

**The UNICEF policy program of Child-Friendly School in practice in Sunrise Boarding  
School**

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**Abstract**

The research study examines the level of implementation of UNICEF Child-Friendly School model, positive initiatives as well as challenges of Sunrise Boarding school, it is a private school located in Kathmandu, Nepal. The theoretical model used in the research is four elements of the Child-Friendly School model developed by UNICEF. The four elements are inclusive of school, gender equality, health promoting school life and protection of the children. The study will guide to identify the strengths and challenges in all four elements which can be beneficial in improving the quality of education and in maintaining the child-friendly environment.

The researcher used Semi-structured interview while collecting data and interviewed 8 respondents- 3 students, 3 teachers, and 2 parents. The questions were based on four elements of UNICEF Child-Friendly School model, interviews were recorded and transcribed. The design of the research was qualitative, explorative and comparative analysis comprised with visual ethnography to capture the current situation of the school.

The data analysis indicated various successes and challenges of the school. The first element- Inclusive of school revealed equality within teachers, students and parents of the school. Also, good learning environment, need for improvement in communication between teachers and parents as well as school management committee were also seen in the interview. Similarly, the second element indicated presence of gender equality in the school; however, the role of the teachers was seen to be stereotyped, as most of the female teachers were seen to be teaching primary level students and male teachers in secondary level. The third element consists of health promoting school, and the interview pointed out the unavailability of general health facilities, doctor or nurses and not enough first-aid boxes in the school although free health camp and blood donation program are organized. The personal hygiene is maintained well. Further, the school buildings are earthquake-resistant but the biggest issue has been the dust from the construction work inside the school buildings. The fourth element highlights the need for accomplishing proper code of conduct about harmful acts such as bullying, harassment, and substance abuse; corporal punishment has also been one of the main concerns as minor punishments were seen in the school. Besides, the positive comments from the respondents regarding the effort and support of the school in the personal growth of the students were impressive.

The findings offer approaches for organizing awareness programs, workshops, maintaining child-friendly infrastructure and information dissemination regarding school management committee, disabled-friendly environment, and reproductive health.

**Keywords:** Child-friendly, school, UNICEF, inclusive, gender, health, protection

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## Acronyms

AIN	Association of International NGOs in Nepal
BPEP	Basic and Primary Education
CFS	Child-Friendly School
CP	Corporal Punishment
CRC	Convention on the Rights of the Child
CSNN	Union and Community School National net Work
DOE	Department of Education
ECA	Extra-curriculum activities
ECED	Early Childhood Education Development
EFA	Education For All
GMSRC	Gorakhakali Manakamana Study and Research Centre
HIV/AIDS	Human immunodeficiency virus/Acquired Immune Deficiency Syndrome
JICA	Japan International Cooperation Agency
MCC	Mennonite Central committee
MDGs	Millennium Development Goals
MOE	Ministry of Education
NESP	National Education System Plan
NFCFS	National Framework of Child-friendly School
NSCEH	National Environment and Health Study Centre
PAGE	Programme for the Advancement of Girls' Education
PD	Positive discipline
PPE	Personal Protective Equipment
QCA	Qualitative Comparative Analysis
QERP	Quality Education Resource Package
SCA	Save the children Australia
SIP	School Improvement Plan
SMC	School Management Committee
SSDP	School Sector Reform Plan
SSRP	School Sector Reform Plan
TVE	Technical and vocational education
UK	United Kingdom
UKG	Upper Kinder Garten
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WCN	Wildlife conservation Nepal
WHO	World Health Organization

## **1. Introduction**

Child-Friendly School (CFS) means the school that puts an effort in the holistic development of the children which includes all the sectors like education, health, school environment, infrastructure, and so on. According to the children-friendly school manual published by United Nations Children's Fund (UNICEF), "Schooling is the one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. But schooling is not always a positive experience for the children" (p. 3). It can mean that they may have to study inside the cold room with no desk to sit, poor sanitation, frightened by the punishment and bullying by their classmates. The condition gets worst when the teachers are not competent enough to teach and also the student may not have enough money to buy textbooks or notebooks to write. UNICEF has stated that child-friendly should not only help children recognize their right to a basic quality education but also about many other things. The children should learn to face challenges in the present competing world, improve their health and well-being; guarantee them safe and protective spaces for learning, free from violence and abuse; raise teacher morale and motivation; and mobilize community support for education.

The government of Nepal has prepared The National Framework of Child-friendly School (NFCFS) partnership with the Department of Education (DOE) and national and international organizations working in the education sector such as UNICEF Nepal, World Education Nepal, Save the Children and the Association of International NGOs in Nepal (AIN). The final draft of it was prepared by the concerned experts of the sector in compliance with the directives from all three aspects—theoretical, policy and practical targeting at the basic level of school education. The Child-friendly School Framework has been developed to provide guidance to schools in order to initiate quality education consistent with children's aptitude and capacity. However, the NFCFS has encompassed 9 components of child-friendly school among which 4 dimensions such as teaching and learning activities, school administration, teaching in mother tongue and school physical condition are not totally identical with the CFS framework of other countries. But the practice of 5 major dimensions of CFS like, effectiveness, inclusiveness, gender responsiveness, health, safety and protection and participation of children, parents and local community are similar. With the Nepalese educational context, those entire additional features are relevant. Yet, those aspects can be reorganized within the major five dimensions considering the international practices. However, the issue of mother tongue can be related to inclusion so that the indicators of mother tongue can be combined with inclusiveness. Similarly, the separate component has been chosen 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. Here, we can relate the text mentioned by Kagan and Britto (2005, 8), the standards are "rooted in the cultural and national expectations of what the children residing in a given country should know and be able to do;" therefore, given the uniqueness of countries, universal standards cannot exist.



The Manual published by UNICEF in 2009 also speaks about the children facing negative conditions not only in school but also at home and community environment which can create challenges that make it difficult for children to enroll in school, attend regularly, complete the final year of the cycle or achieve the prescribed level of learning. Schools must, therefore, focus on the whole child, which means taking into account the conditions in the family or community that might be obstructing his or her educational progress. Children of today are the country builders of tomorrow. It is very important to understand the needs of the children and try to make the holistic development which starts from home and then from school. So, it is incredibly essential to have a good environment at school as well as at home.

Likewise, all social systems and agencies which concern children should be based on the principles of the Convention on the Rights of the Child. (Shaeffer, 1999) states that, UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children". The Child-Friendly School framework is an approach to translating the Convention on the Rights of the Child (CRC) into school administration and classroom practice and ensuring the right of all children to have access to basic quality education. Moreover, within this framework, a child-friendly school ensures every child with an environment that is physically safe, emotionally secure and psychologically enabling. Teachers are the single most important factor in creating an effective and inclusive classroom. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviors and curriculum content that are focused on learning and the learner. The ability of a school to be called itself as child-friendly is directly linked to the support, participation, and collaboration it receives from families. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

In the context of Nepal, most of the schools are still persisted in a traditional way in terms of management and teaching-learning. The whole school environment is focused on encouraging children to get the text by heart. The schools only use the textbooks and teaching aids made available by the central level which is rarely utilized. Also, the schools are not much concerned about the health and sanitation, proper infrastructure, classroom environment as well as the discrimination towards the students. Though child-friendly school is considered as obligation for quality education, CFS initiatives have been applied by only a few schools even in CFS implemented districts. Therefore, there are still a huge amount of students deprived of the benefits from the child-friendly projects run by the government and other national and international organizations. Besides, there should also be internal (self) and external monitoring and evaluation system of CFS.

Similarly, according to the Department of Education of Nepal, one of the main issues in the process is all teachers in CFS schools are not well trained according to CFS guidelines. Hence, it becomes difficult to execute the CFS approach smoothly. Thus, the lack of awareness about the CFS model among the students, teachers, parents and community members is still present which needs immense advocacy to efficiently formulate within as well as outside the schools. It can also be initiated by disseminating the model, basic principle and approach of CFS to the local level stakeholders (School Management Committee, Parents-Teachers Association, Parents, students, and teachers) as a national campaign.

This study can be considered as a social work research since schools are the institution that supports the development of the children and their bright future. In addition, the research aims to identify the implementation of the elements of the child-friendly school presented by UNICEF in the school and if it has been able to meet the criteria to be called as ‘Child-Friendly School’. The research can be a useful document to find out the problems faced by the authorities in executing the CFS. The demand such as the additional financial resources for making instructional materials and equipment available, misuse of funds provided to promote child-friendly learning environment by the school, lack of sufficient advocacy about CFS model to local stakeholders, textbooks centered studies and the teacher training not meeting the standard of CFS framework are some of the major problems that must be solved. And we as a social worker are also equally important to contribute in the field of children and education. The study attempts to highlight not only the initiatives and problems faced by the authorities and schools in the execution of the CFS framework but also about the needs and requirements of the students during their school journey including their family environment.

## **2. Background, Framework, and Initiatives of Child-Friendly School- Literature Review**

This chapter consists of the literature concerning the background, framework, and initiatives of child-friendly school. The literature about the history of Child-friendly School has been extracted from the Developing Standards of Quality Basic Education in Central and Eastern Europe and the Commonwealth of Independent States commissioned by the UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States, collaboration between Nancy Clair, Shirley Miske, and Deepa Patel. Further, the literature from Department of Education highlights the Framework and projects done by different government and non-government organizations, also the positive outcomes as well as the gaps in implementing the child-friendly model amongst the school and local stakeholders.

### **2.1 History of Child-friendly school Approach**

Nancy Clair the author of the report ‘Developing Standards for Quality Basic Education in Central and Eastern Europe and the Commonwealth of Independent States’ has presented a clear history of the Child-friendly approach stating that, “the concept of free and compulsory primary

education<sup>1</sup> was supported by a number of other international conventions in 1948, after education was acknowledged as a human right. In 1989, the CRC by determining four key principles to a rights-based approach, reinforced and widen the idea of a human rights-based education (UNICEF/UNESCO 2007): (a) Non-discrimination; (b) Acting in the best interest of the child; (c) Providing the right to life, survival and development to the maximum extent possible; and (d) Ensuring the right of children to express their views in all matters affecting them.

The rights-based approach to education has one of the conceptual framework connected in the CRC underlines the interrelationship between access, quality, and respect. Access ensures accessible school with equality of opportunity to learn throughout life in an adequate, quality promotes child's creative and emotional development with cognitive development as a primary objective; and respect values the individual's language, culture, religion and views (UNICEF/UNESCO 2007). In the mid-1990s, workshop discussing the child-friendly school's concept was organized at Florence, Italy (now known as the Innocenti Research Centre) in UNICEF's International Child Development Centre. An informal one-page document discussing the 13, 'Characteristics of a rights-based school' began circulating after the meeting (Chabbott 2004, 5). Then, a checklist was developed by The World Health Organization (WHO) for CFS "aimed at enabling schools to support the development of happy and well-adjusted children, able to engage in learning" (Bernard 2004, 2). The checklist outlined the 13 characteristics of a child-friendly school (UNICEF n.d.), 7 are related to the research study which is (a) reflects and realizes the rights of every child; (b) gender-sensitive and girl-friendly; (c) promotes quality learning outcomes; (d) acts to ensure inclusion, respect, and equality of opportunity for all children; (e) promotes mental and physical health; (f) provides education that is affordable and accessible; (g) community-based.

In 2000, to discuss and identify the core tasks of CFS, representatives from 11 South Asian and South-East Asian countries in Chiang Mai, Thailand were brought by UNICEF and Save the Children. The representatives agreed upon four key activities for promoting CFS in the region (Bernard 2004, 3): (a) adapt the five basic CFS principles; (b) focus on a 'holistic' approach to education; (c) create a data system to track student progress and (d) Strengthen inter-programme networking so educators can share experiences to professionally grow and learn from their community.

## **2.2 UNICEF Right-based, Child-Friendly school framework**

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<sup>1</sup> These include the UNESCO Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966), and the Elimination of Discrimination against Women (1981).

The report on ‘The right to quality education: Creating child-friendly schools in Central Asia’ explains that, the model of child-friendly schools emphasize on encouraging respect for student’s rights, dignity, and equality which is built on the idea of rights-based education. The rights-based approach mainly represents providing the best possible environment ensuring that all children enjoy their rights. Rights-based schools are easily available in terms of the infrastructure of the building, geographic location, and suitable weather.

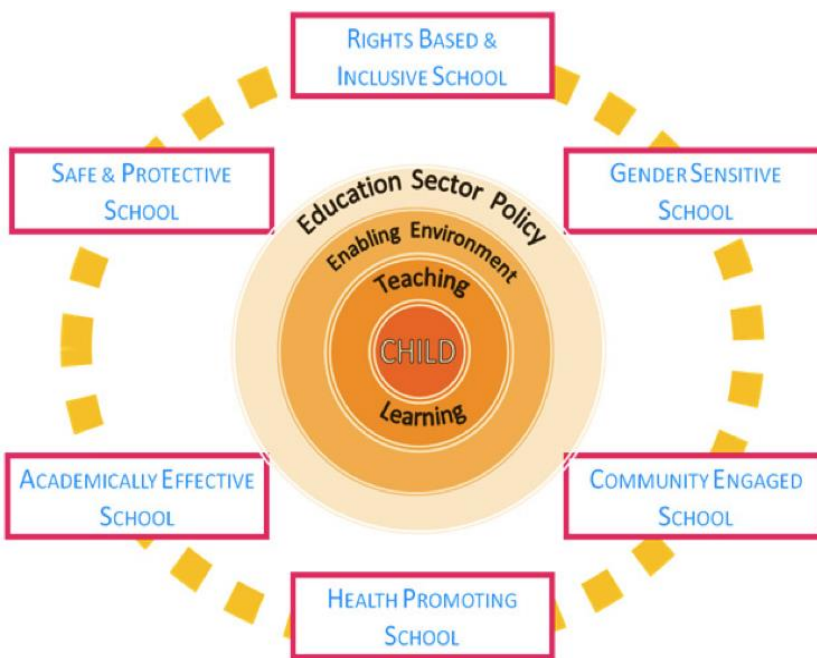


Figure 1 Dimension of UNICEF child-friendly school approach

Also, rights-based schools are affordable to all families in direct or indirect conditions and opportunity costs<sup>2</sup> and rights-based schools support the dignity of children forbidding corporal punishment, violence, and harassment.

Similarly, “fulfilling the education-related Millennium Development Goals (MDGs) requires not just getting all children into school, but making sure that all schools work in the best interest of the children entrusted to them. This means providing safe and protective schools that are adequately staffed with trained teachers, equipped with adequate resources and graced with appropriate conditions for learning. Recognizing that different children face different circumstances and have different needs, such schools build on the assets that children bring from their homes and communities and also compensate for shortcomings in the home and community environment. They enable children to achieve, at a minimum, the knowledge, and skills prescribed in the curriculum. They also help them develop the ability to think and reason, build

<sup>2</sup> Direct costs include school fees; indirect costs include expenses associated with text books, stationery, uniforms and informal levies imposed by teachers; opportunity costs include time spent in school compared to other activities such as household tasks and agricultural responsibilities.

self-respect and respect for others, and reach their full potential as individuals, members of their communities and citizens of the world” (UNICEF, 2009).

According to UNICEF, a children-friendly school has two basic characteristics: the child-seeking schools as a concern with rights and state duty-bearers with obligations executes these rights which identifies the excluded children and enroll them in school, demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community. The child-centered school with the understanding of the child’s full potential focusing on the best interest of the child concerned both about the "whole" child (including well-being, health, and nutrition) and take constructive consideration of the children inside the school, family, and community. The children- friendly school has various aspects defined by UNICEF and it is possible to improve the children-friendly environment in the school with the development of the elements which have been described with the review made by National Framework of Child-friendly 2010 in context of Nepal.

**Inclusive of children:**

- Not excluding, discriminating the children or stereotype on the basis of difference.
- Providing free or affordable education to underprivileged families and children at risk.
- Respect the diversity and ensure equality of learning for all children without any discrimination.
- Ensure to Response to meet the differing circumstances and needs of children.

Inclusive education can be referred as including each and every child from a different culture, color, gender, religion, ethnicity, social class, ability, etc. The education should not only be available but accessible as well to all the families and children and especially to those who are underprivileged and at-risk. Most importantly the discrimination according to the diversity of the child such as gender, working children, children of ethnic minorities and affected by HIV/AIDS, children with disabilities, victims of exploitation and violence should not be done. Moreover, the needs of the children should be addressed and fulfilled taking account of the diversity.

The report on National Framework of Child-Friendly School (2010) addresses the situation of Nepal in context of inclusion as “the groups that need to be addressed from the perspective of inclusion in school-level education in Nepal are conflict-affected children, children from Dalits/indigenous nationalities, children with disability, street children, child victims of sexual exploitation and trafficking, children engaged in child labour, children suffering from poverty, children who are in prison, handicapped/orphan and sick children.

Although, school-level educational management has not been able to adequately address the needs of weaker sections of society mentioned above. The questions such as how to make the entire educational management and teaching and learning aspects inclusive at the school level, how to make schools child-centered and child-friendly, how to make available equal and equity-

based opportunities in school education available to all able and disabled, how to mainstream them in education need to be addressed.

Looked at from the perspective described above, the curricula and related materials, teacher training, assessment process and teaching and learning activities have yet to become systematic to the desired level. Activities such as providing flexibility to calendars of operation in schools in line with local needs, teaching according to pupils' aspirations (their standard, pace, and absorptive capacity), localization of curricula and development of need-based curricula are necessary. At the same time, the basic aspects of educational inclusiveness are to gradually address the problems being faced by the children from lower castes and ethnic groups, women, and people living below poverty line as well as those who are linguistically backward and disabled with a focus on their needs.”

### **Gender-sensitive:**

- Promoting gender equality in enrolment and accomplishment.
- Removing gender stereotypes.
- Guarantying facilities, curricula, textbooks, and teaching-learning processes which are applicable to both girl and boy child and socialize them in a non-violent environment.
- Encouraging respect for each others' rights, dignity, and equality.

The discrimination of the children according to gender might not only exist inside the school but also among the families and community. As it is connected with the wide group, applying only inside the school might not be effective; the awareness should be spread among the parents as well as the people residing in the community.

“In the current educational context of Nepal, ample efforts are being made at a governmental and non-governmental level to achieve gender equality. Such efforts have resulted in the enrolment percentage of girls, retention of those already enrolled in schools to some extent and making arrangements for alternative education for school dropouts. However, gender perspective in education is yet to be strengthened. Girls have relatively low access to school. Girl children have not been able to attend schools to expected level on account of reasons such as poverty, early marriage, and ignorance, the compulsion to work within and outside households. The participation of girl students is weak because environment and behavior within schools are not friendly to them. Additional initiatives and efforts are needed from policy-making level to teaching and learning activities level to overcome such weaknesses.

Addressing activities within schools alone is not enough if gender aspect is to be strengthened. Awareness-oriented programmes need to be conducted outside schools. From the point of view of teaching and learning, special attention needs to be paid to girl student-friendly learning and teaching in pedagogy for meaningful learning for girls. As far as the issue of teacher recruitment

is concerned, the policy of appointing female teachers has to be fully implemented.” (NFCFS, 2010)

### **Healthy and protective of children:**

- Providing a healthy, hygienic, and safe learning environment, with sufficient water, sanitation facilities, and healthy classrooms with policies and practices to discourage taking drugs, corporal punishment, and harassment and encouraging health services such as nutritional supplementation and counseling.
- Promoting life skills-based health education.
- Promotes both the physical and the psycho-socio-emotional health of teachers and learners.
- Helps to defend and protect all children from abuse and harm.
- Provides positive experiences for children.

