

# Chapter : 1

## Introduction

### 1. Introduction

This report is the product of a study on Child Friendly School (CFS) Initiatives and its effects on school functioning in Nepal. Based on the agreements made between Department of Education and the National Environment and Health Study Centre (NSCEH) and Gorakhkali Manakamana Study and Research Centre (GMSRC), the study was undertaken from 1<sup>st</sup> week of May 2010 to 2<sup>nd</sup> week of July 2010. Within a short period of time, this study has been able to assess the current implementation scenarios of Child Friendly School (CFS) Initiatives in Nepal. Similarly, consequences of CFS initiatives in several dimensions of school functioning have been explored. Furthermore, the report gives a path way for future implementation of CFS with improved strategies. This report is presented in different five chapters. First chapter deals with the introductory part of the study including objectives and scope. Second chapter presents the research design; conceptual framework, data collection, analysis and interpretation tools and techniques are described. Chapter IV covers the analysis and interpretation of the data collected from different sources. Finally; chapter five incorporates the whole findings of the study and recommendation further improvement.

### 1.1. Background

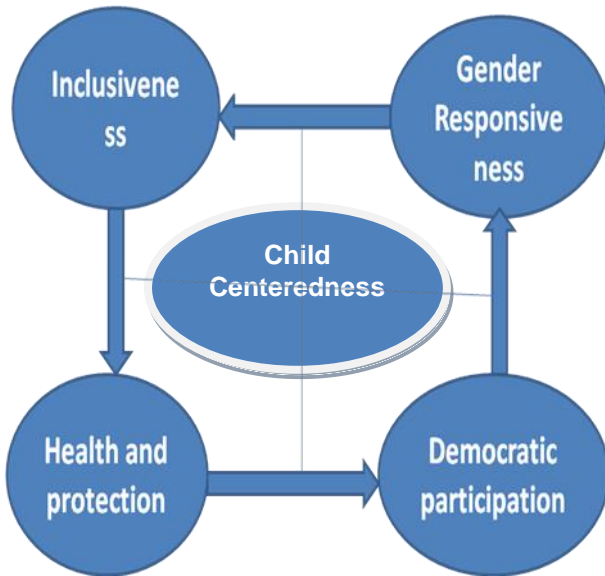
"Putting the children at centre", is the basic principle established by Child Right Convention (CRC). The application of the CRC to education provides us with a rights based approach, stressing that all Children have a right to education – they are right holders. Education is not a privilege that society grants to children; it is a duty that society fulfils towards all children. For ensuring the right to education of a child, an appropriate environment is an essential; where all the children are given equal opportunity to develop and practice skills necessary for the defense and promotion of their own and other people's rights. It follows that children's rights are best learned in a democratic setting where participation is encouraged, where views can be openly expressed and discussed, and where there is fairness and justice.

*"A child-friendly school is not just a child-welcoming school but also a child-seeking school. It works to attract and retain children from different backgrounds, respects diversity and*

ensures non-discrimination. Some innovations that have helped make schools more inclusive" UNICEF (2009)

Child friendly school has five key dimensions which include; **i) Inclusiveness**; proactively

**Figure: 1.1**  
**Dimensions of Child Friendly**



inclusive to children with different abilities in terms of ethnic, cultural, linguistic and socioeconomic aspects, **ii) Child centeredness**; Academically effective and relevant to children's needs for life and livelihood knowledge and skills; **iii) Health and protection**; healthy and safe for, and protective of children's emotional, psychological, and physical well-being; **iv) Gender Responsiveness**; Gender-responsive in creating environments and capacities fostering equality; and **v) Democratic**

**participation**; Actively engaged with, and enabling of student, family, and community participation in all aspects of school policy, management and support to children. A school is considered child friendly if all of these elements are addressed.

CFS demands a number of components such as improvement in physical facility including water and sanitation and safe environment, inclusiveness, gender responsiveness, the availability of educational resource materials including life skills education, and teacher and community preparation, among others. The main objective of the CFS in Nepal was to increase children's access to quality basic formal education for girls and children from the disadvantaged groups.

Nepal has expressed its firm commitment to key international instruments such as Convention on the Rights of the Children (CRC), Education for All (EFA) and Millennium Development Goals (MDGs) that honour children's right to basic and quality education. These commitments are being translated into action particularly through the national School Sector Reform Plan (SSRP 2008) which envisions creating a child friendly

environment in the schools. The Ministry of Education with the support of UNICEF and NGO partners is operating the CFS in the formal education sector.

## **1.2. Significance of the Study**

At present, CFS has been nationally recognised as a key approach to achieve basic quality education for girls and children from disadvantaged groups. Because of its inherent interactive and integrated nature, creating child-friendly learning environment to all children in a more equitable manner has become both an opportunity and challenge for Nepal. A systematic and critical assessment is required to determine how to best utilise the scarce resources for achieving the desired goal of child-friendly education and how to implement CFS in an effective and viable manner. As the impact of CFS on transforming the existing educational system and approaches requires reasonable amount of time, it is, however, high time to review the process and effects of the CFS initiatives in school functioning, particularly, on children's enrolment, attendance, retention, and learning achievements. Moreover, assessment of teachers' capacity and classroom delivery, school management, community support system and overall policy environment are crucial to the child friendly education. It is equally necessary to ensure that the CFS initiatives are heading in the right direction and the lessons learned are best practiced in further planning and implementation of the CFS. Thus, this study holds more significance in line with exploring current scenario of CFS implementation and finding out the avenues for the further advancement.

## **1.3. Objectives**

The main objective of the study is to assess the existing situation of CFS and its effects in school functioning, to identify what aspects of the different interventions under the CFS are working and what are not working, and to suggest ways for its improvement and up-scaling.

The specific objectives of this study are as follows:

- a. To assess status of the CFS initiative implementation in terms of components, processes and approaches.
- b. To analyze effects of CFS based on overall school management, social support, learning environment, student enrolment, attendance, retention, learning outcomes and gender equity.

- c. To adopt best practices and lessons learned from the implementation of the CFS and make recommendations to concerned authority with regards to the National framework of the CFS for its improvement, expansion and long-term viability.

The study has conducted an assessment of the CFS and examined the key components that measure process and effects of the CFS including on girl enrolment.

#### **1.4. Expected Outcomes**

- a. The stakeholders will be more aware of CFS environment with the review of current status of schools.
- b. Measures to improve quality of service for CFS management will be submitted.
- c. Improvement in the process and outcome of CFS environment will result in gender equality.
- d. A comprehensive assessment report will underline the current CFS implementation scenarios, highlight the best practices and vision the best alternatives for future nationwide implementation of CFS

#### **1.5. Study Limitations**

Some influencing factors limited the scope process of the study. Firstly, the result expected by the objectives is quite large. Hence, wrapping the whole things within a study is rather challenging. Thus, all the emotional and psychological aspects of stakeholders in CFS could not be covered by the study. Similarly, in the case of documents review, hardly few documents are available in national context. Thus, the national scenarios of CFS could not be reviewed in other ways. Thirdly, undertaking a good research takes long time in its designing, executing field work, analyzing data and report preparation but the time for this study was too short (5-7 weeks). In this limited time frame, undertaking a research experienced quite difficult. Consequently, we have tried to identify the trends of schools' performance after CFS initiatives but all data related to school performance are not easily available in the sample schools. Thus, the trends are seen only in dropout, promotion, participation of Dalit and Janajati students; and annual average attendance days in primary schools.

## **Chapter: 2**

### **Methodology**

#### **2. Methodology**

The following procedures have been followed and areas are considered in order to collect information to achieve the objectives and outcomes of this study.

##### **2.1. Activities carried out during the period**

- **Preparation and submission of inception and draft report:**

After the agreement between two parties, an inception report was submitted to DOE complying with planning and designing the study on child friendly initiatives at first. Secondly, after completion of field work, the first draft report including preliminary findings of the study was submitted and disseminated to DOE and other concerned people. Based on the collected data and the findings of the study and suggestion from dissemination workshop the final report has been prepared.

- **Desk review:**

Desk review is a major area of the study which generated the national and international scenario of CFS initiatives. In this regard, available documents in line with CFS and quality education are reviewed. Basically, legal provisions, education policy, program and plan documents, and other available related literatures in issue are reviewed to find out the national scenario. Similarly, the documents produced internationally on CFS have been studied as well. Basically, CFS manual, international practices adopted in different countries and evaluation reports of CFS initiatives have been reviewed for exploring international scenarios of CFS initiatives.

Finally, national initiatives of CFS made by the nongovernmental sector have been analyzed based on the available document and direct enquiry with concerned agencies. A questionnaire was developed in line with the framework of the study and circulated to concerned agencies via email. Based on the response from the concerned development partners who have been executing CFS initiatives, the national scenario of CFS initiative is analyzed. The model of the questionnaire is attached in annex.

- **Development of study methodology and tools:**

In consultation with experts, the research methodology was designed and disseminated to concerning persons from DOE, UNICEF and other stakeholders. Detail tools are mentioned in 2.2.

- **Pilot-testing/pre-testing of tools:**

Developed tools were tested in two primary schools in Kavre district. A team was mobilized for testing the tools. Based on the feed back of testing, the tools were further revised. Basically, proposed frame-work of school profile has been modified in simpler way.

- **Tool dissemination work-shop:**

A one day work- shop was undertaken to facilitate the Field researchers on tools and techniques of the study. There were three field researchers for each district; all together 12 field researchers were prepared for field work.

## 2.2. Tools and data generating procedure

The study has been guided by following schematic charts which illustrate the research tools, Research approach and respondents in harmony with respective research question.

**Table 2.1**  
**Schematic Chart**

RQ	Research questions	Scope	Research process and tools	Participants
1	Status of the CFS initiative	Processes and approaches.	Policy, program and research documents analysis	UNICEF, DOE, MOE, CERID, and others.
2	Analyze effects of CFS	School management, social support, learning environment, student enrolment, attendance, retention, learning outcomes and gender equity	Observation check-list, school records analysis, focus group discussion and interview with key stakeholders	Schools, HT, teachers, SMC members, students, Resource persons, Government officials
3	Best practices and lessons learned and recommendations	To concerned authority, For CFS improvement, expansion and long-term viability.	Observation, focus group discussion and interview with key stakeholders	Schools, HT, teachers, SMC members, students, Resource persons, Government officials

- a. Desk review of global and national documents, project and study reports and published literature on CFS initiatives; (as listed above) have been reviewed in line with child friendly perspectives.
- b. Open ended individual interviews with teachers, Head teachers (HT), Resource Person (RP)/ School Supervisors (SS) and District Education Officers (DEO) have been undertaken. the qualitative response of individual interviewee are enclosed in annex
- c. During the school visit, focused group discussions were undertaken in each sample schools. The frame work of discussion was tracked by developed focus group discussion guideline. The participants of the discussion were students, teachers, parents, SMC and PTA members. Similarly, opinions of the participants are recorded and scripted which are presented in annex.
- d. Observation is the major tool for finding out the real situation of child friendly school. In respect to four major areas of child friendly schools; school management, learning environment, school performance (enrolment, dropout, promotion, attendance and gender equity) and stakeholders' participation, 62 indicators of school child friendliness were identified and they were mentioned in check list. Based on the checklist, the status of sample school is assessed with rating scale. (See annex)
- e. Review of school records/fact sheets; in this regards SMC, PTA minutes, students' enrolment records, attendance records, School Improvement Plan (SIP) and other educational plans have been taken into consideration.
- f. To find out the learning situation of the child, classroom observation also has been made. Based on the check list, field researchers have observed at list one live classroom delivery and recorded the situation.
- g. Use of video clips and photographs: For replicating the real scenario of child friendly schools, photo graphs and video clips have been collected. The photo graphs are presented in data interpretation.
- h. Context review: child friendly initiatives adopted by different GO, I/NGO and other development partners are also reviewed. In this vein, an open ended questionnaire was developed and distributed to those institutions who have been initiating child friendly activities in Nepal. The responses from them are being collected. Sample of responses are attached in annex.

### 2.3. Sample of the Study

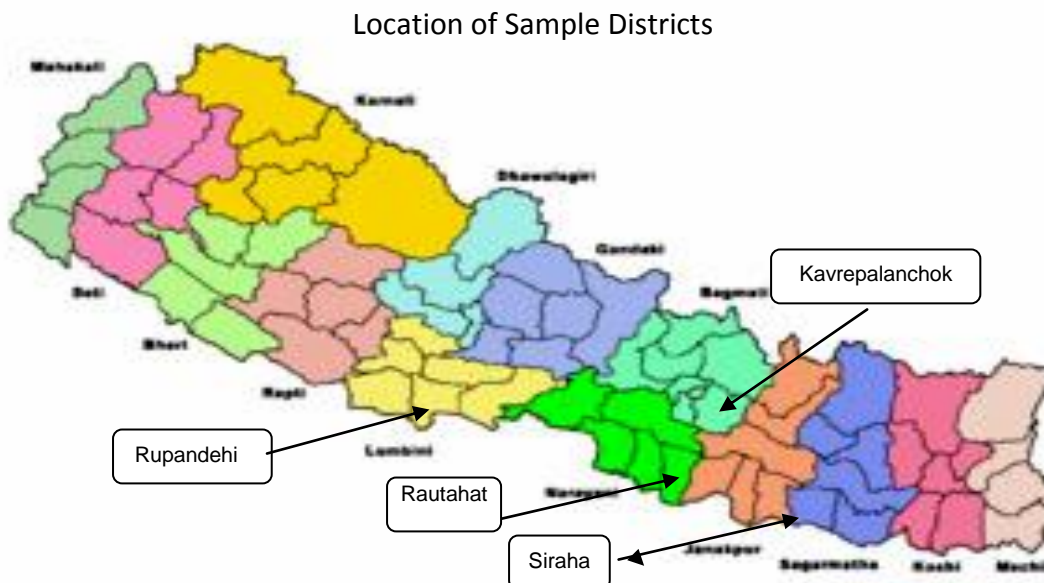
Based on TOR and suggestion from concerned persons of DOE, MOE, UNICEF, four districts; (Kavre, Rupandehi, Rautahat and Siraha) are selected as sample districts. Similarly, six schools from each district, representing schools with grades 1-5, 1-8 and 1-10/12 have been included as the sample. Altogether 24 schools have been studied. List of the studied schools is attached in annex.

Purposive sampling was adopted in the study. Basically, CFS program initiating schools were selected as sample. Only sample districts were selected by research team, the schools were selected in reference of DEOs in respective districts. DEOs were informed by DOE to select the schools for the study under the given criteria. Based on the direction of DEOs, field research team visited schools and carried out the study.

### 2.4. Scope and Coverage

The study has covered following districts:

- Eastern Development Region: Siraha
- Central Development Region: Rautahat and Kavre
- Western Development Region: Rupandehi





**Table 2.2**

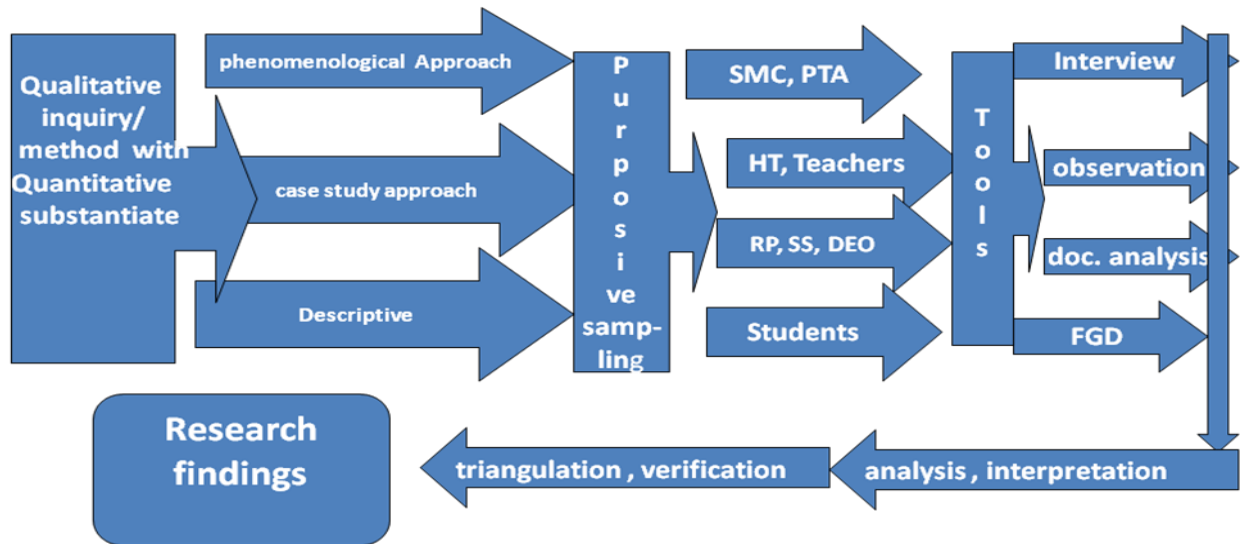
**Districts/Type of tools/Clients/No. of clients**

<b>Types of tools</b>	<b>Region/Study Districts (3 rural and 3 urban community schools in each district)</b>	<b>Types of Respondents/No. of Clients</b>
<b>Interview questionnaire, Focused group discussion, Observation of class room environment, Field notes and school profile checklists</b>	<b>Region/District:</b> West: Rupandehi	<b>A. In-depth Interview:</b> Teachers/Head teachers (6x4) 24
	Central: Rautahat / Kavre East: Siraha	DOE: 1 DEO: 4
	<b>Total community schools: 24 (6x4)</b>	School Supervisors: (3x4) 12 Resource Centres: (3x4) 12 ETC
		<b>B. Focused Group Discussion with 2 in each district: (15x8) 120</b> Students Parents/Guardians SMC PTA
<b>One day dissemination workshop</b>	MOE, CERID, UNESCO, UNICEF as stakeholders including the thematic committee of DOE	Total No. of participants = 15
		Grand Total of clients = 188

**2.5. The Conceptual Framework**

This study is based on the qualitative enquiry, however; data collected from the qualitative process are substantiated by quantitative data. Mainly, views, feelings, experiences and behaviour of research participants which are replicated in learning environment are collected through interview, focus group discussion and observation. On the other hand, those quantitative data are substantiated by quantitative data of the schools. Basically, enrolment and dropout trend, promotion trend and students' attendances are recorded through the quantitative tools. Following conceptual framework represents the summary of research design.

**Figure: 2.1**  
**Conceptual Framework**



According to the conceptual framework, phenomenological approach is the major process of generating qualitative data. In this study, participants' views, feelings and experiences are articulated in participants' perspectives. Likewise, exemplary cases of the schools are presented in case study approach and both qualitative and quantitative data are interpreted in descriptive way. In this study, SMC members, HT, teachers, RP, school supervisors and students are the key research participants. As tools, interview, focus group discussion, observation and document analysis are applied. Moreover, collected data are interpreted and triangulated with various sources in this respect.

## 2.6. Data Processing

The data management and processing have been conducted in both quantitative and qualitative approach. Preliminarily, qualitative data collected from different process have been grouped in respect with respondents and the research question. The quantitative data are initially fed in Excel Program and planned to transfer into the SPSS. Till the date, following progress has been made:

- District wise comparative tables have been developed to enter the data from observation checklist.
- Qualitative data gathered from the interview and focus group discussion organized in thematic groups of CFS indicators as well as in level of research participants
- Comparative tables have been developed to triangulate the data from observation, interview and focus group discussion.

## **Chapter: 3**

### **Literature/Desk Review**

#### **3.1 Child Friendly Schools: Rights of the Children**

The safe and supportive school environment for all children determines whether the new generation in education are healthy in body, mind and spirit. The Global School Health Initiatives of World Health Organization (WHO) promotes the concept of a Health-Promoting School (HPS). UNICEF also emphasizes on protecting children's rights, improving their conditions and providing them with good education to ensure better future.

Child friendly school initiative incorporates core components of education, health and human rights. However, they are not easily quantifiable and are not easily attainable in our local schools without any effort and deliberation. We have to look into an alternative set of criteria that are more suitable to assess quality of school environment in our local settings.

In fact, getting children into schools is or may be a single challenge. Keeping them there and making sure that they complete a full primary cycle of good quality are the remaining challenges. Children may go to school but still may be excluded from learning. The medium of instruction may not be appropriate to language minority children. The attitude of the teachers and the school system may be gender biased or otherwise discriminatory towards, for instance, children with disabilities. Children may be physically or verbally harassed. Education departed to them may be of such poor quality that going to school is perceived as a waste of time etc. Creating child-friendly school environment; however, is the need of the hour.

A child friendly school actively identifies excluded children and gets them in school. It regards education as every child's right and helps to monitor the rights and well being of every child in the community. A child-friendly school acts in the interests of the 'whole' children, which includes their health, nutrition and overall well-being. It concerns with what happens to children in their families and communities before they enter school and after they leave it. A child-friendly school reflects quality environment.

### **3.2. Key Principles of CFS**

Based on the Convention of the Rights of the Child (CRC), the key principles of the CFS can be used to generate desired features/characteristics for CFS in particular settings. These, in turn, can be reviewed against the reality of available resources over a given time frame, to arrive at a set of feasible standards for the design and implementation of CFS in a given country.

The key principles that drive the CFS process are so inter-related that efforts to interpret and implement any one of these principles set off a “chain reaction” that leads to other related principles coming into play.

#### **The principle of inclusiveness**

***All children have a right to education. Access to education is not a privilege that society grants to children, it is a duty that society fulfils to all children.***

This requires that schools be open to and welcoming of all children without exception. School is not just a passive recipient of children, but an active pursuer of all eligible children for enrolment. Besides enrolment, it is also about helping to keep children in school and attending regularly to benefit from what is on offer. This means that fair, transparent and non-discriminatory rules for accessing school are necessary, but not sufficient. There must also be strategies and measures in place to address the barriers that prevent eligible children from taking up opportunities to participate in education.

#### **The principle of democratic participation**

***As right holders, children and those who are facilitated with their rights should have a say in the form and substance of their education.***

This principle emphasizes that children, parents, communities, employers, political leaders, etc. all have a role to play in determining the structure, content and process of education. It is only through such democratic participation that CFS can claim to be fulfilling children’s right to education, rather than violating or compromising it. This is simply a reaffirmation of good curriculum design principles which promote “negotiation” of the curriculum by different stakeholders, including children. Important caveat in applying this principle is that

objective expertise in determining the content and other aspects of what schools offer in terms of the learning/teaching process must not be trivialized in the name of democratic participation.

### **The Principle of Child Centeredness (driving principle of CFS)**

#### ***Central to all decision making in education is safeguarding the interests of the child***

This principle emphasizes centrality of child well-being in all aspects of CFS. The views of children on what is in their best interest should be included in the process of negotiating the curriculum and all other aspects of a child friendly school (violence, safety, architecture). However, they need to take certain judgments and decisions on trust from those who have an obligation as well as the authority to safeguard the welfare of children (parents, teachers and others).

### **3.3 Overview of National Initiatives in line with CFS**

Nepal's effort for creating child-friendly school for ensuring equitable access to quality education is a reflection of her commitment to initiate and sustain educational provisions that are inclusive, gender sensitive, non-abusive, non-discriminatory and needs-responsive. The national framework and minimum standard is a minimal ensuring mechanism that runs across the minimum to optimal standard that a school may place itself with child-friendly spirit to make the learning a joyful, rewarding and meaningful experience

The government of Nepal is committed to educational provisions that are based on the principles of quality, gender equity, discrimination free non-abusive educational facilities and inclusion. The quality concern is there, though, sometimes it seems to be shadowed by the issue of access. The government has made a number of efforts to accept and include in her educational documents the child-friendly principles of school education: child-centeredness, democratic participation and inclusiveness and equity.

Different documents, educational reports and researches have underscored the need and necessity of making educational provisions as child-friendly as possible so that a school can be encouraged to be child-centred in order to meet the standards of quality education. The CRC (1989), which the government enacted in the form of Child Rights Act (1992), is at the foreground of the thrust behind the concept of CFS. The educational provisions were there

even before the Act (1992) that reflected the past efforts of the government for its initiation toward a CFS as a pre-requisite of quality school education. Some of the key initiatives that reflect government's commitment to CFS and minimum standard of quality education are briefly stated below:

### **National Education System Plan (NESP, 1971)**

*Quality education was anticipated in NESP 1971 through:*

- Vocational education
- Teacher training
- Increasing teachers' position
- Developing specific curriculum
- Strengthening the monitoring and supervision of the schools

### **Basic and Primary Education (BPEP first & second)**

- Access and quality was a major objective
- School physical infrastructure was developed massively
- Textbooks and teacher support materials were revised in especial consideration with child friendly perspectives
- Different modular teacher training programs were undertaken
- For strengthening the school support mechanism 1500 Resource Centers (RCs) were established and made them functional
- Introduced the provision of female teachers in each schools
- Special support were made for girls and children from Dalit and disadvantaged communities
- Inclusive Education was adopted for needy children
- Provision of book corner, Pigeonhole, students attendance board
- Initiation of continuous assessment and liberal promotion up to grade 3
- Collaboration with National and International partners for ensuring equitable access to quality education

### **Education For All (EFA, 2004-09)**

- Practice of School Improvement Plan (SIP) as a decentralized planning

- Enhancement of School physical infrastructure program in respect with child friendly concept
- Decentralized school governing system with authorized school governing bodies (SMC, PTA, VEC)
- Free text books for primary level
- Support for school library, computer lab and child friendly class room management
- Developed and disseminated the quality education resource package to teachers in collaboration with UNICEF and other national education partners
- Continued special support for the girls and the children from Dalit, ethnic minority and disadvantaged communities.
- Developed the national curriculum frame-work with especial provision of localization in curriculum development
- School based EMIS and Flash report system
- Provided for teacher positions in proportion to number of students
- Adopted SIP based funding modality for creating child friendly learning environment in the schools
- Provision of school performance evaluation through social auditing system
- Provision of school accreditation by assessing the specific performance of the schools
- School management training for Head teachers and SMC Members
- Applied the certification and demand/need based teacher training through Education Training Centers (ETCs) and Lead Resource Center (LRCs)

### **Three Year Interim Plan (TYIP, 2008-011)**

TYIP is the major guiding plan to all sectors of national development including education. The plan has envisioned several principle, policies and strategies to be applied in education sector. Basically, policies and strategies related to the child friendly learning environment, child rights and quality education are as follows.

