians

Asked about the co-operation to continue their study, the students reported that they were in need of full co-operation of parents, teachers, community and government. They were in need of good, qualified and efficient subject teachers. They were facing problems due to the lack of desk and bench, unavailability of teaching materials and computers, poor management of drinking water, lack of toilet facilities, and lack of

school materials like bag, book, copy, eraser, pencil, Tiffin, umbrella and dresses respectively.

Lack of scholarship to poor, diligent, girls and dalit students, lack of friendly environment in the school and guarantee of job after study were other problems as they would face after schooling.

Regarding the responsibility performed in order to provide rights-based education to their children, the parents and guardians responded that they were supporting their children by admitting them to schools, paying attention to their study, preparing food in time, taking care of cleanliness, and not involving them in any kind of work at the time of study. Similarly, they got them medically checked up during the time of sickness. They equally treated their sons and daughters. They reported that they took special care of their children with disabilities. Purchasing books, pens, bag, copy, pencils, dresses, and other necessary things for their children and imparting knowledge about the child rights were their responsibilities to be performed.

The parents/guardians were also asked about the role of schools in order to provide rights-based education. They reported that the school should provide quality education to their children, teach discipline and behaviour and equally treat all the students. The students of special needs should be paid more attention and love. All the materials and necessary facilities for education should be made available. The school environment should be made safe and the textbooks should be provided to all students. The parents also expected Tiffin for their children because in the morning classes majority of the them went to school without having meals.

Due to poor economic condition, majority of the parents could not send their children to the school. In order to provide education for all, the school should manage scholarship to all children. They also stated that parent teacher interaction programme should be organized in the schools to be familiar about the progress of their children. In the same way, there was a need of orientation programme to the guardians in order to create awareness about education.

Ways of Managing Child Friendly Environment

Hygiene and sanitation: In order to manage the conditions of hygiene and sanitation, the schools had to provide play materials and toys to children and make classroom colored and attractive. Midday meal from nursery to grade three was essential.

There was a need of peaceful classroom environment. For this purpose, grade teaching was felt necessary at least for 1st and 2nd grades. The reading materials like pencil, eraser, cutter and writing papers must be made available for the students of grades 1 to 3.

Mobilization of guardians, SMC and local bodies: Another important aspect is the mobilization of guardians, SMC and local bodies for providing stationeries to early primary students in the classroom. Similarly, extra-activities like song, music and competition were needed.

The student teacher ratio should be in a balance. For lower classes, it should not be more than 1:20. In the same way, teaching through mother tongue was felt necessary in some cases (Rasuwa) especially for grades 1 and 2 students. School environment should be made safe for small children. Appointment of teacher aide for their support in managing child friendly environment in the school, especially for early

primary grades, was another aspect essential for rights-based education. Formation of groups of students by their ranks (mental age) in the classroom was also needed.

Age friendly environment: For this purpose, formation of groups in the classroom by chronological age of students was considered necessary. The students should be encouraged to sit together and learn cooperatively for their better life despite their differences in height or age. It was felt that the students who used to tease their friends with different age and height should be discouraged. Education should be provided to students about the developmental stage/change by their age and include child songs suitable to their age. Similarly, furniture should be managed according to age, height and grade of the children. There was also a need of managing play materials and playground according to the age of students separately.

Disability friendly environment: In order to create the disability friendly environment, the concepts of inclusive education should be provided to teachers. The people should be made aware of it. The reading materials suitable to disabled students should be provided.

Collection of resources through NGOs and local bodies for supporting children with disabilities was also necessary. Special training to teachers was also required. Special facilities for children with special needs were to be provided. The children with special needs had to be arranged in the front row sits. It was also required to manage hostel facilities to the children with disabilities. Management of midday meal was also considered essential. The infra-structure and furniture should be made friendly to the children with disabilities.

Gender friendly environment: Management of co-education based on the culture of the community was needed for creating gender friendly environment. Sitting arrangement in the classroom should be based on the interests of girls and boys. Another aspect was the management of separate toilets for girls and boys. Girl children should be provided with special encouragement and attention. Management of extra-activities for girls and boys and their participation should be ensured. Female teachers in the school should be given priority at lower level.

In order to create gender friendly environment, all the girl students who were not going to schools should be provided scholarship in order to cover their costs of education. Stationery materials and school dress should be made available to them and make their guardians aware towards the importance of girls education. To encourage them in learning, separate toilet facilities were needed. In the same way, the teachers and Headteachers have to be responsible for their security. If the group of mothers were made active, the girls could get equal opportunities of education. Management of female teachers would also play an important role in this matter.

Caste/ethnicity and culture friendly environment: In order to provide rights-based education, each caste and ethnic group should be provided equal opportunity without discrimination. In this context, the schools were in need of adjusting some days of functions as local holidays. They should represent minority groups like Muslims in the Tarai, and Gurungs and Sherpas in the hill and mountain. Some extracurricular activities like drama and cultural shows should be presented in the local communities and schools concerned.

Some components representing cultural identities of various groups should be adjusted in the curriculum. It would provide an opportunity to those who were

interested to study Quran (Muslim community), Bible and Vedas and Puranas for others.