Children’s health has a direct bearing on their learning and participation in activities conducted in the school. For this purpose, schools must have provisions for health check-up of children at least twice a year, and the personal health profile of every pupil must be maintained in a systematic and updated manner.

“Similarly, it is tremendously necessary to adopt appropriate protective measures for children. For instance, the environment in school and classrooms must be healthy and safe; there must be the necessary provision of safe drinking water, clean toilet and drainage; complementary nutrition and midday meals; and for personal hygiene. In addition, it is imperative to guarantee the absence of physical confrontations and problems, misbehavior, hatred and so on.

The child-friendly school must take special precautions to protect children from potential accidents. The school should compulsorily have first aid; make provision for fire control; introduce measures to make rooms insular to extreme heat or cold; make appropriate lighting arrangements, and so on. Furthermore, along with adopting measures for safety from earthquakes and other natural disasters, provision must be made for disseminating information and organizing simulation exercises about them frequently.

The necessary protective measures of provision for conducting immunization programmes against different diseases to protect children with the cooperation of the health posts in the community as well as health workers; cleaning the family and community places; cleaning the lanes and paths used by children for travelling to and from school; crossing big roads or rivers or canals with the help of an elder or parents are the useful medium of protecting children from accidents.” (NFCFS, 2010)

*“The devastating earthquakes last year destroyed or severely damaged over 35,000 classrooms. After that, a tremendous amount of efforts were made to bring children back to school as soon as possible to minimize disruption of their education and exposure to risks of neglect, exploitation,*

*and violence," said Tomoo Hozumi, UNICEF Representative to Nepal. "Thanks to these efforts, schools in affected districts were reopened a month after the first earthquake in makeshift classrooms. Now we need to redouble our efforts to ensure children can study in safe transitional or permanent classrooms as early as possible." (United Nation Nepal Information Platform, Kathmandu, 25<sup>th</sup> April 2016)*

This article shows how the UNICEF in Nepal has been giving incredible effort and support to formulate the schools smoothly even after the devastating natural calamities like the earthquake in Kathmandu city. There are many schools with poor infrastructures and with these threats of a natural disaster, it is even riskier to send the children to school every day, however, the initiations that are made by the organization like UNICEF is appreciable and it build's hope and faith towards a better future for the children.

### **2.3 Child-Friendly schools from global perspective**

The Child-Friendly School manual 2009 has highlighted some of the effort made and implementation of child-friendly school model in different countries over the various timeline which has helped in understanding the global scenario of child-friendly in the different part of the world.

In Egypt, Colombia's Escuelas Nuevas model has motivated community schools and predates the CFS framework in UNICEF. Primary, the focus was on providing quality learning opportunities for children with less access to conventional schools to cultivate strong local community engagement in education (a CFS principle) and not on creating child-friendly schools. Later, motivating classroom environments and participation of learners were additional aspects of these community schools that have brought them nearer to categorization as child-friendly schools.

Similarly, in Zambia, the Programme for the Advancement of Girls' Education (PAGE) begin with the intent to help provide quality education for girls that would promote gender parity and empowerment but not with the intention of creating child-friendly schools. A multisectoral approach to eliminating the several barriers that stop girls from accessing and performing in schools evolved. This generated various interventions such as developing the capacity of the community, providing educational materials and classes were designed to improve the learning environment for girls by creating single-sex classrooms in math and science and resulted in these schools being classified as child-friendly.

Gujarat, India an important effort was made as quickly as possible to get children back into school so as to reinstitute learning and re-establish some normalcy in their lives, during the aftermath of the massive earthquake that struck in 2001. Multiple stakeholders including non-governmental organizations to mobilize the communities to create tent schools were enlisted in this effort. The approach of child-friendly spaces ensure haven for children and helped to resume normal activities. Moreover, the Government decided included to psychosocial interventions in



primary schools pre-service teacher training after the successful results of it. School reconstruction with quality improvement a key aim emphasized safety standards and equity.

As stated by Department of Education, 2010, in case of Nepal, the CFS initiative was not directly simulated in national policy and plan and the idea of child-centeredness since Seti Education Project (1982) was already accepted in principle that was followed by Primary Education project (1988) and BPEP (1993). CFS has been accepted as a pathway for achieving quality education for all children. At present, SSRP is the leading policy and plan of education and it has satisfactorily replicated regarding the CFS concept. UNICEF Nepal has been advocating about child-friendly school since a couple of years, it has also been providing support for improving the learning environment. Also, the CFS concept in teachers' training curriculum has been started to introduce by the government. At the same time, the key actors in education are also being trained in CFS concept.

“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 the center of all educational endeavors but initiatives at the individual level of students have not been addressed yet. Basically, government concern is focused on 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” (DOE, 2010).

## **2.4 Initiatives from National and Non-Governmental institution of Nepal for Child-friendly schools**

This part of the literature consists of the list of the national and international organization; giving their hands to selflessly work with schools and groups, directly or indirectly related to it to create a child-friendly school regarding which the report has been prepared by Department of Education of Nepal based on the agreement between DOE, the National Environment and Health Study Centre (NSCEH) and Gorakhkali Manakamana Study and Research Centre (GMSRC). Below mentioned are the name and description of their initiations.

### **2.4.1 National institution initiatives**

The government of Nepal is dedicated to the condition of education educational which is based on the principles of equality, gender equity, discrimination-free non-abusive educational facilities, and inclusion. However, even after the concern of quality sometimes the issue of access surpasses. The numerous efforts have been made by the government to accept and embrace the educational documents the child-friendly principles of school education: child-centeredness, democratic participation and inclusiveness, and equity.

Some of the key initiatives showing the government's commitment to CFS and a minimum standard of quality education is briefly stated below:

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

Quality education was anticipated in NESP 1971 through vocational education, teacher training, increasing teachers' position, developing specific curriculum and strengthening the monitoring and supervision of the schools.

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

Access and quality were a major objective, textbooks and teacher support materials were revised in special consideration with child-friendly perspectives. Different modular teacher training programs were undertaken. Further, introduced the provision of female teachers in each school and special support was made for girls and children from Dalit and disadvantaged communities. Inclusive education was also adopted for needy children. Besides, school physical infrastructure was developed massively and collaboration with national and international partners for ensuring equitable access to quality education.

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

The practice of School Improvement Plan (SIP) as a decentralized planning and enhancement of school physical infrastructure program in respect with the child-friendly concept was done. Free textbooks for primary level, support for the school library, computer lab and child-friendly classroom management were done. The development and dissemination of the quality education resource package to teachers in collaboration with UNICEF and other national education partners were prepared. Girls and the children from Dalit, ethnic minority and disadvantaged communities were given special support. SIP-based was adopted funding modality for creating a child-friendly learning environment in the school's Provision of school performance evaluation through social auditing system and school management training for Headteachers and School Management Committee (SMC) Members.

## **2.4.2 Initiatives from Non-Governmental institution**

After CRC (1989), Nepal has revising policies and program and had dedicated to guaranteeing the child rights. The contribution seems significant in Nepal to promote the child-friendly school from the Non-government sector. The government has also focused on participation such as school physical facilities, teachers' management and development and curriculum. However, the issue of child-friendly school has not properly addressed by the government initiatives. In this regard, with the help of development associates from nongovernmental sector, the significant initiatives for promoting child-friendly schools have been made in Nepal. Also, synopsis of contribution from the Non-governmental sector is articulated as follows:

### **a. Initiatives from UNICEF**

UNICEF Nepal is playing the chief role in education for promoting child-friendly schools among the development associates in Nepal. For increasing access and enhancing the quality of

education, UNICEF has also been working with government and NGO partners. Since 2003, UNICEF has been enhancing the capacity of local stakeholders by intensively supporting the schools and providing learning materials and teachers training to promote a learning environment. In connection with ensuring quality education, UNICEF Nepal has made several remarkable initiatives through child-friendly perspectives. For example, the doorstep for CFS initiatives in Nepal is a pioneering endeavor of UNICEF preparing teachers for child-friendly learning and development of Quality Education Resource Package (QERP).

UNICEF Nepal is undertaking researches to review the situation of the child in different aspects and along with child friendliness evaluating the effectiveness of the initiatives, at the same time advocating child right and child friendliness. Moreover, a remarkable attempt has also been made successively with sustaining child-friendly school playing a vital role in preparing National Framework for Child-Friendly Schools (NFCFS) in collaboration with Department of Education (DOE) and other national and international development partners.

**b. Save the Children's initiatives:** Save the Children has been working on CFS since 2000. At first, the program started in 10 schools of Kanchanpur district. Later on, it has been implemented in the wider area by expanding the program in 2500 schools of 33 districts of Nepal. Besides, several activities have been implementing by SCA in favor of the children in Nepal with the major concern of improving learning environment with child friendliness. At present Save the Children is undertaking; Assessment and School Improvement Plan, School Annual Plan and Teachers' capacity building on active teaching-learning in working schools, SMC capacity building, Child rights group formation, School Health, and Nutrition Program, Code of Conduct for school teachers, students and parents.

According to Save the Children (2010), all the stakeholders are now aware and respect the child rights. The code of conducts has been developed by each school to be obeyed by students, teachers and parents and no corporal punishment are practiced in schools. The additional strong linkage has been established between the schools and community.

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

In addition to government and non-governmental organizations, there are also other organizations working for child-friendly initiatives. The awareness related activities and teacher training programs have been organized by organizations such as Rato Bangala, Teachers' Union, and Community School National Network (CSNN). Evidently, remarkable work in line with CFS has been undertaking by Rato Bangala School. The basic features of this school are inclusiveness, classroom management and decoration, child-friendly teachers' behavior and opportunity to showcase the potential of the child. Alternatively, CFS initiatives including teachers training in Dailekh and Sindhupalchok districts have been implemented by the school.

## **2.5 Social workers as an integral link between school, home, and community for Child-Friendly school**

According to National Association of Social Workers, ‘School social workers are an integral link between school, home, and community in helping students achieve academic success. They work directly with school administrations as well as students and families, providing leadership in forming school discipline policies, mental health intervention, crisis management, and support services. As part of an interdisciplinary team to help students succeed, social workers also facilitate community involvement in the schools while advocating for student success.’

Certainly, there are national and international organizations bringing up with various plans and policy to make the child-friendly framework effective in different countries. The schools are trying their best through teachers training, parents- teachers association, improvement in overall school administration. But somehow, they fail to achieve the goal to make the school child-friendly. There are also hopes that by including social workers in this area can spread awareness among the local stakeholders, deal with student’s in solving their problem, advocate on behalf of them and support in speaking about the children’s need with children and for children.

Furthermore, very fewer resources have been available regarding the school social worker and their significance in making the school child-friendly. However, reviewing about the past and current scenario and the ongoing initiatives, it shows that the involvement of school social worker can be one of the better ways of making the child-friendly school model effective. Besides, the report presented by the department of education, 2010 also shows that there has been less awareness about the child-friendly framework among the students, families, and community which needs to be improved. The gap can be filled with the involvement of a social worker as well as they can be a link between the school management, students, families, and community.

## **3. Context of the study**

### **3.1 Education in Nepal**

Nepal’s limited school education was access to a restricted number of schools that served elite and wealthy populations until the 1950s. The formal education system is relatively new. With the establishment of the Nepal National Education Commission in 1956, expansion of designed school education began and consequently, the dissemination of the education system plan in 1971 (MoE 1971). Accordingly, Nepal’s public education system is just over 50 years old. Within this short phase, the number of schools and enrollment rates has been a grown astonishingly. This growth occurred during a period of political reform and restructuring and in the circumstance of the highly diverse needs in terms of socio-demography and culture.

Further, school education was divided into early childhood education and development/pre primary education (ECED/PPE), primary education and secondary education up to the beginning

of the SSRP. However, a new overall structure was introduced beneath the SSRP with basic education covering grades 1 to 8 and secondary education grades 9 to 12, demanding for 12 years of formal school education. At present, basic education includes class 1 to 8 with one year of ECED/PPE and secondary education includes grade 9 to 12.

Technical and vocational education (TVE) subjects in order to orient students on technical and vocational skills are accessible in secondary schools. The SSDP through teaching and learning of technical and vocational subjects aims to support students in secondary schools from grade 9. The School Sector Reform Plan (2009-2016)

### **3.2 Background of the study area (Sunrise Boarding school)**

Sunrise boarding school is a private school established in 1980. It is an English medium school and the language of the instruction is English and Nepali. It was located in Lazimpat, but after the earthquake that



occurred on 25<sup>th</sup> April 2015 the school has now

*Figure 2 Building and compound of Sunrise Boarding School*

shifted in Chapalibhadrakali Budhanilkantha, Kathmandu; the buildings are Earthquake-Resistant.

The school runs Pre-school based on Montessori. Sunrise has classes from pre-primary till grade 10. Also, hostel facilities are available for students if they require, it is especially useful for grade 10 as they need to attend extra class in the mornings and evenings. There are around 600 students and 20 teachers. The teachers in the school follow interactive teaching methods.

Furthermore, the school also has school management committee with seven members including principal, teachers, and parents. The school also has a cafeteria where children can eat lunch at affordable cost. Sunrise school also has a library, a scientific lab, computer and an audio-visual room. They also have a spacious playground for students.

The Sunrise boarding school do conduct various programs such as parent's day, sports day, teacher's day, tree plantation, chess and carom competition, classroom decoration competition,

Literary and literacy program (educational bookstore visit) and free health camps. The school is active in social media and is seen posting videos and pictures related to school activities and progress of the students, the school also posts useful information related to education and general knowledge. Some of the glimpses of the activities can be seen in the pictures below:



*Figure 3 Students enjoying extra-curriculum activities*

The students studying in the school mostly belongs to the middle class family, diverse caste and the parents are also educated. Some of the teachers have also admitted their own kids for education in sunrise boarding school. The teachers are friendly and the relationship between the students, teachers, and staffs seems to be good as the bond between them is visible. However, the communication and interaction between parents and teachers are missing which needs to be improved by organizing effective parents-teachers meetings. Despite, the school is also working actively in building good relationships with the community by conducting programs such as free health camp and community cleaning programs.

The school has also maintained the value of culture and festivals of the country among students through celebrating festivals such as teacher's day, Rice (Dhaan) plantation, the festival of color (Holi) and Worshipping goddess of education (Saraswati puja).

Sunrise school is working not only to provide quality education but also to encourage and enhance the talent of the students; mostly to identify their potential. The school is helping the students to be more interactive in the challenging world by giving them opportunity to participate in programs such as the Model United Nations workshop organized by American Embassy and Youth Thinkers Society, awareness programs conducted by Wildlife conservation Nepal and using creative ideas by school itself to give knowledge about the politics within the world; the remarkable program organized relating to it was the 'Sunrise mock election' where the whole election setting was made from forming different parties, speech from the election candidates, ballot box, rallies and selection of the party; all the roles were taken by the students and supervised by the teachers. The coverage of the whole event was done by news channel NewITventure media. The school is trying best to uplift the students academically as well as enhance personality. However, Sunrise school still has a room for improvement in the context of infrastructure and drinking water as they are in the construction phase due to shifting in the new area after the earthquake. Besides, awareness program related to reproductive health and training

for teachers focusing on practicing positive discipline and discouraging corporal punishment can be useful in improving the child-friendly environment in the school.

#### **4. Research Framework**

##### **4.1 Purpose of the study**

The purpose of this study is to investigate the existing implementation of the child-friendly model in the school and also the initiatives made by the school to make their school child-friendly. The main purpose is also to figure out the drawback and in which aspects of CFS, the school is lacking behind that needs to be improved. Further, this study will be useful in providing proper suggestion and guidance to create a better child-friendly environment with the help of the views from the respondents such as teachers, students, parents and people from school management committee.

CFS has been nationally recognized as a key approach to accomplish basic quality education for girls and children from disadvantaged groups. Creating a child-friendly learning environment to all children in a more unbiased manner has become both an opportunity and challenge for Nepal. A systematic and critical evaluation is essential to utilize the best possible way to make the school child-friendly. Similarly, the transformation of the existing educational system and initiatives made by the government and institutions requires plenty of time, it is, however, high time to review the process and effects of the CFS initiatives in school functioning, particularly, on children's enrollment, attendance, retention, and learning achievements. Furthermore, It is equally necessary to ensure that the CFS initiatives are heading in the right direction and the suggestions are considered while planning and implementation of the CFS. Hence, this study will have the significance in line with exploring the current status of CFS implementation and exploring the situation and suggestions from the respondents for the further development. The Nepal's Department Of Education (2011) has set some of the objectives to assess the level of implementation of CFS which will be adopted by the researcher to understand the current situation of CFS in school. Below mentioned are the main objectives:

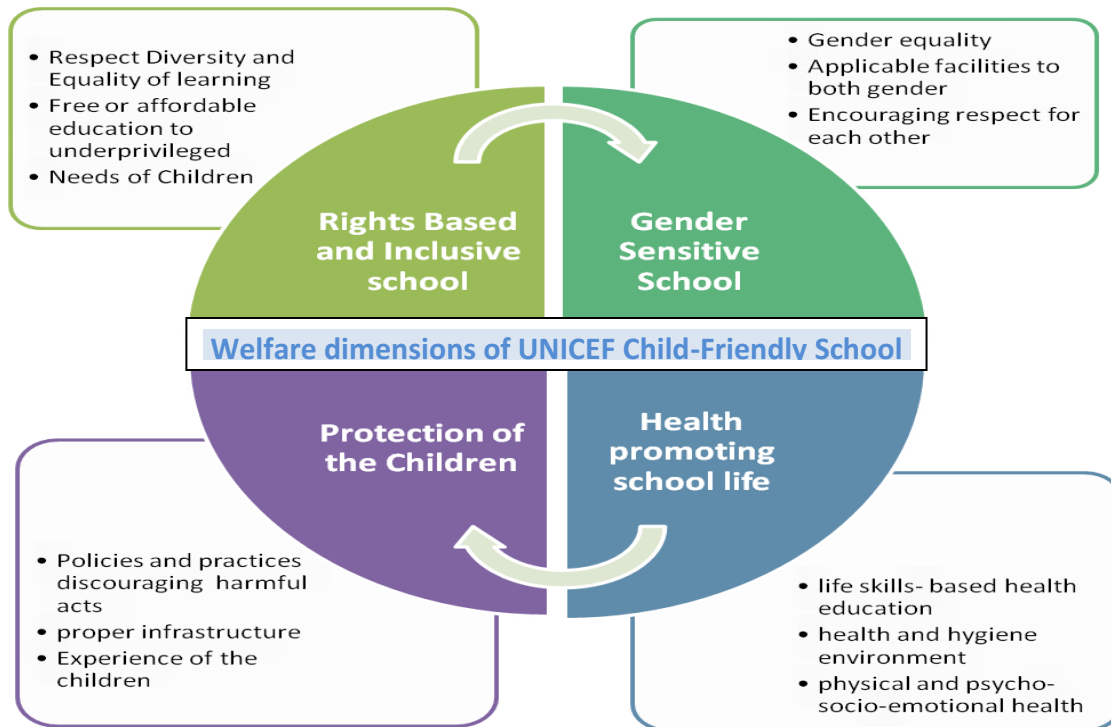
- a. To assess the status of the CFS initiative implementation in terms of components, processes, and approaches.
- b. To analyze effects of CFS based on overall school management, learning environment, student, learning outcomes, and gender equity.
- c. To identify the physical condition of the school, teacher's with CFS training, teachers-students relationship, and utilization of available learning materials.
- d. 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.