#### ***Strategies:***

- To make basic level education free, easily accessible and compulsory in a gradual way.

- To ensure access of all the Nepalese to education opportunity by adopting open education system
- To establish the rights of all the citizens to free education up to the Secondary level
- To take the initiation for making school area a peace zone
- To give the experience of equal quality education by fixing the minimum norms, skills, knowledge and learning achievement for quality education
- To prepare and implement the action plan of basic education of equal standard for all and make it compulsory
- Special programs will be carried out for enhancing the performance of the teachers.
- To enhance the competence of the local bodies in the planning and management of education
- Child-friendly environment will be developed in schools.
- At the local level, to ensure the educational rights of all females, males and children by carrying out programs on reconciliation, rehabilitation, peace

***Policies:***

- In order to increase the enrollment rate and to decrease the drop out rate, scholarship, lunch and edible oil will be distributed to the targeted deprived community through the network.
- To provide education to children in their mother tongue and to adopt the trilingual policy
- To fix the minimum learning conditions for quality education
- To give continuity to in-service training based on competence in order to enhance performance of the teachers
- On the basis of local level education plan and school improvement program, arrangements will be made to make available lump sum grant directly to schools
- To run refresher trainings for the revitalization based on demand for development of training courses at local level

**School Sector Reform Plan (SSRP, 2009-2015)**

SSRP believes that, Quality of education can be achieved by promoting child friendly learning environment in schools. Similarly, SSRP refers to whole process of education



endeavors designed and implemented in line with the child perspectives. Some of the key vision related to the child friendly learning environment projected by the SSRP are as follows;

### ***CHILD/STUDENT***

- A student enjoys learning and engages in creative work in school and community, utilizing full potentials with high self-esteem
- A student understands and appreciates bio-diversity, cultural diversity and linguistic diversity at local as well as wider levels and contributes to the culture and art of living together.
- A student understands and appreciates the importance of democracy and sustainable development.
- A student respects labor and appreciates work and occupations.
- A student has basic information, communication and technological (ICT) skills to live an independent life.
- A student has basic life skills to co-exist in the competitive contemporary, global society
- A student has developed critical understanding about political, economic and social inequality, and firmly stands in support of democracy and human rights

### ***A TEACHER***

- A teacher enables a child to enjoy learning and engages her in creative work utilizing her full potentials
- A teacher has a pursuit of learning, and updates her knowledge and skills
- A teacher delivers lessons in creative and lively ways to ensure children's learning
- A teacher demonstrates a role model for behavioral transformation
- A teacher is regular in school and punctual in her class
- A teacher never applies corporal punishment
- A teacher respects children's integrity, identity and individuality
- A teacher appreciates and applies children's culture and language

## ***A SCHOOL***

- A school becomes a centre of knowledge and a forum for community interaction and learning
- A school becomes inclusive and child friendly, and respects children's rights to education
- A school through its own management system provides enabling environment and holds head-teacher and teachers accountable to ensure children's learning.
- A school has its own plan and meets its educational targets set against national standards.
- A school is transparent and shares information with stakeholders.
- A school ensures basic services such as teacher, textbook, classroom and learning environment.
- A school appreciates and applies local language and culture
- A school has its code of conduct to work in good faith.

## ***GOALS***

- Quality improvement in education mainly involves improvement in learning processes through the provision of appropriate learning conditions.
- SSR intends to develop child friendly and inclusive classroom teaching backed by necessary physical and instructional facilities, competent and qualified teachers, relevant curricula, textbooks and assessment system, and result based management system.

## ***Key Elements for Quality Management***

- Enabling conditions
- Curriculum and textbooks
- Instructional process
- Teacher management and development
- Head-teacher management and development,
- Certification and examinations

### **Essence of National Initiatives**

Government of Nepal has been conscious of quality education through child friendly approach. Reviewing the policy and program documents, it is found that the children have been focused as centre of all educational endeavours but Initiatives at individual level of students have not been addressed yet. Basically, government concern is focused in input perspectives rather than process and output. However, SSRP (2009-2015) is the first government's document that directly talks about the quality education through advancing educational process and addressing individual needs of the students with child friendly perspectives.

### **3.4 Child Friendly Initiatives from Nongovernmental Sector**

In order to promote the child friendly school, contribution from the non government sectors seems significant in Nepal. After CRC (1989), Nepal has also committed to ensure the child rights through revising policies and program. However, the issue of child friendly school has not properly addressed by the government initiatives. Obviously, government attention has been focused on input like school physical facilities, teachers' management and development and curriculum. In this connection, development partners from nongovernmental sector have made significant initiatives for promoting child friendly schools in Nepal. For example, synopsis of contribution from nongovernmental sector is articulated as following

#### **Initiatives from UNICEF**

UNICEF Nepal has been working with government and NGO partners for increasing access and enhancing quality of education. "UNICEF's strategy for enhancing education outcomes for children is to make schools more socially inclusive, gender sensitive, child-centred, healthy, safe and protective. Strengthened partnerships with the community have been a major feature of this strategy. Schools characterised in this manner are increasingly being referred to by the collective term 'child-friendly schools' (CERIED, 2008).

UNICEF Nepal is paying a leading role among the development partner in education for promoting child friendly schools in Nepal. Since 2003, UNICEF has been intensively supporting the schools for enhancing capacity of local stakeholders and promoting learning

environment by providing learning materials and teachers training. In line with ensuring quality education through child friendly perspectives, UNICEF Nepal has made several remarkable initiatives. For example, developing Quality Education Resource Package (QERP) and preparing teachers for child friendly learning is a pioneer endeavour of UNICEF which was a threshold for CFS initiatives in Nepal.

Later on, UNICEF has been promoting and implementing CFS initiatives in different ways. Firstly, UNICEF has been providing financial assistance for capacity building of key implementer through government system. Secondly, UNICEF has been collaborating with nongovernmental partners for developing child friendly schools in selected districts. Thirdly, child friendly initiatives are undertaken in especial initiation of UNICEF regional and district level units. As CERID (2008) observed that, the CFS interventions have been implemented in selected districts of Nepal, each with different characteristics and constraints, and grouped in three categories. Fifteen districts have been designated as 'Decentralised Action for Women and Children' (or DACAW) districts, spread across the five development regions, and recipients of an integrated program of UNICEF cross-sectoral support, including a UNICEF-appointed focal point officer. Eight are designated 'Quick Intervention Program' (or QIP) districts, located in the central and far north-west area and generally associated with conflict-affected areas. Seven 'Girls Education Program' (GEP) 'Stand-alone' districts, located in the Terai area, are recipients of interventions specifically targeting girls' education.

UNICEF Nepal is not only advocating child right and child friendliness, but also undertaking researches to assess the status of child in different aspects and evaluating the effectiveness of the initiatives in line with child friendliness. Moreover, in collaboration with Department of Education (DOE) and other national and international development partners, UNICEF Nepal is playing vital role for preparing National Framework for Child Friendly Schools (NFCFS) which is a remarkable attempt in line with sustaining child friendly school.

### **Save the Children's initiatives**

Save the Children Alliance (SCA) is also a major development partner in education sectors of Nepal. SCA has been implementing several activities in favour of the children in Nepal. Improving learning environment with child friendliness is one of the major concern of SCA,

thus, they have been undertaking several activities related to the CFS. Save the Children defines the child-friendly school as “Child Friendly School Initiative is a concept developed to promote rights based education. Child friendly means to recognize and respect children’s rights and responsibilities, to provide the enabling environment for children to enjoy those rights and develop strong self-concept and self-esteem. The Child Friendly School Initiative provides strong school, family and community links. It also provides active participation for children in school, which not only enable children confidence to grow, but also allows them to develop a healthy sense of self-esteem. Child-Friendly School Initiative aims to encourage schools to contribute to the socio-emotional development of the children by becoming child friendly to improve quality of education system and services as stated in UNCRC article no. 28 and 29”

Save the Children has been working on CFS since 2000. Initially, the program started in 10 schools of Kanchanpur district. Later on, it has been implemented in wider area. Now, the program has expanded in 2500 schools of 33 districts of Nepal. According to Save the Children, major objectives of the CFS are as follows:

- To provide opportunities for positive experiences for all children in primary schools through a safe, secure and healthy environment for children’s psychosocial well being, self-esteem and confidence.
- Promote equality, respect, non-discrimination and rights of all children in primary education to increase children’s participation in planning and school management.
- To promote rights and responsibilities of children in school.
- Build teachers capacity to apply the joyful, life relevant, activity based and participatory teaching/learning process in schools.
- Strengthening and enhancing support by parents, community, school management committee and teachers to plan and manage to create a safe healthy and conducive learning environment in schools.

In order to implement the CFS initiatives Save the Children usually follow the steps as following.

Under the CFS, following steps are taken:

- a. Orientation on UNCRC and Child-Friendly School concept
- b. Conduct School Self-Assessment (SSA) with the community people, students, teachers, parents and SMC members
- c. Develop School Improvement Plan based on the SSA
- d. Develop Annual Plan based on SIP
- e. Provide support to implement the SIP and Annual Plan
- f. Semi-annual review meetings.
- g. Assign focal teacher for each schools for CFS

Currently Save the Children undertaking; Assessment and School Improvement Plan, SMC capacity building, Child rights group formation, School Health and Nutrition Program, Code of Conduct for school teachers, students and parents, School Annual Plan and Teachers' capacity building on active teaching learning in working schools.

According to Save the Children (2010), The CFS initiative has provided a vision to the school. Each school has their SIP. They, now, frequently review their SIP and efforts are made for its proper implementation. There is strong linkage established between the schools and community. All the stakeholders are now aware and respect the child rights. There is no corporal punishment in schools. Each school has developed code of conducts to be obeyed by students, teachers and parents.

Moreover, they suggest that there is need of increased collaboration and coordination among the government and development partners including non-government sectors who are working in education sector. The planning can be done jointly so that expertise and resources can be shared and best utilized. The government should own the program and strengthen monitoring and follow up.

### **Initiatives of Plan International**

Plan International is also a well-known organization working in education in Nepal. Along with several educational programs, Plan has been playing a key role to accelerate the Learn without Fear (LWF) campaign. The Plan Nepal (2010) defines the CFS as "The school where there is a learning environment without fear, no child is imposed, corporally punished by

teachers and free from sexual harassment and bullying by peers and teachers. Non violent teaching code of conduct, positive disciplining school norms followed by teaching and non teaching staffs including students and parents in all child friendly schools is a prerequisite of child friendly school. Availability of learning materials and using it appropriately and applying participatory teaching technique with safe and hygienic classroom are also the supporting factors to make child friendly school”.

Plan Nepal has been familiar with CFS since 2000 and also practiced in different ways to promote child friendly schools through interventions of both soft ware and hard ware components together. Since 2007 onward, Plan Nepal has actively involved for promoting child friendly school and community through global advocacy campaign on Learn without Fear with focus on banning corporal punishment, developing teachers’ capacity on non violent teaching technique and sensitizes parents and SMC members including all civil society organizations in support of Learn without Fear (LWF) concept to implement in schools. Plan Nepal is integrating the LWF concept to teachers’ short course training, SMC management training, and policy level dialogue and included it into the school physical infrastructure development program of MOE, DOE.

In order to promote child friendly learning environment, Plan Nepal has been implementing following activities;

1. Policy formulation for implementing LWF concept and Banning corporal punishment practice through advocacy and developing network
2. Teachers training
3. Awareness raising through sensitization workshop, debate session, campaigning and media mobilization
4. Improvement of school physical condition

These activities are intensively being undertaken in Plan working districts; Bardiya, Banke, Makawanpur, Bara, Rahutahat, Morang and Sunsari. Regarding to the achievement, Plan Nepal (2010) articulates that they have been able to reduce corporal punishment significantly. Moreover, in coordination of Plan Nepal, a ‘corporal punishment banning

policy' has been prepared and is going to be applied national wide. However, the LWF campaign is yet to be mainstreamed with required arrangement.

### **Initiatives made by World Education**

World Education is also a well known organization working especially in education sectors. Since the beginning, this organization has been working both formal and non-formal education programs. Among the various activities, CFS is a major intervention applied by World Education. Basically, in the financial support of UNICEF, World Education has played major role to develop and disseminate quality education resource package. According to World Education, CFS is defined in different four dimensions firstly, "Children do not have any hesitation and fear going to school to study. Secondly, Favourable environment (Physical; playground, classroom, furniture, drinking water, toilets etc.) should be available in the schools. Thirdly, Teachers teach respecting the students' dignity. Fourthly, inclusively formed PTA/SMC, higher involvement of the community in every activities of the school And Students' representation in all the school committees are ensured.

World Education has applied CFS concept since 2003. At first, World Education applied CFS concept in formal education aiming to adopt NFE Graduates to the formal schools. Create a favourable teaching/learning environment at school with inclusively formed PTA/SMC along with the representation of the students in all the school committees. Create a situation to recognize the dignities of each other are basic strategies to promote child friendly learning environment. As a result they got success to reduce dropout and increase retention of those students who were enrolled in formal school from non-formal program.

Under the CFS initiatives, the World Education has focused to improve Physical condition (Play ground, Class room, furniture) of the schools, Helping Teachers to improve their teaching skill in a more child friendly way and evaluating the students in daily, weekly and monthly basis. In addition Transparency, School sanitation, school library programs was also run in line with CFS initiatives. Under the initiatives, 600 community schools have improved their learning environments. As World Education claimed, the overall consequences of the initiatives are;



- a. 100% enrolment of school going age children from the school's catchments.  
(Parbat, Baglung, Lalitpur)
- b. Inclusively formed PTA/SMC. (In most of the World Education supported schools)
- c. Improvement of the furniture considering the age, height of the students.
- d. Improved school's sanitation.
- e. Child club's initiation in decision making.
- f. Involvement of all the school stakeholders in the matter of school safety.
- g. Improving the learning achievements.
- h. Highly improved retention rate.

Along with several positive consequences, there are some suggestions to government in line with main streaming CFS under the government's program

- a. Additional resource allocation to school for promoting CFS environment in schools.
- b. Although, all the teachers should have the teaching license, they should be provided the CFS concepts before they enter the job.
- c. The RPs should conduct the interaction and other awareness raising type of activities to the PTA/SMC and the parents, at least, once a year.
- d. Exposure visits for the PTA, SMC H/Teachers to the CFS schools be arranged.
- e. CFS related materials to be provided to schools.

### **Initiatives from Innovative Forum for Community Development (IFCD)**

IFCD has been practicing Child Centred Teaching and Learning (CCTL) as a part of CFS. With the support of UNICEF, they first exposed to this approach in 2000, basically, in non-formal education. Later on, they have transferred the approach in formal primary schools in 2005. Under the CCTL, they organize training for teacher, orientation for SMC, DEO, PTAs and NGOs members and planning workshop with DEO and monitored the implementation of the program.

IFCD considers CFS an umbrella terminology of child centeredness and a comprehensive approach to ensure the child rights. In their definition, CCTL is a practical activity based

participatory learning environment, where children are core and teacher are just a facilitator. There are four objectives of CCTL program:

- 1) To change classroom environment to suit child-centred learning.
- 2) To organize activity based participatory training for teacher to change their regressive behaviour.
- 3) To provide child-centred learning materials to enhance activity based learning.
- 4) To motivate and enhance capacity of DEO, school management and community to go for quality education through CCTL.

As consequences of CFS initiative, they have found many changes in the schools; Head teachers and teachers have appreciated the complete package of CCTL. They recommended this package and implemented throughout. As IFCD claimed, this innovative initiative has not only been instrumental to change attitude of teachers, but also given them an important skills to be creative and implement whatever they learned during training. Model applied by IFCD found more practical. It has also increased achievement level of student. Parents were happy to know that their kids became enthusiastic to go to school every day after the introduction of this approach.

However, based on the experience of IFCD, some suggestion also needed to be incorporated for enhancing CFS in effective way. Government should always come forward to adopt any proven and successful practice because it will save money, energy and time. CFS/CCTL is an endeavour to ascertain quality education. Quality education is a must now and CFS/CCTL ensures quality. Government must internalize this. As earlier said, the government loves project, therefore, UNICEF should develop CFS/CCTL as package and handover to the government. In regard to NGOs and other implementing partners, whoever has known this package should come forward to implement. It is a result and change oriented activities, therefore, should be tried once.

### **Initiatives made by educational organizations**

In addition to above organizations, there are other organizations working for child friendly initiatives. For example, Rato Bangala, Teachers' Union and Community School National net Work (CSNN) are undertaking awareness related activities and teacher training programs. Noticeably, Rato Bangala School has been undertaking remarkable job in line with CFS.

Classroom management, decoration, opportunity to expose the potential of child, inclusiveness and child friendly teachers' behaviour are the basic features of this school. On the other hand, beyond school boundary, the schools have been implementing CFS initiatives including teachers training in Dailekh and Sindhupalchok districts.

### **Essence of the I/NGO initiatives**

In order to ensure the child right through child friendly learning environment, contribution from nongovernmental sector seems remarkable. However, some limitations still exist. Firstly, CFS initiatives have been undertaken in limited schools in some districts, though, majority of schools still are unaware of this essential concern for quality education. Secondly, I/NGO are undertaking CFS activities on their own style; still, there is lack of coordination among the development partners and the activities. Finally, I/NGO seem able to achieve exemplary cases but these examples are not shared massively. Thus, the CFS initiatives need to be coordinated by the governments' agencies and it should be expanded across the county.

### **3.5 National Frame-work for Child Friendly School (NFCFS)**

Education has been priority sector of the government since NESP (1972). However, major concern of the government was to focus on input parts, like teachers, curriculum physical infrastructures. Process part of the education like classroom management, delivery, teachers' behaviour, students' interest and needs, etc. have never been considered major factors of quality education. Now, child friendliness has been well accepted by the national policies and programs. After Interim Constitution (2006) defined education as right of the people, the child friendly perspectives have been a major agenda in educational endeavours. SSRP is a major evident of government's commitment which has adequately addressed the child friendly school and learning environment.

Since 10th five year plan (2002-2007) government has been seeking basic indicators of quality education in Nepalese context but it is not developed yet. Meanwhile, UNICEF Nepal, in collaboration with the government and other development partners, initiated the concept of Child Friendly School (CFS) in 2009. At first, the concept of CFS tried to articulate with developing National Frame-work for Child Friendly School (NFCFS). Now, the draft of

the frame-work is prepared. The frame-work has covered different 9 components of learning environment of a primary school. Each component comprised of several indicators of the minimum and anticipated condition. Here, objectives and its features are highlighted.

The NFCFS tried to establish the relation between child friendly school as a means to ensure child rights and quality education in introductory section. The frame work claims, "There is interrelationship among child friendly school, quality education and child right principles". Similarly, it is hoped that NFCFS is an endeavour in line with right based approach to education which is the expectation of Interim constitution.

### **Meaning of Child Friendly School**

The NFCFS define the CFS as School with joyful teaching and learning environment for students (children). Similarly, arranging teaching and learning activities in line with the needs, ability and interest of the children is another indicator of CFS. Effort is made to explore the internal learning potential capacity of the children in child friendly school. Specialities of child friendly school have been mentioned as-

- All children get environment to be healthy and physically, mentally and emotionally secured.
- In CFS, children's interest, ability and educational level is duly considered and necessary teaching and learning environment and syllabus are arranged accordingly.
- All Children are equally encouraged to get enrolled and treated in schools regardless of their caste, religion, economic standard, physical and mental weakness.
- Other than teaching and learning, direct help is provided to the children to fulfil their needs related to their health and safety.
- In CFS, active participation of children, guardians and community is emphasized and they are involved in policy making, program planning and program implementation.
- Every kind of physical and mental punishment is prohibited in CFS and children are always protected against any kind of abuse and exploitation.

### **Objectives of Child Friendly School's framework**

There are two major objectives of the frame-work in general.

- a. To determine national standard and its indicator for child friendly school and quality education.
- b. To Suggest the way how to convert all kinds of school of Nepal into child friendly school

In specific, following support will be provided to the stakeholders:

1. To know about the characteristics of child friendly school
2. To know about various aspects of child friendly school
3. To obtain indicators of quality related to various aspects of child friendly school
4. To determine the standard of school, based on the indicators
5. To identify the standard of child friendly school through self evaluation
6. Help the common schools be converted into child friendly school

### **Components of NFCFS**

The NFCFS has nine components. Each component describes the scope and indicators of minimum and expected standards with quantifiable indicators. Here, synopsis of the components is stated as follows.

#### **1. Effectiveness**

Effectiveness is one of the components of NFCFS which deals with the performance of the child friendly schools in general. Mainly, learning achievement of schools is one of the areas addressed under the effectiveness. Overall school's achievement, individual student's achievement and achievement, in particular, are major features under the learning achievement. Similarly, the use of time by teachers, school's performance (dropout, retention), students' and teachers' attendance, professional support to the teachers, school supervision and teachers' performance evaluation are other indicative area to make effective child friendly schools. The indicators are mentioned in annex.

#### **Inclusion**

Inclusion is second component of the NFCFS. For creating and ensuring inclusive learning environment, some basic indicators are designed under this component. Access of all children including marginalized and disabled to the school and ensuring their learning is major focus of this component. Similarly, physical facilities like disabled friendly classroom,

toilet and other facilities are other areas of inclusion. Moreover, minimum standards of Inclusion in teacher management, stake holder's participation, extracurricular activities with inclusive perspectives and especial support mechanism to the needy students are also covered by the frame work with indicative parameter. See annex for detail.

## **2. Teaching in mother tongue**

In compatible with Interim Constitution, the use of mother tongue in teaching and learning process is accommodated as a component of NFCFS. In this regard, identification of local needs and use of mother tongue in teaching and learning is the major focus of this component. Alongside, curriculum, teacher preparation in mother tongue, classroom management with addressing the needs of the needy students and ensuring their learning are other areas addressed by the frame-work.

## **4. Teaching and learning activities**

Teaching and learning activities are considered as central agenda of CFS. This component is basically related to the process of learning which can be optimized through establishing certain norms and indicators. The coverage of this component are: the school activities being carried out on the basis of annual work plan, qualified and capable head master appointed, sufficient teaching material arranged and made available at local level and fully utilized, relation between school and community, relation between school and guardians, sufficient emphasis on extra curricular activities, sufficient emphasis on practical aspect in teacher's training, use of three dimensional interaction in teaching (Teacher, student and guardian), interaction among teacher and mutual help, monitoring ,evaluation, research and creative and promotional work, use of modern technology in education system, and teaching materials for effective teaching and learning. The indicators are attached in annex.

## **e. Health, security and protection**

Health, security and protection of a child are also other important components, which consolidate the various indicators of health, security and protection of child especially in school. Under the health of child, the frame-work refers health checking facilities in school, availability of first aid box and vaccination. Besides, regarding to security, basic indicators of physical condition of school with security perspectives, sanitation, and drinking water, and

toilet cleanness, day meal, prohibition of punishment are included. In protection of child, risk reduction of disaster and consideration of child protection in classroom, play ground, and road are indicated.

**f. School's physical condition**

NFCFS refers to child friendly physical condition of the schools. Master planning of physical infrastructures, based on available land with long term future vision that includes school building, compound, play ground, toilet, drinking water, library, laboratory, administrative room, staff room, multi purpose hall, canteen, health check room, kitchen garden, tree plantation area, teacher's quarter and hostel (based on school's need) should be well laid out. Similarly, proper record keeping of physical property, consultation of technicians while school's physical construction is made, decoration, maintenance properly done with child friendly perspectives are the area covered under the school physical condition.

**g. Participation of children, parent and local community**

Participation is also a major indicator of CFS. The frame-work refers to certain condition of participation of the stakeholders for child friendly school in major three areas: participation of children, participation of parents and participation of local community. In child participation, formation of child club and its functionality and participation of children in schools' decision making are the major components. Additionally, parents' participation is expected in SMC and PTA formation and support to the schools in line with its physical and pedagogical development. In the same way, participation of local community is also anticipated in the mobilization and use of resources and the monitoring of school performance.