Any type of discrimination against caste/ethnicity in terms of eating together, drinking, sitting, or writing names should be avoided. In the schools dominated by the Muslim children, a Muslim teacher was needed. Dalits were in need of special facilities. Some groups of students should be formed in the schools based on caste and culture in order to enhance experiences of multiculturalism. In the same way, it was felt that local people, NGOs and students should be mobilized.

Mother tongue friendly environment: There was a need of forming groups based on mother tongue of the students in order to have interaction. There was also a need of classroom delivery through mother tongue in the early primary grades (1-3). Teachers should present subject matter through the mother tongue of the students or teacher aides should be provided for this purpose. The teachers have to clarify the contents of curriculum through mother tongue.

There was also a need of managing grade teaching. At least a teacher from the same mother tongue should be employed in each primary school. Local teachers should be appointed by the school managing committee (SMC).

Managing friendly environment to students in poverty: Stationeries like exercise books, pencils; eraser, etc. need to be provided to students for the entire period of the session. Another provision should be scholarship to cover the whole costs of schooling. For this purpose, the amount of scholarship has to be increased. The local people should be made aware of the situation/importance of education to their children. Scholarship should be provided separately for poor and talented students. Local resources have to be mobilized by the SMCs, local bodies and NGOs. A committee should be formed to support the students in poverty.

Children in poverty: Poverty is one of the major obstacles for rights-based education. In this context, the students are in need of scholarship based on the extent of poverty for covering the costs of education. The children who are in need of stationery materials should be provided financial assistance to buy them. Income generating programmes for their parents are also needed to continue their study. In addition to these, Tiffin should be made available at schools in order to attract them towards education.

Child labourers, displaced and street children: The NGOs and local bodies should be mobilized for educating these children. In this aspect, they are in need of scholarship and freeship. Income generating programmes are needed for making employment available to them. Again school time should be made suitable for child labourers and local bodies and NGOs would be mobilized. Scholarship, counseling and hostel and rehabilitation facilities were also required for them.

Role of Government and Social Organizations to be Played

The respondents reported that the government had to play a very important role to impart rights-based education. It has to take initiation to build infrastructure of the school. The schools should be financially supported for this purpose. All the poor students, dalits, diligent, girls and the students with special needs should be provided scholarship. Similarly, free education up to grade ten is necessary. Income generating programmes should be conducted for parents so that they could themselves support their children. Monitoring of the school activities have to be

performed by the government. The best teachers and best schools should be rewarded.

Regarding the activities to be performed by the government, the participants stated that physical facilities and financial aspects have to be performed by the government. Posts of teachers should be created. Establishment of schools should be given priority according to geographical location and population size. Establishment of schools for Muslim girls is essential in the rural areas of the Tarai districts like Kapilvastu based on the culture of their community. Special quotas for female teachers and other disadvantaged groups are needed. Management of teachers should be made according to students' number. Involvement of the state in developing physical facilities and educational environment is another aspect. Increase in the investment for education and income generating programmes for parents/guardians, additional investment for basic education, strict implementation of education acts, rules, policies and programmes, participatory decision making process were reported as the requirements for rights-based education.

Dissemination of information for creating awareness, giving authority to the community to select facilitators for non formal education, maintaining economic transparency of DEO for schools and introducing alternate schools (mobile schools) in all villages without schools were other aspects to be considered.

The participants at district level workshops pointed out that there was a need of improvement in the existing plans made for rights-based education. Improvement in liberal promotion was needed. For this purpose, there was a need of forming SIP/VEP, textbook distribution for all students, provision of alternative schools in all places in case of need, delegation of authority in time to conduct/organise programmes, formation of District Education Committee in the absence of DDC Chairperson and distribution of midday meal for primary students in secondary schools.

Regarding the role of social organizations, it was reported that they had to help the students and school financially. For this purpose, training about rights-based education was needed. In the same way, construction of school buildings was another important aspect. The research team found Namestya Italian volunteer cooperating Kotigram School financially in constructing building and also helping the students to study in the private English schools of Taulihawa with scholarship.

Commitments of School Community for Rights-Based Education

Regarding the commitment for rights-based education, the teachers, Headteachers, SMC members, and parents were asked about their commitment at the workshops and interviews. The responses on these issues are presented here.

Commitments of teachers: Regarding the commitment of the teachers, it was stated that they will have to provide equal opportunities to all students in teaching; encourage them in learning; raise awareness, develop positive attitude towards rights-based education, provide inclusive education, take care of children with special needs, behave in a child friendly way, contact and interact with PTA members, learn local language/mother tongue and use it in the classroom, participate in developing local policies at school level, coordinate among students, schools and guardians, support head teachers, motivate out-of school children to enroll in school, conduct remedial teaching for weak students and attempt to provide scholarship and facilities to students in time.

Commitments of Headteachers: It was reported that the Headteachers had to play a crucial role in providing good administration and management to the school and contributing to the teaching learning aspects. It was also reported that the Headteachers would have to make many commitments to provide rights-based education. They had to contribute to managing school environment for child-friendly education. They had to maintain good relationship among students, teachers, and SMC and PTA members, pay special attention to the disadvantaged groups for inclusive education.