## 4.2 Research question and Research Framework

How are the four welfare dimensions of UNICEF child-friendly school implemented in context of Sunrise School?

The four dimensions of child-friendly school developed by UNICEF are as follows:

- a. Rights Based and Inclusive school
- b. Gender Sensitive School
- c. Health promoting school Life
- d. Protection of the school



*Figure 4 Welfare dimensions of UNICEF Child-Friendly School*

This research study is guided by a framework developed by UNICEF for a child-friendly school that helps in understanding the school environment. UNICEF has defined five aspects of child-friendly school among which the four has been highlighted by the researcher as these are the aspects generally applicable in the context of Nepal. Further, the study also tries to identify the level of implementation of the elements by the school. This research tries to recognize the initiatives made by the school to provide children with quality education including inclusive, health and protection, gender-sensitive, and rights-based school.



This framework contains four different aspects related to the environment of the school which directly or indirectly affects the education of the students. These aspects focus on various essential elements concerning the student and environment of the school such as the rights of the children, health, protection, and gender-sensitive. The study also consists of the views of the students, teachers, and parents. Furthermore, the research questions will be asked to the participants related to these four aspects of the child-friendly environment in the school.

This framework will help to identify the level of implementation of child-friendly school model, positive initiatives as well as drawbacks of the school. The study will also guide the school to implement new initiatives which can improve the quality of the education including all the four aspects. The research will be useful in inspecting knowledge regarding child-friendly school among students, teacher, and parents and would be a report to make the people aware about the importance of child-friendly environment at school.

### **5. Data, Data collection process, and Data analysis**

The research will be doing a single case study and the unit of analysis (or “case”) will be the school implementing UNICEF Child-Friendly model. The researcher will have set of questions according to the various aspect described earlier and the similar question will be asked to different respondent so that the views and suggestions can be collected from them to get a better result. The focus of the study will be equality of the children, health, and safety, gender equality and protection of the students. The main target group will be teacher, students, and parents; they will be the source for generating data.

The Researcher will use visual ethnography in order to analyze the aspects of the child-friendly environment in the school. This method will help the researcher to capture the infrastructure, classrooms, school environment, the staffs and students in the school. Sometimes, visual ethnography can also be useful in capturing the unseen minor details which were not observed during the data collection process. Similarly, it will also help the researcher to recall the events and the information while analyzing the data. As visual ethnography is one of the artistic ways of presenting the current as well as the earlier scenario of any place or condition, this method will be useful in this research to show to which level the school has implemented CFS model. The photographs will be taken with the consent of school representatives, students, and people before taking any pictures.

The researcher will be using the reflective Journal to note the daily activity and the important information during the field visits and interview. As the research is conducted in Nepal and the data analysis will be done in Finland, it is crucial for the researcher to keep all the records. Additional, the information collected during the data collection will be useful to reflect and remember the important points during data analysis process.

However, the major data collection would be done by using the below mentioned methods.

## **5.1 Qualitative Research method**

Inge Hutter and Monique Hennink in their book qualitative research methods state that qualitative research is an approach that allows you to examine people's experiences in detail, by using a specific set of research methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life histories or biographies. Qualitative research, however, is much more than just the application of qualitative methods.

Qualitative researchers also study people in their natural settings, to identify how their experiences and behavior are shaped by the context of their lives, such as the social, economic, cultural or physical context in which they live. Qualitative Research seeks to understand a given research problem or topic from the perspectives of the local population it involves. Therefore, qualitative research also seeks to embrace and understand the contextual influences on the research issues.

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue – that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. When used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data.

One advantage of qualitative methods in exploratory research is that use of open-ended questions and probing gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses.

This research will use qualitative research method to understand the child-friendly school approach implemented by the school and also to collect the views and suggestion from the participants related to the education and school environment. The policies, programs, and initiatives of the school targeting students, teachers and parents will also be explored through qualitative research. Further, the study intends to find out the constructive policies implemented and also the drawback which needs to be improved in the school to create the ideal child-friendly school. The valuable suggestions and needs of the respondent will be one of the major targets of the research.

## **5.2 Selection of study area**

The researcher chose a private school located in Kathmandu District, Nepal. The selection was done keeping in mind about the child-friendly school. The researcher approached the principal through email regarding conducting research and data collection in the school. The researcher also forwarded research proposal including the information about UNICEF child-friendly model as the research can be conducted only if the school follows UNICEF child-friendly policy.

After getting the approval and confirmation from the principal, the researcher visited the school and had meeting with the principal regarding the research topic, questionnaire, interview time

and days and also for the selection of the respondents. The principal was welcoming which helped the researcher to conduct the research smoothly in the study area. The researcher also conveyed that the research will help in identifying the strength and weakness which will help in improving the child-friendly environment in the school. The principal was supportive with this comment and believed in the research paper that the researcher is conducting in Sunrise school. Also, the researcher assured the principal not to hamper the classes and courses of the respondents. Further, the principal and teachers helped me in selecting the respondent from a diverse group including both genders, the interview time was also arranged by the teachers which helped in conducting the interview without any obstacles.

### **5.3 Selection procedure and information of the respondents**

The principal and teachers were cooperative through the data collection process. As the researcher had discussed with the principal regarding the requirement of the respondent from a diverse group, the principal made the process easier by assigning coordinator of the school to select respondents for the interview. The researcher was provided with the name list of the respondent belonging to a diverse caste, ethnicity, and both gender. The quiet room to conduct the interview was also made available. More to the point, good communication between the school and researcher made the data collection process easier. The staff at the reception took care of managing the respondent for an interview without disturbing their schedule and classes; the researcher then asked questions and recorded the answers.

While selecting the students, teachers included some active students which proved to be helpful in getting the detailed information about the current situation of the school in the context of the child-friendly environment. Further, the teachers added, even more, information stating views on both drawback and initiatives of the school. Besides, the principal had suggested the researcher interview parents who are teaching in the Sunrise boarding school as most of the parents are working and living far from the school and the time might not be feasible for those parents as they cannot come for interview during office hours; the principal also added that interviewing parents working in Sunrise school itself will be time-consuming for both the parents and researcher. So, due to such issue, the researcher agreed to interview the parents working as a teacher in Sunrise school itself. However, the researcher before starting the interview explained the parents to give their comments from the parent's point of view and not as a teacher. The researcher was little worried if the answer might be biased. But, interviewing parents working in the same school was even more useful as they were able to answer the question without any bias adding more analytical information. The parents were familiar with the school system and could give comments on where the school is lacking and how they are trying to improve in a variety of area.

### **5.4 Interviews, recording and transcriptions**

There were 8 respondents in the data collection process. Out of 8 respondents, 3 of them were students, 2 female 1 male; 3 teachers out of them 2 were male and 1 female and 2 parent, both of

them were males. Student A and B are studying in class 9 and Student C is studying in class 7. Further, Teacher A is teaching Mathematics in secondary level and has recently joined 5 months ago, Teacher B is also teaching Mathematics and science in secondary level and joined as a teacher 5 months ago and Teacher C has been working there more than 5 months and is teaching ‘Nepali’ subject from class 1-2 and 6-7. Additionally, Parent A is also teaching in the same school and his two sons had completed their studied in Sunrise school and now they are doing good in their career, and daughter of Parent B has just passed class 10 (School Leaving Certificate) level. Besides, Parent B is also teaching in Sunrise school and is coordinator of the school.

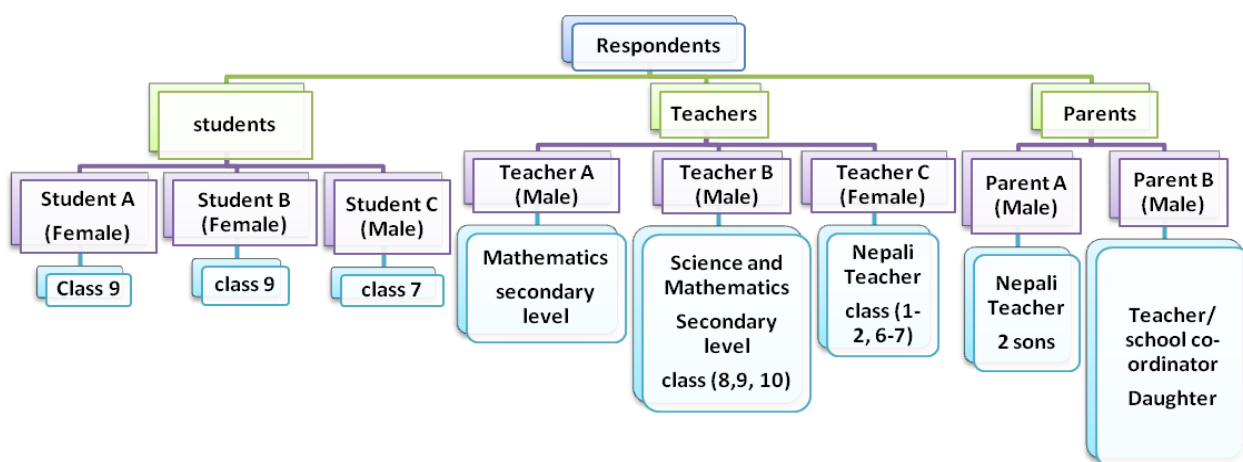


Figure 5 Information of the respondents

The respondents belong to the middle-class family in the context of economic condition, diverse caste, and ethnicity. The respondents were selected including both male and female. As the school did not have any special need student the researcher could not interview respondent with a disability. Further, the researcher will be using the initials (TR), (SR) and (PR) for teacher respondent, student respondent, and parent respondent respectively.

The questions were generated based on the elements of the UNICEF which are (a) inclusive of Children (b) gender-sensitive (c) health promoting school life (d) protection of children (e) effective for learning, However, the research will focus on only 4 of them excluding the fifth element. As four elements are most applicable in the context of Nepal.

The researcher used semi-structured interview to get the view from the respondent. As mentioned by Bernard (1988), when you have several interviewers during the data collection process and only one chance to *interview* the respondents in the field, semi-structured is best to use. The researcher had numerous question related to each element so the interview took longer time due to which the possibility of taking interview was only once; the researcher had to make sure if the

interview was conducted carefully including the recording of it. Further, semi-structured interview is used to clarify the specific research question and on the personal experience of the participants, it can reveal rich descriptive data. Further, semi-structured interviews can move forward from general topics (area) to more specific insights (factors and variables) during the information gathering process (Ben McCammon). While, interviewing the researcher asked a general question related to child-friendly school and the respondents gave an answer in-depth relating to a topic such as equality, corporal punishment, and school infrastructure.

Furthermore, before starting the interview the researcher introduced herself and gave a brief idea about the researcher paper she is writing about. Then, the researcher asked if they are aware of child-friendly and how will they define it. The respondents were knowledgeable about it however, they were not much aware of all the aspects of the child-friendly model. Gomm (2004) describes one reason to make clear at the beginning of an interview about the purpose and topics is to put the interviewee at ease since the semi-structured interview, demand characteristics; which are when the interviewee's responses are influenced by what s/he thinks the situation requires. So, the researcher explained about UNICEF child-friendly school model and its aspects before asking the question; which gave the respondents idea as well as a clear picture about child-friendly school in the context of Sunrise boarding school which resulted in getting a genuine response and useful information. The interviews were concluded by thanking all the respondents for their time and valuable answers.

The questionnaire for the interview was in English and the respondents were also comfortable in answering in English, nevertheless, the researcher also communicated in the Nepali language in order to make the questions more clear to the respondents and notified them to answer in Nepali if they have any difficulty answering in English. Secondly, the researcher also informed the respondents about the time and the number of the questions beforehand so that the respondent would be prepared to contribute the amount of time needed for the interview. The minimum of the length of the interview was 34 minutes and around 1.5 hours maximum. In some interviews, as the respondents were answering in an elaborative manner, the interview session took longer time and which was little challenging. However, as the interview session and time were arranged by the coordinator the interview went well as the interviewee were arranged according to their feasible time and informed in advance. Soon after one interview is ended the next respondent came for the interview.

Rand corporation (2009), a guide is used, with questions and topics that must be covered. The interviewer in semi-structured interviewing, the questions are consistent and have some discretion about the order in which questions are asked, to make sure that the researcher covers the materials correctly, probes may be provided; such interview collects detailed information in a manner that is rather conversational. The questionnaire had four main topics which were the elements of child-friendly school; each main topic had plentiful sub-topics. The researcher had to carefully ask the questions. Besides, the interviews were conducted after the consent of the participants. In case of the respondent, giving answering about next topics before they were

asked, the researcher had to avoid repetition of the questions. So, the researcher made sure that the respondents answered all the questions by using probes.

Kvale (1996) stated that analysis begins with transcription. Researchers should ask themselves, "What is a useful transcription for my research purposes?" rather than aspiring for fullness, which is not attainable, (p.166). Once the data collection was completed from sunrise boarding school conducted in Nepal, the researcher started the transcription after coming back to Finland. The analysis phase started with the transcription, the researcher noticed many useful details which she was not aware during the interview. The transcription also helped the researcher in selecting relevant information from the comment given by the respondents in the interview. However, the useful facts, unique comments and the reactions made by respondents were noted by the researcher. While transcribing, the researcher noted the answers of the all the respondents according to the topics rather than transcribing the whole interview of individual respondent at one time, this process helped the researcher during data analysis as the comments made by all the respondents on the each topic was available in one particular place in order; the researcher could easily find the comments with similarity, difference, positive, negative and dialogues made by the student, teacher, and parent respondents.

## **5.5 Data Analysis Plan**

After the collection of data is important to put the data in order and systematically analyze it. The identification of the method to analyze the data is equally essential while conducting research.

### **5.5.1 Triangulation method**

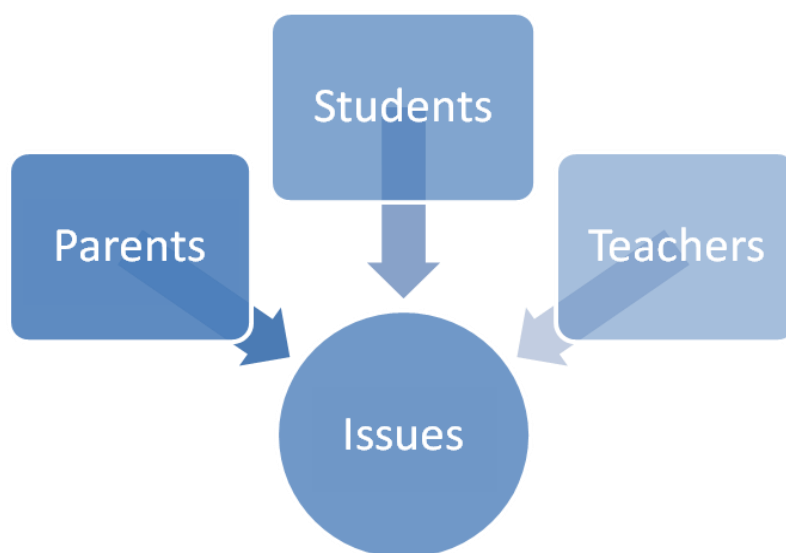
'Triangulation' is a combination of sources complementing and verifying one another, which reduces the impact of bias. This provides richer and more comprehensive information, using several methods together also helps to rule out rival explanations. There have been mixed views on the use of 'triangulation' in research. Olsen (2004) views some authors' argument for 'triangulation' is just for increasing the wider and deep understanding of the study phenomenon. While Web (1966), Campbell (1966), Smith & Kleine (1986) and Denzin (1978) have argued that 'triangulation' is actually used to increase the study accuracy in this case 'triangulation' is one of the validity measures.

Jakob, Alexander (2001) has described Triangulation as "By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single-method, single-observer, single-theory studies. Often the purpose of triangulation in specific contexts is to obtain confirmation of findings through the convergence of different perspectives. The point at which the perspectives converge is seen to represent reality."

(Patton, 1999) states that, Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Denzin (1978) and

Patton (1999) identified four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

The research will also have data triangulation method. It will be useful in asking similar questions to parents, students, and teachers to understand the current condition and the initiatives of the school. The questions asked to the participant will be regarding the 4 aspects of UNICEF which has been mentioned earlier. It will be most useful in understanding the overall school environment and the suggestions from the respondent.



*Figure 6 Application of Data triangulation as a research method*

### **5.5.2 Thematic Analysis**

Thematic Analysis is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis, 1998)

Thematic Analysis is considered the most appropriate for any study that seeks to discover using interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole content. This will confer accuracy and intricacy and enhance the research's whole meaning. Qualitative research requires understanding and collecting diverse aspects and data. Thematic Analysis gives an opportunity to understand the potential of any issue more widely (Marks and Yardley 2004).

As the research will be conducted in the school following CFS approach, the target of this study will be a focus on four different aspects of the CFS model in detail and collect the views and information from the respondent. The researcher will develop the questions according to the theme generated from the UNICEF CFS model. The questions will be asked according to the categories in order to understand the present condition of the school. And, the main objective of

the researcher will be to identify the level of implementation and initiation made by the school to create a child-friendly school. This research will also try to figure out how the school has attempted to overcome the problems. Further, the study will be conducted to understand the needs of the students and teachers, it will also try to examine if the school is both children as well as teacher friendly. The analysis regarding the relationship between teacher-student-parents will be one of the crucial parts of the study.

Namey et al. (2008) said, “Thematic Moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw data as summary markers for later analysis, which may include comparing the relative frequencies of themes or topics within a data set, looking for code co-occurrence, or graphically displaying code relationships.” (p.138). This refers that Thematic Analysis allows the researcher to determine the data in both implicit and explicit manner. Then, the code is developed to identify the theme which is later compared with the replicated data. By using, thematic analysis there is the possibility to link the various concepts and opinions of the learners and compare these with the data that has been gathered in a different situation at different times during the project.

Braun and Clarke (2006) writes thematic analysis as, ‘A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set.’ (p.82). Braun and Clarke’s ‘guide’ to conduct the six phases of thematic analysis, (a) Becoming familiar with the data (b) Generating initial codes (c) Searching for themes (d) Reviewing themes (e) Defining and naming themes (f) Producing the report.

### **5.5.3 Qualitative Comparative Analysis**

Qualitative Comparative Analysis (QCA) was introduced for the first time to a wider public by the American social scientist Charles Ragin in 1987 (1987). Since then, QCA has been modified, extended and improved several times (Ragin 2000; Ragin 2003b; Ragin 2006a Ragin 2006b; and Ragin and Sonnett 2004). These developments have contributed to a better applicability of QCA to empirical social scientific research questions and to its prominence within the discipline.

According to Carrie Baptist and Barbara Befani, Qualitative Comparative Analysis (QCA) is a case-based method that enables evaluators to systematically compare cases, identifying key factors which are responsible for the success of an intervention. Further, the writes says that, the use of case-based approaches, like case studies, is a well-established method for evaluators and researchers who wish to draw out narratives and investigate a theme in-depth, probing not only what has occurred but why, how and in what context.

The researcher will be using Qualitative comparative analysis while doing the data analysis. As the study includes data triangulation and has various groups of people answering the similar questions, the researcher will use a comparative approach. The data will be collected from parents, students, and teachers. Further, the questions will be constructed from 4 different aspects



of UNICEF child-friendly school model. The views will be collected from the respondent which will be analyzed and compare and the researcher will find out the reasons behind the varying viewpoints of the respondents. Moreover, the researcher will try to find out the appropriate suggestions and solutions for the effective use of child-friendly approach in the school.