**h. School management**

The NFCFS accepts that for making schools child friendly, the school management also has to be in compliance with child friendly perspectives. In this regard, frame-work refers to democratic, participatory and inclusive SMC, prompt teachers management with accountability mechanism, multiple resource mobilization, monitoring of school performance, compliance of rule and regulation, ownership and school evaluation are the major areas of school management which are mentioned in the frame-work with indicators.

### i. **Gender aspect**

Finally, gender responsiveness is also a prerequisite for child friendly schools. The frame-work refers to several indicators for ensuring gender equity and development in schools. In this concern, positive discrimination is referred to be applied. Scholarships for promoting girls' participation, enabling condition for addressing gender sensitiveness and availability of female teachers are the major aspects under gender responsiveness. Indicators of all components are attached in annexes.

### **Essence of the NFCFS**

NFCFS is a major intervention in line with the child friendly schools in Nepal. The frame-work gives a clear direction to apply the child friendly school concept. However, still, some rooms to be revised is felt. For advancing practicality, establishing coherence and eliminating duplication among the indicators, following notes can be considered while finalizing the frame-work.

1. The NFCFS has comprised 9 components which are not fully compatible with the CFS frame work of other countries. There is a well accepted practice of 5 major dimension of CFS like effectiveness, inclusiveness, gender responsiveness, health, safety and protection and participation of children, parents and local community. In contrast, the draft of NFCFS has comprised 9 dimensions of child friendly schools. Mainly, the school management, teaching in mother tongue, school's physical condition and teaching and learning activities are additional dimensions of CFS proposed by the draft frame-work. Regarding the Nepalese educational context, all those additional aspects seem relevant. However, considering the international practices, those aspects can be rearranged within the major five dimensions. The Issue of mother tongue, somehow, is related with inclusion so that the indicators of mother tongue can be combined with inclusiveness. Similarly, separate component has been allotted for the school management, which can be merged with participation as 'Participation and Governance'. After reframing, there will be 7 major components in NFCFS which will be more significant and appropriate as well.
2. The Indicators related to the school sanitation like toilet, drinking water, are often repeated, basically, in inclusiveness, gender responsiveness, health, security and



protection as well as in school's physical condition. These duplicating indicators are reorganized for making frame-work useable and fitting.

3. Teachers' motivation part has been linked with CFS with priority in neighbouring countries India, Sri Lanka and China. Based on the lesson learned, especially Sri Lanka has been developing child friendly schools as teacher friendly schools simultaneously. So, they are promoting CFS with due emphasis on teachers' motivation and readiness. Without happiness of teachers, the child friendly initiatives, in no way, are complete. In this concern, NFCFS should be very cautious to set the indicators of teachers' friendliness.
4. Prepared frame-work of CFS seeks policy guideline. This document is not sufficient to implement CFS at school level. It demands sub-sequential implementation manual for the schools. The manual should be able to guide the school for applying CFS comfortably. More over there should be internal (self) and external monitoring and evaluation system of CFS.

### **3.5 International practice of Child Friendly School**

In this section, CFS practices adopted by different countries are being reviewed. History of school education reflects that there are several models of child centred initiatives adopted by different countries as a prioritized program. Some of the schools, however, which don't have national policy of CFS are also applying child centred activities on their own. Here, some examples of child friendly initiatives, applied in some developing countries with the supports of UNICEF are highlighted.

#### **Development of CFS initiatives**

In 2003, a review of global efforts to implement child-friendly schools found that a wide range of conceptual interpretations had been applied, resulting in a variety of manifestations of child-friendly schools in different countries (Chabbott, 2004) as cited in UNICEF, 2009. The review found that child-friendly school was defined in terms of anywhere from 6 to 12 fixed characteristics. Most of the characteristics appeared desirable, although it is unclear where these characteristics originated. CFS manual (UNICEF, 2009) clearly articulated that The Convention on the Rights of the Children (CRC) was often cited to

support these prescribed characteristics. The CRC was an ideological framework for child-friendly schools, but in defining the child-friendly school concept the real linkages to the core principles of the CRC were not clearly established. It was, therefore, not evident whether such prescribed characteristics are a finite set or an expandable list, or, if expandable, how additional characteristics for child-friendly schools would be generated. This made it difficult to treat child-friendly schools as a coherent model that could be implemented in a logical, consistent, predictable manner in different contexts.

The implementation of child-friendly schools in different countries has been undertaken in distinct phases and models. "There was an early phase during which efforts were not intended to create child-friendly schools but were designed to improve some aspects of schooling. Over time, the changed schools that resulted came to be described *ex post facto* as child friendly schools. In the later phase, after adoption of the CFS model by UNICEF, efforts were deliberately meant to make schools child-friendly" (UNICEF, 2009). However, the child friendly school concept has been implemented somewhere as eclectic and sometimes superficial. The scenario of its implementation is described as follows.

Reviewing the literatures of the past efforts, the concept of child friendliness was synchronized with the reform process of school education. Basically, addressing child psychology, ensuring child rights, and uplifting educational performance was major objectives of child centeredness. On the other hand, it was a reform designed to improve the quality of learning as an integral part of expanding access for achieving the Education for All (EFA) goals. "IDEAL began in 1996 by experimenting with multiple ways of teaching and learning, sensitizing teachers to the ways in which children learn and helping them adapt their teaching styles accordingly" (UNICEF, 2009). This, invariably, became a starting point for greater child-centeredness (a CFS principle) in schools and classrooms. Over time, there appears to have been a chain reaction through which IDEAL generated new features as part of the process of strengthening quality (UNICEF, 2009). These included safe learning environments, community involvement in school planning and management, and assessment of learning achievement.

As a result, IDEAL's structure and process of education reform created new characteristics that allowed the project schools to be classified as child-friendly schools. Similarly, "*Programme for the Advancement of Girls' Education (PAGE)* in **Zambia** did not begin with the intention of creating child-friendly schools but with the intent to help provide quality education for girls that would promote gender parity and empowerment. A multi-sectoral approach to dismantling the barriers that prevent girls from having access to and performing in schools evolved. This entailed a variety of interventions developing community capacity, providing learning and teaching materials, creating single sex classrooms in math and science designed to improve the learning environment for girls and resulted in these schools being classified as child friendly (UNICEF, 2009).

In **Egypt**, community schools were inspired by Colombia's Escuelas Nuevas model and predate the CFS framework in UNICEF. According to the CFS Manual (2009), the initial intent was not to create child friendly schools. Rather, the focus was on cultivating strong local community engagement in education (a CFS principle) in order to provide quality learning opportunities for children who did not have access to the mainstream schools. Subsequently, these community schools generated additional features, such as stimulating classroom environments and learners' participation, that have brought them closer to classification as child-friendly schools. Similar efforts to provide quality learning opportunities for disadvantaged populations in **West and Central Africa** began in the mid-1990s with integrated approaches to strengthen community involvement. These reforms predated the launch of the CFS model by UNICEF. However, by 2001, 7 of the 24 countries in the region were engaged in reforms purposefully designed to promote child friendly/ girl-friendly schools. These CFS initiatives included setting up multi grade community schools that made education viable in sparsely populated rural areas and creating satellite schools that made it possible for children to get education close to home until they are old enough to transfer to regular schools farther away.

Again, CFS Manual (2009) stated that, in the **Eastern and Southern African Region**, more deliberate efforts to promote child-friendly schools took place in countries including **Ethiopia** and **Kenya**, where converting existing schools into child-friendly ones was the major focus of UNICEF's investment in education. These efforts centred on classroom

processes and the school environment to promote more 'joyful learning', immersing children in a highly participatory learning process within a resource rich environment guided by teachers trained to be friendly facilitators. The transformations are depicted in 'before and after' photographs of classrooms and schools that show the simple measures employed to promote change, such as:

- a. Brightly painted rooms, clean floors and colourful displays on walls;
- b. Child-appropriate furniture arranged flexibly for a variety of learning approaches;
- c. Pupil activity centres or learning corners created around the classroom;
- d. Adequate water and sanitation facilities;
- e. Provision of recreation kits;
- f. Nutritious school meals.

**Ethiopia and Kenya** have been only partially successful in incorporating CFS in their national policy and plans. "Even when the governments have agreed, in principle, to adopt child-friendly schools as a model for improving the quality of education, they have failed to include adequate programming tools for setting scenarios, making projections and costing options for incorporating child-friendly schools into the education planning process. This results from becoming bogged down on a fixed set of CFS characteristics rather than focusing on key principles that can promote a planning dialogue around the desired aspects of child-friendly schools" (UNICEF,2009). In this connection, CFS manual focused on CFS Framework in correspondences with the national standards of CFS. Similarly, the CFS Manual (2009) recommends harmonizing the CFS frame-work with national policy and plan.

In **Azerbaijan**, for instance, the Government has selected some of the prescribed CFS characteristics and rejected others. UNICEF continues to advocate for the acceptance and full implementation of child-friendly school characteristics, because to do otherwise would mean that child friendly schools could become a menu of features from which governments select rather than a model based on key principles relating to what is in the best interest of children regarding their right to quality basic education.

UNICEF has been advocating for mainstreaming CFS with education sector agenda. However, the application of CFS seems varied in different countries. Some progress is being made in some countries, resulting in serious government efforts to implement some CFS elements in various categories of schools. "The hope is that if governments can be persuaded to adopt a CFS policy, this patchwork of CFS elements will spread to as many schools as possible"(UNICEF, 2009). It has been proved that where the advocacy is effective and government's willingness is also strong, applicability of CFS is high. As UNICEF believes, the mainstreaming of CFS initiatives with national policy and plan by means of strong government's commitment is major opportunity and challenge of the issue. "This challenge is the most evident in the East Asia and the Pacific. Since UNICEF first introduced the concept in the late 1990s, the countries in the region have taken the lead in demonstrating the benefits of CFS models and adopting CFS policy" (2009).

In **Thailand**, for example, the Child-Friendly School Initiative helps schools and communities create partnerships to help track and ensure children's school participation, learning and well-being. UNICEF has provided technical support to help the Government develop standard architectural designs based on CFS principles that are expected to be used to construct new schools and renovate existing ones as part of the drive to implement a CFS policy in Thailand. These measures will undoubtedly produce benefits for quality education in that country and enhance the use of CFS models to provide quality basic education for children elsewhere. These developments, however, fall short of systematic mainstreaming of child-friendly schools into an education system. There needs to be a more holistic approach in which specific CFS principles are used to decide on key elements and standards for child friendly schools in a given country and on the extent to which these features will be adapted to different parts of the country or at different stages of the national implementation process.

These features and standards can, then, be included in education planning models as an integral part of the variables used in the national education sector planning process. Two developments in 2007 hold promise that child-friendly schools can be successfully mainstreamed in education systems.

In **China**, major advancements towards mainstreaming CFS as a model for implementing the Government's policy of nine years of compulsory basic education and what is termed the 'whole child' education policy have followed the successful piloting of CFS models by UNICEF in selected schools in some of the countries' most disadvantaged provinces. The Ministry of Education has set up high-level policy and technical teams to work on principles, features and standards for child friendly schools in China, and the results of their work will be used in a pilot exercise to mainstream child friendly schools in the education planning process of selected provinces. It will, then, be rolled out to other provinces throughout the country. UNICEF is committed to providing guidance and technical support to the Government in this important area (UNICEF, 2009).

In the case of **Nepal**, the CFS has been accepted as a pathway for achieving quality education for all children. The concept of child centeredness was already accepted in principle since Seti Education Project (1982) that was followed by Primary Education project (1988) and BPEP (1993). However, the initiative was not directly replicated in national policy and plan. Regarding the CFS concept, it has been adequately replicated in SSRP, which is the leading policy and plan of education at present. Since couple of years back, UNICEF Nepal has been advocating child friendly school providing support for improving learning environment. In compatible with SSRP, UNICEF now is supporting government for developing National Frame-work of CFS, which is near to be finalized. In the same way, the government has also started to introduce the CFS concept in teachers' training curriculum. Simultaneously, the key actors in education are also being trained in CFS concept.

The United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF have decided to modify an existing education simulation model and committed to a single education simulation model (EPSSIM) to support education sector planning in developing countries. UNICEF has worked with UNESCO to incorporate CFS elements into this model, ensuring that CFS principles are a visible part of policy dialogue and that CFS elements are considered in scenario-setting during the planning process. The existence of a single model also means that CFS standards can be a part of the planning process and that selected CFS elements included in a sector plan can be properly analysed in terms of cost over the plan period.

### **Essence of National Practice**

Child centeredness is a pioneer thought in education management since Rousseau's period. However, it has been implemented in different way in different context. Regarding the systematic application of child friendly school, it strongly evolved after Child Right Convention (CRC, 1989). After CRC 'Child friendliness' has been accepted as a means to ensure the child rights by different developing and developed countries. This approach has been adopted with several models; sometimes it's linked with focus on child dignity, sometimes, with Learning without Fear (LWF), sometimes inclusiveness etc. However, in particular, CFS campaign has been initiated and lead by UNICEF in the world. The document shows that child friendly school approach is being applied in several developed and developing countries with developing national frame-work.

## **Chapter: 4**

### **Data Analysis and Discussion**

#### **4.1 Introduction**

This section deals with data analysis and interpretation of the data collected from the field study. Based on the research question, three major areas of child friendly initiatives; status of CFS initiatives, effect of the initiatives and best practices are focused in this study. Similarly, in compatibility with research questions and scope of the study, both qualitative and quantitative tools are used. Collected data through different sources and procedures are thoroughly analyzed in this chapter.

The scope of this chapter is to analyse the data collected from schools in Kavre, Rautahat, Siraha and Rupandehi and generate findings that will give a clear picture of status of CFS initiative and identify actions that can be taken to make child friendly initiatives in practical ways. The primary source of data was qualitative information generated through FGD with teachers, students, SMC/PTA members and the community along with interviews conducted with head-teachers and DEO staff members. In addition, the field research team made a number of observations. The qualitative data have been substantiated by quantitative data collected from field with the help of structured format. Finally, school records were analysed in an attempt to verify findings from the other sources of data.

#### **4.2. Analysis and Discussion**

##### **Section: 1**

This section deals with the status of CFS initiatives. The understanding of the key stakeholders on CFS and their perception and behaviour in line with CFS is analyzed in this section.

##### **4.2.1 Status of CFS Initiatives**

Based on the research question, the status of child friendly school is assessed by using the data collected through interview, focus group discussion, and observation. Similarly, different forms were used for collecting quantitative data. In this section, the understanding of the key persons on child friendly school concept, support mechanism to the child friendly



schools, availability of learning materials and their use, behaviour of the teachers and students etc. are analyzed on the basis of the data collected from the sample schools.

### **Understanding Child Friendly School:**

*"Education provides us with a rights based approach, stressing that all children have a right to education – they are right holders. Education is not a privilege that society grants to children; it is a duty that society fulfils towards all children"(UNICEF, 2009).*

The purpose of a CFS model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the children as a learner and the main beneficiary of teaching, while improving other school functions in the process. Quality standards should make it possible for all children to access school, survive from grade to grade and complete the cycle on time; they should also provide an enriched educational experience through which students can thrive, develop and achieve their full potential. To this end, CFS models are concerned with harnessing a full involvement and support of all parties in a position to facilitate children's rights to a quality education (UNICEF, 2007).

Without understanding basic concept of child friendly schools, the key actors can not apply the child friendly approach in school environment. In this concern, understanding level of the key actors who were research participants of this study is assessed. Both quantitative and qualitative data show that majority of the respondents are aware of child friendly concept. All interviewee expressed their views on child friendly concept with definition. In the same way, participants of focus group discussion in Kavre, Siraha, Rautahat and Rupandehi all are agreed that child friendly concept is an approach to ensure the child right through child centred behaviour in the entire school system. Somehow, the basic themes of child friendly school i.e. inclusion, participation, gender responsiveness; child centeredness, health and protection of the children are covered in their expression.

### **Support to the Child Friendly School**

Child friendly schools can effectively perform child centred activities with the support of DEO, School Supervisor and Resource Persons. Similarly, child friendly school seeks the additional support from non governmental sectors, local bodies and community. In this study, the existing status of support to the schools from DEO, NGO, and local community is

assessed. In this regard, HT, and teachers were asked through the interview with demand side perspectives and RPs, School Supervisors and DEOs are asked about the support they have been providing with supply side perspectives.

According to the response from interview with teachers and head teachers, schools are getting financial support entitled to teachers' salary, PCF funds, SIP funds and miscellaneous. Sometimes, the schools have been receiving additional grants for school physical facility development. In the case of Rautahat, the schools have been supported from District Education Office by providing day meal for student and cooking oil for the home purpose. Similarly, girls have been getting two litters of cooking oil per month. As a result, the number of both girls and boys has been increased. UNICEF has provided different instructional materials that helped in joyful learning. Similarly, carpets and shoes racks for the class rooms also are provided by UNICEF, so, the classrooms are looking clean and tidy and the students are comfortably sitting on the floor. Now, they feel easy to conduct different learning activities in class room.

**Rautahat:** Regarding professional support, DEO (Rautahat) has made some intervention in order to promote child friendly schools. In this concern, they have undertaken district level work-shop for selected HT, SS, and RP. In the same way, School Supervisor and RP have arranged the orientation program at RC level for HT, teachers and SMC members. On the other hand, they have been promoting child friendly environment in the schools through improving school physical facility and training program.

**Kavre:** In the case of Navin Primary School, Kavre, has received NR 40,000:00 from DEO for promoting child friendly learning environment. They bought the instructional materials from that money. In addition, they have established the library with physical and financial support of Room to Read. Similarly, this school is a piloting school for One Laptop per Child (OLPC).

Child friendly schools in **Rupandehi** and **Siraha** have similar status of support from out side the schools. DEO in Rupandehi has expressed that the DEO is distributing the materials and other resources to the schools, whatever they have. In the case of support from the RC,

Rupandehi seems forward in visiting the schools and providing suggestions in line with child friendly learning environments.

In line with promoting child friendly schools, they have been enabled by different agencies like DEO, RC, LBs, and UNICEF as regards managing funds, materials, supervision and teachers training. Following table shows the status of district wise support in general.

Table: 4.1  
Status of child friendly initiative

Agencies	Kavre	Rupandehi	Rautahat	Siraha
DEO	SIP funds, CFS training, supervision, school construction	Distribution of allocated resource, training, supervision	Funds, Training, school physical development	Training, school physical development
RC	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision
UNICEF through regional office, and NGO	Material support ; tin trunk library, training through DEO Quality Education Resource Package	Material support ; tin trunk library, training through DE Quality Education Resource Package	Carpet, Mat,	Material support ; tin trunk library, training through DEO Quality Education Resource Package
LB (Municipality, VDC)	Financial support , in municipality area but not focused on CFS	VDCs are supporting schools but CFS is directly targeted	Very few schools getting support	3 schools are financially supported but not especially for CFS

Different interventions have been implemented in different years. In **Kavre**, for example, in 2003, an out-of-school program was initiated, continuing upto 2004. In 2004, Grade teaching and strengthening of teaching/learning resources began in 25 schools. Similarly, CFS initiatives in about 50 schools of **Siraha** and of about 21 schools of **Rautahat** also started since last year. Though, they are not expanded and developed properly. In the case of **Rupandehi**, there are 10 schools running as child friendly school but they are not fostered from the system. The support from the government is based on request of UNICEF.

The total number of schools benefiting from CFS interventions within a district depends on the participants in the CFS training. Not all schools received same types of interventions. It means local needs have not been properly addressed.

Status of Support from the other I/NGO is described in chapter 3 (Initiatives from I/NGO) in details.

## **Section: 2**

### **4.2.2 Situation Analysis of CFS**

*A child-friendly school is not just a child-welcoming school but also a child-seeking school. It works to attract and retain children from different backgrounds, respects diversity and ensures non-discrimination.*

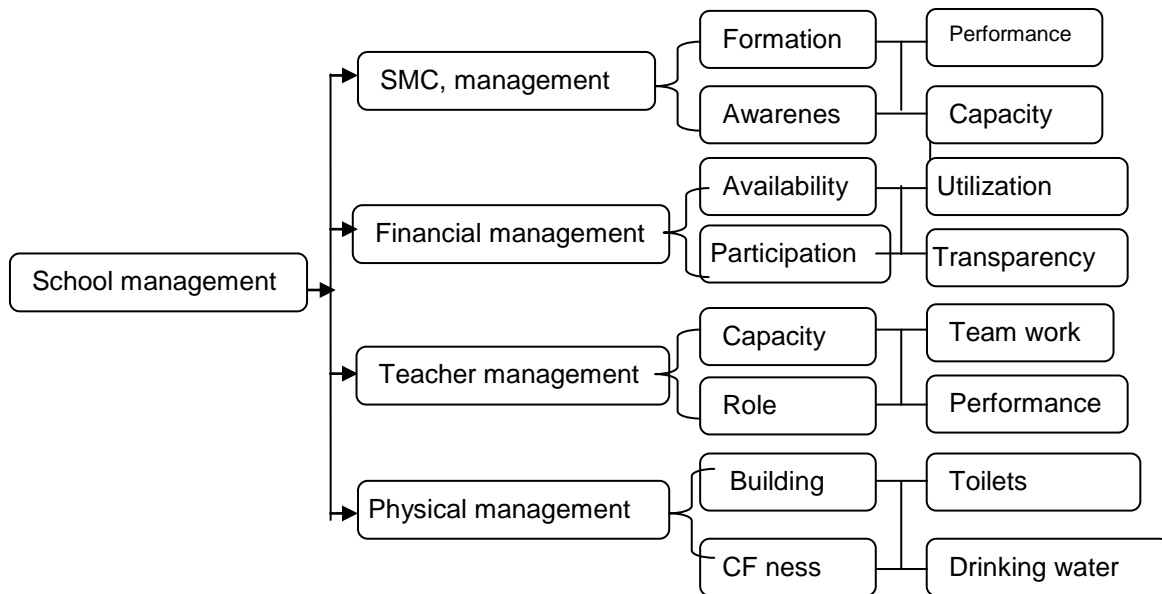
Child friendly Learning environment is combination of comprehensive condition of a school, which can be developed in combination of all segments school environment. Based on the frame-work given by the objectives of study, situation of CFS has been analyzed from four major dimensions. School management, teaching and learning process, schools performance (dropout, promotion, participation of Dalit, Janajati and Female, and attendance) and community participation are the major ones. Basically, the data for this analysis are generated from participants' interview, school observation, focus group discussion, and school information analysis. The following flow chart illustrates the frame work of child friendly schools that are assessed in this study.

#### **4.2.2.1 Dimension: 1. School Management**

School management is the leading dimension of CFS. If the school management is well conscious on child friendliness, the schools' activities will be automatically driven by child friendly perspectives. The school management dimension is assessed within the following frame-work.

**Figure: 4.1**

**Framework of School Management**



Among the applied tools, observation of the schools is closer to the management dimension. In this section, four major area of school management; SMC, financial management, teacher management and physical management are analyzed as following.

**SMC and School Management**

There are five major areas of SMC management. The following table shows the comparative status of the SMCs' strength in respective districts. Six schools from each district were taken as sample. Based on interview, focus group discussion and observation, the status is assessed with four category of rating scale. Each column of the following table represents the number of schools having degree of strength in respective scale. 4: Excellent, 3: Good, 2: Low, 1: Poor.