The working areas and commitments of Headteachers as identified by the district level workshops were work for effective education, adjustment in distributing scholarships, monitoring and supervising teachers' activities, observation of classroom activities, maintenance of good school environment, coordination among various stakeholders for rights-based education, appointment of teacher aide to facilitate students' learning in their mother tongue, work to make primary education free, developing routine and plans of the school in line with the promotion of rights-based education, introducing grade teaching system for first grade students in order to establish student teacher relationship and contact with various organizations to get support for school in order to provide stationery to the students. Thus, the Headteachers had to play a key role in providing rights-based education.

Commitments of SMC: It was realized that the SMC members had to make commitments for rights-based education. Their commitments should be related to monitoring school activities, collecting resources as far as possible for student support, requesting all guardians to send their children to school, supporting school administration, developing links with local NGOs and others to get financial support to school, cooperating for the appointment of local language teacher for primary grades, managing child friendly environment at school, making community people responsible for school environment, keeping school administration free from political interference and managing supports to students in poverty.

Commitments of parent teacher association: The parent teacher association (PTA) was another body at local level that works as a link between school and teachers. It was reported that the association should also perform some responsibilities to provide rights-based education at school. The major areas of commitment of PTA were identified as survey of the community and maintaining its records, managing coaching and tuition classes, maintaining relationship between guardians and teachers and making people aware of their children's education. It was realized that all the parents had to send their children to the school regularly. Regarding the school visit, all the guardians responded that they used to visit school in order to check attendance of their children and to find out the status of their progress in the study. In the same way, they went to school on parents' day and attended other programmes organized by the schools.

A very few guardians were found to visit school to check whether their children were getting Tiffin in the school or not because they used to send them to school without providing meal. This was the case of Tilaurakot Lower Secondary School at Gobari, Kapilvastu.

Expectations from VDCs/MCPs, DEOs and NGOs: It was also realized that the other people and institutions had to make some commitments for supporting rights-based education. The areas of their commitments were associated with supports to students through a contact with NGOs, maintenance of fair system of DEOs,

construction of school building, and developing school as a zone of peace by political parties. The other areas of concern were related with mobilization of resources and supports to school through VDCs/MCPs.

Finally, the participants at workshops and FGDs recommended some important suggestions for providing rights-based education. They stated that the government (DEOs and VDCs) had to take initiation in publishing vacancy notice for teachers at local level based on the linguistic group of the students at primary schools. Specifically, the suggestions were as:

- Providing adequate resources to primary schools
- Maintaining uniformity in education avoiding class based education
- Managing supports to students in poverty in stead of free education to all
- Monitoring guardians and community through VDCs for sending children to school
- Publishing advertisement for the appointment of teachers at local level based on the linguistic group of the students in primary schools

Commitments of Participants at District Level Workshops

At district level workshops, the participants shared ideas in the discussions. The commitments made by various stakeholders are presented here.

DEOs: Regarding the responsibility and commitment of the DEOs, the areas identified were monitoring, supervision and follow-up of SMC, operation of programmes for 8-14 year age out of school children, facilitation for capacity building of SMC/VEC committees, management of educational information system, coordination for uniformity, equality and balance, permission and recognition of establishing schools, conducting alternate schools, facilitation for ECD centres/pre-primary education, formulation of local policies and formation of local curriculum and materials.

NGOs: The NGO representatives also made commitments for supporting the programmes of rights-based education. The participants stated that the NGOs had to carry out their work based on coordination with DEO, SMC and VDCs. Their areas of priority should be to support primary level education. The other activities to be performed were associated with the education for parents, awareness/advocacy about rights-based education, training for HTs/Ts and SMCs, distribution of student supports, and collection of data and management of EIMS.

Political parties: It was reported that the political parties had to take initiation to declare schools as zone of peace. The areas were related to facilitation to SMC/VECs and VDCs and DDCs/DEOs, monitoring of schools at local level and formulation of policies, laws and rules regarding rights-based education.

Journalists/media people: The journalists and media people had to take initiation in the extension of work at schools, advocacy, and publications highlighting the rights to education and information, conduct Hatemalo programme, Bholiko Nepal, and programmes for children (Balkaryakram) focusing on good examples and cases where the rights of children are violated.

Management of Rights-Based Education

Asked about the management of rights-based education, the parents and guardians reported that the schools had to campaign door to door program from time to time. The research team observed the classes running even in the open field due to lack of adequate classrooms (Kotigram and Tilaurakot Schools). In this context, physical infrastructure should be developed based on the number of students. There was also a need of running morning and evening classes to those who worked during the daytime.

The parents/guardians also reported that the government should provide day meal, scholarship, books, umbrella, school bag, dress, copy and pencil to the students. Tap water, playground, safety environment and playing materials should be made available. Employment opportunities to the parents were the major demands of respondents. They stated that English subject should be made compulsory from grade I because most of the students failed in English in the S.L.C. There should be a proper and regular supervision of the teachers in the school. The SMC chairperson and members should be qualified and empowered. School environment should be made free from politics. There must be a provision of rewards for the best schools.

Regarding the conditions for readiness of SMCs to take responsibility of schools, the SMC members reported that they were ready to take the responsibility of school management if the DEO could support financially and the government took a responsibility of bearing all the costs related to teachers' infra-structure development. However, they were afraid of local politics. A few of them (6 FGDs) reported that they were not prepared for taking this responsibility.