## 6. Rights Based and Inclusive school

The school should treat every child equally despite their difference and education should be made available to all the children without any discrimination. Education should be affordable and accessible to every child especially underprivileged and special needs children. Further, identifying the requirements of the children and promoting the rights of the children comes under this element of child-friendly school.

### 6.1 Respect diversity and equality of learning

This segment contains the comments given by the respondents regarding the equality and diversity within the school. As per the respondent, in Sunrise school, all the students from the diverse group are given equal opportunities to participate in the learning activities in the classroom. Further, the roles and responsibilities are equally divided to both marginalized and advantaged group consisting student, teacher, and parents. They are also encouraged to participate in



decision-making, meetings, and programs. Likewise, the student stated that there is equality in the school and the school also accepts the best suggestion from teachers and students. One of the student respondents answered that the school organizes various programs and gives equal opportunities to participate the students from all classes. When asked to the student, teacher and parent respondents, all of them answered that there has not been any discrimination while giving grades to the students on the basis of gender, caste, class, religion, nationality, and ethnicity. But one of the teachers had a different comment regarding it. The teacher expressed that:

*“Sometimes students might be awarded little more mark on the basis of their good academic performance and talent. However, the teacher does not discriminate while giving the grades on the basis of gender, caste, class, religion, nationality, and ethnicity.” (TR 2)*

The respective teacher, when asked about the equality within the school, replied that there is equal opportunity to the student studying in Sunrise school. But, the students and parents

belonging from economically low background do not come forward as they cannot afford the fees to get admitted in the school.

*“The students are given equal opportunities who are studying in the school. However, the underprivileged family does not approach as they cannot pay the fees.” (TR 2)*

The UNICEF children-friendly model describes that the education should be affordable. This is one of the important factors which might deprive the student of getting a quality education. The school might be willing to help and provide a scholarship to such students. But like the teacher said the families belonging to such groups might hesitate moving forward due to their weak economic background.

Furthermore, the school's admissions code (2016) of the government of UK under applying admission arrangements stated that the admission arrangements should be clear, objective, fair and equitable for all the children. School admission arrangements that are clear and straightforward can make an important contribution to achieving the aims ‘Every Child Matters’ by ensuring that every child including those who may need additional or special arrangements, can find a place at an appropriate school; support they need to enjoy their experience and achieve their full potential. The researcher feels that in context of Nepal, the first thing that will strike financially weak parents is the admission fees of the school as it is difficult for such families to admit their children in the school with a high admission charge. So, circulating clear information about the facilities provided by the school for such underprivileged group will encourage the parents to admit their children in school giving quality education. Besides, the child-friendly school should be promoting both accessible and affordable education. The school should definitely broaden the relationship with existing and parents who might be willing to admit their children.

Moving forward, there have been various comments regarding the relationship between students, teachers, and parents. All the students and parents said that the relationship with students, teachers, and parents is good. However, the teachers had a different statement regarding the relationship with students and parents. (TR 2) commented that relationship with the students is nice but, had not interacted much with parents whereas (TR 3) expressed that she has maintained a friendly relations with teachers, students and parents and the relationship with all of them is very good.

Susan Graham-Clay in her journal communicating with Parents: Strategies for Teachers has mentioned about two-way communication as effective dialogue which is ‘generated out of a building trust, concern for one another, and a positive reception for each other’s differences’ (Lawrence-Lightfoot, 2004). Further, the journal describes statement given by (Minke & Anderson, 2003) that another traditional and effective occasion for dialogue is the parent-teacher meeting as such meetings are an opportunity to create a successful partnership, but they may be similar nervousness provoking for both teachers and parents. Parents-teachers meetings are the

good source of communicating with each other as they can discuss the progress of the students and also difference the parents or teachers might have related to the students.

The researcher while interviewing got information that parents and teachers meet during the result distribution day which is thrice a year. However, the meeting is just about collecting results and discussing the progress and weakness of the students. The subject matter related to health, hygiene, extra-activities, and initiatives of schools is hardly discussed.

The researcher observed that the parent-teacher meeting should be held in a different setting focusing on the overall drawback as well as progress of the students and teachers and we can relate to the journal written by Susan Graham-Clay also included suggestions given by Metcalf (2001) stating that “instead of viewing the conference as a reporting session for what is not working in school, teachers can construct an opportunity to discuss what is working with the student” (p. 18).

Additionally, (TR 1) replied that he recently joined the school and has been teaching for four to five months and is not so much involved with the students. Further, (TR 1) had given a remarkable comment regarding the relationship among the students and teachers. In other words, it can be said that the comment given by the teacher is the example of the context where the research has been conducted. The issue of giving punishment to correct the behavior of the students is not only in the particular school but it subsists in most of the developing countries like Nepal which needs to be changed in a positive way. The teacher has commented that:

*“The relationship between teachers and students are like looking after the animals because the students are afraid of teachers, in context of Nepal there is a culture of giving punishment in order to make the students do the work, I have been abroad and know the culture there. So I do not give punishment anymore. But it is difficult to teach the student if they do not get the punishment they do not do the work. The students have the habit of getting punishment. Before, four years back I used to give punishment. Now, after knowing that it is a violation of child’s right, I do not punish any student.” (TR 1)*

UNESCO (2001) stated that “Nepal ‘Children's Act’ (1992) prohibits cruel treatment of children, but it allows parents, family members, and teachers to beat a child lightly if it is for the purpose of correcting a behavior. The Law of Land (Muluki Ain) states that guardians and teachers shall not be held responsible if they grievously hurt a child in the course of education or defense; if the beating results in death they shall be punished with a small fine.”

Further, in south Asia like in many other countries, it is generally believed that children must be punished if they do something wrong in Nepal as well. While corporal punishment is banned in many private schools in Kathmandu, corporal punishment and harsh disciplinary system exist. (UNESCO, 2001)

The first thing that should be done is to stop the practice of corporal punishment is at the government level by changing the making the law which does not support corporal punishment. Secondly, as home and school is a place where student spent most of their time; parents and teachers should avoid such harsh method and practices and use positive way of teaching discipline to the students.

The statement given by (TR 1) (p. 29) shows that the teachers are willing to guide the students in a better way without giving any punishment but the repeated misbehavior of the students are compelling them to chose punishment as the best solution. However, there are various steps through which corporal punishment (CP) can be replaced to positive discipline (PD). Claire de Brun in the article from summer school (2016) describes similar condition stating that corporal punishment is deleterious to students, teachers, schools and also in the community in a large context which has also shown by multiple studies, still many teachers only know it as a form of controlling students and fear giving it up. However, teaching and helping teachers to take a positive approach in a non-violent to maintain discipline takes time, effort, patience, and dedication but it is good for all.

Further, Brun explains while working with the Mennonite Central Committee (MCC) pilot project in 2013, the team including him figured out four important ingredients that helped teachers make the shift from corporal punishment to positive discipline:

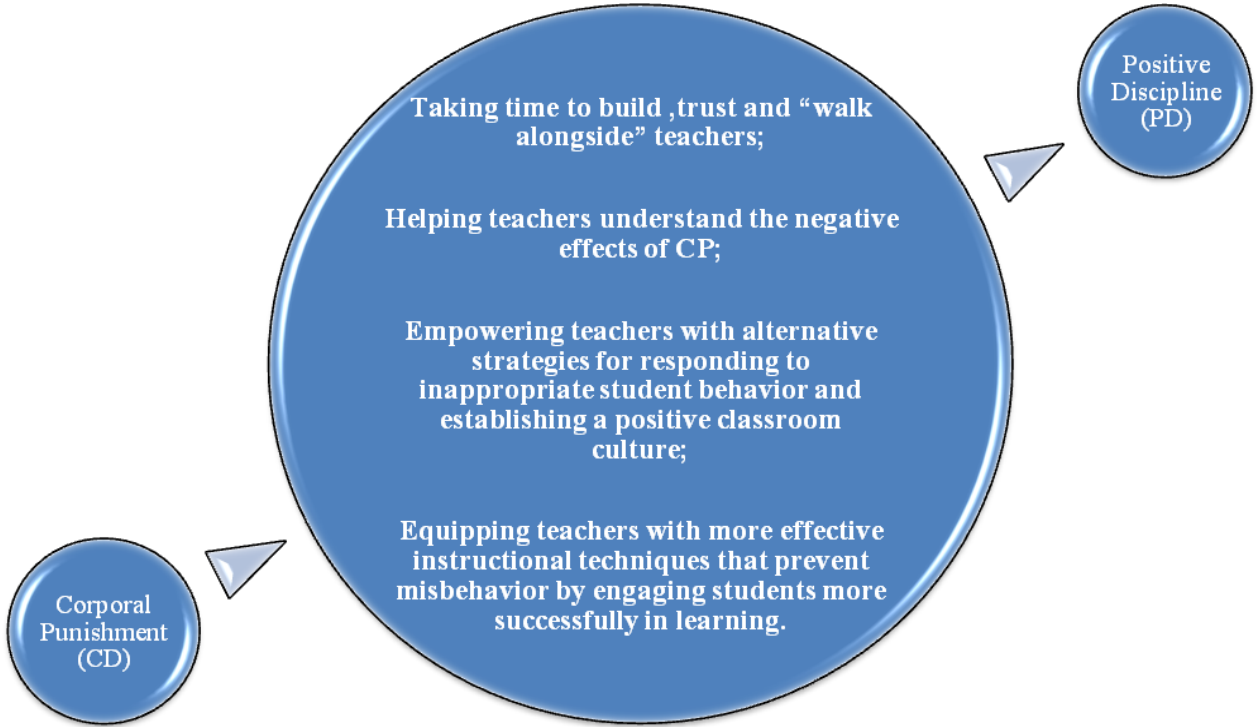


Figure 8 changing corporal punishment to positive discipline

The writer further explains ‘While CP is a violent and retributive reaction to inappropriate behavior; positive discipline is a non-violent, restorative response. PD also includes positive strategies for prevention and, when used consistently and appropriately, is highly effective.’

Further, when asked about the school management committee, the students were not so aware of the number of members and the duties of the committees. (TR 2) replied that he does not know much about the school management committee as the new board members have been established recently. But, few suggestions were given by the parents and teachers towards the school management committee. (TR 3) commented that there are 7 board members and 4 members of the school management committee, the members are recruited according to their potentiality. While (TR 1) suggested that there should be an improvement in the school management committee. The coordinator should know the roles and responsibilities that how they should fulfill it.

The school management committee seems to be weak in disseminating information about the members, activities and welcoming suggestions from students and parents. The respondents were not so knowledgeable about the school management committee and they hardly knew the work and initiations that been done by the school.

## **6.2 Free or affordable education to underprivileged and special needs children**

The respondents were asked questions regarding the affordability and scholarship provided by the school for the students. All three student respondents when asked, replied that the monthly fees of the school are affordable as per the educational facilities provided by the school. Similarly, two of the students are not aware if the school charges fine for the late fee. It seems that the school does not charge for late payment and also the parents have been paying the money on time.

The teachers have a different view regarding the fees and scholarships of the school. (TR 1) stated that the fee of the school is little expensive in comparison to other schools. However, most of the students are from middle-class family so the teacher thinks that they can pay the fees. He is not aware of the scholarship rewarded by the school and suggests that if there is any good student or special need student, the school will give scholarship as the management team also consists of members from Non-Government Organization. On the other side, (TR 2) had a well-described comment stating that according to the category (Private school) the sunrise school belongs to, it is very good. Also, the fee is reasonable depending on the education quality and extra-curriculum activities. But, considering the locality; it is expensive compared to another similar school. Further, the teacher when asked about the scholarship for students replied that the school provides a scholarship for class topper; a few percentages for the indigenous group and a number of percentages have been separated for earthquake victim. (TR 3) has given response that:

*“The monthly fee of the school is affordable for the students. Few students might have got a scholarship from some of the slots provided through government. But the school has not given a*

*scholarship based on academic performance. The teachers have also raised a question about 'Why not giving a scholarship to students?', as it is good for students and school. However, the school is planning to give a scholarship from next session." (TR 3)*

The teacher then shared that she has known three students from same parents studying in the school. And due to the low financial background, the school has provided a scholarship to one of the students.

*"The teacher shared that there are three siblings from the same family studying in Sunrise school; one of the children is getting a scholarship as they are from a family with not very good economic condition." (TR 3)*

The researcher after getting the answers from a group of respondent sees variation; the answer for the same question is totally different. Some answer shows that the scholarship has been provided but everyone is not aware of it. In a way, the parallel information is missing in this section as a different respondent have different information on the question which needs to have the correct answer such as "Yes the school provides scholarship" or "No the school does not provide scholarship." It was a bit surprising for the research to get such answer that the respondents are not aware of it. The concern is, if they are not aware of the scholarship and facilities, it becomes impossible for them to get what they are entitled and deprived of their rights to get it.

Moving to the replies of the parents, (PR 1) and (PR 2) expressed that the monthly fee is little expensive. (PR 1) adds that he is little unsatisfied with fees, teachers are good but the performance of the students is not good. Further, he speaks that the school has mentioned about charging few amount for late payment of the fee. But, they have not charged fine to any student yet. Likewise, the parent addresses about the scholarships and the disabled-friendly facility provided by the school:

*"There is scholarship committee in the school, 10% scholarship has been allocated which has also been announced by the government for intelligent, hardworking, Dalit, Adivasi (indigenous) students. The school has also given a scholarship to 2 students who were affected by the earthquake occurred in 2015. There is also the provision of scholarship or special consideration for underprivileged and special need students. There is disabled- friendly toilet, but it needs to be built properly." (PR 1)*

Likewise, when asked about the scholarship for the students including underprivileged and special needs, the same answers were given by the students (SR 1), (SR 2) and (SR 3). The student respondents mentioned that the scholarship is rewarded to the students with good academic performance above 90% in the examination and active participation in extra-curriculum. Further, they also replied that at the moment there are no special need students studying in the Sunrise school. However, if there are any special need students willing to study in the school, the school will surely arrange special needs for the students and encourage their

parents to admit in the Sunrise school. Additionally, one of the students highlighted the initiative made by the school for special need pupils.

*“The school has also built differently able- friendly toilet and passage for the convenience of the differently able pupils.” (SR 2)*

It is equally important to broaden the facilities and services to the special needs students as child-friendly school is an inclusive school where all the children should be given opportunity and encouraged despite their weakness or disabilities. The interview reflects that the school needs to improve in this area and widen the service to a diverse group of students.

Further, while observing the infrastructure of the school, the separate toilet with the logo of special need was one of the positive thing that the researcher saw, though the school does not have any special need students or staffs it was good initiative taken by the school; which also gave the students knowledge about the disabled-friendly facilities and importance of such facilities for their fellow special need friends. However, the researcher felt that there is a facility of the toilet for such group but it has not been built in a disabled-friendly way as the special toilet seat with support is required inside the toilet which is not there. The school had built particular toilet but the requirement has not been fulfilled.

### **6.3 Needs of Children**

This section focuses on the needs of the students in the context of the facilities, school environment, infrastructure, drinking water, extra-curriculum activities (ECA), teaching methods and administration and instructional materials used by the teachers.

(SR 1), (SR 2) and (SR 3) replied that they get all the things that they need in the school and everything has been provided to the students. (SR 2) and (SR 1) added that there are few things missing because the school has recently shifted to a new place due to the earthquake but (SR 1) is satisfied with the environment of the school. Likewise, (SR 1) and (SR 3) replied that the teachers are nice and try to make the student comfortable to ask questions. The teachers also discuss the exercises taught in class and interact with the students. (SR 2) says that she is also satisfied with the learning environment in the classroom and school. The student respondent replied:

*“The learning environment in the classroom is good, interesting and the teachers are also friendly.” (SR 2)*

Furthermore, when asked about the extra-curriculum activities and excursion conducted by the school, the student respondents listed some of the activities such as sports, speech and debate competition, scout training and excursion. (SR 1) commented that she is pleased with the excursion program as the school asks the student to provide suggestion to select the places.

On the contrary, (SR 3) highlighted that the cleanliness around the school is not well managed. More to the point, the student respondent commented regarding the infrastructure and drinking water. Two of the student respondents had a similar statement but (SR 2) highlighted some issues faced at the moment due to construction stage:

*“The drinking water is clean as the students also did survey regarding the identification of the quality of water and the result showed that the drinking water in the school is clean. Also, the school building has shifted to the new area and the school buildings are earthquake resistance.” (SR 1)*

*“The drinking water has been checked and it is pure and the buildings are also good. Still, there is dust in the classroom because of ongoing plaster work on the floor due to which few students are getting sick. However, the school is trying to make better.” (SR 2)*

Also, the school has taken some initiatives during the earthquake and organized awareness program for the pupils in the school. The student respondent has provided information related to the initiatives taken by the school during an earthquake in Nepal. (SR 1) replied that school has also collected aids from students and staffs for earthquake victims. Whereas, (SR 2) and (SR 3) had a similar reply.

*“Information regarding earthquake were provided in the classes and members from Red Cross also conducted awareness program related to the earthquake, prevention to be taken before and after the earthquake.” (SR 2)*

Additionally, when questioned about child-friendly environment consists of utilizing effective materials for making teaching-learning process and proper utilization of instructional materials and instruments used by the teachers helps in making teaching-learning process easier, (SR 1) replied that the instructional materials used by the teachers are effective but it would be much better if the teacher utilize instructional materials like computer, projector, video, guest lecturer and so on. Further, useful comments and suggestions were given by the student respondents:

*“The materials for instruction used by the teachers are effective and enough. The students have the facility of using the computer till class 8. Class 9 and 10 are fully focused in the studies and do not have much access to a computer. The facilities provided are enough and can easily grab the subject taught in the classroom. Also, the members from Wildlife conservation Nepal visit the school to teach eco-smart school teaching to adopt many eco-friendly methods.”(SR 1)*

*“The instructional material used by the teachers is enough. There has been sometimes educational program regarding health education in the projector but it would be good if instructional materials such as computer, projector, video and guest lecture are used by the teachers.” (SR 2)*



(SR 2) also mentioned that the teachers were given training in the school which has helped in improving the teaching style of the teachers.

*“Teachers teach all the exercise clearly and encourage the students to ask any question if they do not understand properly. There is also presentation and group works the student is assigned to do in the class.”(SR 2)*

On the other hand, the teachers highlighted the situation of the school and the things that are lacking which needs to be improved as early as possible.

Teachers are the individual spending most of the time with the students and they are the person who teaches them new things. It is very important to guide the student in a right way in the teaching-learning process. Moreover, teachers are the closest person who can locate the needs, wants and welcome suggestions from the students regarding their requirements.

The teacher had given comments regarding the need for upgrading infrastructure and facilities; also suggestions that might be helpful in creating a child-friendly environment.