**Table: 4.2**  
Status of School Management

School Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
SMC is formed according to Education Regulation	5	1	0	0	6	0	0	0	4	2	0	0	4	2	0	0
SMC is formed with addressing gender, social inclusion and other diversity	3	3	0	0	6	0	0	0	4	1	1	0	4	1	1	0

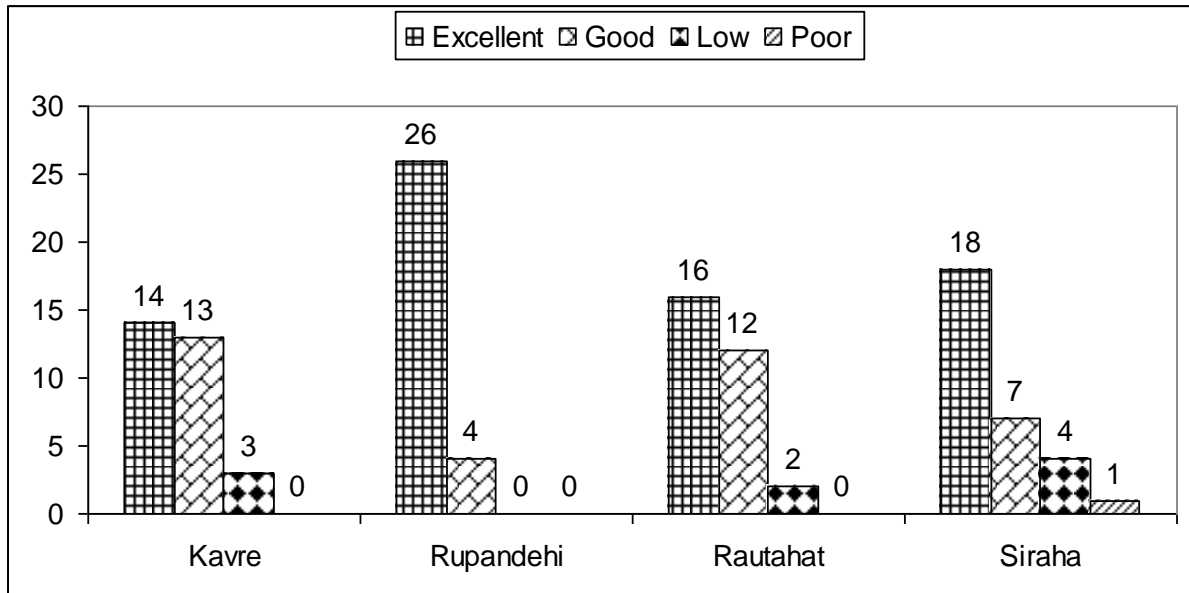
School Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
SMC Meeting conducted in regular basis and agendas of meeting is related to students' learning	3	3	0	0	6	0	0	0	2	3	1	0	3	1	2	0
Members of SMC are aware on their role and responsibility and they are conscious of performance and responsible towards the community.	3	3	0	0	4	2	0	0	3	3	0	0	4	0	1	1
SMC members are aware of Child friendly school	0	3	3	0	4	2	0	0	3	3	0	0	3	3	0	0
<b>Total (out of 30)</b>	<b>14</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>26</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>18</b>	<b>7</b>	<b>4</b>	<b>1</b>
<b>%</b>	<b>47</b>	<b>43</b>	<b>10</b>	<b>0</b>	<b>87</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>53</b>	<b>40</b>	<b>1</b>	<b>0</b>	<b>60</b>	<b>23</b>	<b>1</b>	<b>0</b>

According to the above table, majority of the SMC are formed according to the Education act and Regulation. In the case of **Kavre**, among the six schools, five schools have formed the SMC following the education regulation and SMC in three schools are excellently addressing the social inclusion. Similarly, three among the six CFS have regular SMC meeting and they are well aware of their role and responsibility. Regarding to the awareness of CFS concept, three SMC have good knowledge and three have little.

Regarding the case of **Rupandehi**, all six schools formed the SMC following with education regulation. Meeting of the SMC also is regularly held in all six schools and members of SMC are well known about their role, responsibilities as well as they are conscious of their obligation towards students' learning. On the other hand, four schools are well aware of child friendly initiatives and two are good. **Rautahat** and **Siraha** have similar scenario of SMC formation. Among the six sample schools, four schools have followed the education regulation while formulating the SMC and they are inclusive as well. Similarly, regarding the awareness of CFS and their role and responsibility, three schools in Rautahat and four in Siraha have excellent status. School wise scenario of SMC performance is attached in annex. The following graph can helps to understand the management status of the CFS in different four districts.

Figure: 4.2

Status of School Management



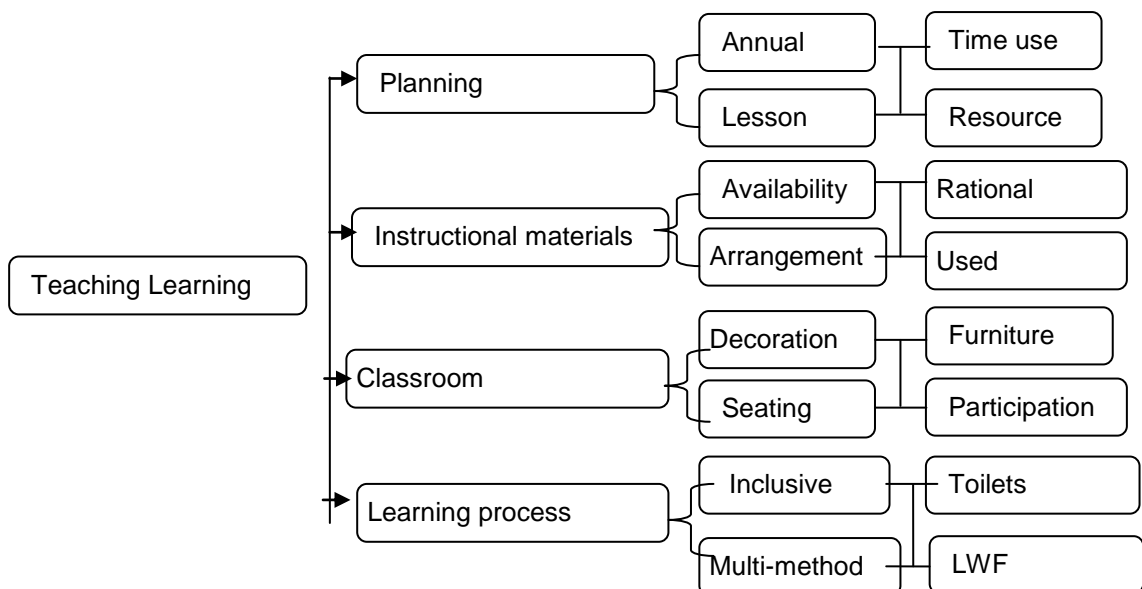
The above bar graph shows the comparative status of the SMCs' strength in four districts. The graph shows that SMC's role is better in Rupandehi district than other sampled districts.

#### 4.2.2.2 Dimension: 2. Teaching and Learning

Teaching and learning is the central agenda of CFS. In this study, the dimension is assessed with following frame work.

Figure 4.3

Framework of Teaching and Learning



Based on the frame-work, the following observation form was developed. There are 15 indicators developed for measuring the teaching learning scenario with child friendly perspectives.

Table: 4.3  
Status of Teaching Learning Environment

Teaching and Learning Environment	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
All activities are undertaken based on the annual plan	3	3	0	0	2	2	2	0	3	3	0	0	3	3	0	0
Teachers are teaching with educational planning.	0	6	0	0	2	3	1	0	3	2	1	0	3	2	1	0
Book rack and Black board/white board are placed in accessible place	1	3	2	0	2	1	3	0	3	1	2	0	0	1	5	0
School has qualified and competent head teacher	2	4	0	0	2	4	0	0	3	3	0	0	3	3	0	0
Educational materials are well collected and used properly	0	6	0	0	1	4	1	0	1	5	0	0	0	5	1	0
Learn without fear is promoted in the school	0	5	1	0	3	3	0	0	3	2	1	0	1	5	0	0
Extracurricular activities are conducted regularly and accepted as integral parts of school activities.	1	4	1	0	3	3	0	0	2	4	0	0	0	5	1	0
Implementation of training	0	6	0	0	3	2	1	0	1	3	2	0	0	3	3	0
Teachers are using multiple methods.	0	5	1	0	2	2	1	1	4	1	1	0	0	5	1	0
Interaction between teachers, students and parents is undertaken in line with learning enhancement.	0	3	3	0	3	1	2	0	3	2	1	0	2	4	0	0
Innovative and creative techniques are adopted in learning process and research is adopted	0	2	4	0	0	5	1	0	2	4	0	0	0	6	0	0
Modern techniques and technologies are assimilated in teaching and learning process	0	2	4	0	2	3	1	0	1	0	3	2	0	1	3	2
Availability and use of instructional materials	0	3	3	0	3	2	0	1	1	4	1	0	0	5	1	0
Classroom is well decorated	0	2	4	0	3	1	1	1	2	3	1	0	2	2	2	0
Monitoring and evaluation system is accepted as integral part of schools' activities.	0	5	1	0	2	0	1	2	1	4	1	0	0	4	2	0
<b>Total (out of 90)</b>	<b>7</b>	<b>59</b>	<b>24</b>	<b>0</b>	<b>33</b>	<b>36</b>	<b>15</b>	<b>5</b>	<b>33</b>	<b>41</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>54</b>	<b>20</b>	<b>2</b>
<b>%</b>	<b>8</b>	<b>66</b>	<b>26</b>	<b>0</b>	<b>37</b>	<b>40</b>	<b>17</b>	<b>6</b>	<b>37</b>	<b>45</b>	<b>16</b>	<b>2</b>	<b>15</b>	<b>60</b>	<b>22</b>	<b>2</b>

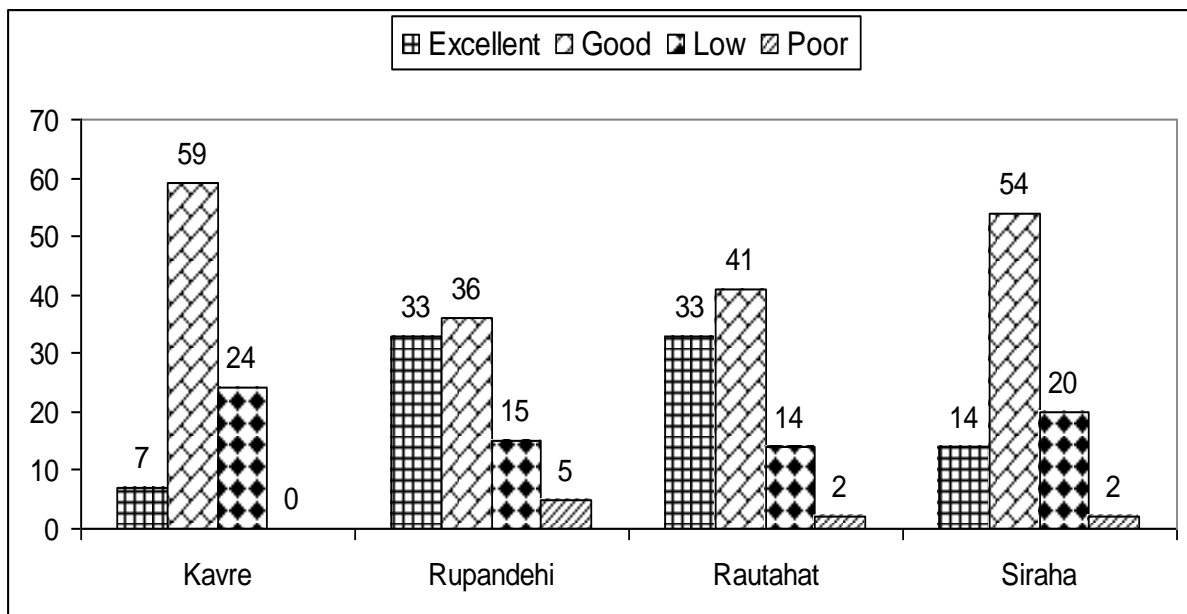


The above table shows strength of the teaching learning activities in six sampled districts. Six schools from each sample districts are assessed by 15 indicators of teaching and learning activities. Total score of indicator is 90 (15 indicators X 6 school = 90). According to total score **Kavre** has obtained 7 (8%) marks in the excellent, 59 marks (66%) in good and 24 marks (26%) in low. In the case of **Rupandehi**, it has different scenario, marks in the excellent and good and low is 33 (37%), 36 (40%), and 15 marks (15%) respectively. It indicates that the status of the indicators is in the middle. Almost similar scenario can be seen in **Rautahat** as well, whereas **Siraha** has somewhat different. Out of 90 total marks 14 marks (15%) is obtained in excellent, 54 marks (60%) in good, 20 marks (22%) in low and 2 in poor. School wise performance is attached in annex.

The status of teaching learning environment data is used to plot the following bar graph.

Figure: 4.4

Comparison of performance in teaching and learning activities



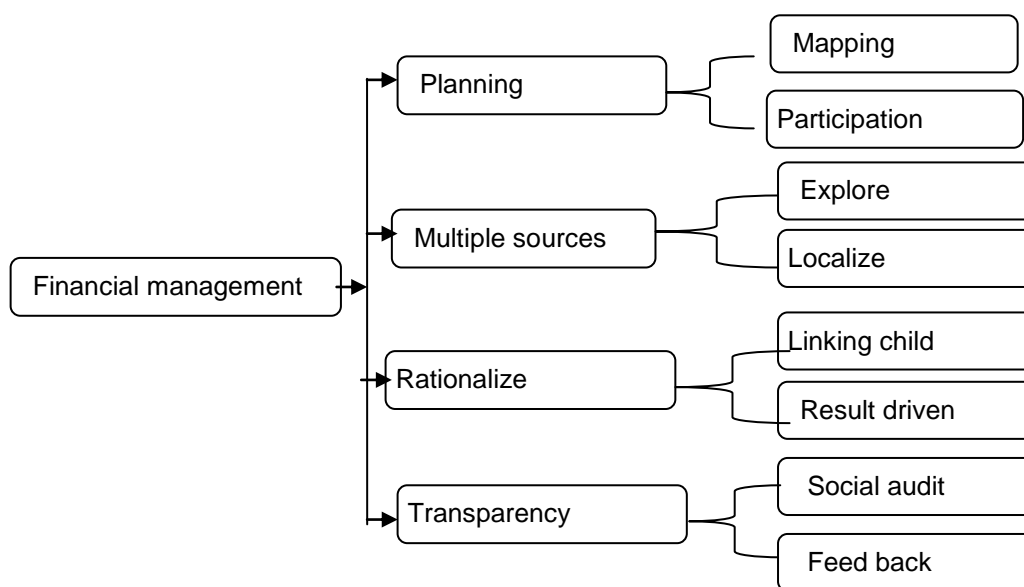
Fifteen indicators have been developed for measuring the teaching learning scenario with child friendly perspectives. Using these fifteen indicators, the above graph is designed. The bar graph shows that in all districts, maximum number of the respondents agrees in good status.

### 4.2.2.3 Dimension: 3. Financial Management

Financial management is also a guiding factor for developing child friendly schools. Financial planning (resource mapping,) proper utilization, transparency, expenditures linking with child's' learning etc are the basic things to be considered. Following figure defines the frame-work for good financial management of the school.

Figure: 4.5

Framework of Financial Management



Based on the above frame work, there are six basic areas of financial performance, which are shaped in following indicators. Use of multiple financial source (local, schools' own, government source, non governments' source), all expenditures are linked with the students' learning. Relevance, effectiveness, efficiency and utility are considered in financial expenditures. Participatory planning, transparency and social audit are the major areas of the assessment.

**Table: 4.4**  
**Status of Financial Management**

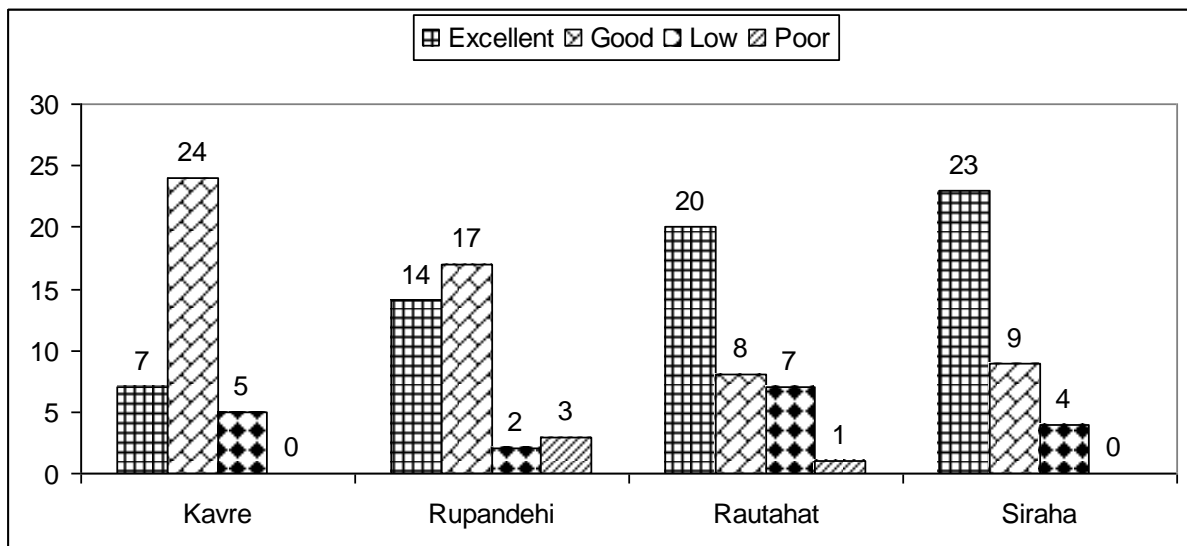
Financial Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Use of multiple financial source –local , schools' own, government source, non governmental source)	1	4	1	0	2	3	0	1	3	1	2	0	1	3	2	0
All expenditures are linked with the students' learning]	1	4	1	0	2	3	1	0	3	3	0	0	4	2	0	0
Relevance, effectiveness, efficiency and utility are always considered in financial expenditures.	1	4	1	0	0	5	1	0	3	2	1	0	5	1	0	0
There is the practice of participatory planning	2	2	2	0	4	2	0	0	3	0	3	0	4	0	2	0
Expenditures are made based on the rule and that are transparent among the stakeholders	1	5	0	0	4	1	0	1	4	1	1	0	4	2	0	0
Social audit is undertaken regularly and that is emphasized as important tasks.	1	5	0	0	2	3	0	1	4	1	0	1	5	1	0	0
<b>Total (out of 36)</b>	<b>7</b>	<b>24</b>	<b>5</b>	<b>0</b>	<b>14</b>	<b>17</b>	<b>2</b>	<b>3</b>	<b>20</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>23</b>	<b>9</b>	<b>4</b>	<b>0</b>
<b>%</b>	<b>19</b>	<b>67</b>	<b>14</b>	<b>0</b>	<b>39</b>	<b>47</b>	<b>6</b>	<b>8</b>	<b>56</b>	<b>22</b>	<b>19</b>	<b>3</b>	<b>64</b>	<b>25</b>	<b>11</b>	<b>0</b>

There are 6 major areas focused on financial management. In **Kavre**, the data shows that among the 6 schools, only one school has excellent performance on mobilizing multiple resources, school expenditures are linked with the students learning and efficient as well. While 4 schools are making good performance in these aspects. In the case of Participatory planning, transparency of expenditure and social audit, one school has excellent performance and 5 schools are good. Sample schools in **Rupandehi** seem different than schools in Kavre. Only 2 schools are in excellent, 3 good and one poor position in resource mobilization and rationalizing expenditure. Similarly, 4 schools are excellent in planning and

transparency. Transparency and social audit seem poor in one school. In the case of **Rautahat**, 3 schools are excellent in resource mobilization, linking expenditure in students learning and participatory planning. In the same way 4 schools are in excellent position as regards transparency and social audit. Only 3 schools have low performance in planning and one school is poor in social audit. Schools in **Siraha** have better scenario. Among the 6 sample schools, one in resource mobilization, 4 in linking expenditure with students learning, participatory planning and transparency have excellent performance. In the same way 2 schools seem low performing. School wise performance is mentioned in annex.

There are six basic areas for financial management shaped in the above indicators. The data from the above table have been taken to plot the bar graph.

Figure: 4.6  
Performance of schools in Financial Management



Maximum number of respondents indicated excellent status in Rautahat and Siraha. It also indicated that maximum number of respondents showed good status in Kavre and Rupandehi.

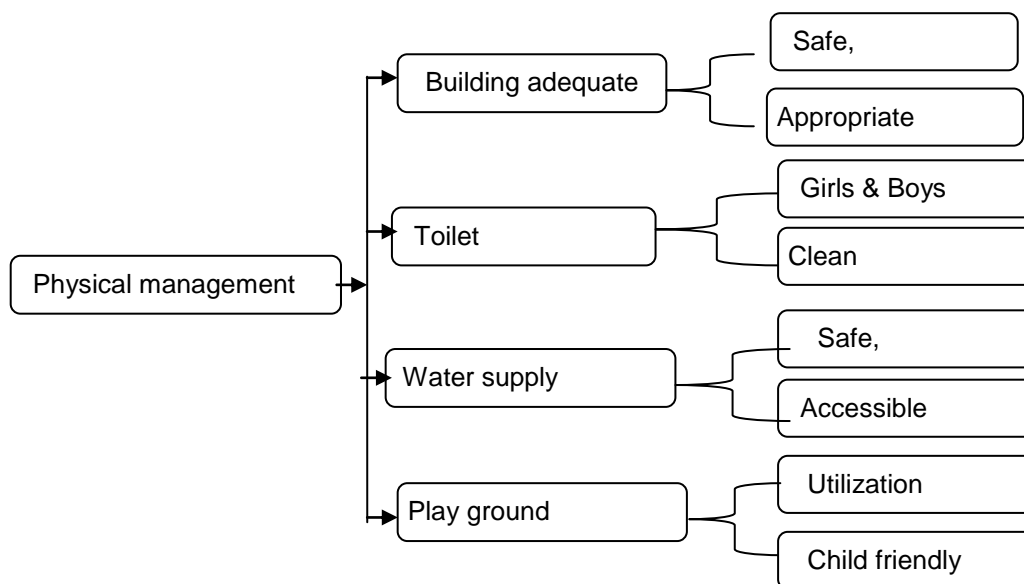
#### 4.2.2.4 Dimension: 4. School Physical Management

Physical condition of the school determines the quality and strength of child friendly school. All aspects of the child friendly learning environment depend on the physical infrastructure

of schools. Without good physical condition, having proper classroom, toilet, drinking water, play ground and office rooms the child friendly learning environment can not be created. Schools physical condition with child friendly perspectives is one of the dimensions of this assessment. In this regard, the following frame-work is designed for shaping the study area.

**Figure: 4.7**

**Framework of School Physical Conditions**



Based on the above frame-work, the following table has been used to assess the physical condition of CFS. There are 13 indicators related to the schools' physical condition. The sample schools are examined in each indicator as follows.

**Table: 4.5**

**Status of School Physical Management**

Physical Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Building and rooms are adequate.	0	3	3	0	3	1	1	1	0	3	1	2	0	3	2	1
Child centeredness is considered in school physical infrastructures.	0	2	4	0	2	3	1	0	1	1	3	1	0	2	3	1
Physical infrastructures is safe and out of risks	0	3	1	2	2	3	1	0	1	2	3	0	0	1	2	3
Rooms are well ventilated and with adequate light	0	4	2	0	3	2	1	0	2	4	0	0	0	6	0	0
Furniture is available according to the number of students.	0	3	3	0	3	1	2	0	0	1	4	1	0	2	4	0

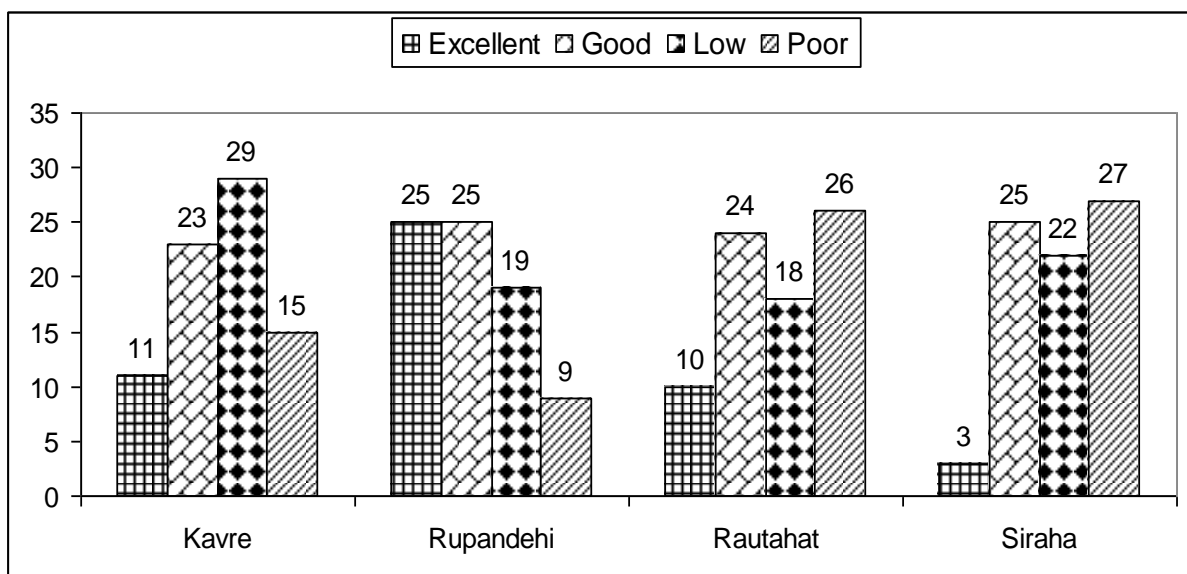
Physical Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Shape and size of the furniture is appropriate to the age of the students.	0	2	4	0	3	2	1	0	3	1	2	0	0	3	2	1
Rooms are available for teachers for official work	3	2	1	0	2	1	1	2	0	2	1	3	0	1	0	4
Toilets are separate for boys and girls	2	1	2	1	3	2	0	1	2	1	1	2	1	0	2	3
Adequate water is available in the toilets	2	1	2	1	1	3	1	1	0	2	0	4	1	1	0	4
Safe drinking water is available in the school	3	0	1	2	2	2	2	0	0	3	1	2	0	1	3	2
School has child friendly play ground to undertake different activities including games.	0	0	4	2	1	1	1	3	0	3	1	2	0	2	4	0
School compound is well protected from outer environment	1	1	1	3	0	3	3	0	1	1	0	4	1	2	0	3
Physical environment of the school is disabled friendly.	0	1	1	4	0	1	4	1	0	0	1	5	0	1	0	5
<b>Total (out of 78)</b>	<b>11</b>	<b>23</b>	<b>29</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>19</b>	<b>9</b>	<b>10</b>	<b>24</b>	<b>18</b>	<b>26</b>	<b>3</b>	<b>25</b>	<b>22</b>	<b>27</b>
<b>%</b>	<b>14</b>	<b>29</b>	<b>37</b>	<b>19</b>	<b>32</b>	<b>32</b>	<b>24</b>	<b>12</b>	<b>13</b>	<b>31</b>	<b>23</b>	<b>33</b>	<b>4</b>	<b>32</b>	<b>28</b>	<b>35</b>

The table shows that physical condition of sample schools are weak rather than the other management aspects of CFS. In the case of **Kavre**, out of 78 total score, only 11 marks (14%) obtained in excellent. In the same way, 23 marks (29%) in the good position, 29 marks (37%) in weak/ low and 25 marks (32%) in poor status of physical conditions. In specific, most of the CFS doesn't have appropriate physical condition. However, they have been trying to maintain the available facilities in line with child friendly perspectives. Data shows that, some of the indicators are in poor position. Especially, indicators of disabled friendly physical environment, compound wall, and play ground seem poor. Physical condition of CFS in **Rupandehi** is also weak. Out of 79 marks, 25 marks (32%) is obtained in excellent position, 25 marks (32%) in good, 19 marks (24%) in weak and 9 (12%) in poor. Especially, toilets, drinking water, play ground; compound wall and disabled friendliness physical infrastructure are weak in Rupandehi. In the case of **Rautahat**, physical condition of CFS seemed so weak. Out of 79, only 10 marks (13%) is obtained in excellent position, 24 marks (31%) in good, 18 marks (23%) in weak/low and 26 marks (33%) in poor categories.