Policy Strategies and Programmes Needed to Achieve Changes

Regarding the policy strategies and programmes needed to achieve changes in the existing situation of rights-based education, school teachers, Headteachers and SMC members at school level were requested to participate in FGDs. Similarly, district level workshops were conducted to have a detailed interaction on this matter. Based on information available from these tools, policy strategies and programmes required have been analyzed in this section.

Ways of Adjusting Curriculum/Textbook

In association with the ways of adjusting curriculum and textbooks, the participants of FGDs at school level reported that the contents of moral education should be incorporated in social studies. The objective of the lesson and its relevance should also be included in the textbook. The other important areas to be added were reported as follows:

- Activities oriented to moral education
- Contents relevant for inclusive education
- Pictures in large size in grade I textbook
- Letters in large size in English, Nepali and Math for grade I students
- Nursery level textbooks for grade I students
- Contents about human body in grade I textbooks

- Additional chapters in primary courses relevant to local area, context and culture
- Introduction of Nepal with its history and geography
- Optional English course from first grade of schooling
- Colored pictures in textbooks
- Instructions in textbooks as given in guidelines
- Child rights and human rights concepts
- Resources to school to develop local materials for adjusting them to national curriculum

The participants also stated that the liberal promotion policy of the government should be reviewed. They further added that timely improvement and revision in the existing curriculum were needed. It was felt that the curriculum and reading materials should be improved by collecting information at district level and resource centres. In order to develop textbooks, a team of writers was to be formed. They also replied that the courses of English for primary level should be simplified.

Management of Materials

The participants in FGDs reported that the materials required should be provided to disadvantaged students. Such materials identified were as stationary materials like exercise books, pens, pencils and erasers, school bags, textbooks and other reading materials, dress, sandals, shoes, plastic materials or umbrella for rainy season, supportive devices like hearing machine and wheel chair to special needs children and some music all instruments.

Asked about the ways of managing material for disadvantaged group the participants stated that the materials for needy students should be provided in stead of giving scholarship to them. These materials should be provided to students through school teachers under the supervision and management of SMC. Similarly, grants to schools should be provided so that the SMC could distribute materials to Dalits, Janajati and poor children after developing criteria at school level. The SMC had to provide school dress for needy ones. The children also needed plastic materials for rainy season.

The learning materials should be developed at school level and be distributed it to students. In the same way, stationery materials were especially needed to the students studying in early primary grades (grade 1 students). For meeting these demands, there was a need of mobilizing local resources and the guardians and NGOs and INGOs had to support disadvantaged group children.

Ways/Measures to Manage Basic Facilities

A number of ways and measures to manage basic facilities as reported by the respondents are mentioned in this section.

Classroom facilities: Regarding classroom facilities, management of teachers and classrooms based on the number of students, mobilization of local people to construct classrooms and request for support to DDCs and NGOs, painting walls of the classroom with white wash/lime, selection of new area for building classrooms and extension of building by adding a storey were most essential.

In order to provide drinking water, increase in maintenance budget of the school, request to VDC/MCP for support to construct water tap, regular maintenance of hand pump and well, construction of a tank for water storage and adding two/three hand pumps or wells at high schools were very essential.

Midday meal: The FGD participants at school level suggested a number of measures to provide rights-based education in an effective way. They reported that the midday meal must be provided to primary students studying at secondary and higher secondary schools. In order to fulfill this goal, the support of guardians was needed for nursery level students. The children with disabilities should be provided midday meal free of cost. For this purpose, financial support from NGO/INGOs was expected.

Toilet facilities: In order to provide toilet facilities, a number of ways were proposed by the FGD participants. Constructing separate toilets for girls, boys and teachers and getting support from community (50%) and DEO (50%), and regular maintenance of system with supply of water and repairing were essential.

First aid: In order to provide first aid, it was suggested to make a teacher responsible for it. A first aid kit box by DEO should be provided to each school and financial assistance from Junior Red Cross Society was also needed. In the same way, there was a need of mobilizing students in order to collect fund for it.

Air ventilation and light: Regarding this problem, there was a need of making a ventilation window in each classroom and constructing additional windows in each of them with the help of local bodies and repairing the windows so that they could be closed to protect children from cold air in the areas like Rasuwa. Reconstruction of buildings with windows was essential to provide adequate light in the classroom.

Furniture: Regarding the issue of furniture, construction of desks and benches by fixing them in the floor, improvement of quality of furniture suitable to students and mobilization of local resources and community people were needed.

Playground and sports materials: It was essential to purchase land for playground and make it flat and transfer the school buildings in a new suitable place. Materials for games and sports such as badminton and volleyball should be added and the budget for sports materials be increased. In the same way, sports materials in SIP budget should be included and indoor games materials as well should be managed.

Library materials: Inclusion of all textbooks in the school library, construction of separate room for library and its management through budget of SIP, appointment of a librarian or responsible person for good management of children's library in the school with daily newspapers and journals in cooperation with the school management committee (SMC) were the basic measures required.

Hostel facilities: Regarding hostel facilities, improvement of existing conditions of mess room was needed whereas a school running higher secondary classes had to construct hostel. A hostel built in one of the schools was found to be closed due to the poor management of mess. There was no mobilization of local resources and students to manage mess.

Policy Strategies and Programmes for Restructuring

The participants at district level workshops reported that there was a need of changing existing environment to restructure school education system. The major

aspects of policy strategies and programmes needed to achieve this goal are presented in this section.