(TR 1) answered that the students do not get all the things that they need. He explained that there is no proper infrastructure, pure drinking water facilities, playground and playing equipment. Students have less extra curriculum activities, lack of



*Figure 9 Teacher giving appreciation during classroom decoration competition*

equipment and subject materials due to which the teachers and students are facing problems. Likewise, there is first aid box and it is not enough. Further, (TR 1) also added that:

*“The school buildings are earthquake resistance. As the school has shifted after the earthquake, it is still under construction which has made the classroom full with dust, especially while walking and the roof is made of tin. Due to which it is too hot in the summer season and too cold in winter season. Also, I had diarrhea for three days which due to drinking water in the school, I had also mentioned to the management team in the school. So, it should be managed for the good health of students and teachers.”(TR 1)*

*“Everything there is not well-equipped so there are lots of things to be improved and changed. It will be improved, but the management needs to give more time in this sector”. (TR 1)*

*“There are not enough instructional materials and the equipment should be upgraded, the equipment is not so effective. There are only 12 computers in the school and 1 projector in the account section which is used at times for documentary show related to social studies”. (TR 1)*

The researcher at first felt that (TR 1) was more pessimists when answering durrning interview. But as the researcher started analyzing, the comments given by the teacher were useful and to the point. It directed towards the spot to be improved. It turns out to be more constructive in locating the drawbacks and finding solutions to improve that sector. The suggestions were also given by the teacher:

*“It is just lecture method used by the teachers. At the present moment, the only lecture is not enough, audiovisual is also important as the students are using new technology such as a laptop, mobile. If the education can be given according to that then, it will be more interesting and the students will have interest in their studies. The teacher also needs to get training. If there is more training, the teacher will know more about teaching skills and they can teach the students properly.”*

(TR 1) highlighted very important points regarding the classroom environment that is influencing the teaching-learning process.

*“The education level is not according to standard in primary level. In math subject, I am facing lots of trouble and difficulties. The students take longer time so they cannot complete the course. The teachers are teaching like audio, only lecture. There should also be useful visual and the video was shown to the students. The teachers from lower class should have standard to be able to guide and teach the students properly, if the base is not good, it is very difficult to teach in the upper level.” (TR 1)*

He added that although teachers are friendly and share ideas, and the new management team has also done many programs such as teachers training, free health camp. He is not satisfied with the environment of the school, he mentioned that as the school has been shifted from one person to another and the responsible person is not being able to give proper time in the school and that is why there is something lacking in the overall management.

The (TR 2) appeared positive but at some point not so satisfied while replying about the



Figure 10 Students waiting for their turn in Science lab

school. He answered that the things they need are not available when they need it. But teaching has not been interrupted because of unavailability. Same as (TR 1), (TR 2) also commented that the school building the building is good as it is earthquake resistance. However, due to the shifting of the school, the infrastructure has not been managed properly. Similarly, he replies that there are instructional materials such as computer, projectors, video but the quality of it should be upgraded. Also, there is lack of advanced useful materials in the science lab. The improvement in these sectors would help in teaching and learning process.

In a positive point, (TR 2) mentioned that training has also been provided and the parents teachers meeting is also increasing. In the same way, the teaching method and the administration are good. But comparing to the current situation of the world, there is a lot to be done. He added that:

*“The school focuses not only on the syllabus but also a special concern is given on extra-curriculum activities. The students get a chance in context of exposure, excursion program, and science exhibition. There is a little bit lacking in sports competition. It could have been better if the students can interact little better. They are little less interactive. As a group, they interact better, but if they are individual they are shy and reluctant which has to be improved. It would be effective if the students are involved and put effort by themselves.” (TR 2)*

One of the useful positive points that the (TR 2) highlighted is regarding the management of the daily assignment to organize the homework and book load of the students. He explains that:

*“The school has desk locker for each student. The schedule has been prepared by teachers to take the books according to the number of homework; the teachers can only give 3, 4 homework per day and maximum 5. There is not much pressure.”(TR 2)*

Moreover, the students also replied that they have the facility of desk locker where each student can keep their books safely. (SR 1) and (SR 2) answered that the bags are liter and each student has space to keep their books inside the desk so they need not have to carry lots of books. (SR 3) though commented that:

*“Sometimes we need to carry lots of books. But each student has an individual desk where we can leave the books inside the desk locker and it is safe.” (SR 3)*

The management of desk locker for each student is one of the innovative ideas that the school has implemented and it has been helpful for students to carry minimal books while coming to school and also safely store their exercise books in the locker when they are not in use.

Moving forward, the teacher respondent provided various suggestions regarding the needs of the children. The comments given were from the teacher’s point of view which is helpful in a way for creating the effective child-friendly environment. The teacher (TR 3) responded as:

*“The stationeries are provided by the school from nursery till UKG only. The playing materials are missing. The school should fulfill the necessities for the enhancement of the students.”(TR 3)*

*“The learning environment depends upon teachers, utilizing limited materials to teach and making student easy to ask a question to the teacher. I usually try to make a friendly environment where students can ask a question without feeling uncomfortable.” (TR 3)*

*“I am satisfied with the environment in the classroom and school. But want to improve the problem of students bringing gadgets and using it, as some students who cannot afford it might make them feel demoralized. The school should stop them bringing those luxurious gadgets instead provide useful learning material such as showing constructive videos, playing songs for small children and so on.”(TR 3)*

*“The partition between the classrooms is temporarily made and the voice from other class can be heard due to which the teachers cannot teach the students freely. The school should arrange appropriate walls as soon as possible.” (TR 3)*

*“I bring related video to show to students as it is a useful medium to see and enjoy the things they are teaching-learning. It is very helpful. It would be better if the school can conduct smart classes as the teachers can show the subject matters in the picture.”(TR 3)*

Besides, the respondent also spoke about counseling classes which were organized by Red Cross team during the time of the earthquake. (TR 3) also mentioned that there were extra activities such as drawing, games, dance, and recreational activities to overcome the students from trauma. Additionally, programs were organized regarding earthquake and donations were also collected from students for relief. It reflects that the school has given remarkable effort in re-establishing the school as well as helping the students and staffs recovering from a trauma after the earthquake. Furthermore, the researcher tried to collect as much information helpful in identifying the situation of the school in the context of needs of children. The provided facilities and challenges of the school have been highlighted in figure 11.

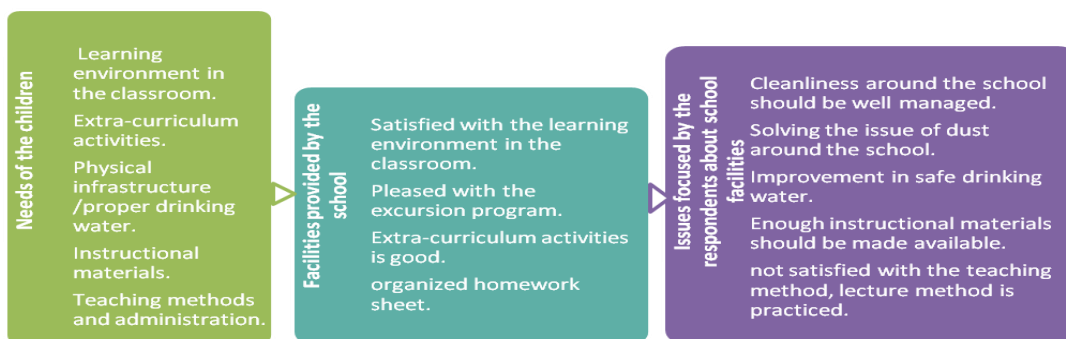


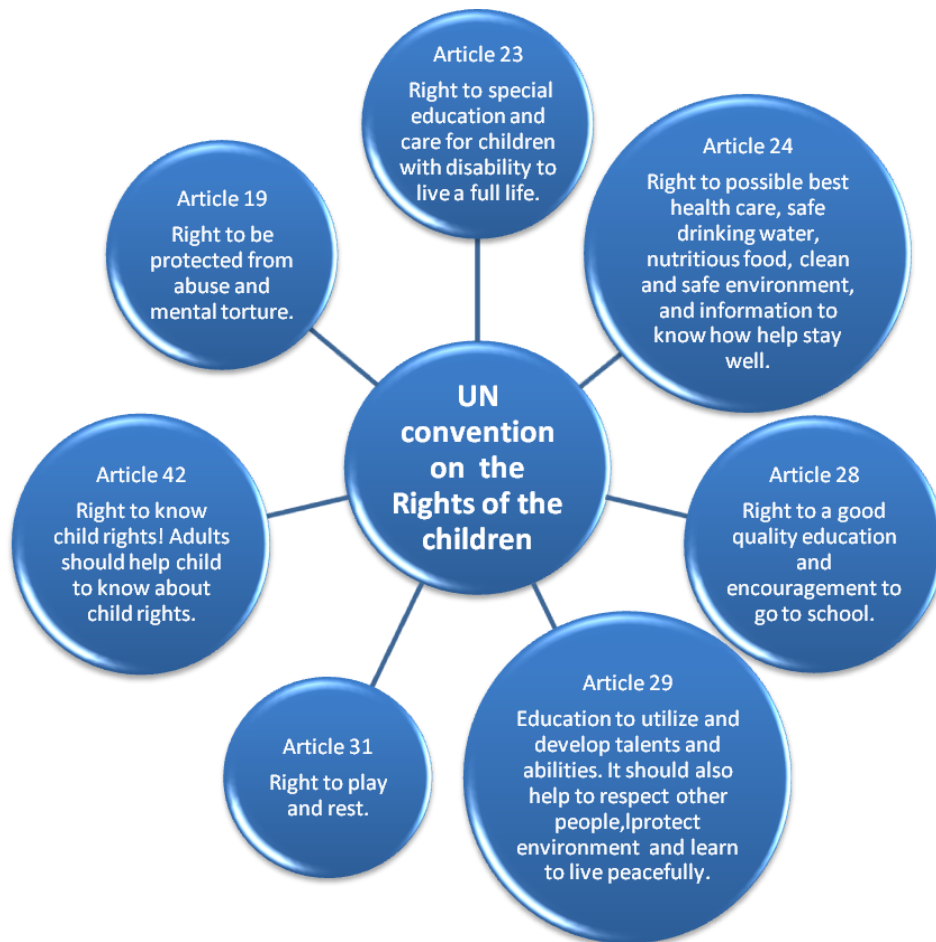
Figure 11 Facilities and challenges of Sunrise Boarding school in context of needs of the children

## 6.4 Promoting Children's Right

This section focused on the knowledge of students, teachers, and parents regarding child rights. UN Convention on the Rights of the Child in Child-Friendly Language describes as all the children should have same rights; all the rights are equally important and are connected to each other. The convention further states that:

“Almost every country has agreed to these rights. Sometimes, we need to think about rights in terms of what the best is for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.”

The UN Convention on the Rights of the Child has listed the rights. The following are the ones applicable to the child-friendly model:



*Figure 12 Child Rights by UN Convention*

Furthermore, questions were asked to identify if the school functions according to child right convention. The reply showed that all the respondent had basic knowledge about child rights. Further, one of the students defines Child right as:

*“Rights given to children and what they should get such as education and friendly environment is defined as child rights.”*

Likewise, all the three student respondent replied that the school functions according to the child right convention and the teachers also teaches about the rights of the children. (SR 2) added that there is no discrimination in the school and education is provided equally.

*“The school is trying to improve child right by including the topics and issues about child rights in the textbooks with other courses. Also, the classes were conducted on child rights and human rights by the professionals in the school.” (SR 1)*

Likewise, the teachers mostly commented about the functioning of child right in the sunrise school. The teachers gave positive response and were satisfied with the initiatives of the school in regard to child right.

*“The students are taught in the child-friendly environment by making them smile, letting them play and not making the student feel education like a burden.” (TR 2)*

*“Child right is- all the children in the world should get the right to education, health, basic needs, and entertainment. Similarly, there is no particular subject but it is included when teachers teach the subjects. I focus on child right while teaching and most of the parents are also aware of it, in this way the school function according to child right. The school has conducted program related to human rights and child rights, it was very effective”. (TR 3)*

Besides (PR 1) states child rights is the child’s right which must be given to children, right related to education, entertainment, information, and technology in a positive way. He informed that the school also organizes children’s day and provides information about child rights. Similarly, the parent replied that in Nepal the children need to be given slight punishment it is in the culture. The school does not much function according to child right convention. It is in words but not in actions.

Moreover, the comments given by the respondents show that they have knowledge about child right and the quality maintained in the school shows that it is practiced well in Sunrise school. further, comparing with the rights mentioned in the picture above, the article 29, 31 and 42 is maintained well in the school as the school has provided good classroom environment to learn, various extra curriculum activities and excursion program to stay active and basic knowledge has also be provided to students about child rights which can be reflected in the statement given by the respondents. However, the sector like disabled-friendly, health and hygiene and discipline in

the school which is mentioned in article 23, 24 and 28 respectively needs to be improved; it is observed in the commented made by the respondent that the school is lacking in this sector which should be improved to create a child-friendly environment.

## **7. Gender Sensitive School**

It is the school where gender equality is practiced and all the students belonging to both the gender are treated equally.

### **7.1 Gender Equality**

In this section analysis of researcher is provided, comments from the respondents are also included especially focusing on the important details regarding gender equality. Furthermore, when asked about the number of male and female students in the school, there were two types of the answer provided by the respondents. Students and (TR 1) replied that there are equal students, in some classes, there are more boys whereas in some classes girls are more compared to boys. Alternatively, (TR 3) and parents replied that female are more than male students in the classroom. (TR 1) and (PR 2) also added that the participation of female students is more than male students in extra-curriculum activities. The researcher felt that the female children are encouraged more in this school-based on the comments given by the respondents and observation made by the researcher during the school visit. It is a good thing that the school is encouraging both genders equally. Below is the comment provided by one of the parents.

*“There are more female students than male; better results are also given by female. Female participation is more and teachers at times also ask questions “why male participants are less?” (PR 1)*

The statement given by (PR 1) made the researcher think that the school is doing better in context of encouraging female students which are usually the issue in other schools. However, the less participation of the male students showed that equality among both genders needs to be improved. Participation develops the skill of knowing to contributing ideas, listening and generating new information which is valuable for school and for future employment. Workers are highly valued in workplace when they ‘add value’ to an organization without diminishing the voice of others (Collins, 2011), as stated by him only getting quality education is not enough to survive in the world, the skill obtained during the stage of studying is equally crucial to sustaining in any phase of life.

The center for teaching excellence of the University of Virginia explains about the gender equality stating, giving attention to classroom dynamics can benefit all the students leading to a high level of intellectual performance. Further, promoting equality in the classroom not only means treating all the students equally but also refers to motivating to actively participate in the classroom. When gender inequality is mostly practiced in many schools, the result of Sunrise school is much better. But less participation of male student might a bit of concern for the school.

Yet, the participation of male students is not so critical and encouraging all the students can definitely increase the participation of such students. Moreover, the literature mentioned by the center for teaching excellence of the University of Virginia states, placing the silent students in a group reducing threats and making participation easier and explicitly encouraging such students is an example of ensuring equity sometimes calls for additional measures. Moreover, better teaching and better learning for male and female students are the results of profound emphasis to gender dynamics in the classroom. Gender dynamics can be an effective method of involving all kinds of students in creating equal and participatory classroom in such situation where participation of both genders is not even.

Furthermore, the entire respondent replied that all the male and female students are treated equally in the school and the students also get the opportunity to participate in extra-curriculum activities. The respondents gave positive answers when asked if the teachers and parents encourage both male and female students to participate in the classroom and extra-curriculum activities. Some of the important comments given by the respondents regarding the equality in the classroom and extra-curriculum activities are listed as stated by the respondents.

*“The equal participation of both male and female is also seen in extra-curriculum activities and sometimes when female student hesitates to participate the teachers encourage them to play games sports. Further, if there are any sports activities, the teacher equally divide and encourage girls and boys to participate. Teacher and parents encourage both girls and boys to participate in extra-curriculum activities like dance, sports.” (SR 1)*

*There is a separate competition for girls and boys, sometimes there are also competitions including both girls and boys. (SR 2)*

*There is more number of female participation in classroom and extra-curriculum activities. Teachers also encourage the students to participate as much as possible. However, it might be a drawback of the school not involving the parents in the school activities. The participation and interaction of parents are little less. (TR 2)*

*Female and male are like two wheels of a car, if one is damaged then it becomes difficult it cannot move. If male or female becomes weak then the society and school will be disabled. So, there should be equality and it is there in Sunrise school.” (PR 1)*

The answers from the respondent regarding gender equality was impressive as all of them agreed that there is no discrimination in the school-based on gender or any other disparity. The researcher while interviewing observed that strongest part of the school was the existence of equality within the school.

Moving forward to the number of male and female teachers, the respondents replied that there are around 20-30 teachers in the whole school. The numbers of both male and female teachers are



equal. Additionally (SR 1) stated that while recruiting, the selection of the teachers is done by the headteacher after observing the demonstration classes. (SR 1), (SR 2), (TR 1) and (TR 2) also added that in the primary section there are more female teachers to handle as there are mostly small kids but in the upper and secondary level there are all male teachers and only one female headteacher. However, (TR 2) commented that male teachers are little more, (SR 3) replied that female teacher is more and (PR 2) mention that it is equal in some extent. The respondents gave comments:

*“In junior section female teachers are given priority, it is little easy as they are kind-hearted. Female teachers are not aggressive, not irritated as students ask many questions in any school. Female teachers are given more preference than male. In senior classes, there is more number of males.” (TR 3)*

*“Female is more. Female are preferred more in school. There are more female teachers in junior and male teachers in senior.” (PR 1)*

The researcher observed that the stereotype of preferring teachers according to the roles of their gender and also teachers willing to take that responsibility of teaching according to the gender roles as female and male teaching junior and senior students respectively in Sunrise boarding school. Even if, the respondents replied that no one is differentiated on the basis of gender, however, assigning the work according to the rules as defined by society for gender such as females are kind-hearted and males and tough and strong. The schools in Nepal usually have female teachers handling children in junior classes and male teachers mostly handling senior students as they can control the misbehaving students in the class. The existing stereotype of assigning the teachers to teach as well as preferring such role by the teachers should be improved and changed. It can be improved by giving proper training to the teachers regarding handling students in an effective manner.

A female role model can be there to listen to problems and provide useful guidance, support and encourage girls to complete their studies successfully. The presence of one or more female teacher may ensure the protection of girls from sexual abuse and exploitation (UNESCO, Bangkok, p .2). The data showed that female teacher is more at the primary level than in secondary level, the reason might be as similar to the one UNESCO has stated; considering of the female as a good listener, supportive and more skillful in problem-solving and providing guidance. Also, being more attentive towards the safety of the children might also be the reason for choosing a female teacher for primary level students.

Similar to the requirement of equal participation of both male and female in the classroom and extra-curriculum activities, the gender dynamics are essential among the teachers. The school should not only have an equal number of the male and female teacher but the role should also be equally distributed which applies to both male and female teachers. The female teacher should also move forward for the opportunity to teach secondary level students with the help of proper

training related to positive discipline as it will develop the skills of handling the students with ease, in the same manner, the male teacher should be given training emphasizing on understanding the psychology of kids and how to promptly look after small kids. Such gender dynamics among teacher not only enhance the skills but it will give the opportunity to prevail diversity as well as set an example of gender equality.

In addition, while asked about the number of male and female members of school management committee, the majority of the respondent replied that male members are more than female. (TR 2) also commented that the committee is little male-dominated.

The researcher found out that not many of the respondents are aware of the number of members of the school management committee as well as the activities of it, which made the researcher feel that improve needs to be done. The data also showed that few female members are in school management committee. The equal number of male and female members must be assigned to formulate the committee. Side by side dissemination of information regarding the role of the management committee should be clearly defined to all the students and staffs in the school.

The interview showed that equal distribution of courses, classes, training, responsibility, and opportunities are given to both male and female teachers, expect for the female teacher taking most of the responsibility of junior students and a male teacher in senior section respectively. (TR 2) commented that in case of a teacher, there is no discrimination on male or female. The school gives equal opportunities to both genders; it can be male or female.