Especially, indicators of adequate rooms, child friendly and safety construction, room for office use, compound wall and disabled friendly physical condition are in low status. Physical condition of sample schools in **Siraha** has also weak status. Only 3 marks (4%) is obtained in excellent condition, 27 marks (32%) in good, 22 marks (28%) in weak and 27 marks (35%) in poor physical condition. Especially, indicators of safety physical condition, rooms for office purpose, toilets for girls, water supply in toilet, compound wall and disabled friendliness seemed weak in Siraha. School wise scoring is mentioned in annex.

**Figure: 4.8**

**School Physical Condition**



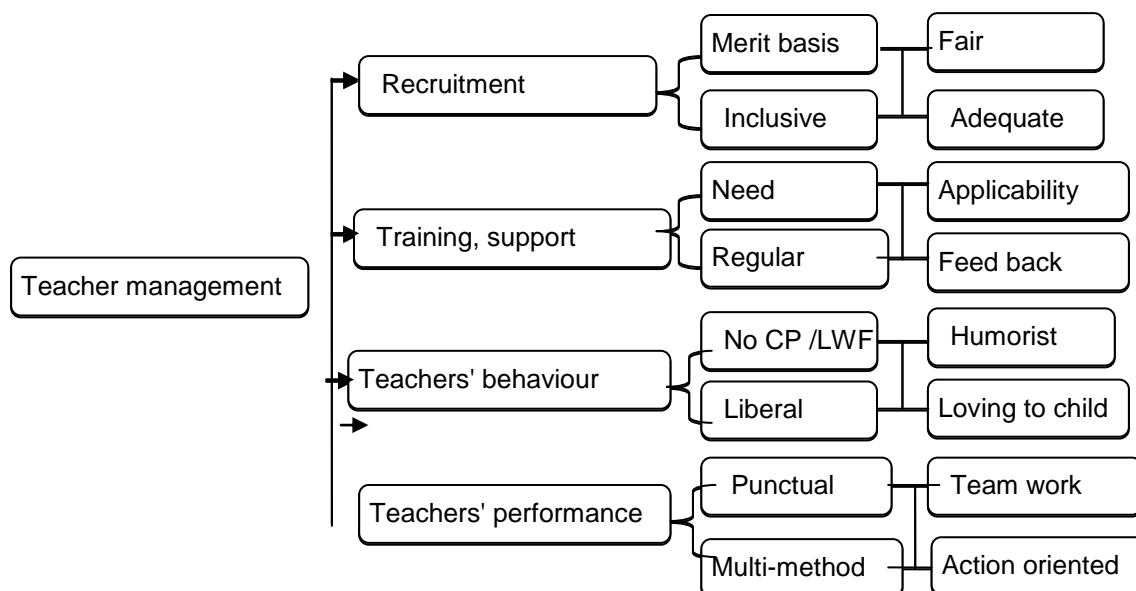
The above bar diagram shows the status of physical condition. It suggests that physical condition is better in Rupandehi than other sampled districts. In contrast, Siraha has the poorest status of physical condition. Though, all the sampled schools in Kavre, Rautahat and Siraha have weak physical condition.

#### **4.2.2.5 Dimension: 5. Teachers Management**

Teachers are the main actors for driving the schools activities with child friendly perspectives. If the teachers have good knowledge on content, skills of delivery and positive attitudes, he or she can perform well. The child friendly environment also depends on the teachers' knowledge, skill and attitude. Assessing the teachers' management and performance in CFS is designed in the following frame-work.

**Figure: 4.9**

**Framework of Teacher Management**



Based on the above frame work, teachers’ performances in CFS are examined with following 11 indicators.

**Table: 4.6**

**Status of Teacher Management**

Teachers’ Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Teachers are recruited according to Education Regulation and they are selected on merit basis	1	5	0	0	6	0	0	0	3	3	0	0	3	3	0	0
Students and teachers ratio	0	5	1	0	2	4	0	0	0	1	4	0	2	2	2	0
Availability of trained teachers especially in child friendly learning	0	2	3	1	5	1	0	0	1	1	1	3	0	2	2	1
Teachers are conscious of their responsibility and	2	4	0	0	5	1	0	0	3	2	1	0	2	4	0	0
Corporal punishment is totally discouraged and ended.	0	5	1	0	3	3	0	0	2	3	1	0	1	5	0	0
Teachers are aware of child friendly learning environment and they have skill to facilitate the student in respect with child friendly learning principles.	1	4	1	0	4	1	1	0	3	2	1	0	2	3	1	0
Teachers are regular in schools and class	1	5	0	0	5	1	0	0	5	1	0	0	6	0	0	0
Teachers are self disciplined and they are neat and clean	1	4	1	0	5	1	0	0	4	2	0	0	2	2	0	0



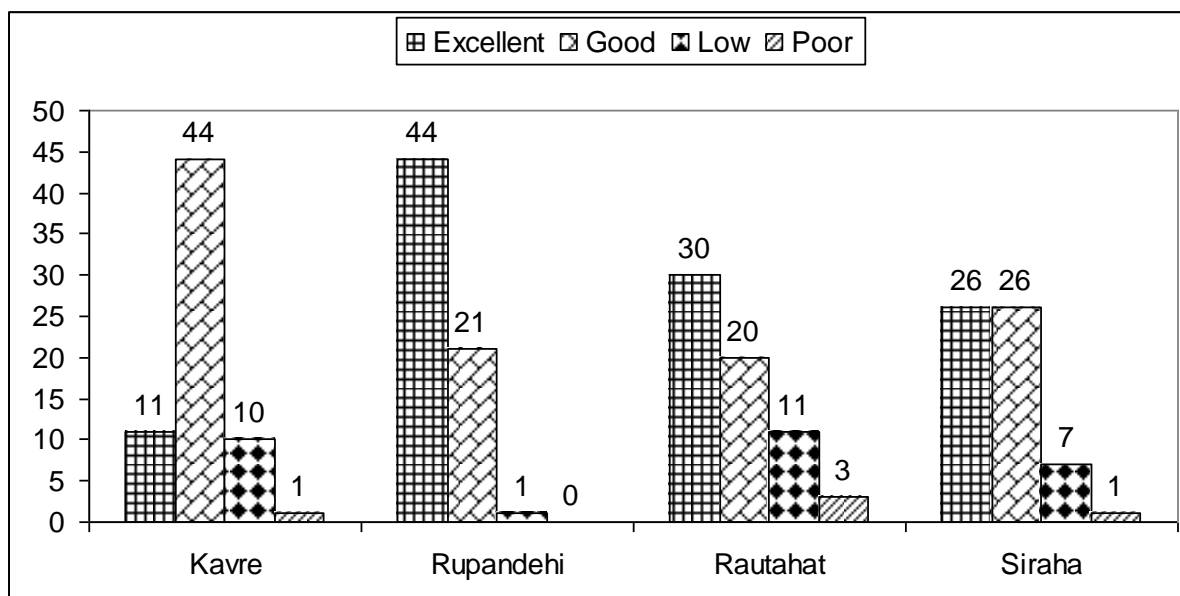
Teachers' Management	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Teachers expend whole allocated time in class room.	1	4	1	0	4	2	0	0	2	2	1	0	3	2	0	0
Children are in the centre of the learning process and they are treated with multiple methods of teaching and learning	1	3	2	0	3	3	0	0	3	2	1	0	3	0	2	0
Coordination and cooperation exist among the teachers	3	3	0	0	2	4	0	0	4	1	1	0	2	3	0	0
<b>Total (Out of 66)</b>	<b>11</b>	<b>44</b>	<b>10</b>	<b>1</b>	<b>44</b>	<b>21</b>	<b>1</b>	<b>0</b>	<b>30</b>	<b>20</b>	<b>11</b>	<b>3</b>	<b>26</b>	<b>26</b>	<b>7</b>	<b>1</b>
<b>%</b>	<b>17</b>	<b>67</b>	<b>15</b>	<b>2</b>	<b>67</b>	<b>32</b>	<b>2</b>	<b>0</b>	<b>45</b>	<b>30</b>	<b>17</b>	<b>5</b>	<b>39</b>	<b>39</b>	<b>11</b>	<b>2</b>

The data shows that the performance of the teachers in CFS has mixed status. To assessment of the teachers' performance in **Kavre** reveals that out of 66 marks, status of teachers has obtained 11 marks (17%) in excellent, 44 (67%) in good, 10 (15%) in weak and only one is poor in general. In specific, the indicators related to teachers' selection, student teacher ratio, stopping punishment and teachers' regularity have good strength. In contrast, the indicators related to availability of trained teachers, adopting multi methods have low strength. Moreover, teachers' self discipline, punctuality, and knowledge on CFS principle related indicators have moderate strength. In the case of **Rupandehi**, teachers' performance seemed better than that in Kavre. Out of 66 marks, 44 marks (67%) are obtained in excellent status, 21 marks (32%) in good, and 1 in low status. In specific, majority of the indicators like teachers' recruitment, teachers training, and teachers' responsibility have good strength and remaining indicators are in moderate status. In **Rautahat**, out of 66 marks, 30 marks (45%) is obtained in excellent status, 20 marks (30%) in good, and 11 (17%) in low status. In specific, except the teachers' regularity, majority of the indicators are in moderate status. Only student teachers' ratio is poor in Rautahat. In **Siraha**, out of 66 marks, 26 marks(39%) is obtained in excellent status, 26 marks (39%) in good, 7 marks (11%) in low and 1 in poor status. In specific, except the teachers' regularity, majority of the indicators are in moderate status.

Based on the above frame work, teachers' performances in CFS are examined with 11 indicators. Using their total marks, the bar graph is drawn which is presented below.

Figure: 4.10

Status of Teacher Management



In Rupandehi, teachers' performance seemed better than other three districts. Out of 66 marks, 44 marks is obtained in excellent status, 21 marks in good, 1 in low status and 0 for poor. In specific, majority of the indicators like teachers' recruitment, teachers training, and teachers' responsibility have good strength and remaining indicators are in moderate status. In Kavre, 44 marks is obtained in good status. The excellent, low and poor is very less. In Rautahat, 30 marks is obtained in excellent and 20 for good, 11 for low and 3 for poor. In Siraha, 26 marks are for excellent and good and very low marks is found for low and poor status.

#### 4.2.2.6 Dimension: 6. Status of Schools performance

Based on the observation, interview and focus group discussion, school performance (enrolment, attendance, dropout, retention and inclusion aspects) have been examined in four level scale. The data, here, are generated from qualitative process. Pure quantitative data that are collected from school record will be presented in the next section.

Table : 4.7

## Status of Schools performance

Enrolment, Attendance, Dropout, Retention and Inclusion Aspect	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
School has social mapping	1	5	0	0	0	4	1	1	2	1	2	1	1	1	4	0
All school going age children are enrolled in	3	3	0	0	1	4	1	0	3	2	1	0	2	3	1	0
All enrolled children are regularly attending the class	1	4	1	0	1	2	3	0	2	4	0	0	1	5	0	0
Student promotion rate	0	5	1	0	2	3	1	0	3	3	0	0	3	3	0	0
Children from Dalit, Janajati and disadvantaged communities are enrolled to the schools	2	4	0	0	4	2	0	0	2	4	0	0	2	4	0	0
Attendance rate of those children	1	3	2	0	1	2	3	0	2	4	0	0	1	5	0	0
Dropout rate of Dalit, janajati and disadvantaged children	0	1	2	3	1	4	1	0	1	1	2	2	1	3	2	0
Promotion rate of those children	0	6	0	0	0	2	4	0	3	3	0	0	3	2	1	0
Gender parity	1	4	1	0	1	3	2	0	2	4	0	0	2	4	0	0
Cycle completion of children according to genders	1	4	1	0	2	2	2	0	2	3	1	0	2	3	1	0
Dropout rate according to gender	0	1	2	3	0	2	4	0	1	2	1	2	2	2	0	2
<b>Total (out of 66)</b>	<b>10</b>	<b>40</b>	<b>10</b>	<b>6</b>	<b>13</b>	<b>30</b>	<b>22</b>	<b>1</b>	<b>23</b>	<b>31</b>	<b>7</b>	<b>5</b>	<b>20</b>	<b>35</b>	<b>9</b>	<b>2</b>
<b>%</b>	<b>15</b>	<b>61</b>	<b>15</b>	<b>9</b>	<b>20</b>	<b>45</b>	<b>33</b>	<b>2</b>	<b>35</b>	<b>47</b>	<b>11</b>	<b>8</b>	<b>30</b>	<b>53</b>	<b>14</b>	<b>3</b>

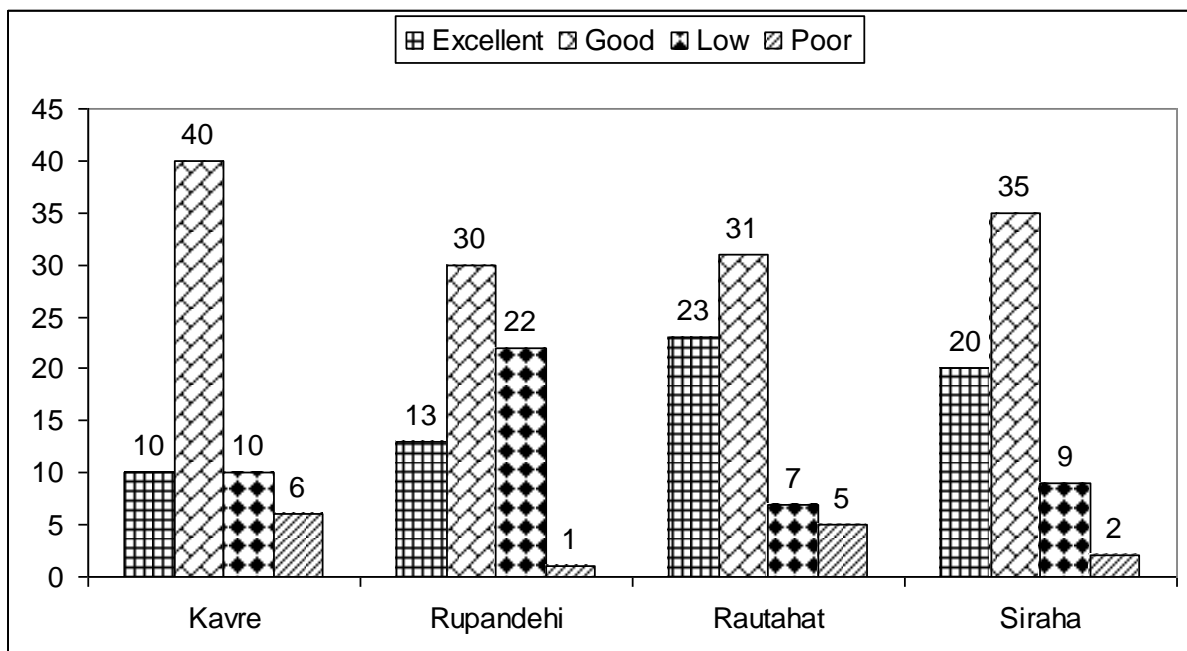
The data shows that the performance CFSs has mixed status. The figure of School performance in **Kavre** discloses that out of 66 marks, status of performance has obtained 10 marks (15%) in excellent, 40 (61%) in good, 10 (15%) in weak and only 6 (9%) is poor in general. In specific, the indicators related to enrolment have good strength. The indicators related to the social mapping, attendance rate, promotion rate of Dalit and Janajati, gender parity, and cycle completion seemed to be moderately performing. But indicators of dropout of Dalit and Janajati seemed weak. In the case of **Rupandehi**, schools' performance seemed low than that of Kavre. Out of 66 marks, 13 marks (20%) is obtained in excellent status, 30 marks (45%) in good, 22 marks (33%) in low/weak and 1 mark in poor status. In specific, among 6 schools, 4 schools have excellent status of enrolment of Dalit and Janajati students. In the same way, status of social mapping, promotion rate of the students and

drop out rate of Dalit and Janajati children seemed in good ranking. However, the indicators related to the students' attendance, dropout of girls, Dalit and Janajati seemed low. In **Rautahat**, schools' performance seemed low. Out of 66 marks, 23 marks (35%) is obtained in excellent status, 31 marks (47%) in good, 7 marks (11%) in low/weak and 5 mark (8%) in poor status. In specific, among 6 schools, 3 schools have excellent status of enrolment and promotion of Dalit and Janajati students. In the same way, status of social mapping, promotion rate of the students and drop out of Dalit and Janajati children seemed in good rating. Similarly, 4 schools have moderate status of students' attendance, and Dalit enrolment. In **Siraha**, schools' performance seemed mixed type. Out of 66 marks, 20 marks (30%) is obtained in excellent status, 35 marks (53%) in good, 9 marks(14%) in low/weak and 2 mark(3%) in poor status. In specific, among 6 schools 3 schools have excellent status regarding students' promotion and 2 schools in gender parity and enrolment of Dalit and Janajati students. In the same way, status of enrolment and attendance of Dalit and Janajati, children figures in good status in 4 schools. However, social mapping has not been conducted in 4 schools. School wise status can be seen in annex.

The graphical presentation of enrolment, attendance, dropout, retention and inclusion along with the related statement is given below.

**Figure: 4.11**

**Status of School Performance**



The above graph indicates that the statements related enrolment, attendance, dropout, retention and inclusion of Kavre is 40 out of 66 for good status which is higher than that in other districts.

#### 4.2.2.7 Dimension: 7. Status of Participation

Participation is an important prerequisite for successful CFS. Based on the research question, participation of different agencies in CFS is one of the assessing areas of this study. Based on the interview, focus group discussion and school observation, the following 6 indicators of participation have been quantified in four levels of rating scale, excellent 4, good 3, low 2 and poor 1.

**Table : 4.8**

**Status of Participation of Local community to the school**

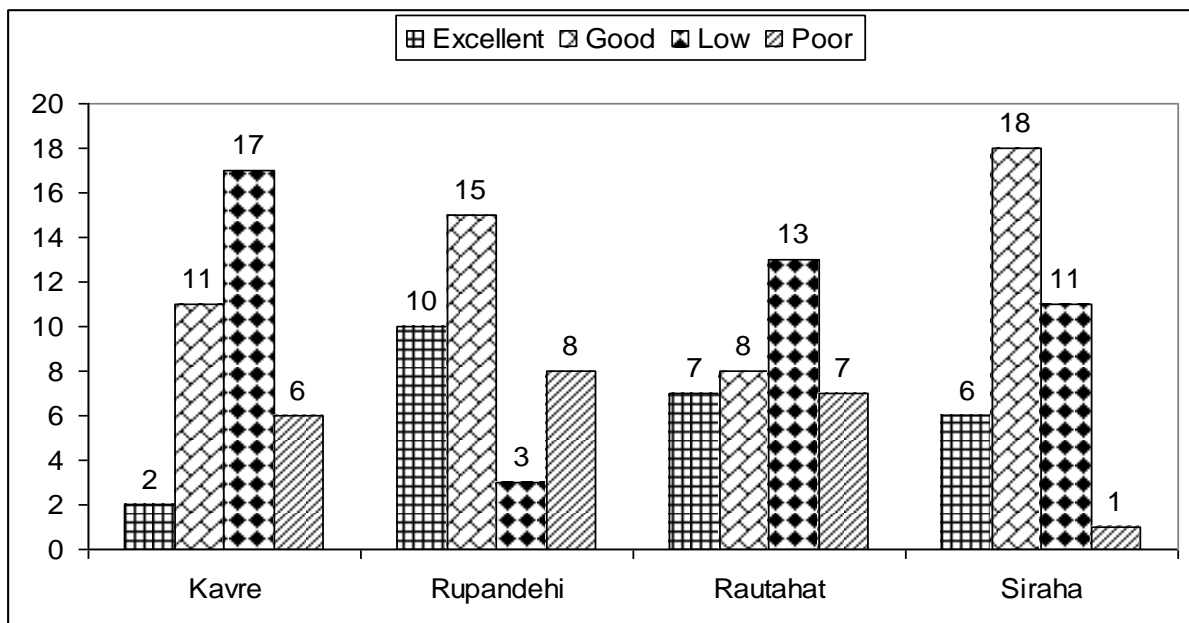
Participation of local community in the school	Kavre				Rupandehi				Rautahat				Siraha			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
Parents' participation	1	3	1	1	4	2	0	0	2	3	0	1	3	3	0	0
Cooperation and support from local bodies (VDC/Municipalities)	0	1	4	1	1	4	0	1	2	0	2	2	0	3	2	1
Professional support from resource person to promote the child friendly school and learning environment	0	3	1	2	2	4	0	0	1	0	3	2	3	1	2	0
Cooperation and support from DEO to promote child friendly school	0	3	3	0	3	2	0	1	1	0	3	1	0	2	4	0
Support from the local NGO to promote the child friendly school	0	1	4	1	0	2	2	2	1	2	3	0	0	4	2	0
Role of international agencies on child friendly schools	1	0	4	1	0	1	1	4	0	3	2	1	0	5	1	0
<b>Total (out of 36)</b>	<b>2</b>	<b>11</b>	<b>17</b>	<b>6</b>	<b>10</b>	<b>15</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>13</b>	<b>7</b>	<b>6</b>	<b>18</b>	<b>11</b>	<b>1</b>
<b>%</b>	<b>6</b>	<b>31</b>	<b>47</b>	<b>17</b>	<b>28</b>	<b>42</b>	<b>8</b>	<b>22</b>	<b>19</b>	<b>22</b>	<b>36</b>	<b>19</b>	<b>17</b>	<b>50</b>	<b>30</b>	<b>2</b>

The above table shows degree of performance of participation in CFS. In case of **Kavre**, status of participation seems low. In general out of 36 score, only 2 marks (6%) goes to the excellent status. Similarly, 11 marks (31%) go to good status and 6 marks (17%) for poor status. In particular, Parent participation, professional support and support from DEO is good in 3 schools, on the other hand, support from LBs, NGO and INGO is very low in 4

schools. Professional support from DEO and RP seem poor in two schools. In case of **Rupandehi**, status of participation seems varied. In general, out of 36 score, 10 marks (28%) has been obtained in excellent category. Similarly, 15 (42%) marks has been secured in good status, 3 marks (8%) in weak and 8 marks (22%) in poor status. In particular, Parents' participation has been seen excellent in 4 schools, similarly 3 schools has received excellent support from DEO and 2 schools from RP. On the other hand, 4 schools have poor status of support from NGO and INGO. Participation status of **Rautahat** also seems not so good. Out of 36 marks only 7 marks (19%) has been obtained in excellent category, similarly, 8 marks(22%) in good status, 13 marks (33%) in low status. In specific, only 2 schools have excellent support from the parents and only one school has excellent support from DEO and RP. Similarly, 3 schools have good support from parents and INGOs. **Siraha** has also almost similar status of participation with that of Rautahat. Out of 36 marks, only 6 marks (17%) has been obtained in excellent category, similarly, 18 marks (50%) in good status, 11 marks(30%) in low status and 1 mark in poor. Most of the indicators are rated in good status. Noticeably, 5 schools have been receiving good support from INGO/NGO and 4 schools have low support from DEO. See Annex for detail.

The graph of participation of local community to the school can be presented as following.