Regarding the requirements for upgrading 1-5 to 1-8 structure, it was essential to raise the qualification of primary teachers, provision of free education for students studying at 1-8 grades, and introducing vocational courses in primary level so that the students could go under vocational training and academic courses after primary grade completion. They also added that the textbooks including optional courses up to 1-8 level should be provided free of cost. The teachers should be classified into three levels such as early primary (1, 2, and 3 grades), middle primary (4 and 5) and upper primary (6,7 and 8). In the same way, preprimary level of two years should be included in each of schools. Adequate physical infrastructure should be managed and adequate number of teachers based on subjects and number of students be provided.

The district education officials stated that the community people, teachers and Headteachers all were not aware of the benefits of the government policy to hand over school management to the community. Government policy had some defects such as it focused on delegating responsibilities of schools to SMCs and communities. Even then the process as they claimed was based on the concept of rights-based education. There was a need to ensure facilities and grants to schools on a regular basis and in this sense the policy was incomplete. They further clarified that the government was about to take all financial responsibility and hand over schools to SMCs/community. The hand over of schools should be based on the demand of the community people. However, there was a need of formulating its policies separately for primary and secondary levels.

The NGO representatives had their own opinions about the transfer of schools to the community. They responded that the government had to provide/manage job security to teachers and hand over it. The hand over of primary schools was to be brought into practice immediately. The government should formulate policies shouldering all responsibilities of public schools and there was a need of increasing a feeling of ownership of schools among community people. In this context, the government had to provide adequate support to schools. In spite of these possibilities, there were some difficulties in the implementation of this programme. There was a need of common vision, understanding and commitment among all political parties.

The representatives of different political parties also made responses on this issue. They stated that it was better to handover primary schools rather than secondary. They also added that the government had to ensure a mechanism to schools system to have a sustainable management with regular source of income. There was a lack of stable policy of the government. If the government formulated clear-cut policies to handover schools, the community people could be prepared. They further added that the government should take all financial responsibilities of schools at present and in future.

The major issues analyzed in this chapter were preconditions for rights-based education, existing situations, proper ways to be used in implementing it and policy strategy and programmes respectively. An attempt has been made to follow the framework developed in chapter 3 that deals with methodology of the study. The overall analysis indicates that the policies and programmes are not yet sufficient as well as efficient for providing rights-based education in an effective way. There is a

need to classify the responsibilities of GOs and SMCs and that the government has to manage regular sources of income to run schools so that rights-based education could be imparted to children representing each of the sections of the Nepali society.

CHAPTER V

Findings of the Study

Present research was carried out in order to identify preconditions for rights-based education; assess the situation of the country in terms of above preconditions; find out the proper ways to be used in implementing rights-based education and structural reform to ensure expanded access to basic education and recommend policy strategies and programmes needed to achieve changes in the existing situation.

The major findings of the study are as follows:

1. Conceptual clarity about rights-based education

Most of the respondents did not present themselves as literate on rights-based education. However, equal opportunity of education with specific reference to life skill oriented basic education was considered as the most important aspects of rights-based education. Providing free education to all the children, rich and poor, without discriminating against caste/ethnicity, mentally retarded and handicapped were the concerns of the rights-based education. Thus, the views and opinions regarding rights-based education were found to be different. Free and compulsory primary education was regarded as the major component of rights-based education.

2. Student teacher ratio

The findings of the study showed inequitable teacher pupil ratio. In some of the schools in the study area, the student-teacher ratio was found imbalanced. There were 136 students at grade 4 of Odari HSS in Kapilvastu during the period of class observation. The highest pupil-teacher ratio at national level has been found in lower secondary level in all geographical regions of the country. It implies that the number of lower secondary teachers needs to be increased throughout the country.

3. Minimum learning conditions

a. Physical infrastructure

The study found inadequate learning conditions in most of the schools surveyed. Classrooms were found to be inadequate. The rooms were not found clean. There was dust everywhere and the materials were not properly managed.

b. Curriculum and curriculum materials

In most of the schools, the curriculum materials were not found. The teachers and Headteachers were found unfamiliar with the curriculum concerned. When asked whether they had gone through it, they replied that the curriculum was not available through the government. They further added that it was not even available at the local market.

c. Learning materials and stationeries

There was a lack of teaching as well as reading materials like textbooks, pencils and pens. The schools could not manage them in time.

d. Classroom management

In some cases, the classrooms were not in a safe condition. The doors of

the rooms contained plates of old tin and there was every possibility of getting hands to be cut and risk of tetanus. Instructional materials were not properly managed. In one of the schools of Ilam the map was placed in an anti-direction. It was difficult to read and observe the facts on it.

e. **Inclusiveness in the classroom delivery process**

Classroom delivery was found not to be student oriented. The process of textbook memorization was followed. During the process of classroom teaching, boys were given priority as compared to the girls. The school at Tilaurakot, Kapilvastu is its example. Student activities were rarely found to be performed in the classroom. The students were neither given an opportunity of role playing nor were they permitted to write any thing on the blackboard.

4. **Priority of the the SMCs, PTAs and VDCs on schools' activities**

The SMS, PTA, and VDC were found not to take much interest in creating environment for quality education at schools.