(SR 1) replied that the school conducts teacher's meeting where both male and female teachers get equal opportunity to give ideas and suggestion. The teachers also share new ideas and suggestion from the meeting in the classroom. Likewise, one of the student respondents replied that there was training for the teacher about how to teach in the classroom; the equal participation of both male and female were seen. Besides, the class teachers are taking parts in educational excursion event to guide the students.

In the context of the equal participation, both mother and father are seen attending school annual programs and parents teachers meetings as per the respondents. The student respondent answered that in some case, mothers participate in some fathers participate. Overall the participation of both mother and father is same. Further, the teacher respondent also replied that both parents participate if they are available. Additionally, one of the parent respondents said that teachers also request close relatives of the student to attend in case both of the parents are not able to be present at the program.

Besides, when asked about in which way the respondents feel that the school has treated equally to all students in the context of gender, the respondents summed up as:

*“In the program, the teachers encourage them to participate and if students are willing, they can give names for any extra-curriculum activities. The school does not discriminate they try to include all.” (SR 1)*

*All the students are treated equally while selecting captain there are mostly girls, in the classroom, both boys and girls are asked questions related to the subject. Also in group work, there is the participation of both and the group includes both girls and boys. (SR 2)*

*“We just accept students as ‘student’; we do not discriminate based on female or male. So they have the opportunity for development.” (TR 1)*

*“The school treats equally in education, sports, training, excursion, extra-activities. Equal opportunities have been given to all students and teachers.” (TR 2)*

*“In every program, there is equal participation of both male and female students and teachers. Also, in classrooms when the students are asking questions, we reply without discriminating the students. There is no discrimination based on gender.” (TR 3)*

*“There is no discrimination in male and female students. But, parents give freedom to boys and female are little restricted which needs to be improved.” (PR 1)*

After receiving the above comments and also from the observation it has certainly shown that the school is trying to include all the students in every classroom activities and extra-curriculum activities.

Figure 13 is a picture taken during the time of dance class and the figure also illustrates that the participation of both the gender is observed in the extra-curriculum activities.



*Figure 13 Participation of female and male students in dance class*

The researcher herself has observed the dance practice class where both boys and girls were dancing together

and enjoying the dance class. It can be said that the school has created a comfortable environment for the students to choose any activity of their interest and participate in the activity freely. In a way, the school is trying to encouraging as much participation as possible.

In addition, when asked about the opportunities, participation, and responsibilities given to the students and teachers; all the respondents were positive and replied that the school has provided equal opportunities to all. Further, one of the parent respondents replied that female participation

is even more and they are active as well. Similarly, when asked about the responsibilities given to the student as a house captain, group leader in the classroom, one of the teacher respondents answered:

*“We select according to the performance of the student, like in junior I select 1st, 2nd and 3rd students, it is not about gender, and it is based on their performance.” (TR 3)*

## **7.2 Applicable facilities to both Gender**

In this section, the researcher tried to figure out the facilities provided are equally available to both genders. The respondents were asked if the school has the facility of the separate toilet for girls and boys, all the respondent answered that there is a separate toilet for the female and male student. But, (TR 3) also informed that there are no separate toilets for teachers, they use the same toilet which student use.

The researcher in this context felt it is good that the school has separate toilets for male and female students. However, it will be better if there will be separate toilets for teachers and staffs looking from the perspective of hygiene and cleanliness.

Likewise, the research also asked the respondents regarding the negative or positive experience faced by the students and teachers on the basis of gender. (SR 2) answered that there are no negative experiences, both girls and boys are friends and there is no bullying among students. (TR 1) also, has the similar reply, he stated that till now he does not have any bad or good experience on the basis of gender. Despite that, one of the respondents has a diverse comment regarding his experience. The teacher respondents replied:

*“In some cases, we as a teacher sometimes give light punishment to the students, it might not be intense physical punishment, there might be differences (misunderstanding) in our intention and their understanding that might strike the mind of students, but it does not mean to intentionally differentiate but because of that the gender discrimination does not look nil. There are chances of negative experience based on gender.” (TR 2)*

The piece of the text published in the guide for teachers by (UNESCO) states, the message of power, control and pressure is conveyed by a larger and stronger person to the students using physical force; emphasize the fact that acts of physical aggression are entwined with psychological aggression. This statement can be analyzed in the comment given by (TR 2) mentioning that teacher give only light punishment but the students might misinterpret it and take it mentally. As it is mentioned in the paper (UNESCO) when stronger people or teachers show their power using physical force it will eventually affect the mental condition of the students. Moreover, the text by UNESCO further clarifies such punishment especially when directed at younger or weaker individuals, portrait students that the use of force - be it verbal, physical or emotional - is acceptable resulting in increased incidents of bullying and an overall culture of violence in schools.

Similarly, the respondents regarding the positive initiatives take by the school to reduce gender discrimination mentioned few useful comments. (SR 1) and (TR 3) informed that they are not aware of any programs related to gender conducted by the school, however, teachers provide information about gender equality during classes as well as it is also made available in the course book. (PR 2) also agreed to say that the course book has special curriculum regarding gender. Likewise, (SR 2) replied that there have not been any programs related to gender discrimination as there has not been any case related to it. Further, one of the parent respondents replied that the school is trying and has made initiatives, the school has recently conducted a program on human rights.

### **7.3 Encouraging respect for each other**

Correspondingly, the research when asked if the students respect each other's difference based on gender, the respondents answered that they do respect the differences. (SR 2) states that everyone is equal and friendly with each other. In the similar context, (TR 3) elaborated experience she had during school lunch hour. The teacher respondent described it as:

*"I feel that in class 6, girls and boys are sitting separately, I sometimes stay in the class during lunch break. Some boys go to the cafeteria and some group of boys stays in the class to have lunch, boys often share their lunch with each other, but only one girl stays in the class eating alone, I tell them to include her. Even during new admission students ask, is it girl or boy coming in class? it might be due to shyness, class 6 students are teenage, it is time for their hormonal changes, physical growth. Additionally, in birthdays I tell students to eat lunch together and share their food, on that day birthday boy or girl do not need to bring food, all the other student will offer lunch to birthday boy or girl as a treat. I started doing this after I felt difference among students based on gender."* (TR 3)

Moreover, while replying about the tendency of groupism and boycotting within the school, the answer was positive and none of the respondents replied that it is practiced in the school. Having said that, one of the teachers highlighted useful information regarding the issue of groupism and boycotting as:

*"Sometimes it is seen among students, during extra-curriculum activities some students try to boycott themselves and stay away from the group."* (TR 2)

The provided comment by (TR 3) illustrates the scenario of gender socialization as well as teacher herself making an effort to improve the feeling of difference that the students between opposite sexes might have been facing. (UNICEF Innocenti, 2017) as soon as children are born and sometimes even in utero gender socialization begins to take place. In common scenarios, after the birth parents and family members treat boys and girls differently. Further, UNICEF and others have observed that adolescence is a "second window of opportunity" to readdress negative trajectories from childhood and start new that lead to positive outcomes for girls and boys, and later in life as women and men.

The statement given by UNICEF regarding the social construction and the adolescent as a second phase for opportunity to change negative thoughts and experiences into positive is very useful in transforming the behavior and mentality of the students and the interview showed that (TR 3) after observing the difference and division among the students according to gender she has been trying to improve the interaction amongst male and female students by organizing lunch sharing programs during student's birthdays. Such kind of innovative ideas should also be applied by other teachers in the school. The case mentioned by (TR 2) (p. 46) must also be dealt in a similar manner by organizing program which can bring all the students together without any prejudices within them and generate a feeling of belonging in students with insecure feeling.

The other respondents commented regarding the respect of each other's difference as:

*There are chances few students might not respect differences, sometimes students also get angry and not talk to teachers, there are students who do not speak to teachers if they get scolding from them." (TR 2)*

*"There should be respect towards teachers but it is decreasing among students nowadays and there is also lack of discipline. It might be due to the weakness of school management, more freedom of students, not giving any punishment or maybe it is the time that is bringing changes." (PR 1)*

Corporal punishment develops bitterness and hostility in the relationship between teacher-student and amongst students resulting difficulty in the classroom. It makes teachers greatly frustrated due to pressure in working and less satisfying. Furthermore, it neglects to teach students in a non-violent way such as how to think critically, make sound moral decisions, cultivate inner control, and respond to life's circumstances and frustrations. (UNESCO) This statement justifies the comment given by (TR 2) and (PR 1) as both the comments show the negative impact of punishments and lack of positive discipline which eventually leads to disobeying teachers and unwanted behaviors. So, the school must give proper attention to punishments and avoid using it as a method of making students behave well.

(UNESCO, 2015) has provided seven principles for Positive Child Discipline. With the help of these principles improvement of the behavior and maintaining discipline can be successfully done. (a) Respect the child's dignity (b) Develop pro-social behavior, self-discipline, and character (c) Maximize the child's active participation (d) Respect the child's developmental needs and quality of life (e) Respect the child's motivation and life views (f) Assure fairness (equity and non-discrimination) and justice (g) Promote solidarity.

Furthermore, the respondent regarding verbal comment or fight that has occurred among the students or staffs, (SR 1) and (SR 2) replied that they have not seen any incident related to it. However, if there is misbehavior in the school according to (SR 1) it will be reported to the principal and the particular individual will be taken to the principal's office and some action will be taken. Whereas (SR 2) answered that in case such incident takes place, the teacher will ask

about the incident, find out the reasons and take needed action, if not, the principal will look after the issue. In the same matter, parent respondent replies there might be a bad company of some students which might influence other students in doing disrespectful things. Likewise, one of the teachers shared his experience related to misbehaving done by the senior student to junior, the teacher mentioned that the senior student was bullying the junior student.

*“We have one complaint within this 4, 5 months from the time when I started to work, I have seen students studying in 10<sup>th</sup> grade discriminating students (junior) of 6<sup>th</sup> Grade. Once I had come across that kind of problem. We called both students; parents of the students in the school. The teachers, head teacher, students and their parents gathered and sat to resolve the issue. After talking about the incident and making the students understand about bullying as a bad thing not to be practiced by any students, class 10 students realized their mistake and promised that they will not do it again. So, we solved that problem.” (TR 1)*

Similarly, another teacher respondent explains how cases related to misbehavior are handled and what are the steps usually taken by the teachers in the school. The teacher replied as:

*“In many cases, teachers try to handle, as it is easy with teachers than with head teacher, the teachers and student are friendly and meeting every day and it is easy for students to express. In my case, I try to solve the case myself. I scold them and again I try to make them understand, I think that if we try to teach by scolding them, it will be only for certain time but if we can make them realize, they will feel it more and will understand it for a longer time. However, if it is very critical case I will of course forward it to head teacher and they will call the parents, discuss with the students involved and try to resolve it.” (TR 3)*

Moreover, the comment provided by the respondents conveys that the school does not really have a proper approach to supervise school violence and bullying. (UNESCO, 2017) The whole-school approach can reduce violence and bullying, at the same time contribute to reduce absenteeism, improve academic achievement and enhancing children’s social skills and well-being. For an effective and inclusive education sector approach to school violence and bullying should include the following elements in (Fig.14, p.49).

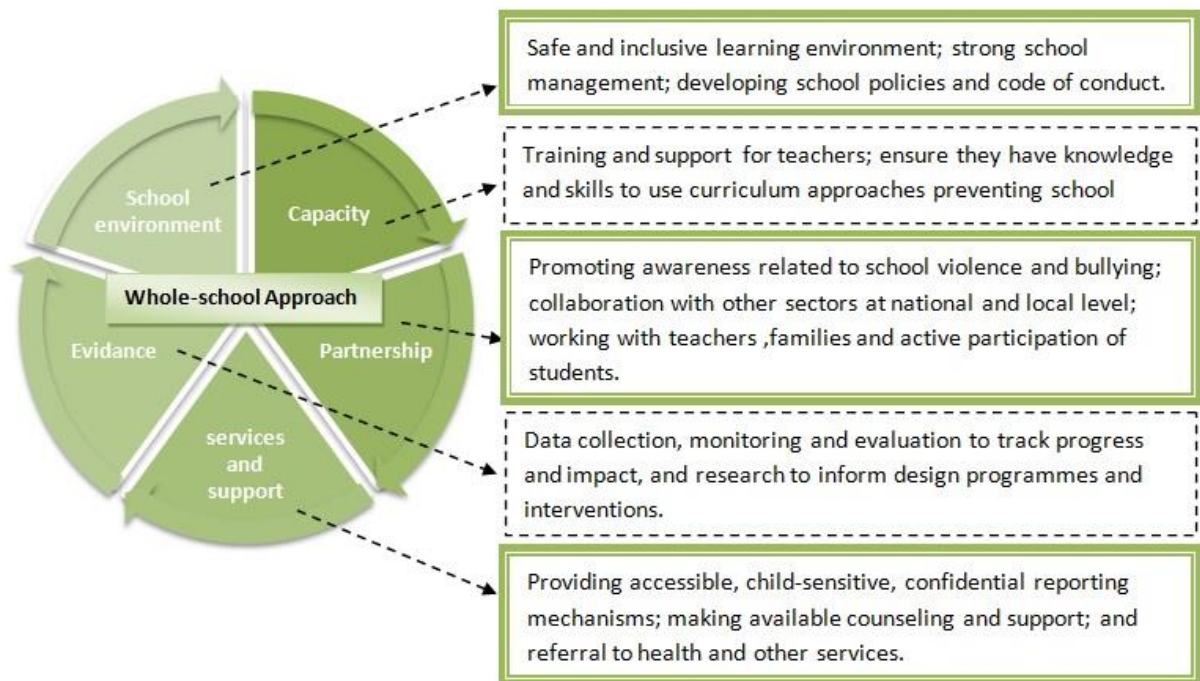


Figure 14 Whole-school approach to stop school violence and bullying

While (SR 3) shared that teacher saw male students fighting; after seeing it the teacher gave them slight punishment by hitting the student and telling them not to do it again. The teacher respondent has also given comments in the similar case stating how it has been handled. The teacher stated:

*“Sometimes negative verbal comments and fighting is seen among students, in such condition we give warning to the students, we do not torture physically, in case the student repeats, we will take the issue to administration and head teacher.” (TR 2)*

In the context of Nepal, it is difficult to say that giving minor punishment by the teacher is not a good way of teaching. As mentioned by (TR 1) in the previous chapter that the students have the habit of getting punishment, they do not obey at all until they are given slight punishment. The research has observed that some parents also give slight punishment in the home which might lead to the habit of getting punishment in the students.

(UNICEF, 2001) South Asia is a society with a strong hierarchy and unequal power relations. Reflected in the subordination of various castes, classes and ethnic groups, oppression of certain groups is ‘allowed’ and accepted. In South Asia, due to societal norms and values, the degree of ‘acceptable’ violence appears to be very high.

(UNESCO, Bangkok, 2015) Whereas punishment is meant to control a child’s behavior, discipline is meant to develop a child’s behavior, especially in matters of conduct. It refers to teaching child self-control focusing on our willing for the children to learn and capability of the



child to learn. The main goal of discipline is to make children understand their own behavior, take initiative, be responsible for their choices, and respect themselves and others which will internalize a positive process of thinking and behaving that can last a lifetime.

Furthermore, when the situation such as students fighting, using unpleasant verbal comments or any misbehaving with students and teachers the teachers should try to solve it in a positive manner than using physical punishment which the teacher used when two students were fighting. The following figure extracted from (UNESCO, 2015) summarizes some of the positive features of discipline and the circumstances of punishment-oriented environment.<sup>3</sup>

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour
When children must make amends when their behaviour negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends

*Figure 15 Positive features of discipline and the circumstances of punishment-oriented environment*

The researcher had asked in what way the school has made students, parents and teachers feel equal, the answers given by the respondent were interesting and all of them had expressed positive things regarding the equality including gender in the school. (TR 1) also expressed about the difficulty female student might face due to puberty which might be uncomfortable for them to share with male teachers. However, in such situation, the research felt that various workshop is conducted by the school about puberty and adolescent focusing on physical and emotional changes to discuss the subject openly, which can slowly make the students comfortable about

<sup>3</sup> From Physical Punishment to Positive Discipline: Alternatives to Physical/Corporal Punishment in Kenya. An Advocacy Document (Draft Two) by ANPPCAN Kenya Chapter, January 2005. <http://kenya.ms.dk/articles/advocacy%20document%20ANPPCAN.htm?udskriv+on%5D> [accessed online on 9/29/2005] (ANPPCAN Kenya Chapter, 2005)

speaking their problems and the school will also get the opportunity to provide support according to their needs. The respondents stated:

*“In class, there are different people with various race, everyone is treated equally. The school gives appreciation to all the students and teachers and do not discriminate.” (SR 2)*

*“In my view, we should give more attention to female students than male as female have lots of problem in their physical development. They cannot explain it to male teachers they need a female teacher to explain. That is little bit problem in here. But, also nowadays the female students indirectly tell us, we also know that their development will have step by step that is why. Besides, in extra-curriculum activities, they have equal opportunities. We are not saying that ‘boys can do this, girls can do it’, we are not discriminating.” (TR 1)*

*“I find our sunrise school good, the school is a place where they give education, there is no harassment, no discrimination, no difference; I feel that every school is pure and pleasant like this school.” (TR 2)*

*“There is equality in Sunrise school; they share food and all good things and problems with each other.” (PR 1)*

## **8. Health Promoting School Life**

This section focuses on the health related issues and the facilities provided in the school. Further, information related to health and first –aid training provided by the school is also included in this section.

### **8.1 Life skills-based health education**

The respondents were asked if the school has provided the first-aid kit in every class, all the respondent replied that it is not made available in each class. However, if the students need any medicines they can inform the teachers and get the medicine. The student respondents replied that the First-aid kit is available in nursery section, account office, and staff room, and all the medicines are up-to-date. One of the teachers replied that:

*“ the First-aid kit is not available in every class. It is accessible in junior section and account office if anything happens we bring medicine from office. Every year the responsible person checks and also replaces the expired medicine.” (TR 3)*

Additionally, (TR 2) replied that the school has provided the first-aid kit but not sufficient because it is usually in account section. (PR 1) also answered that the medicine is not well managed.

Further, the researcher put forward some questions related to the first-aid training, health related and awareness programs. Almost the entire respondent replied that school has not given first-aid training to the teachers and students whereas general information is provided and the students

also have to study in their course book. (PR 2) commented that following year first-aid training was organized with the help of Red Cross. However, this year school has not conducted first –aid program.

Furthermore moving on to the health facilities, (TR 2) replied that health facilities are not provided separately because they do not have nurses in the school. However, according to (PR 1) the school has charged amount for medicine; when an accident occurs students are also taken to hospital and parents are informed but the school has not provided any other health facilities. Similarly, (TR 3) added that as they have hostel students, the teachers take them immediately to the hospital if any severe accident occurs. Student respondents regarding the health facilities states:

*“The school organized free health camp for all the students, parents, staffs and public people. If anything occurs during school hours the students are provided with the medicine. If students get sick, the teacher will call the parents or take the student to the nearest health clinic or hospital.” (SR 2)*

Similarly, the life-skill based health program is crucial and should be made available in the child-friendly school. In sun rise school, some programs related to health have been conducted such as free health camp and blood donation program. The comments regarding the health related program as replied by the respondent are presented below:

*“Recently, in ‘Saraswati Puja’ there was blood donation program in the school, and before that, the school has conducted free health camp ( the whole body check up) for local people in the school.” (TR 1)*

*“Every year people from Red Cross come in the school and they provide training, they recently conducted health program related to diabetes and after that, they also conducted blood donation program for the community people.” (PR 2)*

Besides, the school has also collaborated with Wildlife Conservation Nepal (WCN). WCN is a non-governmental organization that supports government agencies to protect wildlife in danger; help in the developmental aspect of conservation. Also, with the support of its professional team help the Government of Nepal to carry out various important impact evaluation studies on natural resource and ecological areas.