**Figure: 4.12**  
**Status of Participation of Local community to the school**



The above bar graph indicates that in Kavre, out of 36 score , 2 marks goes to the excellent status, 11 marks for good status, 17 marks for low status and 6 marks for poor status. In

Rupandehi 10 marks goes to the excellent, 15 to good, 3 to low and 8 to poor. In case of Rautahat, 7 marks goes to excellent and poor, 8 marks to good and 13 to low. The case of Siraha is better than the others, where 18 marks is allotted in good status which is the highest marks among all districts.

### Section: 3

#### 4.2.3 Effects of CFS in school performance

In this section, effect of the child friendly initiatives on school performance is analyzed. In order to find out the trend of school performance after CFS initiative, quantitative data also are collected through the structured format. Mainly, effect of CFS initiatives in trend of participation of Dalit and Janajati in school enrolment, trend of dropout and promotion at primary level also are analyzed in disaggregated forms. Furthermore, school attendance trend at primary level also is analyzed in the same manner.

##### 4.2.3.1 Trends of enrolment

**Table : 4.9 (a)**  
**Trend of participation of Janajati and Dalit children in primary (1-5) level**

Year	Kavre						Rupandehi					
	Janajati			Dalit			Janajati			Dalit		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007	84	88	172	70	73	143	843	571	1414	531	418	949
2008	88	82	170	69	71	140	808	615	1423	499	389	888
2009	104	104	208	82	79	161	759	664	1423	466	326	792

In all three years (2007, 2008 and 2009), the Janajati students have higher enrolment than Dalit students in Kavre and Rupandehi. The table shows that the number of students has been gradually increased in Kavre but in case of Rupandehi, the number of students has been decreased significantly. The data show that the number of students has been decreased in community schools.

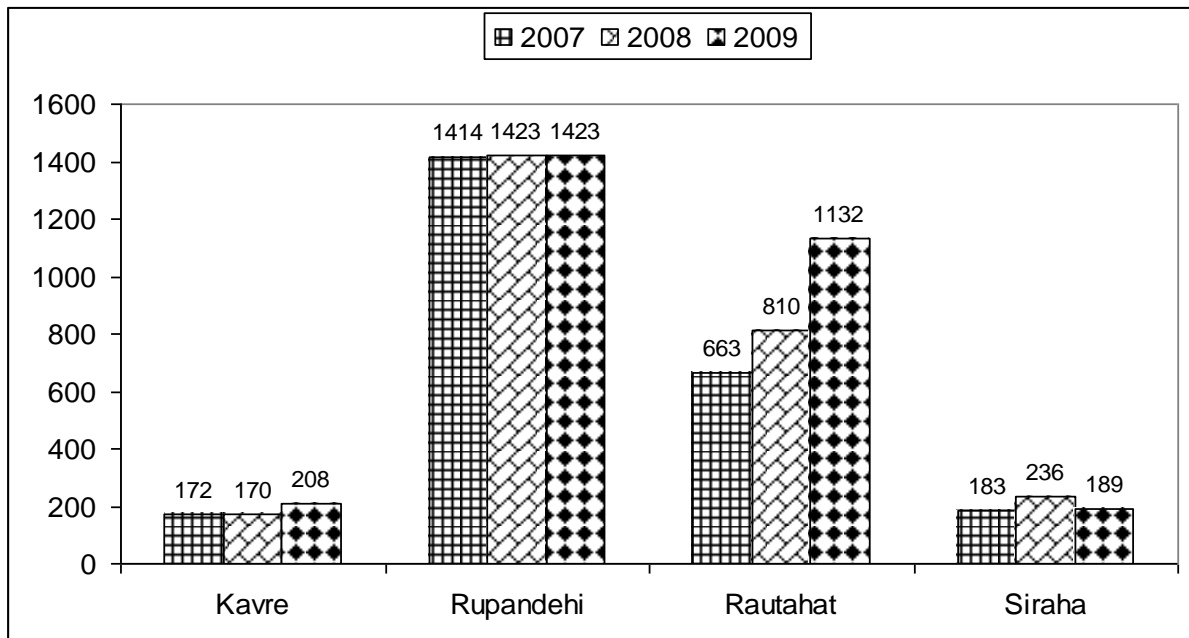
**Table : 4.9 (b)**  
**Trend of participation of Janajati and Dalit children in primary (1-5) level**

Year	Rautahat						Siraha					
	Janajati			Dalit			Janajati			Dalit		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007	427	236	663	377	243	620	93	90	183	283	197	480
2008	433	377	810	298	294	592	109	127	236	357	306	663
2009	596	536	1132	344	317	661	80	109	189	327	285	612

The table shows that number of Janajati students in Rautahat has been increased significantly, but in case of Dalit, the number of students is fluctuating. The same fluctuation repeats in Janajati and Dalit students in Siraha. The following bar graph indicates the total enrolment of Janajati students in three different years.

**Figure: 4.13**

**Enrolment of Janajati Students**

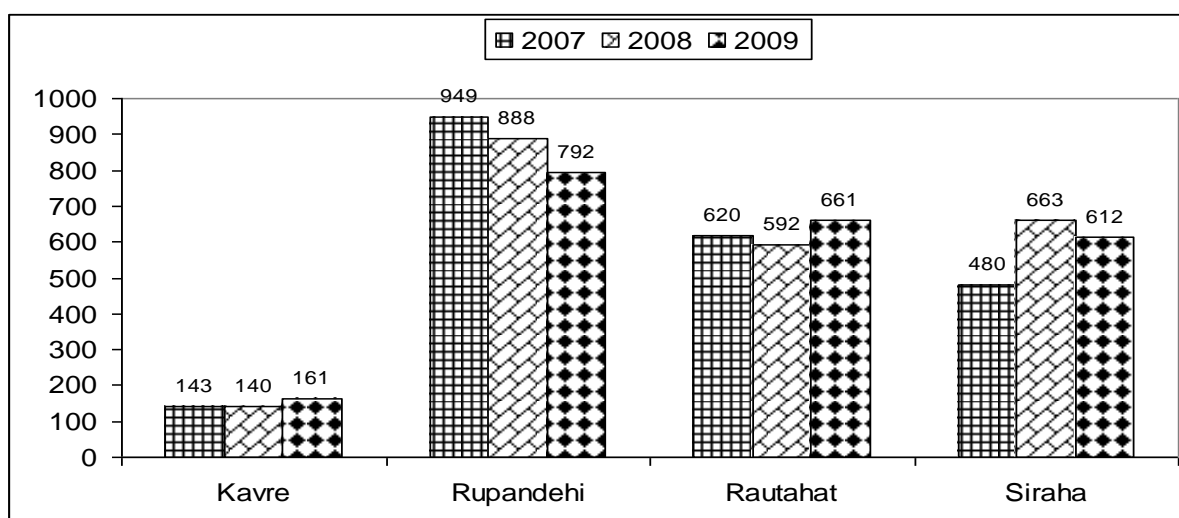


Here, Y-axis represents number of Janajati students' enrolment in four different districts. The bar graph indicates that the enrolment of Janajati children is very low in Kavre and Siraha. In Rupandehi district, the enrolment is very high and is more than average number of ennoblement students. In Rautahat, similar trend of enrolment can be found in 2008 and 2009 but the enrolment of children is high in 2007.

Similarly, the enrolment of Dalit students of sample districts in three different years is taken into account. With the help of following bar graph, it is easy to understand the total enrolment of Dalit students in three different years.



**Figure: 4.14**  
**Enrolment of Dalit Students**



Here, Y-axis represents number of Dalit students' enrolment in four different districts. From the above bar graph, the enrolment of Dalit children is very low in Kavre. In Rupandehi district, the enrolment is more than the average number of enrolment students. In this district, the Dalit children have more enrolment in 2007. In Rautahat, Dalit students have approximately similar figure of enrolment.

#### 4.2.3.2 Trends of dropout

**Table : 4.10 (a)**

**Trend of dropout of Janajati and Dalit children in primary (1-5) level**

Year	Kavre									Rupandehi								
	Janajati %			Dalit %			Total (All Types) %			Janajati %			Dalit%			Total (All Types) %		
	B	G	Total	B	G	Total	B	G	T	B	G	Total	B	G	Total	B	G	Total
2007	15	13	14	19	11	15	12	10	11	18	8	13	16	11	14	15	8	12
2008	13	15	14	16	20	18	10	11	11	19	12	16	21	18	19	20	14	17
2009	9	10	10	2	4	3	5	5	5	19	11	15	19	11	15	18	12	15

#### Kavre

**Janajati:** After CFS initiative, dropout rate of Janajati students in sample schools of Kavre are in reducing trend, however, girls' dropout in Kavre is seen little higher in 2008. **Dalit:** dropout of Dalit students seems little fluctuating, however, dropout of both boys and girls is significantly reducing. In 2009, total dropout of sample schools in Kavre is only 3%, which is less than the national average.

## Rupandehi

In Rupandehi, dropout rate of Janajati and Dalit students is higher than the total dropout rate of the sample schools. The trend of dropout has also fluctuated. Dropout of both Dalit and Janajati, girls is significantly reduced in 2009. Altogether, 15% dropout is still remaining in Rupandehi.

**Table : 4.10 (b)**

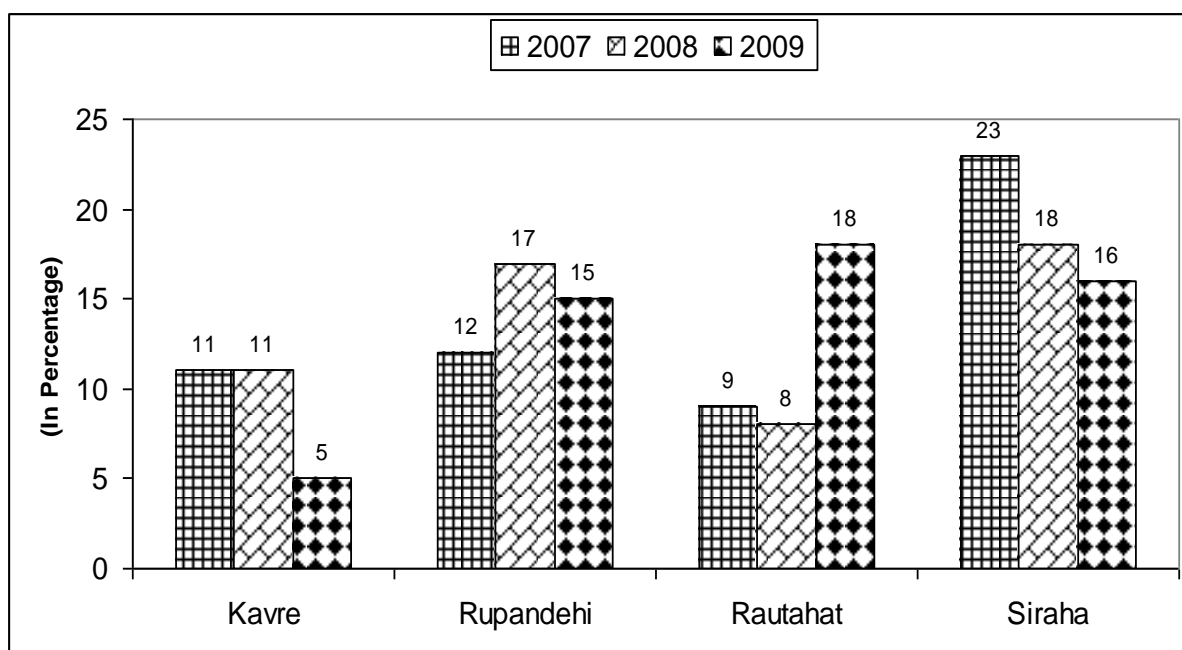
**Trend of dropout of Janajati and Dalit children in primary (1-5) level**

Year	Rautahat									Siraha								
	Janajati %			Dalit %			Total (All Types) %			Janajati %			Dalit%			Total (All Types) %		
	B	G	Total	B	G	Total	B	G	T	B	G	Total	B	G	Total	B	G	Total
2007	8	28	15	6	5	5	6	12	9	27	16	21	14	21	17	21	25	23
2008	11	15	13	8	7	8	8	10	8	15	13	14	10	15	12	18	19	18
2009	27	31	29	18	24	21	16	19	18	18	19	19	11	9	10	17	14	16

Participation of Janajati and Dalit students is higher than the total dropout rate of sample schools in **Rautahat**. In 2009, dropout rate is increased significantly. Dropout rate of all types of primary level students in Siraha is higher and participation of Dalit and janajati has also significantly risen. The trend of dropout of all types of students is also presented in the following bar graph.

Figure 4.15

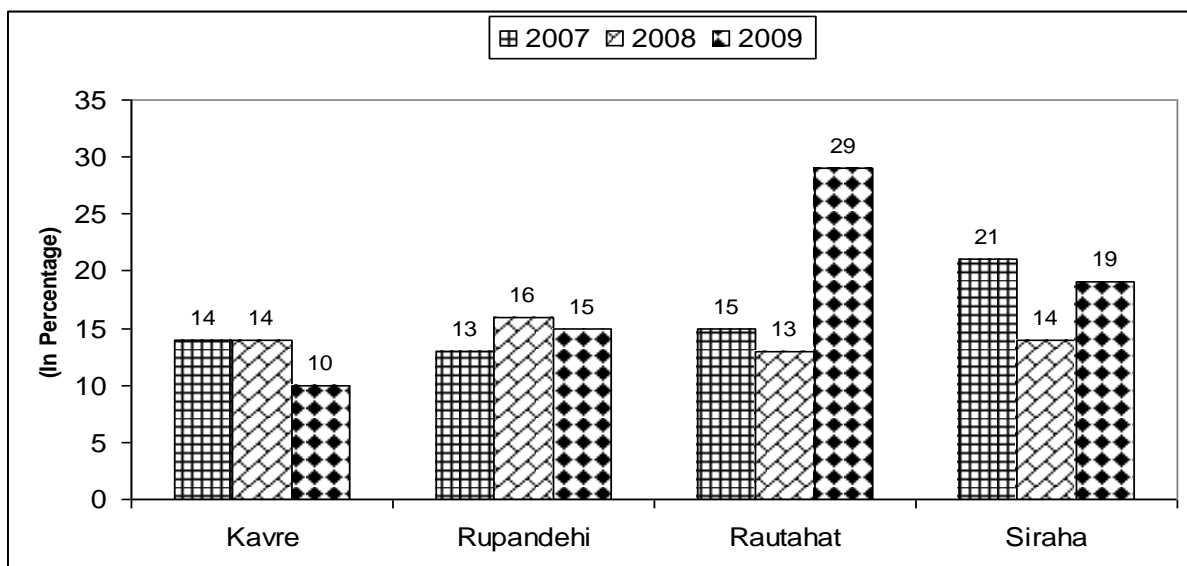
Dropout rate of all types of students



In Kavre, overall dropout rate in 2008 is higher than 2007 and 2009. In Rupandehi, dropout rate in 2008 is higher than the other two years. In Rautahat, the dropout rate is elevated in 2009. The trend is just opposite in Kavre and Rupandehi. In Siraha, dropout rate is very high (36%) in 2007 and 26% in 2008. In 2009, the figure reaches to 23 percent.

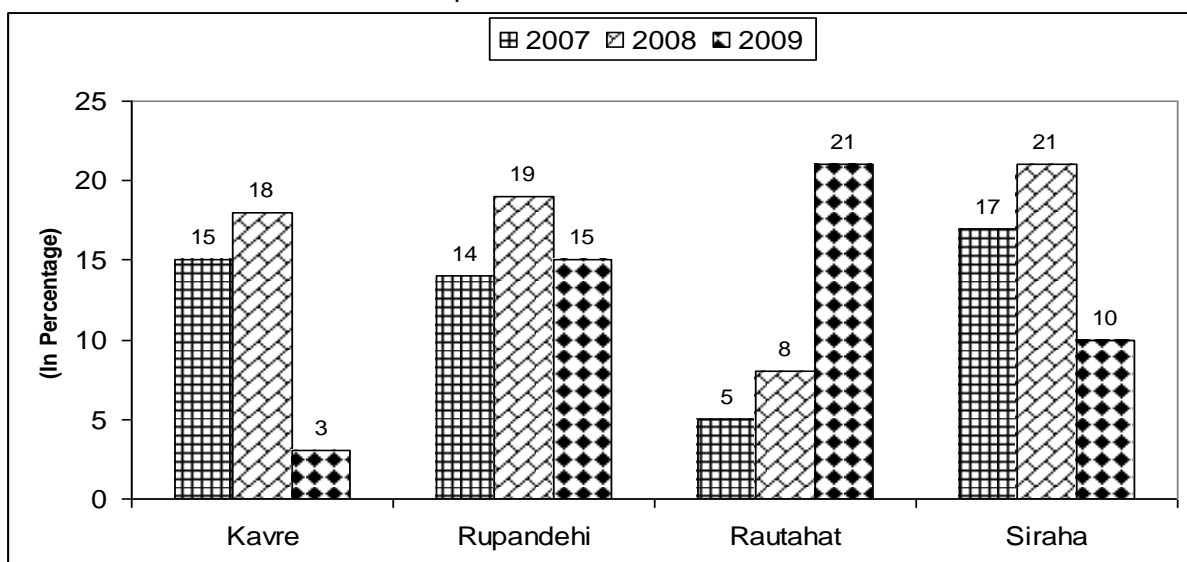
The dropout rate of four districts (Kavre, Rupandehi, Rautahat and Siraha) of **Janajati students** for three years (2007, 2008, and 2009) can be presented in the following diagram.

Figure 4.16  
Dropout rate of Janajati students



From the above graph, it is clear that the dropout rate is high in Siraha district in all three years. In Rautahat district, dropout rate is much higher in 2009 than that of other years. The dropout rate of **Dalit students** in three years (2007, 2008, and 2009) from the sample schools is presented as follows.

Figure 4.17  
Dropout rate of Dalit students

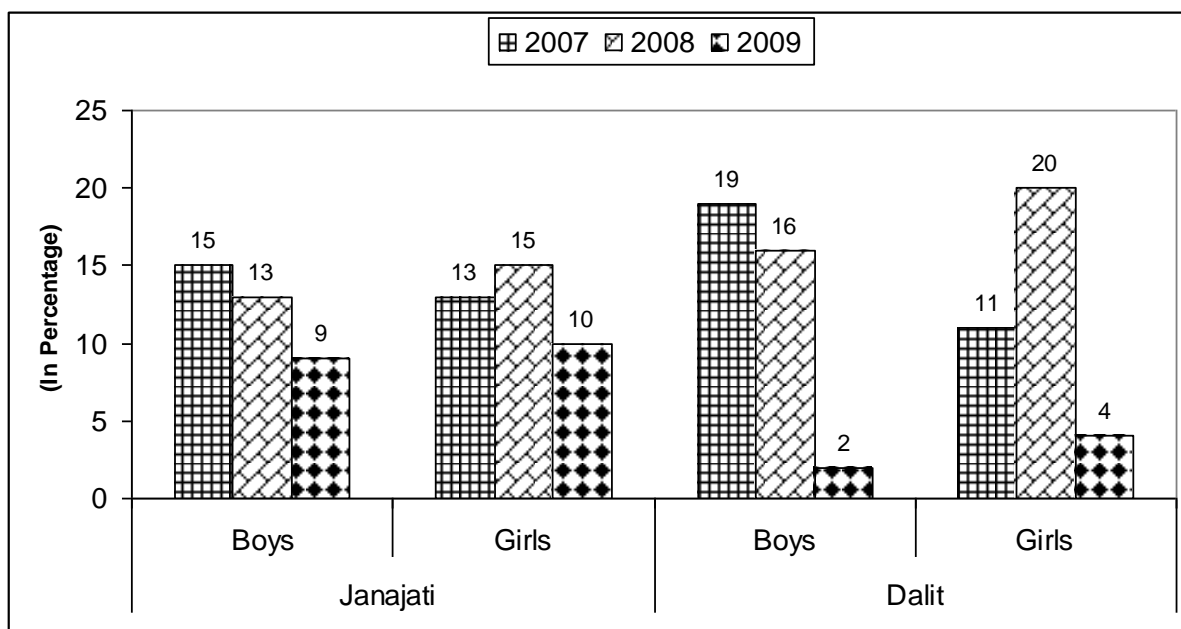


In Kavre, overall dropout rate in 2008 is higher than 2007 and 2009. In Rupandehi, dropout rate in 2008 is higher than the other two years. In Rautahat, the dropout rate increased in 2009. The trend is just opposite from Kavre and Rupandehi. In Siraha, dropout rate is very high (36%) in 2007 and 26% in 2008. In 2009, the figure reaches to 23 percent.

**District wise dropout rate of boys and girls**

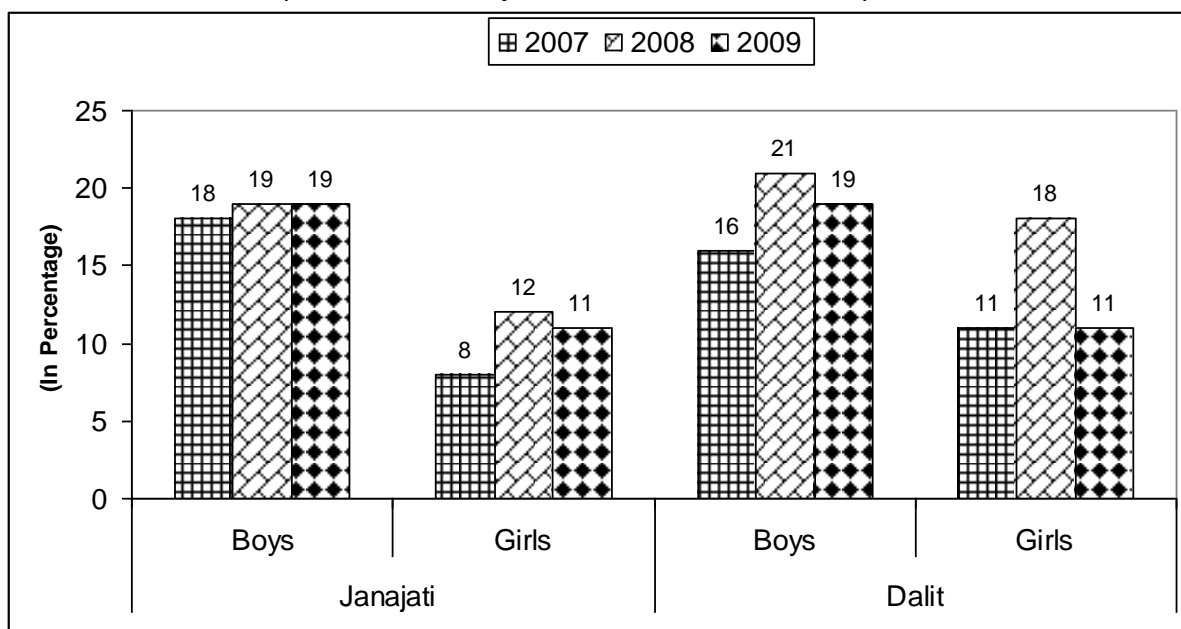
a) Dropout rate of Janajati and Dalit (boys and girls) students of Kavre

Figure 4.18  
Dropout rate of Janajati and Dalit students in Kavre



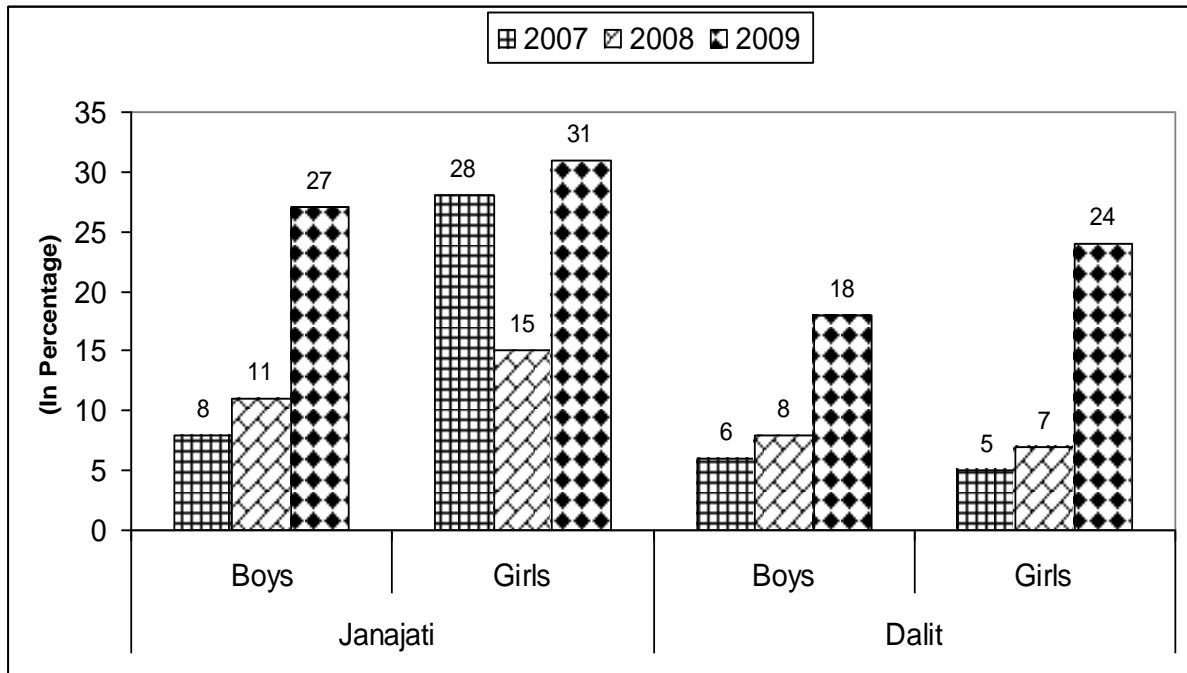
b) Dropout rate of Janajati and Dalit (boys and girls) students in Rupandehi