5. **Instructional language/medium**

The study indicates some problems associated with medium of instruction. The students at grade 1 in Rasuwa were found not to understand teaching through Nepali medium because majority of them were from the Tamang community whereas the teachers were from other community and were unable to communicate subject matter through Tamang language.

6. **Textbooks and scholarships**

Distribution of textbooks and scholarships was not timely and adequate. The Tilaurakot Lower Secondary School presents its example where the number of dalit students was 127 but only 35 students were getting scholarship. Another striking example is presented by the Adarsha Lower Secondary School in Ilam where only girl students were receiving scholarship and boys were totally neglected. This indicates gender discrimination in providing support for study.

7. **Criteria of scholarships**

The criteria of selecting students for scholarship were not reported as fair and transparent. The Dalit students were given priority for scholarships but in some cases of Ilam the children from the Brahmin community were found to be very poor. The teachers reacted that the criteria should be based on economic conditions of the guardians. In some cases there was also misuse of scholarships. The amount was given to the parents and they used it for their own purpose. Sometimes it was used in drinking, gambling and other aspects.

8. **Day meal**

The Tiffin or day meal was available only in a few schools for few students. The children with disabilities in Odari, Kapilvastu and Barbote, Ilam were getting this facility.

9. **Monitoring and supervision**

There was no proper management of monitoring and supervision in the schools surveyed. The school teachers and supervisors reported that the criteria of supervision and providing remuneration were not fixed by the government

(DEO). The school supervisors were found not to be regular in performing their responsibility of monitoring and supervision of the schools assigned.

10. Selection of SMC chairperson

The process of selecting SMC chairperson was much affected by local politics. One of the schools in Kapilvastu is its example where an SLC pass person was working as the chairman of the SMC. He was not in a position to observe teachers' classes and provide academic suggestion in order to bring improvement in existing teaching learning status.

11. Financial status of parents

There was a financial problem of educating children among parents/guardians surveyed. The parents from the Muslim community used to send their daughters to Madrasa Schools and they were not able to educate each child in the family.

12. Supports provided by internal and external institutions and individual

There are a lot of opportunities of getting support from institutions or individuals. The Namestya Italian Volunteer co-operating Kotigram School is its example. It was contributing to the construction of school building and also helping the students to study at the private schools of Taulihawa with scholarship. Asked about the roles played by NGOs for rights-based education, awareness programmes, management and construction of physical infrastructure/facilities, contribution to teaching materials and provision of scholarships were the major contributions in this area.

13. Awareness of guardians about the progress of their children

The guardians were found to keep the record of their children's progress regularly in some of the schools surveyed. Programmes to create awareness among parents and community people were the efforts made at local level.

14. Home and family environment

Regarding the involvement of children in decision making matters, most of the parents were not aware of it. The guardians thought that the children were too small for making right decisions. However, some guardians told that they consulted children in admitting their younger brothers and sisters into schools.

15. Free and compulsory primary education

The respondents stated that the government had not performed its responsibility to provide free and compulsory primary education.

16. Teachers' professional development and benefits

The teachers complained that they were disappointed not to get their salary on monthly basis and other facilities like the civil servants. There was no provision of reward and punishment for teachers. Grade promotion and reward and punishment were not brought into practice.

17. Community transfer of schools

It was reported that the schools should be transferred to community only after capacity building. There was a need of strict implementation of the government policies formed and commitment made must be performed in reality.

18. Works/projects run at the district level

Welcome to School in order to increase enrollment, programmes to create awareness among parents, scholarships, management of female teachers, school mapping for new schools to be established, ECED classes and teacher training to create child-friendly environment and enhance quality in education were some of the works/projects run at the district level.

CHAPTER VI

Conclusions and Recommendations

This chapter includes major conclusions and recommendations based on findings of the study. They will work as guidelines for effective implementation of rights-based education.

Conclusions

Nepal has made an attempt to provide education for all by 2015. After the Democratic Movement 2, the interim constitution has been formed. This constitution deals with the child rights. The areas mentioned in the constitution are - right of his/her identification and name, right of rearing, basic health and social security, right against physical, mental or any type of discrimination, right of helpless, orphan, mentally retarded, conflict affected, displaced and endangered and street children to get special facilities from the state and right not to be allowed to be employed in factories, mines or other dangerous work or army, police or conflict. In spite of many efforts made by the government, the situation is still critical. Present study indicates that a number of stakeholders have a keen interest and awareness about rights-based education. They also have a great concern about its management. The stakeholders associated with school education have a keen interest in rights-based education but they have no clarity about its concept. Such situation creates confusion for implementing programmes of rights-based education.

The Government of Nepal has made efforts to provide education for all and it has extended the number of schools in order to meet the millennium development goals of education. It has contributed to infrastructure development; provided scholarships to school children; developed a network of distributing textbooks; implemented school improvement plan (SIP) and established early childhood centres. In spite of these efforts, the existing situation was not found satisfactory for providing rights-based education to all school children according to their need and demand.

Lack of regular monitoring and supervision has created major problems in imparting quality education at school level. It is obvious that the knowledge and skills acquired through teacher training have not been actually translated into classroom teaching. In this context, all the concerning authorities and stakeholders have to take initiation for implementing rights-based education.