The vision of the organization is to have a civil society and community that cares to protect and conserve the natural flora and fauna of Nepal. One of the tasks carried by WCN is implementing knowledge based programs that relate to environmental protection in schools and civil societies.

(SR 1) informed that WCN has talked about organic farming, zero way school programs to re-use paper. (SR 2) also explained about the initiatives done by WCN in Sunrise school.

*“Awareness program and sanitation takes place when WCN visits our school. We are involved in organic farming, zero ways school (How to reuse paper). The school has conducted sanitation and cleaning program in the community area near the school during the environment day.” (SR 2)*

Likewise, teacher respondent also commented that field trip usually takes place related to sanitation and drinking water. (TR 3) added that one year before there have been awareness classes and sanitary pads were also provided to girls when they needed it. The teacher also mentioned about the program organized in by the school.

*“Last time in 5th world environment day we have conducted sanitation program as a community program. We cleaned surrounding; the children made charts mentioning about environment ‘save the tree’ banners and walked for the rally.” (TR 3)*

The parent respondent also gave comments related to it. The respondent commented that:

*“The school conducts cleaning program in ‘Environment Day’. Students are taken in the community areas for cleaning, they are also informed to bring gloves and mask from home.” (PR 1)*

Moreover, when asked about the awareness program related to sexual health and contraception organized by the school, the respondent replied that school has not conducted any program related to sexual health. However, (PR 1) replied that ‘there has not been such program, students are active and they learn themselves, stating that students are from high-class family. (PR 2) also added that ‘such kind of education is only in the curriculum and as far as I think student know what it is’.

“The health and reproductive health behavior of young people will have both immediate and long-term consequences. When schools do not address family life, reproductive health, and population issues, they miss an opportunity to positively affect students’ education, quality of life and relationships, and ultimately the economy and productivity of nations” (UN, 1998). The writing speaks about the importance of education related to health and reproductive health. Further, the reply given by parent respondent show that not much information has been disseminated in the school regarding reproductive and sexual health. Also, it reflects that it is included in the curriculum and not discussed openly among the students, parents, and teachers. Studying and knowing about the topic sexual and reproductive health is not enough, it is also important to know the students perceives it and how comfortable they feel to speak about this matter openly. Not only providing information but trying to identifying hidden issues such as sexual abuse, it can be made possible by supporting the students with education and awareness program concerning reproductive and sexual health.

World Health Organization (WHO) in the document of school health has presented some of the roles for school to aware about reproductive health and family life and the below points mentioned in figure 16 are useful in the context of Sunrise school.

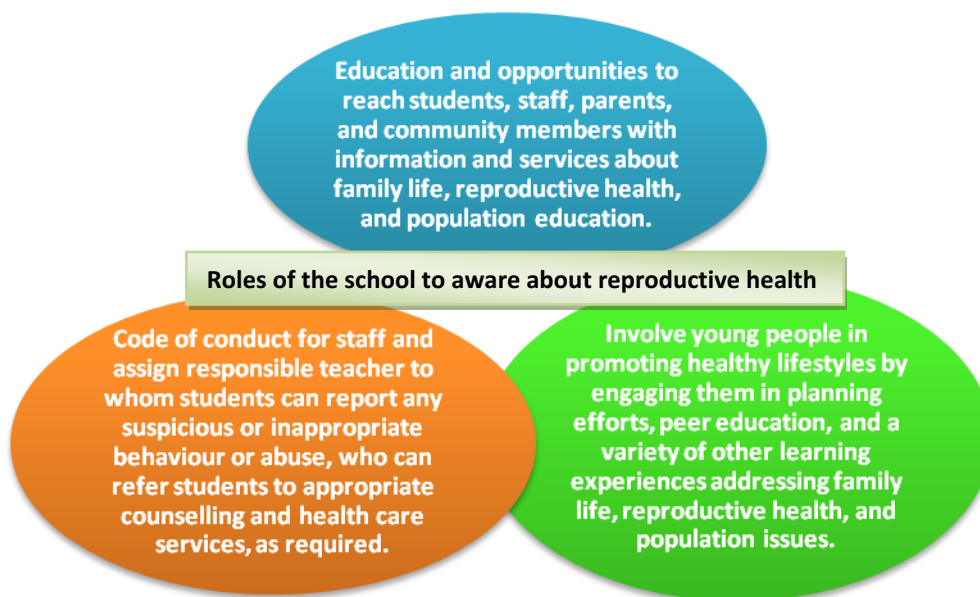


Figure 16 Roles of the school to spread awareness about reproductive health

The questions also included the information regarding the vaccination as well as safety measures related to the earthquake. The respondent replied that sometimes people from health sector come to give vaccination and the school has conducted vaccination once or twice. (TR 2) also added that the information about vaccination is provided and it is organized all times. Recently, the school organized polio vaccine program for the students. (PR 2) replied that:

*“My child also got the vaccination from school, they provided information and they also organized the camp.” (PR 2)*

The initiation of providing vaccination to students looks effective as the comments given by the respondent showed that the vaccination program has been conducted regularly and information has also been given to students and parents regularly.

The teacher respondent explains that:

*“The government sends the notice and related card. In February we provided the card to all the parents, we will give vaccination only after the approval of the parents.” (TR 3)*

Moreover, the community mapping is also useful part of the school in understanding the available facilities such as health posts, police station, social organizations and community organization around the school. The good communication with such organization would also be a useful source during emergencies. The respondents were asked if the school has provided any

information and continued a good relationship with the organization around the school, some respondent replied that the school has been keeping good relationships with the people in the community and some respondent said that the school is trying best to build good relation with various organizations and the community.

*“After the school shifted to a new locality, we are increasing our presence; in recent future, it will be better.” (TR 2)*

Besides, (PR 2) replied that there is a good relation with the community in the context of the health facilities provided by the school. But, (PR 1) highlighted that they have suggested about the building linkage with the police station and hospitals but it has not been done much, but the school has contacted nursing homes and they help sometimes. One of the teacher respondents stated:

*“We are currently focusing on building good relationships with the community around the school, with this motive, we have recently conducted blood donation program in ‘Saraswati Puja’ and health camp for people in the locality with an open gate. Also, the school invited members from the nearest school, persons from the municipality, health post in the school annual program ‘Parent’s Day’. The relation with all the community personnel is good.” (TR 3)*

Successful work with communities builds existing strengths of the individual and group, incorporate an understanding of how accessible routines can be supported, and possibly identifies better routines, created, and sustained, through effective planning and design. The key to project sustainability and/or transition to longer-term activities can be a core group of actively involved people. However not everyone in a community will be equally involved (Bartlett and Iltus, 2007, cited in save the children, 2008). The interview revealed that Sunrise school has been extending hands towards the people in the community by organizing various health related program such as free health camp and blood donation program especially targeting people living in the school area which has improved the relationship with the community. The comment about increasing linkage with the nearest police station, hospitals and other organization given by (PR 1) can be noted to widen the relationship with the useful organization where the school can work together for better result and provide more health services to the students and teachers.

## **8.2 Health and hygiene environment**

Health and hygiene environment refers to the clean and hygienic foods, safe drinking water maintaining personal hygiene, sanitation inside the school. The respondents were asked set of questions about such kind of health and hygiene environment. Firstly, the researcher asked if the responsible teacher checks if the students bring nutritious snacks for lunch. The respondent replied most of the students bring cooked nutritious food. Also, the teachers cross check if the students bring junk food, in such case the teachers take away junk food from the students. (TR 2) replied that in primary class each teacher stays in the class and eat lunch together with student due to which inspection is done properly. Further, (SR 2) says that “there has also been an

announcement regarding the restriction of bringing junk food for lunch, if the students cannot bring cooked food from home, there is a cafeteria in the school”. One of the parent respondents stated:

*“The teachers inform and send notice to bring hygienic food and avoid junk food. Students can also eat in the cafeteria as they serve healthy food.” (PR 1)*

Furthermore, the student and parent respondents commented that there is a cafeteria in the school and the food served in the cafeteria is healthy, hygienic and nutritious to eat. (TR 2) expressed that it is similar to homemade food and (TR 3) added that:

*“The school cafeteria prepares rice and curry; sometimes for a change, they also provide fast food like cooked dumpling and noodles. However, we usually encourage students to bring cooked food. If we observe students frequently bringing junk food we call their parents ask why they are sending such food and request them to send cooked homemade food.” (TR 3)*

Even so, (TR 3) also commented that the food is hygienic but when the cafeteria is open there is dust going inside which makes it difficult at times. In the similar context, (TR 1) (smiles) and replies that:

*“I do not know if the cafeteria is organized by school or given for someone in the lease, but it is not too much hygienic. It is ok but not hygienic. They make food such as rice, lentils, and curry according to Nepali culture, they do not sell junk food, they are making little oily which is not good for health.” (TR 1)*

UNICEF (2006) has stated that quite a few years has challenged that well-managed nutrition education programs can bring behavior changes contributing to improved nutritional well-being. (UNICEF, 2006, cited in Limo, Jelimo and Kipkoech, 2016)

For a school to adapt to child-friendly condition, it is essential to come up with health and protection policies which would help in improvement of the health of students and maintain it within the school. The knowledge of parents and students can be implemented to improve the school health programmes. It can be done through involving students, parents, and communities. The school can also encourage students to participate in monitoring their own nutritional status and in developing food policy of the school (Limo, Jelimo and Kipkoech, 2016). The school has been doing well with inspection and providing notice and information to the parents and teacher. The Comments provided by the respondent reflects that the school has well-maintained rules and hygienic food is also offered, but at the same time challenges were also pointed by the teacher respondent saying that sometimes the food prepared in the school is not hygienic. For overcoming the challenges, the school can establish health policies and regular inspection of food in the classroom as well as cafeteria which can improve the health of the students as well as the quality of the food in the cafeteria. Besides, the environment around the school especially

cafeteria must be kept clean, hygienic and dust free so that the food does not get contaminated with any harmful germs.

Similarly, the personal hygiene of both students and staffs is maintained, it is also seen during the time of interview and school visits. The respondents also gave a positive reply when asked about the responsible teachers checking personal hygiene of the students as well as maintaining personal hygiene by teachers themselves. The respondent replied that teachers check personal hygiene twice a week every Tuesday and Sunday, if there is a holiday on Sunday they check on Monday. The teacher respondent added that there might be surprise check. Further, (PR 1) replied that if the students are not following cleanliness, they are asked to improve and inform their parents to maintain personal hygiene. Moreover, the staffs and teacher all maintain personal hygiene according to the respondent.

The respondent replied that proper cleaning and sanitation is maintained inside and around the school area. However, at the moment the ongoing construction in the school building causes disturbance even if the cleaning staff cleans the place. The teacher respondent added:

*“The vital diseases are prevented but due to shifting in the new place, the problem of dust is still there.” (TR 2)*

Furthermore, the respondents replied that cleaning staffs clean the classroom two to three times a day and clear dust bin after the school regularly. Teacher respondent also commented that there is 2 cleaner. They clean classroom, dustbin everything every day in the morning and afternoon. Whereas, (PR 1) answered that due to lack of cleaning staffs the proper cleaning is not done. Before it used to be 3 times a day now it is only once. Likewise, when asked about the availability of dustbins in the classroom and school compound, the parent respondent replied that there are 3 dustbins in each class with different colors for trash, degradable and non-degradable. Further, (TR 2) commented that the cleaning staffs collect the trash and make compost and burn accordingly. Separate dustbins are made available but not used properly. The student respondents replied:

*“There is three separate dust bin red, green and blue to manage the waste in each class from grade 3 to 10. But for junior, there is only one dustbin in every class as they might not be able to use the dustbin properly. Also, the dustbin in junior class is not properly managed yet.” (SR 1)*

*“There are 3 dustbins in each class with different colors. The eco club has also taught the students about throwing bio degradable waste, recyclable, trash in the different dustbin. There is also 1 big dustbin in the compound.” (SR 2)*

Additionally, all the respondents replied that there is sufficient water available in the toilets to flush and wash hands and the school has also provided soap to wash hands. Besides, the respondents replied that there is the availability of safe drinking water in the school. However, (TR 1) is not satisfied with the drinking water as the teacher thinks that the water is not safe to



drink; he had once faced health issues after drinking water which made available in the school. Also, (PR 1) replied that there is a problem in drinking water. The parent further describes that:

*“Management of safe drinking water is not properly done, due to shifting in new place drinking water is not managed properly, it should be improved” (PR 1)*

Hygiene education is meaningless without sufficient sanitation and clean water, the nutritional status and health of the students may get harm if the school environment is unhealthy and if they are exposing to hazards such as infectious diseases carried by the water supply. The school can strengthen the health and hygiene messages and act as an example to both students and the wider community. Sound maintenance policies will help guarantee the continuing safe use of these facilities. (Whitman, Aldinger, Levinger and Birdthistle, 2000).

The main issue of the school at the moment in the context of Sunrise school is the dust generated by the construction working that has been going on in the school building. The problem can be lessened by doing construction work after school hours, making the playground green with grass and plastering the dusty floors in the classroom areas which will reduce the dust from flying while walking. Secondly, is the drinking water, even if the respondents have replied that the school has provided safe drinking water, some of the comment regarding drinking water revealed that the quality of the water needs to be an improvement to avoid health issues. The school has been seen using jar water and water drops to purify it, in such situation the water treatment process can be improved using other useful methods such as filtration, boiling to make the water safe to drink and also do inspection regularly. Nonetheless, the school has been able to manage the garbage appropriately by segregating the trash according to the nature of the waste as bio degradable, recyclable and trash with different colors of the garbage bin.

### **8.3 Physical and psycho-socio-emotional health**

Furthermore, when asked if trained workers check student’s health at school once a year, (SR 1) replied sometimes the health workers come and check and almost all the respondents commented that there was free health camp in the school.

Similarly, when asked about the distance of their home from school and if they have difficulty coming to school, (SR 1) replied that free bus facilities are there and the stop from her home is only 10 minutes but students coming in the morning for coaching class need to pay some amount for bus facility. (SR 2) also commented that:

*“My house is not so far. I come by a school van. The students who were paying while we were in the previous building for bus and van only have to pay for transportation. After the earthquake, the walking students are given facility of the free bus after shifting in the new building which is bit far for the students.” (SR 3)*

Further, (TR 1) replied that he comes by school bus and it is free and does not have difficulty coming to school. However, (TR 1) expressed that his house is 11 Km far from the school and further commented:

*“I have my own vehicles, but due to traffic and bad road condition of Nepal I am facing a lot of problems, the staff can also go to the same bus with the student if they have a similar root.” (TR 1)*

Likewise, parent respondent also replied:

*“My house is 15 km far, I have a problem coming to school. I use public bus; I need to change 2 buses. School has provided a bus to students but it is quite congested.” (PR 1)*

The researcher from the interview observed that the facility of school bus is available to the students but the fees for the bus varies, due to the earthquake the students who were living near the school in walking distance, at the moment have to travel longer as the school has shifted to new place, so the school has provided free school bus facility for those students; and the students paying for the school bus previously need to pay for bus as they have been paying for the facility before earthquake. However, parent respondent replied that the student has got the facility of a school bus but the space inside the bus is not enough and it is crowded.

Additionally, the respondents when asked if they enjoy coming to school, respondents replied that students enjoy coming to school and learning in the classroom. The student respondent replied that they enjoy a lot and feel good when they meet their friends and teachers. Also, the teacher respondent replied that they do enjoy coming to school. But some of them have different views regarding it. (SR 3) commented that, “I enjoy coming to school sometimes after vacation.” The similar response was also given by the parent respondent.

*“The students do not enjoy a lot; they enjoy but they are happier when they get holidays.” (PR 1)*

Moreover, motivation is also crucial factor for the students and staff to be able to enjoy and come to school. So, the research had also asked what motivates them to come to school and what do they like most about the school. Student respondents replied that teachers are friendly and there is no difference among students. Learning new things, new knowledge, and environment of the school also motivates the student to come to school. Students expressed that the things they like most about the school are they get to meet friends, teachers and Groupism does not exist. The students also like the overall extra-curriculum activities that are available in the school.

The teacher respondent, on the other hand, expressed about the reasons that motivate them to come to school and what they like most about the school as:

*“I am also a student and every day when I see the way students learn; I think if they can learn, why I cannot. Our life goes on with the learning process, which inspires me and motivates me*

*also. Also, here the administration does not give burden to students and teachers, I really like it.” (TR 2)*

*(Pause) “Our teachers, staffs are good. The main thing for the teacher is to give knowledge; the secondary it comes is the money. However, I am not satisfied with the money I am getting because it is very hard to run the family with the amount that school provides us. We have negotiation but still, I am not satisfied and I feel that I should get more.” (TR 1)*

*“The students motivate me to come to school and the best thing I like about the school is classroom environment.” (TR 3)*

Similarly, diverse answers were also given by the parents regarding the motivation and things they like about the school. The parent respondents replied that:

*“The facility of getting more extra-curriculum activities and playing motivates students a lot and the student is not getting it in this school. However, the environment in the school is good, not much fight, discipline is also there; students are getting the opportunity to study in a good environment, there are cooperation and good environment.” (PR 1)*

*“I think there is a good environment in the school; they like to be with their friends. My children always score good marks and I am in fact satisfied with it.” (PR 2)*

Also, (PR 2) stated that the teachers are dedicated and do their duty properly. But the student at present are more diverted to other things than studies, the teacher should motivate students to study and be more active in the classroom.

Ensuring school readiness and effective schools can be built with the major help of the teachers. Positive interactions among students and teachers help children feel more valuable, competent, appreciated and loved. Teachers can meet student’s needs verbally as well as non-verbally by responding to their concerns and offering encouragement and support by smiling, looking pleased, making eye contact or using a pleasant tone of voice (Britto and Limlingan, 2012), this text provides beneficial comments which can be helpful for the teachers of Sunrise school in generating interest, attentiveness of the students and improving teacher-student relation, supporting students academically and socially. With proper training, developing the quality of teachers can make the learning environment of the school more motivating, enjoyable and pleasant.

Moving on to the feeling of comfort coming to school, and behavior of the teacher in the class depending on their mood, the respondent expressed that they have not experienced anything like uncomfortable or fear coming to school. However, parent respondent replied that at the time there is a change in the behavior of the teachers in accordance to their mood. The teacher respondent regarding the behavior of the teachers in the classroom stated:

*“If they are not in good mood and condition to teach the students, the teacher will not teach and try to engage students in other useful activities but the teachers will try not to affect the student in any manner.” (TR 2)*

The researcher felt analyzed that the answer provided (TR 2) can be a useful solution to handle the situation positively in such situation when teachers are in bad condition. It is better for the teacher to assign productive group task which can give some time for the teacher to be normal and at the same time an opportunity for the student to work in a group.

Further, when asked if the respondents have faced any humiliation from teachers or students in the classroom, the respondents replied that they have not experienced it yet but the student respondent replied that if such things take place they will go directly to the head teacher. Additionally, the teacher respondent replied that:

*“No, we do not let it happen, if such things take place we take action and say it is a bad habit. In a sense we make them understand and not let them repeat and make them feel that it will not make the victim feel good. Sometimes bully might be taking place.” (TR 3)*

Furthermore, the respondents were asked how the teachers, students, and parents have motivated to make the learning environment effective, (SR 1) replied that teachers discuss new innovative ideas about improving the facilities and environment of the classroom and school in the meeting, get suggestions and try to apply in the classroom. The teachers are motivated to make learning environment effective. (SR 2) commented that everyone is friendly if there are involvement and unity it feels good to learn. (SR 3) also added that the school and teachers are trying to make the learning environment better.