Figure 4.19  
Dropout rate of Janajati and Dalit students in Rupandehi



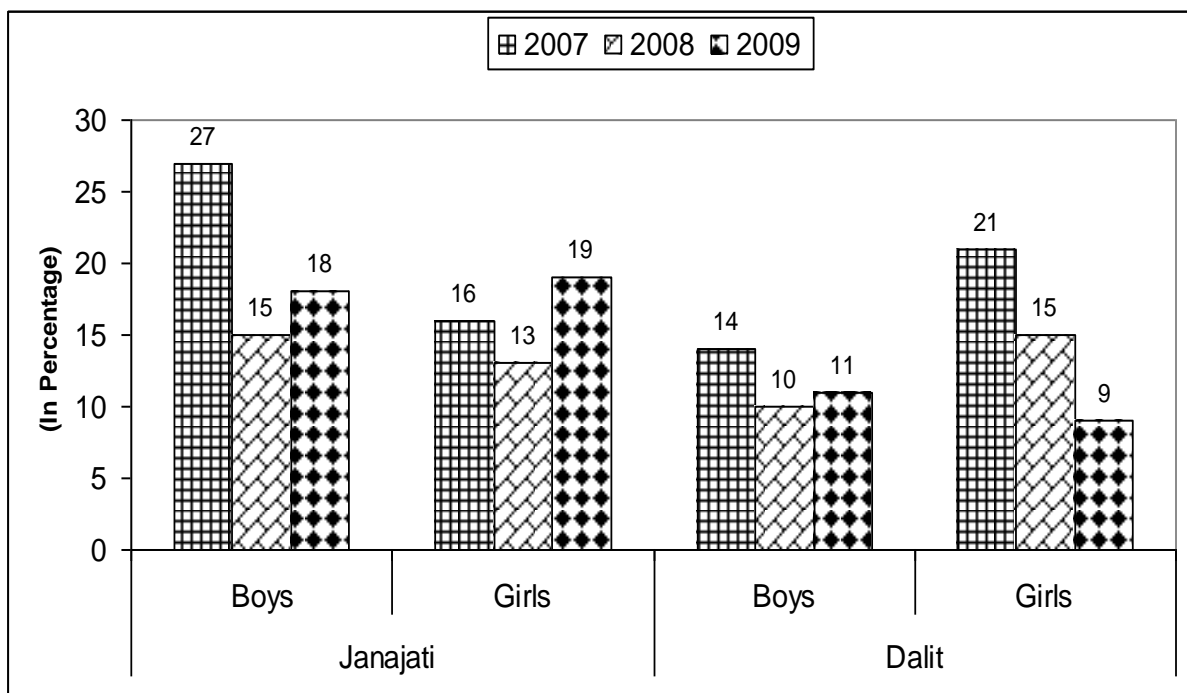
c) Dropout rate of Janajati and Dalit (boys and girls) students of Rautahat

Figure 4.20  
Dropout rate of Janajati and Dalit students in Rautahat



d) Dropout rate of Janajati and Dalit (boys and girls) students of Siraha

Figure 4.21  
Dropout rate of Janajati and Dalit students of Siraha



#### 4.2.3.3 Trends of Promotion

This study collected statistical data on promotion rate of last three years (2007, 2008 & 2009) which are mentioned below in tabulation form. The following data show the promotion rate of Janajati as well as Dalit students in four sample districts.

**Table : 4.11 (a)**  
**Trend of promotion in primary (1-5) level**

Year	Kavre									Rupandehi								
	Janajati %			Dalit %			Total (All Types) %			Janajati %			Dalit%			Total (All Types) %		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2007	90	93	92	59	56	57	69	73	88	80	83	82	83	76	80	80	80	80
2008	100	90	98	81	83	82	94	90	92	80	85	83	81	79	80	80	83	81
2009	87	92	93	71	62	66	73	72	89	83	84	84	80	80	80	81	82	82

The above data shows that promotion rate of Dalit and Janajati student is similar to other students of sample school in Kavre. Participation of girls in promotion is also not less than average. Similarly, promotion rate of Dalit and janajati students is equal to the average promotion rate of sample school in Rupandehi, However, participation of girls from Dalit and Janajati is higher than average.

**Table : 4.11 (b)**  
**Trend of promotion in primary (1-5) level**

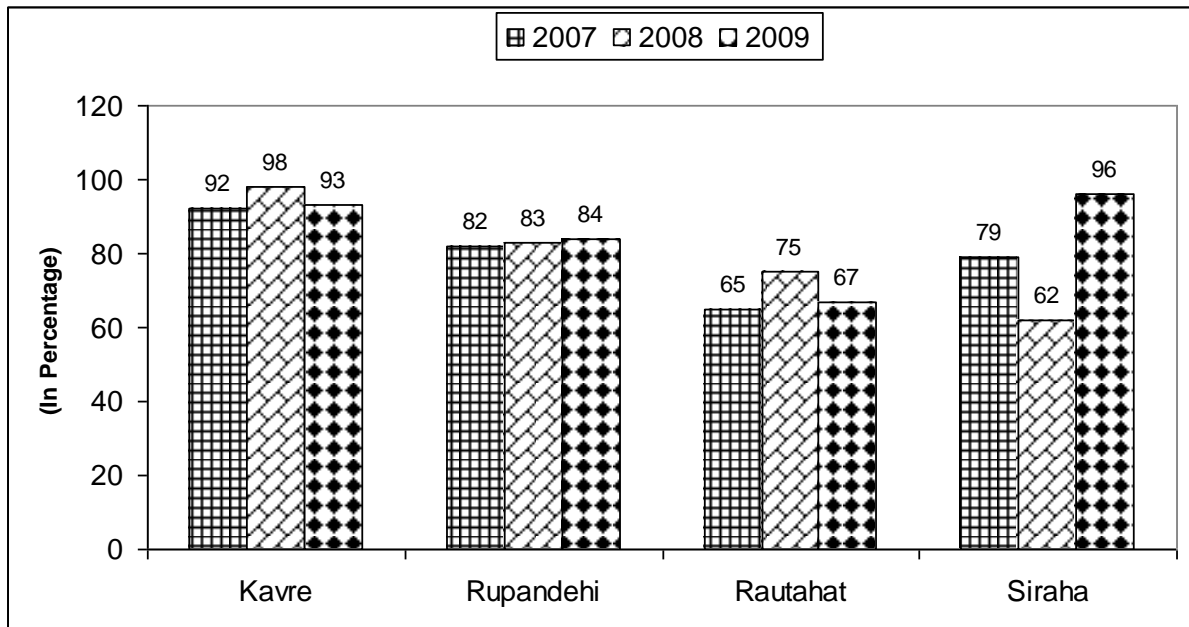
Year	Rautahat									Siraha								
	Janajati %			Dalit %			Total (All Types) %			Janajati%			Dalit %			Total (All Types) %		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2007	65	64	65	78	82	79	79	82	80	75	83	79	71	92	80	56	65	60
2008	78	72	75	99	76	88	90	81	86	61	64	62	76	71	74	61	57	59
2009	69	64	67	85	81	83	84	81	82	93	99	96	85	84	85	67	69	68

In Rautahat, promotion rate of Dalit and Janajati students in sample schools are higher than the average, the girls participation is also high in all types of students. Promotion rate of Dalit students is in increasing trend in Rautahat, in contrast, promotion rate of Janajati student is in decreasing trends. However, average promotion rate in all three years is not less than eighty percents.

Similarly, promotion rate of Dalit and Janajati student of sample schools in Siraha seems higher than the average. The participation of girls is also higher than the average promotion rate. The trend of promotion rate in all types of students is increasing in Siraha.

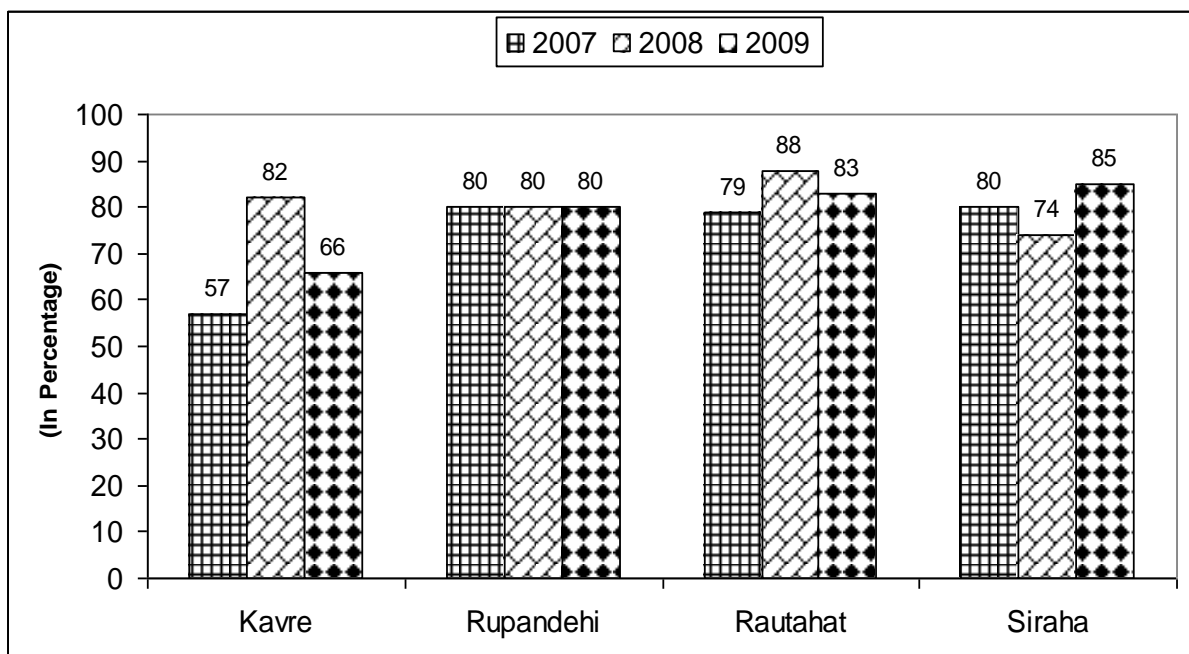
- a) The promotion rate of Janajati students in sample schools is presented by histogram as below.

Figure 4.22  
Promotion Rate of Janajati Students



- b) The promotion rate of Dalit students in sample schools is presented by histogram.

Figure 4.23  
Promotion Rate of Dalit Students



Janajati students have slightly higher promotion rate than the Dalit students of the sample schools in Kavre. In 2009, Dalit students have higher promotion rate than other two years 2007 and 2008. In Rupendi district, the promotion rate of Janajati students is slightly higher than Dalit students. In Siraha, the promotion rate of both Janajati and Dalit students (boys and girls) is very low in 2008 in comparison to 2007 and 2009.

#### 4.2.3.4 Trends of students' attendance

**Table : 4.12 (a)**  
**Trend of Annual Average Attendance**

Year	Kavre									Rupandehi								
	Janajati			Dalit			Total (All Types)			Janajati			Dalit			Total (All Types)		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2007	183	182	183	169	169	169	178	176	177	208	204	206	205	204	204	206	204	205
2008	177	176	177	170	169	170	182	181	181	206	206	206	207	205	206	206	205	206
2009	181	179	180	177	172	174	191	185	188	205	205	205	206	204	205	204	203	204

Annual attendance of the janajati (both girls and boy) students in sample schools in Kavre is higher than the average attendance in all three years but annual attendance days are less than the government's norms (220 days). However, annual attendance trend is on the increase. Attendance rate in Rupandehi seems near to the national norms. The attendance of Dalit and Janajati students (girls and boys) is higher than the average in all three years, which is good symptom of school effectiveness.

**Table : 4.12 (b)**  
**Trend of Annual Average Attendance**

Year	Rautahat									Siraha								
	Janajati			Dalit			Total (All Types)			Janajati			Dalit			Total (All Types)		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2007	138	142	140	159	160	160	160	162	161	159	153	156	158	152	155	169	171	170
2008	133	130	131	164	162	163	166	164	165	165	156	161	168	159	164	188	179	183
2009	134	128	131	167	165	166	167	165	166	191	183	187	192	185	189	202	192	197

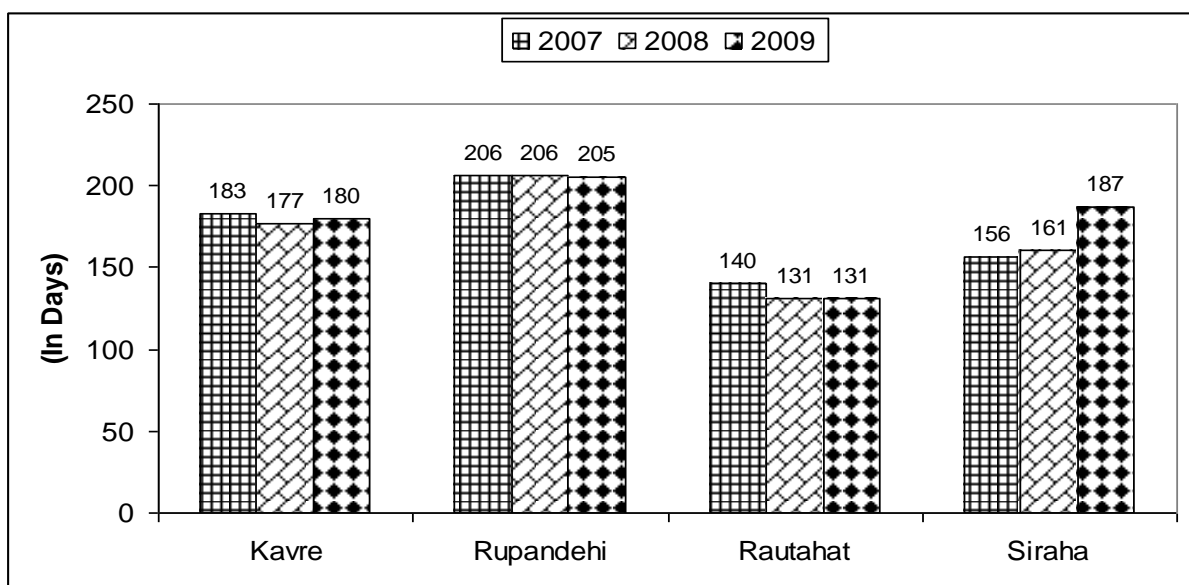
In Rautahat, annual attendance of students in sample schools is much lower than the national norms (220 day, annual). However, trend of attendance is in improving. Attendance rate of Janajati and Dalit students is also less than the average. Attendance status of sample



schools in Siraha is also similar to that of Rautahat but the trend of attendance is quite positive. The above table indicates that the annual attendance in Rautahat district is lower than the national norms (220 days in a year). However, trend of attendance is in increasing order. Attendance rate of Janajati and Dalit students also seems less than the average. Attendance status of sample schools in Siraha is similar to that of Rautahat.

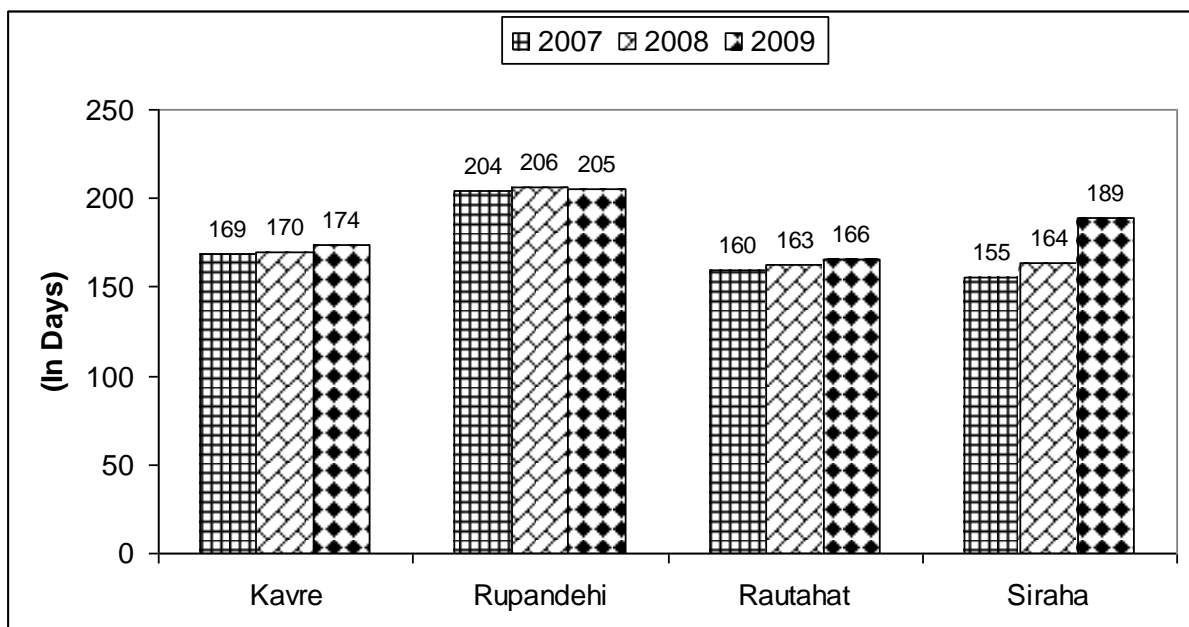
The data information from the above table can be, furthermore, explained by presenting the following bar graph of **Janajati students**.

Figure 4.24  
Average Attendance of Janajati Students



The bar graph of annual students' attendance of **Dalit students** which is given below

Figure 4.25  
Average Attendance of Dalit Students



The above diagram suggests that the annual attendance trend is in increasing order. The attendance rate in Rupandehi is very close to national standard. Annual attendance of Janajati both (boys and girls) students in sample schools of Rautahat is lower than the average attendance in all three years. The trend is in ascending order from 2007 to 2009. In Siraha district, the annual attendance of Janajati and Dalit has gradually been increasing from 2007 to 2009.

## **Section: 4**

### **4.2.4 District wise scenarios of CFS**

In this section, the scenarios of CFS are summarized based on the qualitative data collected from the interview and focus group discussion. This analysis is summarised in three parts; the first part presents the major changes and examples of success, similarly, existing problem is summarized in the second and finally expectation of the stakeholders in relation to the CFS are mentioned in the third part.

#### **4.2.4.1 Kavre**

##### **Best practices**

1. After CFS initiatives, teachers have been groomed as professionals. Now, they plan their annual and day to day work. They develop instructional materials and behave as facilitators.
2. After CFS initiatives, teachers in all sample schools are delivering curricula using available instructional materials. Similarly, varied instructional approach, another characteristic of CFS in which, the teachers use variety of methods like play method, group work, problem solving, singing,
3. Punishment used to be a part of approach of dealing the students. But after the initiatives, all the teachers in sample schools have stopped the corporal punishment. Now, instead of punishment, they provide the additional support to needy students.
4. After CFS initiatives, students' learning achievement in particular subject is increased (based on focus group discussion in Kavre). Similarly, annual pass rate of students has also increased.
5. Participatory learning approaches have been applied in CFS. While class conducting, role of the teacher is changed into the facilitator only. Students work in the groups.

Sometimes, they conduct learning activities on their own with collaborative and cooperative learning approach.

6. Participation of SMC, PTA and local community has been increased in school activities. They are also aware of child friendly learning process and conscious of CFS.
7. DEO and School Supervisors are aware of CFS and they are trying to provide technical services to schools in line with child friendliness.
8. Inclusiveness, gender friendliness and disabled friendliness are another dimensions they have considered in CFS

### **Problems**

CFS has still several problems in Kavre. Firstly, the number of teachers is not sufficient in proportion to the number of students in the schools; therefore, they are hardly applying the child friendly learning approach. Secondly, the school's physical infrastructure is also poor in many schools. Thirdly, the schools don't have adequate financial resources for making available instructional materials in the classroom, thus, are facing problems in creating other enabling condition for CFS.

### **Suggestion**

Through the interview, DEO and School Supervisors highly recommended applying CFS approach in all schools in the districts by providing additional financial support for creating enabling condition. And also, school level stakeholders suggested increasing grants for instructional material, additional teachers and adding more technical support from DEO.

#### **4.2.4.2 Rupandehi**

##### **Best practices**

1. DEO had made some intervention in order to promote child friendly school. In this concern, they have undertaken district level work-shop for selected HT, SS, and RP. In the same way, SS and RP have arranged the orientation program at RC level for HT, teachers and SMC members. On the other hand, they have been promoting child friendly environment in the schools through improvement of school physical facility and training program.
2. SMC, HT and Teachers are well aware of basic concept of CFS. Teachers are also improving their teaching style in line with child friendly perspectives.

3. Schools are getting additional financial support from UNICEF through DEO.
4. Students' attendance rate has been increased significantly.
5. After introducing CFS program, schools have adequate learning material and play materials; as a result, teachers and students both are enjoying learning activities.
6. They have been adopting play methods, singing and dancing methods,
7. Interpersonal relation and the individual behaviour of teachers and students are dramatically improved.
8. Interests of the students are respected by the teachers while teaching.
9. Instead of the punishment, they discourage them with other interesting activities when the students make mistakes.
10. Students are not discriminated on the basis of gender and cast. Student promotion rate also has increased.
11. Schools are enabled to increase the participation of local community in schools' activities. Schools are getting more support from the community after CFS initiatives
12. Improved school hygiene
13. Improved relation between teachers and students
14. Corporal punishment is abolished in school
15. Parental awareness of child friendliness and their support has enhanced learning
16. Confidence level of students is increased, now they are able to share their views and opinion with the teachers and head teachers without hesitation.
17. Increased use of instructional materials in teaching. Locally available materials are being prioritized

### **Problem and suggestion**

There are some problems regarding the CFS. CFS program is highly demanded in different parts of the district which has not been addressed. Though the program is very much relevant for quality education, resource for its implementation is lacking. CFS demands appropriate physical infrastructure, adequate number of teachers, and appropriate instructional materials but these are lacking in schools. Availability of trained teachers is another prerequisite which should be ensured. Finally, concept of CFS is appropriate not only for basic grades but also for all level of the school education.

#### **4.2.4.3 Rautahat**

##### **Best practices:**

1. Personnel of DEO have been sincerely involved in promoting child friendly learning environment. They conducted training for teachers, they observed the school performance and provided the feed-back
2. By mobilizing School Supervisors (SS), Resource Persons (RP), DEO has promoted the child friendly school under the service area.
3. There are several changes seen after implementing child friendly initiatives. There is good harmony between teachers and students. Similarly, students readily take interest in learning. Classrooms are improved with child friendly perspective so that students can enjoy a lot in the class.
4. DEO provides day meal to the school children. Similarly, girls have been getting two litters of cooking oil; consequently, the number of both girls and boys has increased. UNICEF has provided different instructional materials that are helping in joyful learning. Similarly, carpets and shoes racks for the class room are also provided by UNICEF, so class rooms are looking clean and tidy and students are comfortably sitting on the floor. Now, they have enough confidence to conduct different learning activities in class room.
5. After introducing child friendly initiative, mutual trust and cooperation among the teachers increased. Similarly, relation among the students also is friendly. In case of learning without fear, they have done away with the traditional punishment approach, but they agreed that little and soft punishment is still being administered when students knowingly make fault.

##### **Problems**

Problems are also seen in the child friendly schools. Major concern of interviewee was monitoring and supervision. They don't have any technical support from school supervisor and from the RP. In addition, there is lack of proper performance evaluation system of the teachers. No significant efforts are made to acknowledge dedicated teachers.

### **Suggestion**

Majority of the research participants emphasized that the future direction should be concentrated on schools' external environment. Each school should have toilets, garden, drinking water. Similarly, adequate learning materials should be made available in class room, whether locally collected or developed or supplied from the market.