The major issues analyzed in this research were preconditions for rights-based education, existing situations, and proper ways to be used in implementing it and policy strategy and programmes respectively. An attempt was made to follow the framework developed at international level. The overall findings of the study indicate that the policies and programmes are not yet sufficient as well as efficient for providing rights-based education. There is a need to classify the responsibilities of stakeholders. The government has to manage regular sources of income to run schools so that rights-based education could be imparted to children representing each of the sections of the Nepali society.

Recommendations

Based on the findings of the study, the following recommendations are made:

- 1. Conceptual clarity about rights based education**

There is a strong need of creating awareness about rights-based education concepts through media and door to door visit, street, and stage drama and wall paint.

2. Teacher pupil ratio

Redeploy the teachers from low STR to high STR district or school. Increase the post of teachers. Provide alternative schemes like per capita funding to the high STR schools.

3. Minimum learning conditions

a. Physical infrastructure

Local resources should be mobilized for developing infrastructure of schools. There should be a separate toilet system for girl children. While constructing new building, these facilities should be considered.

b. Curriculum and curriculum materials

Curriculum and curriculum materials should be provided by CDC in cooperation with DOE and the teachers and Headteachers should be oriented about it.

c. Learning materials and stationeries

Parents should be encouraged to purchase learning materials and stationeries. For poor children the school should find other ways.

d. Classroom condition

Maintenance funds (non salary recurrent cost increase) should be increased at schools. Such issues should also be raised in SMC meeting.

e. Classroom management

The teachers and Headteachers should be trained for classroom management.

f. Inclusiveness in the classroom delivery process

The teachers should be trained for child friendly schooling and child friendly environment be created in the schools and classrooms. The children of backward and deprived communities need counseling.

4. Priority of the the SMCs, PTAs and VDCs on school activities

The SMCs, PTA, and VDC should have equal concerns for the overall development of the school.

5. Instructional language/medium

Mother tongue should be used as a transit language. Local female teachers should be employed for it. The teachers should also be trained in local language.

6. Textbook distribution

Track the date of textbook production, distribution and process and ensure children and guardians that they should get textbooks in time.

7. Scholarship

Determine criteria to identify children for scholarships who are actually poor and at poverty level. The process of selecting students for scholarship should be made transparent.

8. Day meal

There should be a provision for midday meal for children at primary level. Encourage the parents to share money for day meal.

9. Monitoring and supervision

Develop a regular system of monitoring and supervision in order to bring changes in the existing status of teaching learning.

10. Parental financial status and attitude

Raise awareness. Introduce income generation schemes.

11. Supports provided by internal or external institutions or individuals

Honor and recognize the national and international donors and individuals.

12. Awareness of guardians about the progress of their children

Design and disseminate parental education on their roles.

13. Home and family environment

Create learning environment at home.

14. Free and compulsory primary education

Make laws for compulsory education. Bring the scheme to compensate the opportunity cost.

15. Teachers' professional development and benefits

Provide teachers' salary on monthly basis. Provide refresher training for professional growth of teachers during the period of vacation. Promote teachers on the basis of their working performance and qualification.

16. Community transfer of schools

The community should be made responsible for managing the school only after its capacity building. Government policy once formed should be strictly implemented and commitment must be performed in reality.

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ANNEXES

ANNEX 1

Selected Cases of Children

Case 1: A school girl interested in earning

Shanti Bishwakarma (Name changed), a 16 year old dalit girl is a student of grade 4 at Odari Secondary School in Kapilvastu. Her elder brother is married and separated from her family. She has two younger sisters and one younger brother. Her mother earns only Rs.100 per month. Two years back her father was kidnapped by Nepal Communist Party (Maoist) and till now nobody knows whether he is alive or not.

Shanti came to Kathmandu in order to earn money as well as to get education at the age of 9. She worked in a house of a businessman at Shankhamul. Her work was to cook food, clean the utensils and house, and wash the clothes. At the beginning, the businessman promised to admit her into a school. Later on, he did not allow her to go to school. Therefore, she again came back home in Kapilvastu. Now she is studying at grade 4. She wants to admit her younger brother and younger sisters also into the school. But the school is unable to provide scholarship and other facilities to each of them. However, a Maoist leader has told the school administration to provide scholarship to the four children of conflict-affected family. She is interested in sewing clothes to earn money and wants to become a teacher after completing her school education.

Case 2: Enthusiasm of a boy

Kalu Ram Roka Magar (Name changed) is a student of grade 5 at Odari Secondary School, Kapilvastu. He is a resident of Rolpa. When he was at grade 2, one of his eyes got injured. As a result of injury, he became blind. He had received a training to make wax candles. He is staying at the hostel of the Resource Centre. He is eager in attending school. He finds his teachers quite friendly and helpful. According to him, they reward the students if they perform well and punish if they do mischievous acts.

Kalu Ram has been getting Rs.1000 per month from school as a scholarship. In addition, the school provides light snacks like fruits, biscuits, peanuts during Tiffin hour. If the school curriculum had provided teaching through Braille language, it would have been more beneficial to him. He says that his school teachers have never discriminated him against his physical disability that created a challenge. He believes on the fact that 'Where there is a will, there is a way. He wants to complete his school education and work as a teacher.

Case 3: Enthusiasm of a girl

Dil Kumari Limbu (Name changed), a 10 year old girl and resident of Barbote is a student of grade 3 at Barbote Higher Secondary School, Illam. Her family's socioeconomic condition is very low. Her father is alcoholic and her mother has been managing family expenditure by working as a domestic helper. The family is living in one of their distant relatives' houses. Dil Kumari helps her relative's wife in her household works. She has realized the importance of education through her relative. She is keen in attending school. She feels that her teachers are cordial enough. She is getting Rs.250 monthly as a scholarship from her school. Her relative helped her in getting the school dress. She wants to complete Intermediate Level and become a school teacher in future.

Case 4: A girl happy in school

Anuja Gurung (Name changed), 11 year old girl is a student of grade 3 at Amar Adarsha HS School, Barbote, Illam. She lives with her mother in her aunt's house. She does not have father. Her mother is a day labourer. Since the death of her father, Anuja had to work as a minor worker at a hotel in her locality. This hampered her study. Therefore, she failed to pass grade 3 examinations.

The scholarship she gets from the school to buy school stationeries is taken by her aunt's husband and Anuja is unaware of the whereabouts of the scholarship. Anuja feels happy when she goes to school and is interested in attending the classes daily. According to her, the school teachers are friendly. She aims to complete her school education and become a school teacher in future.

Case 5: A girl interested to attend school regularly

Indira Rai (Name changed), a 10 year old girl, is a student of grade 1 at Shree Adarsha Lower Secondary School, Chiyabari, Ilam. She lives in a family with 8 members. She has 2 brothers and 3 sisters. Her parents are farmers. Because of the low socioeconomic status of her family, Indira's mother was obliged to send her as a housemaid in the house of some educated person.

Indira used to get up at 4:00 AM in the morning and had to do all the domestic household chores that included sweeping, cleaning floors and dishes, washing clothes that were not at all compatible with her tender age. The house owners would frequently physically assault her for her minimum faults. They had violated the children's right of education by debarring Indira attending her classes in a school that was only at a 15 minute walking distance. Indira is enthusiastic in attending school. She finds her teachers kind and gentle. She wants to be a teacher in future.

Case 6: Story of a Muslim boy

Aslam Mohammad (Name changed), a Muslim boy of grade 7, Tilaurakot Secondary School, Gobari, Kapilvastu lives with his grandfather parents in a 22 member joint family. His family allows only the male members to get school education, debarring the girls from going to school. His family is not supportive with his studies. He is told to take care of the farm during the school hours. For this reason, he had to drop out when he was in grade 2. But his uncle, who was a 10 grade student at that time, admitted him in grade 4. Aslam is a good student; he gets scholarship from the school. He is conscious about cleanliness. So, he gets Rs.20 extra for this, which he uses to buy soap. He is interested in going school everyday. He thinks, there should not be any kind of discrimination between caste, creed and sex for education. He added that the government should provide the poor students with the scholarship and free schooling till grade 10.

Case 7: A Tamang boy with his brother in bag

It is a case of RamcheVDC-8, Rasuwa. A six year old boy of grade one was found to stand in a class during the whole period when one of our researchers was observing class. He was taking a load of his small brother of about one year old in his school bag. There was no seat for him in the class because of the lack of benches.

The child was neither able to understand Nepali, nor speak it. The researcher could not communicate with him because he could not understand and speak Tamang language. In this situation, the researcher sought help from the class teacher to translate a question: "What is your name?" (Timro naam ke ho?" in Nepali) into Tamang language, but unfortunately the female teacher of the class could not assist the researcher in any way. At last, the researcher found a Tamang student of the class to translate the question into Tamang language. No sooner had the researcher asked the question: "What is your name?" (E min ta?" in Tamang language), the child immediately replied the researcher by saying his name: Santa Bahadur".

Santa Bahadur, who is a repeater of grade I, studies in Setebhumi Lower Secondary School in which all of the students are from Tamang community and, still, which has not any teacher or teacher aide from the community. No teacher is able to understand and speak the Tamang language. Worst of all, there is a subject teaching system even in the 1st grade of schooling. Santa Bahadur has not yet received any textbook from the school this year as the school cannot provide textbooks to the repeaters at primary grades.

ANNEX 2

List of the Sample Schools

1. Araniko Primary School, Raksya, Sakhejung-9, Ilam
2. Adarsha Lower Secondary School, Ilam-2, Ilam
3. Amar Higher Secondary School, Barbote-3, Ilam
4. Jhinana Devi Primary School, Panchkhal-8, Kavre
5. Panauti Lower Secondary School, Dhulikhel-2, Kavre
6. Sanjibani Namuna Higher Secondary School, Dhulikhel-2, Kavre
7. Nawa Jyoti Primary School, Jharuwa Rashi-7, Lalitpur
8. Siddheshwar Lower Secondary School, Godavari-3, Lalitpur
9. Kitni Higher Secondary School, Godavari-1, Lalitpur
10. Bhimali Primary School, Bhimali, Dhunche-4, Rasuwa
11. Setibhoomi Lower Secondary School, Ramche-8, Rasuwa
12. Rasuwa Higher Secondary School, Dhunche-8, Rasuwa
13. Kotigram Primary School, Gotihawa-5, Kapilvastu
14. Tilaurakot Lower Secondary School, Tilaurakot-3, Kapilvastu
15. Odari Higher Secondary School, Hathausa-9, Kapilvastu