#### **4.2.4.4 Siraha**

##### **Best Practices**

1. Improvement in students attendance rate and enrolment rate
2. Significantly reduced the gap of communication between teachers and students. Before CFS initiative, teachers used to be reserved to interact with student, now; they are quite open and closer to students. Similarly, students are encouraged to interact with teachers and head teachers without hesitation
3. Annual work plan used to be only for formality before CFS initiative, but after the CFS initiative, all the school activities are undertaken as designated in the annual plan.
4. After CFS initiative, students actively participate in class discussion and teachers also promote the participatory approach in teaching and learning.
5. In the past, there was seldom use of learning materials in classroom, now; they being used as a prerequisite for class room delivery. Similarly, preparation before the class conduction has also been mandatory. Consequently, significant improvement in students' enthusiasm and teachers' devotion has been acquired.
6. Before implementing child friendly school program, teacher centred methodologies were adopted, basically, lecture method and dictation were mostly held, but after the CFS initiative, they are practising joyful learning methodologies like dancing, singing, funning and other participatory methodologies.
7. Upholding 'Learn without fear' as a basic principle of child friendly schools, they have adopted fear less learning approach. They no longer practise caning the students and put an end to corporal punishment. As alternatives, they are promoting love, cooperation, empathy in school environment. As a result, the child friendly schools are being a model among the community schools in cluster.
8. After the child friendly initiatives, schools have embarked on the practice of self discipline. Teachers are shaping their school behaviour in line with child friendly

principles which are systemized by the school code of conduct. Similarly, students are also maintaining their interpersonal relation, personal habits and participation in learning process based on the norms developed by the school in participatory way.

9. Equality among the students has been increasingly ensured. Regardless to gender, cast and ethnicity, all school going children are treated equally.

### **Problems:**

In spite of several positive changes, there are some problems seen in line with promoting child friendly learning environment. Based on the response made by the interviewee, the following problems are highlighted.

- The physical facilities of the schools do not suffice in relation with the rate of enrolment. Furniture in classroom is not adequate and even available furniture does not correspond to comfort criteria as required for child friendliness.
- Schools don't have adequate playing materials, so they have been facing trouble to administer different games both indoors and outdoors which are obviously demanded by child friendly perspectives.
- Competency of the teachers is determinant of child friendly environment but there is lack of regular teachers' capacity enhancing program arranged by the Resource Centre (RC) or by District Education Office (DEO).
- For mainstreaming the disabled children with inclusive perspectives, technical competencies in the teachers are essential, but the issue of mainstreaming has not been addressed properly.

### **Suggestion**

In this regard, they strongly demand the concerned authority to fulfil the required physical condition and adequate learning materials for ensuring child friendliness. Besides, they seek regular technical support for teachers for updating child friendly skills and exploring new avenues for advancing child friendly learning environment.

#### **4.2.5 Change seen in school after CFS initiatives**

After the child friendly initiative, different changes have been noticed in the schools which are reflected in this study. Some of the consequences of CFS initiatives are already examined in previous sections. Here, changes observed through the responses of research participants are highlighted. For referential adequacy exemplary cases and related pictures are also mentioned.

##### **4.2.5.1 Teacher Aspects**

***Teachers are proactively engaged in professional works:*** After CFS initiatives, teachers have been enriched as professionals. Now, they plan their annual and day to day work. They develop instructional materials and behave as facilitator. However, the degrees of professionalism vary in different sample districts. Basically, teachers in Kavre and Rupandehi are aware of their professionalism.

***Self-help culture has been developed in among the teachers and students:*** In the leadership of teachers, Schools have started conducting sanitation programs in schools themselves. Somehow, this practice was already in place Kavre, but after CFS initiatives, this practice has been adopted as a new approach in Rautahat and Siraha.

***Increased practice of using instructional materials and multi methods:*** After CFS initiatives, teachers in all sample schools are delivering curricula using available instructional materials. Similarly, they have put into effect varied instructional approach, another characteristic of CFS in which the teachers use variety of methods like play method, group work, problem solving, singing, etc.

***Improved relation between teachers and students:*** Before CFS initiatives, there was wide communication gap between teachers and students. Teachers used to think that they have to be reserved. Now, the gap is minimized. Teachers are quite open to the students and behave friendly with students.

***Changed attitude and behaviour of the teachers in line with child friendliness:*** Though the CFS training for the teachers was short, it was really impressive (HT, Rupandehi). After this training, teachers have changed their behaviour in line with child friendly perspectives.

***Teachers are aware of LWF, they have stopped punishment:*** Punishing weak students was a part of approach of dealing the students. But after the initiatives all teachers in sample schools have discarded the corporal punishment. Now, instead of punishment, they provide



the additional supports and feedback to needy students. Awareness of this issue has been generated in all schools, but application is high in Kavre.

***Time Management in class room is more efficient:*** According to a HT in Rupandehi, 'late going to class and early returning' was a characteristics of majority of the teachers, now; they have developed and applied code of conduct for shaping their behaviour in terms of time management.

**Picture: 1 , Teachers' behavior**

*Sharmila (Changed name) has been working since six years in a primary level of Tenuhawa LSS, Rupandehi. When she was recruited as teacher, school management assigned her to teach in grade one and two. At that time, the classrooms were bare. Neither there was any furniture for students nor was the walls painted and decorated. Students were also few and they had to be seated on the floor. She used to prefer a cane to learning materials. Later on, when CFS concept was introduced and SMC were made aware, then learning environment*



*has been changed dramatically. Firstly, DEO has provided fund for carpet, mat and learning materials. Similarly UNICEF has provided a tool kits through DEO. Furthermore, the school management has furnished the classroom with painting and decoration. Meanwhile, she got a chance to participate in child friendly training*

*program. After completion the training, she returned to the school with new vision. She was keen to handle the junior classes with new ways, whereas she had been reluctant to teach in junior classes before the training. Immediately after reaching the school, she planned to adopt child friendly approach. At first, she had prepared a small plan for applying the CF concept in teaching and learning with consent of HT. In order to apply the new approach, school bought some additional learning materials too. Then after, she started to conduct the classes following the basic principles of CF learning i.e. seating style, varied interesting methodology, child friendly behavior, no punishment, and addressing especial needs of the particular students. Immediately, some positive consequences were seen in her classes. Regularity of student increased, students started to come school in proper uniforms, became*

*punctual and they enjoyed their stay in school, and made active participation in learning process. Now, CF concept is adopted in whole school activities.*

#### **4.2.5.2 Students' aspects**

**Students including Dalit and Janajati community are rather open to discuss and put their views without hesitation:** After applying the CFS initiatives in the schools, needs of the students have been addressed. Thus, they have been enabled to express their interest and views with teachers as well as with peers. They can put their queries easily to the teachers. This scenario has been seen in all sample schools.

**Students' Learning achievements and attendance rate is increased:** After CFS initiatives, students' learning achievement in particular subject is increased (based on focus group discussion in Kavre). Similarly, annual pass rate of students also increased. Regarding the attendance rate, Rupandehi has achieved remarkable result. The schools' records show that they are very close to national norms of school attendance days.

**Students are happy to come to school:** Before CFS initiatives school absenteeism was high and large number of students used to escape at day time. After applying CFS approach, such types of culture have diminished. Students regularly attend the classes and enjoy the whole stay. This change is noticeable in Siraha and Rautahat.

**Increased Students participation in learning activities:** After CFS initiatives, Participatory learning approach has been applied in CFS. While conducting class, role of the teacher is changed into the facilitator only. Students work in the groups. Some time they conduct learning activities on their own with collaborative and cooperative learning approach. In CFS, participation of all students is ensured regardless of any especial identity.

**Students' personal hygiene is improved:** All CFS are conscious of personal hygiene of the students. All CFS are committed to maintain the personal hygiene of the students in school. They have developed code of conduct (Nabin PS, Tenuhawa LSS) and monitoring the students in collaboration with parents.

**Especial needs of disabled students are duly addressed:** After CFS initiatives, the needs of disabled students have been addressed properly. Before initiative, they were behaved distantly. Now, under the CFS principle, the needs of those students have been addressed as priority agenda of the schools. For addressing the especial needs of especial students, schools have been exploring external resources too.

Picture: 2, participation of Especial Student

*Nowadays Rabindra (changed name, Kavre) is very much happy to come in to schools. So, he has been regular in school. Since he got a wheel chair from a nongovernmental organization,*



*he feels to be as capable as the others. A year back, he used to be carried by his parent dally to school. Then he always felt humiliated. Sometimes he had been misbehaved by peers and he did not get help adequately from the teachers too. Since couple of months back, he was provided with a wheel chair by a nongovernmental organization. In the*

*beginning, there was trouble to reach the school on wheel chair because there were several steps on the way to school. Then the school properly addressed his problem and made way easy for travelling on Wheel chair. Now, his school is a piloted school of One laptop per child (OLPC). He also has a laptop computer.*

**Formation of child club, in each school (Kavre):** After initiating the CFS concept, schools in Kavre have formulated the child club in each school. Now, child clubs are well functioning in line with child friendly perspectives. Child clubs are also recognized by the school management committee and they have been involved in decision making process.

**Students are conscious of role and responsibility of teachers:** They have started to make inquiries while teachers are absent. As a consequence of child friendly environment of school, students have been aware of role and responsibilities of the key stakeholders. Thus, they are monitoring whole school management including teachers' performance and punctuality.

## Learning environment

**Classrooms are well decorated:** After CFS initiatives, each CFS has been decorating



classroom with learning materials. So, the students are enjoying learning with colourful materials.

**Seating arrangements:** Seating style of the students often changing according to the nature and demand of the delivering contents. Most of the schools have movable furniture in class room and some of schools

are carpeting classroom with child friendly perspectives.

**Model building:** Schools are developing as model for child friendliness. Till the date, there are limited schools adopting child friendly initiatives. However, they have been developing themselves as model of child centeredness. From this model, other remaining schools can be influenced for developing as child friendly school.

**Equipments:** CFS schools are eager to use modern technology like computer and internet in teaching and learning (Rupandehi)

**Use of learning materials:** In the past, there was seldom use of learning materials in classroom, now; they have been using learning materials as prerequisite for class room



delivery. Similarly, preparation of content before the class conduction is also mandatory. Consequently, significant improvement in students' enthusiasm and teachers' devotion have been experienced.

**Methodology of delivery:** Before implementing child friendly school program, teacher centred methodology were adopted, basically, lecture

method and dictation were held mostly, but after the CFS initiative, they are practising joyful learning methodologies like hand dancing, singing, story telling and other participatory methodologies.

**Equity:** Equality among the students has been ensured. Regardless of gender, cast and ethnicity, all school going children are treated equally.

**School management:** School management is one of the areas that have been changed after CFS initiatives. Awareness of CFS concept among the SMC members, teachers, HT is major achievement of the initiatives. Alongside, focus of school management towards the child friendliness is another achievement. Similarly, participation of parents and PTA in the school improvement is also increased. Moreover, child friendliness has been considered while schools' physical development is undertaken. SMC and parents have increased their participation in promoting CFS.

Sensitization of DEO and Supervisors is also improved in CFS initiating district. All of respondents of DEO and Supervisors are found more positive towards the concept.

## **Chapter: 5**

### **Major Findings and Recommendation**

There are three major areas of the study; status of CFS initiatives, effect of the CFS initiatives and best practices. This chapter deals with the major findings in that area which are substantiated by participants' interview, focus group discussion, observation and schools records.

#### **5.1 RQ1. Status of CFS initiatives**

##### **National Initiatives**

Government of Nepal has been conscious of quality education through the child friendliness. Reviewing the policy and program documents, it is found that the children have been focused as centre of all educational endeavours, but Initiatives at individual level of students have not been addressed yet. Basically, government concern is focused in input perspectives, rather than process and out put. However, SSRP (2009-2015) is the first government's document that directly talks about the quality education through advancing educational process and addressing individual's needs of the students with child friendly perspectives. (details in page 13-19)

##### **UNICEF initiatives**

UNICEF Nepal is not only advocating child rights and child friendliness but also undertaking researches to assess the status of children in different aspects and evaluating the effectiveness of the initiatives in line with child friendliness. Moreover, in collaboration with Department of Education (DOE) and other national and international development partners, UNICEF Nepal is playing vital role for preparing National Framework for Child Friendly Schools (NFCFS) which is a remarkable attempt in line with sustaining child friendly school.

##### **Initiatives made by development partners**

In order to ensure the child rights through child friendly learning environment, contribution from nongovernmental sector seems remarkable. However, some limitations still exist. Firstly, CFS initiatives have been undertaken in limited schools in some districts, though,

majority of the schools are still unaware of this essential concern for quality education. Secondly, I/NGO are undertaking CFS activities on their own style. Still, there is still lack of coordination among the development partners and the activities. Finally, I/NGO seem able to achieve exemplary cases, but these examples are not shared massively. Thus, the CFS initiatives need to be coordinated by the governments' agencies and it should be expanded across the county. (details in page 19-26)

### **National Frame-work for Child Friendly School**

The NFCFS has comprised 9 components which are not fully matching with the CFS frame work of other countries. There is a well accepted practice of 5 major dimensions of CFS like, effectiveness, inclusiveness, gender responsiveness, health, safety and protection and participation of children, parents and local community. In contrast, the draft of NFCFS has comprised 9 dimensions of child friendly schools. Mainly, school management, teaching in mother tongue, school physical condition and teaching and learning activities are additional dimensions of CFS proposed by the draft frame-work. Regarding the Nepalese educational context, all those additional aspects are relevant. However, considering the international practices, those aspects can be rearranged within the major five dimensions.

### **Current Status of CFS initiatives:**

In line with promoting child friendly schools, they have been enabled by different agencies like DEO, RC, LBs, and UNICEF by supporting them in funds, materials, supervision and teachers training.

DEOs don't have special program for CFS. They are initiating CFS in response to UNICEF and other I/NGO. However, all DEO are aware of the CFS concept and they are trying to promote CFS in service area. Mainly, summary of initiatives is as follows.

Table: 5.1  
Status of child friendly initiative

Agencies	Kavre	Rupandehi	Rautahat	Siraha
DEO	SIP funds, CFS training, supervision, school construction	Distribution of allocated recourse, training, supervision	Funds, training, school's physical development	Training, school's physical development
RC	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision	Training, sharing work-shops, supervision
UNICEF through regional office, and NGO	Material support ; tin trunk library, training through DEO Quality Education Resource Package	Material support; tin trunk library, training through DE Quality Education Resource Package	Carpet, Mat,	Material support ; tin trunk library, training through DEO Quality Education Resource Package
LB (Municipality, VDC)	Financial support , in municipality area but not focused on CFS	VDCs are supporting schools but CFS is directly targeted	Very few schools getting support	3 schools are financially supported but not especially for CFS

## 5.2 RQ 2. Effects of CFS

**Understanding CFS:** Most of the stakeholders are aware of CFS concept. From parents to DEO, all know the basic principles of CFS and they have been promoting child friendly behaviours.

**School management:** In this aspect, SMC management, teaching and learning environment, teacher management, financial management, community participation, physical management and school performance are examined. The key findings are as follows,

**SMC Management:** All sample schools have formulated the SMC in line with education regulation. However, inclusiveness in comprising the members, regular meeting and focus of SMC towards the students' learning are found to be moderate.

**Teaching and learning environment:** Teaching and learning environment in sample schools is improving. Class room management has been improved dramatically. Main characteristics of CFS initiatives is focused on classroom, hence, classrooms are child friendly. However, status of class room is varied. Use of instructional materials and multi methodology is another character found in the sample CFS. Similarly, active participation of students are joyful learning are other achievements made in CFS.



**Teachers' management and performance:** Regarding the teachers management, the number of teachers is less in comparison to the ratio of the students. Teachers working in CFS classes are trained, but it is not sufficient. Majority of the primary teachers have not got opportunity of CFS training. Majority of the CFS has recruited the teachers abiding by the Education regulation. After initiation of CFS initiatives, teachers' behaviours have been dramatically changed. There has been witnessed a shift from teacher centred to students centred, lecture to activity based, bare class room to decorated classroom. Supportive to formative evaluation, seldom assessments to continuous assessment is a major shift in CFS.

**Financial management:** Financial management of the CFS seemed weak in all sample schools. All schools have been asking for additional funds for effective CFS. Regarding the management system, majority of the schools have financial plan and they have practice of participatory decision making. The weakness of these aspects is inequitable distribution of resource/ materials, basically, from I/NGO is not distributed in all schools and inadequacy of resources for creating child friendly learning environment.

**Community participation:** After CFS initiatives local community have been aware of the issues. Participation of parents and community members is shifting toward the students learning. However, participation in school development is in moderate state.

**Physical management:** Physical condition of CFS seems varied. Among 4 districts, Kavre has good physical condition followed by Rupandehi, but Rautahat and Siraha have weak physical condition of CFS. Weaknesses of physical condition are lack of disabled friendly and compound wall.

**School performance:** After CFS initiatives, school performance is improving. Enrolment of Dalit and Janajati students and increased promotion rate are the positive changes of CFS initiatives. In specific, there are significant changes seen in attendance rate of the students but dropout rate is still high in Siraha, Rautahat and Rupandehi in comparison to national average.

### **5.3 Exemplary cases**

There are so many exemplary cases found in CFS (see detail in page 81, 83). Mainly, harmony among the teachers and students, changed attitude and behaviour of teachers, joyful teaching and learning process, prohibition of corporal punishment, use of instructional materials and adopting multi-methods, renovating schools with child friendly

perspectives and increasing community participation are the exemplary cases found in sample schools.

### **Lesson learned**

During the implementation of CFS initiatives, some lesson have been learned, which are related to the policy of the government, service delivery of DEO and school management.

1. Though CFS is considered as prerequisite for quality education, it has not been mainstreamed yet. Even in CFS implementing district, only few schools are applying these initiatives. Thus, a large number of students are yet to have advantage from the program.
2. Technical support to the schools is inadequate. Stakeholders from sample schools are demanding more support from DEO and RP.
3. Still physical condition of the schools, teachers' position and learning materials are inadequate. Similarly, all teachers in CFS schools are not trained in line with CFS. Hence, implementation of the CFS approach doesn't have full strength.
4. Still there is a need to create awareness among the students, teachers, parents and community members by which CF approach can be applied inside and outside the schools.

### **5.4 Action steps**

This section refers to some suggestion for further implementation of CFS initiatives across the country in effective and efficient manner. Based on findings of study, there are three major areas of intervention to be addressed.

1. In compatibility with SSRP, National frame-work of CFS should be finalized incorporating the following consideration.
  - a) Considering the international practices, component aspects can be re arranged within the major five dimensions. Issue of mother tongue, somehow, is related with the inclusion, so that indicators of mother tongue can be combined with the inclusiveness. Similarly, separate component has been framed for school management, which can be merged with participation as 'participation and governance'. After reframing, there will be 7 major components in NFCFS which will be more significant and appropriate as well.

- b) Indicators related to school sanitation like toilet, drinking water, are often repeated, basically, in inclusiveness, gender responsiveness, health, security and protection as well as in school's physical condition. These duplicating indicators are reorganized for making frame- work useable and fitting.
  - c) Teachers' motivation part has been linked with CFS with priority in neighbouring countries India, Sri Lanka and China. Based on the lesson learned, especially, Sri Lanka has been developing child friendly school as teacher friendly schools simultaneously. So, they are promoting CFS with due respects of teachers' motivation and readiness. Without happiness of teacher, the child friendly initiatives are, in no way, complete. In this concern, NFCFS should have attention to set the indicators of teachers' friendliness.
  - d) Prepared frame-work of CFS seeks policy guideline. This document is not sufficient to implement CFS at school level. It demands sub-sequential implementation manual for the schools. The manual should be able to guide the school for applying CFS comfortably. Moreover, there should be internal (self) and external monitoring and evaluation system of CFS.
2. Concept, basic principle and approach of CFS should be disseminated to the local level stakeholders (SMC, PTA, Parents, students and teachers) as a national campaign.
  3. The number of teachers is still inadequate in Terai districts. This problem should be addressed for effective CFS. In this concern, Per Child Fund (PCF) can be mobilized linking with CFS initiating schools.
  4. CFS is a prerequisite for quality education. So, these initiatives should be implemented in all types of school with priority agenda of the government.
  5. CFS not only demands the locally available instructional material but also the additional financial resources for making available instructional materials and equipments. In this regards, SIP funds which has been provided to the school is only one governments' support that can be used for promoting child friendly learning environment. However, such funds are not used by the schools in order to create child friendly learning environment. So, if the norms and guidelines for using

the SIP funds are developed and applied, that can be a tangible intervention for enabling the child friendly schools.

6. School supervision system should be revitalized in especial scheme promoting child friendly learning environment. In this concern, existing RP system can be strengthened by providing need based training. In addition, teachers' training courses can incorporate the child friendly component.
7. Finally, effectiveness, inclusiveness, gender responsiveness, security, health and protection of child and participation of stakeholders in school governance should be considered as basic principle for CFS and they should be sincere and earnest at every decision of education sector.

## **References**

- Abbas Tashakkori & Charles Teddli, (1998). *Mixed Methodology, Applied Social Research Methods Series, Volume 46*. Sage publication, Thousand. New Delhi.
- CERIED (2008). *Assessment of CFS intervention*. Tribhuvan University, Kirtipur, Kathmandu.
- Cohen, Manion & Morrison (2007). *Research Methods in Education*. Routledge, Taylor and French Group. London and New York
- C. P. Constantinou & L. Louca (2009) *Framework for a Case Study Report*. S-TEAM WP6 meeting WP6 Leaders S-TEAM Version 2.
- DOE, (2010). *Annual Strategic Implementation plan (ASIP)*. Sanothimi, Bhaktapur .
- DOE. (2009). *School level Educational Statistics of Nepal*. Consolidated Report (2008).
- DOE (2010). *National Framework for Child Friendly School (DRAFT)*. Sanothimi, Bhaktapur.
- MOE (2009). *Compendium on Education Policy in Nepal*. Keshar Mahal, Kathmandu.
- MO Law & Justice (2007). *Interim Constitution of Nepal*. Singha Darbar Kathmandu.
- Ministry of Law & Justice. (1971). *Education Act (7th Amendment) & Regulation (2002)*. Kathmandu: Author.
- MOE (2007). *School Sector Reform, Core Document, Policies and Strategies (2007)*. Keshar Mahal Kathmandu
- MOE (2009). *School Sector Reform, Plan (2007)*. Keshar Mahal Kathmandu
- MO Law & Justice (2007). *Interim Constitution of Nepal*. Singha Darbar Kathmandu.
- NORAD (2010), *Joint evaluation of Nepal's Education for all 2004-2009, Sector Program (2009)*
- NPC (2007). *Three Years Interim Plan*. Singha Darbar, Kathmandu, Author.
- Shirley J. Miske (2008). *Developing Child-Friendly Schools in FYR Macedonia. A Case Study*
- UNICEF (2006). *A Child Friendly Schools . An approach for achieving school and learner quality*. UNICEF, China.
- UNICEF (2006). *National Standard of Child Friendly School in China*. UNICEF, China.
- UNICEF (2009) *Child friendly Schools in Asia and Pacific (2009 )* UNICEF
- UNICEF (2009). *Mainstreaming Child Friendly Schools in Sri Lanka*. A case Study. UNICEF, Sri Lanka author.
- UNICEF (2009). *Child Friendly School Dynamics of Theory in Practice (2009)*, UNICEF, Author.

# Annexes

## Name and Address of Schools

<b>District</b>	<b>School Name</b>	<b>Address</b>
<b><u>Kavre</u></b>		
1.	Purna Sanjivini Lankhanamai Higher Secondary School	Dhulikhel
2.	Shree Krishna Lower Secondary School	Methinkot-3, Kavre
3.	Saraswoti Secondary School	Badal Gau, Kavre-6
4.	Navin Primary School	Khanalthok-6, Kavre
5.	Binayak Bal Lower Secondary School	Kavre VDC-6, Badal Gau
6.	Bhairab Primay School	Dhulikhel-4
<b><u>Rautahat</u></b>		
1.	Ram Naresh Laxman Secondary School	Hajaminiya, Rautahat
2.	Shree Lower Secondary School	Jhunakhunawa-2, Pathara, Rautahat
3.	Bhagawari Primary School	Hajmuniya-2, Rautahat
4.	Shree Primary School	Hajaminiya Putahi-1, Rautahat
5.	Shree Kisan Lower Secondary School	Baluwa, Rautahat
6.	Shree Primary School	Bairiya-9, Rautahat
<b><u>Siraha</u></b>		
1.	Shree Secondary School, Bhaluwahi	Hanumannagar-5, Siraha
2.	Shree Primary School, Kathakolawa Basabittha	Siraha Municipality-6, Siraha
3.	Shree Samajsewa Primary School	Hanumannagar, Siraha
4.	Shree Primary School, Gamhariyakatti	Sarshowar VDC, Siraha
5.	Shree Janachetana Primary School	Majhhaniyakhori-2, Siraha
6.	Janata Primary School	Rampurbirta-2, Mahadeva, Siraha
<b><u>Rupandehi</u></b>		
1.	Tenuhawa Community Secondary School	Tenuhawa, Rupandehi
2.	Bishnupura Lower Secondary School	Bishnupura-4, Jitpur, Rupandehi
3.	Shiva Primary School	Bishnupura-3, Rupandehi
4.	Tarkulaha Primary School	Tenuhawa VDC-5, Dhodahawa, Rupandehi
5.	Janajagriti Lower Secondary School	Bishnupura-5, Gobadauri, Rupandehi
6.	Nawadurga Lower Secondary School	Bishnupura-1, Thakurapur, Rupandehi