In the similar context, the teacher respondent replied that they have parents-teachers meeting interaction program where they discuss the progress and challenges of the students to make the learning environment more effective. (TR 2) added that giving appreciation to the good students and teaching weak students with love and care had helped in creating an effective learning environment.

Besides, (TR 3) explained how the teacher tries to make the learning effective by using various techniques. The teacher respondent described:

*“I try to include all the students and interact with all of them. I tell them a story about related games and conduct warm up sessions, I also listen to them carefully, children are always willing to share things with someone about themselves and their activities at the house. So, if we listen to them they feel good and it becomes easy for us to build good relation with the students. I try to teach by relating with them asking, “If it was you what would you do?” (TR 3)*

The school can improve learning with the help of facilities that can stimulate interactive learning and development of the students (Zomerplaag and Mooijman, 2005), the different means of

stimulation for learning has been provided by the writers with the pictures, which has been illustrated in figure 17 by the researcher as relevant to the Sunrise school.

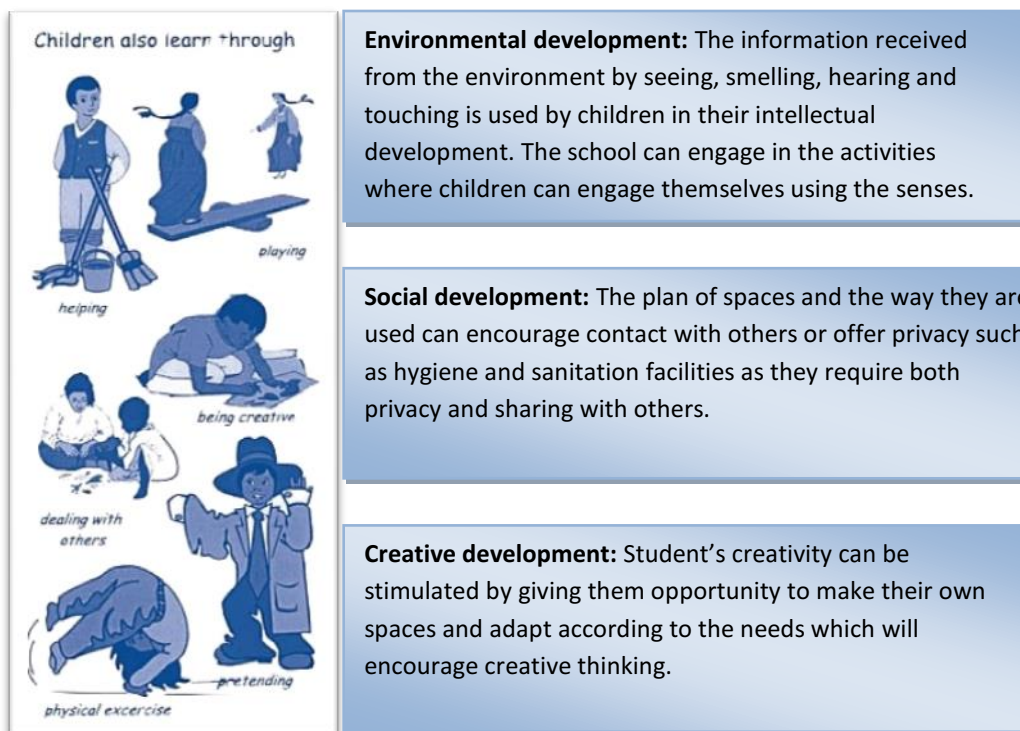


Figure 17 Means for stimulation for learning for students

Likewise, when asked if the teacher assign and pressurizes with lots of class work and home work, the student respondent replied that they are not pressurized with assignments as the teacher gives only the amount of task the students can do, every class has home work sheet, teachers assign only 4 home works per day and 5 homework on Fridays. (PR 1) also commented that only 4 or 5 homework are provided per day which is not so much. (TR 2) added sometimes there might be little homework but not more whereas, (PR 2) expressed that not always but sometimes there is the burden of home works. (TR 1) explained the cause behind assigning the students with more home work at times stating that:

*“There is little bit pressure as the teachers are also pressurized from administration to finish the course on time. So, to finish the course on time, the teachers might have to speed up the course by giving more class work and home work due to which there might be pressure for both teacher and students.” (TR 1)*

The researcher analyzing the comment given by (TR 1), realized the challenge of completing the course on time which can be caused due to not following the timetable of annual course plan. In such case, proper planning of annual course and timetable will be helpful for teachers to teach in an organized manner resulting in the completion of course on time due to which students might

not have to be pressurized for doing plenty of homework. The head teacher should also inspect if the teachers are following the annual plan and timetables.

## 9. Protection of the children

### 9.1 Policies and practices discouraging harmful acts

It is very important to protect the students not only from the physical hazard but also from the harmful acts which might have a direct effect on their physical and psychological health. The researcher asked few questions related to policies and practices discouraging harmful acts. The respondent was asked if the school has any code of conduct developed for the prohibition of harmful acts such as smoking, drinking alcohol, taking drugs, bullying, and harassing. The researcher has presented a picture about school violence and bullying which is extracted from the global status report (UNESCO, 2017) in figure 18.

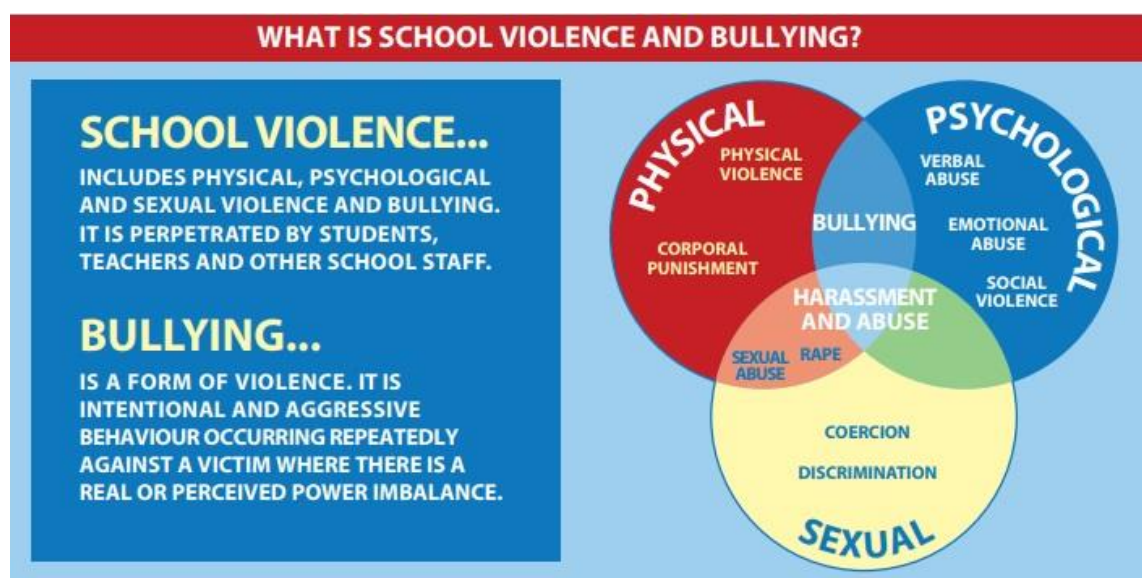


Figure 18 School violence and bullying

The respondents replied diversely. (SR 1) commented that there are rules prohibiting harmful acts, it is mentioned on the first page of school diary, the students are not aware of anyone involved in such kind of acts. (SR 3) also replied that school has mentioned about the restriction of harmful acts and he knows he should not practice it. Whereas (SR 2) commented that there is no code of conduct because the teachers and students are not involved in such kind of harmful acts, she also replied that she has studied in the course book about it but the school has not focused much on it. Furthermore, (TR 1), (PR 1) and (TR 3) replied that the code of conduct about harmful acts is not developed by the school but if the teachers find out that the students are involved in such kind of activity they will take serious action and report it to the head teacher. However, (TR 2) commented that there might be a written policy about what can or cannot be

done related to food, school uniform, gadgets and harmful acts. (PR 2) also added that when school starts students are provided with diary and the rules are made available in it.

The welcoming school with safe, supportive and inclusive learning environments can be created with the support of strong school management for staff and students by governing boards and head teachers, school policies on violence and bullying and related codes of conduct (UNICEF, 2017). It is without a doubt that code of conduct gives a guideline for students to follow the discipline and not get involved in harmful acts and for teacher to inspect and keep the track of students to prevent from engaging in such harmful acts and substance abuse. Clearly defined code of conducts is very crucial in preventing all kinds of harmful acts and substance abuse. Implementation of policies is even more important for reducing such unwanted acts and behaviors. A workshop highlighting special cases related to harmful behaviors including students, teacher and parents can be conducted to identify the issues and proper solutions for it.

Moreover, when asked about how do the school deals with the students involved in such kind of substance addiction the student respondents answer that if the students are involved in such kind of act they might be expelled from the school. Besides, the school will inform the parents and will discuss among parents and teachers, how it can be solved. (SR 3) replied that the teacher will inform the parents and do whatever their parents say.

Similarly, (TR 1) and (TR 2) replied that if any students are seen doing such kind of harmful acts the teachers will talk to the students about the issue and also inform their parents, the school will also organize awareness program for the students. Further, the teacher respondent shares:

*“Students with harmful acts have been found, in such case, their parents were called and informed the students and parents that smoking is not good and it should not be done inside the school as well as outside.” (TR 3)*

Likewise, when the researcher asked how parents will deal with students involved with substance abuse, surprisingly diverse answers were given by the student respondents. (SR 1) replied that parents might take the students to rehabilitation and they will try to make them aware if not they will be more strict. Further, (SR 2) replied that the parents will make them aware telling that substance abuse is harmful to their health. Whereas, (SR 3) replied that the parents will hit the students and will not send the students to school.

The researcher thought that the answer given by the students were little negative as the students mentioned that if the students were found involved in the harmful act the parents might take them to a rehabilitation center, hit the student and not send them to school. It also illustrates the reactions of the teachers and parents that might take place when they find students doing any mistakes. The awareness program should be conducted regarding an issue such as harmful acts and substance abuse. Also, the teachers and parents should be more careful while handling such cases. The researcher has illustrated the useful points provided by UNICEF (2001) for teachers to stop violence in figure 19.

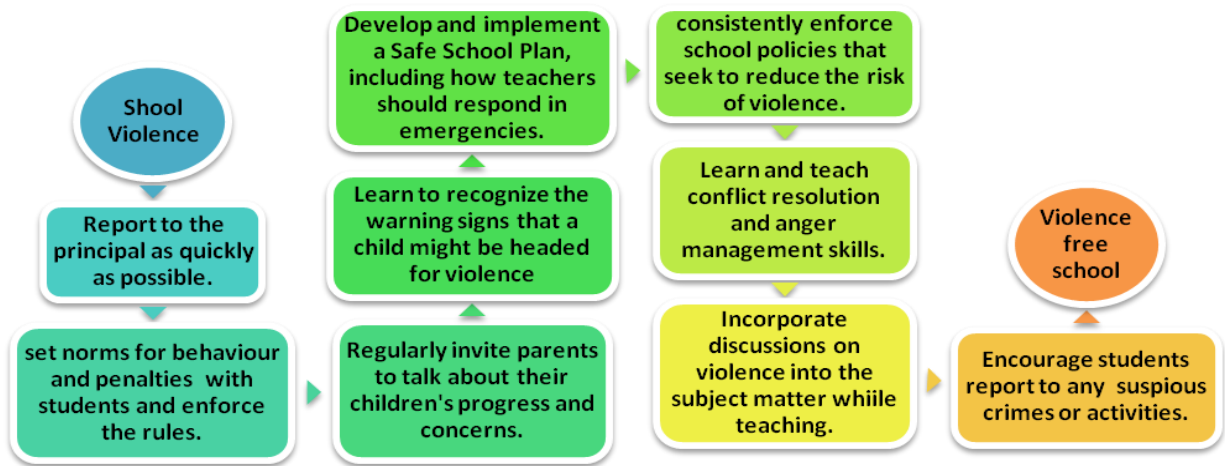


Figure 19 Useful points for teachers to stop school violence

Furthermore, (TR 1) and (PR 1) replied that if parents know about students getting involved in harmful acts, they will contact school teacher and ask what should be done in such case to improve. Further, (PR 2) replied that if the parent found out that his child is involved in such kind of harmful acts, he will ask his child, is it because of the peer pressure?

Similarly, (SR 3) replied that the student has not faced bullying but student respondent has sometimes seen juniors being bullied by seniors. Further, (TR 1) replied that once he has seen seniors bullying juniors. (TR 2) also informed that before there was too much bullying, nowadays it has declined however bullying such as senior making junior do their homework. Also, (PR 1) responded that before some kids ask money forcefully, eat student's food and try to be the boss with weaker students.

Students facing bullying are more prone to be depressed, lonely, or anxious and have low self-esteem than their peers to be. The cycle of violence and threats results in greater interpersonal difficulties and poor performance in school for both the bully and the student who is bullied (UNESCO, 2014)

The researcher has extracted a figure from the global status report published by UNESCO in 2017 which is presented in Figure 20 shows the probable victim of school violence.

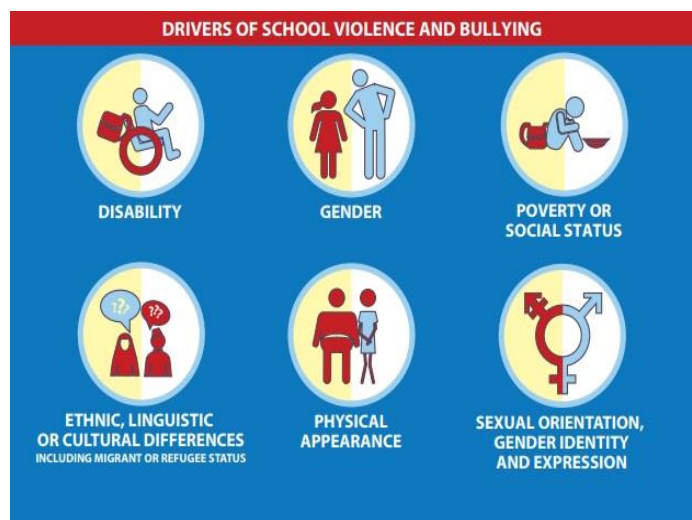


Figure 20 drivers of school violence in the school



Furthermore, the respondents were asked how will the teachers and parents deal with the issues of harassment and bullying, (SR 1) replied that teacher will take the students to the office and deal with the issue and the parents will directly come to the office and talk to the principal. (SR 2) commented that the teacher will ask the responsible students and victim regarding the incident, will make them apologize to each other and warn them not to repeat again. Whereas (SR 3) commented that the students who have seen other students following harmful act will inform the teachers and the teacher will hit the students. If the parents find student harassing or bullying their children in school they will complain about it to the principal.

Likewise, (TR 2) also replied that in such bullying case they try to make the students understand, tell the bullied student not to stay quiet and directly inform the administration and teacher for help. Also, sometimes some parents think that their children are innocent and behave in a similar manner at school as well and try to protect their children who are bullying other students.

The harmful acts and substance addiction if practiced by anyone should be stopped immediately. In order to identify the initiations of the Sunrise school regarding these issues, the researcher asked the respondent if the school has conducted any awareness program; most of the respondents commented that there has not been any awareness program yet. (TR 2) replied that awareness program has not been conducted but it might be the priority. Besides, time and again the head teacher warns the students and tell them not repeat it again when such incident takes places.

However, student respondents replied that the school has not conducted specific programs but we get knowledge from books and it is also taught in class. Sometimes teachers make the student aware of restriction of harmful acts and substance addiction by announcing it in the assembly. (TR 1) informed that the school organizes parent's day and dramas were show related to this subject matter but has not seen any awareness program related to bullying. Parent respondent also replied:

*"The school conducts parent's day annually and in that program, the school informs through drama related to gender equality, drugs abuse, harassment, and bullying."* (PR 2)

Whereas, (TR 3) commented that awareness program was conducted 2 years before showing the cause and result video about drugs abuse but has not conducted any awareness program for bullying.

The researcher observed that the school has been doing well by involving students in 'Parents Day' highlighting issues such as bullying, harassment, gender inequalities and drug abuse; in such events, parents will also get the opportunity to understand the issue and discuss with the students and members of the school.

Furthermore, when the researcher asked views regarding bullying and how it should be stopped, (SR 2) expressed that bullying is bad and it shows the particular person is superior and proud

which is not good. (SR 1) replied that it should be stopped and giving equal opportunity to all the students without discrimination will stop bullying. Whereas (SR 3) has a different thought about it and replied that it can be stopped by eliminating the students.

On the other hand, (TR 1) replied that the main thing is awareness program, if we conduct awareness program it will help to stop harmful acts. Furthermore, teacher respondents described bullying and how it can be stopped as:

*“Generally, bullying in school will be at a school level, it might be about food, sitting together, doing homework, in such case we can make students understand who is doing as well as tolerating. We can manage it, but the one who is facing bullying should also inform us. We would not be always aware of bullying happening in the school.” (TR 2)*

*“Child does not learn himself or herself. He or she learns from somewhere like from movies, watching hero or villain controlling things. In such situation, he or she does not understand what he or she is doing, they learn from the family environment, people, society, internet, television. They learn if I am strong everyone will be under me so I should dominate them and control people. Further, the cause behind why he or she is doing this should be figured out than to scold the child who is bullying other kids. The victim and the person bullying must be kept together, discuss the issue and find out about the effect and result.” (TR 3)*

The researcher thought that the information provided by (TR 3) was very useful and in many cases it can be true. The fact that the child does not learn such act himself/herself and learn from others is in a way true, the videos they watch, the environment they grow and the people in the surrounding can influence a lot in compelling them to engage in such harmful behaviors. Another issue can also be the status and power which might provoke people to dominate weaker individuals. So, the awareness programs and workshop would be a useful source to aware the students, at the same time involving parents, teachers and people from the community will make it more effective.

Moreover, (PR 1) commented that bullying is not good and everyone should be equal. It should be improved by providing counseling to the students as we cannot make them realize by hitting or scolding the child. (PR 2) also had a similar reply, the respondent said, ‘bullying is not good especially juniors should respect the seniors and there should be love and affection. If we do like that it will be controlled.’

Similarly, the researcher when asked if the school has made any positive change related to the harmful act, (SR 2) replied that there has not been such cases, so not aware of any program. (TR 2) also commented that there has not been any critical incident so; the school tries to aware children by telling them about it and making them understand. Further, (SR 1) commented that information about the harmful act in the assembly and awareness program, equal opportunity have prevented it from not happening in the school. (SR 3) also added that the school has given information and warning not to get engaged in the harmful acts.

(UNESCO, 2014) has come up with 10 actions to stop violence in classrooms and schools which serve to help develop a nonviolent school culture. The researcher has presented 6 suitable actions which can be implemented in the school has been shown in figure 21.

### **6 Actions to Stop School Violence**

- 1. Workshops on holistic approach involving students, school staff, parents and the community.**
- 2. Include students as associates in preventing violence.**
- 3. Learn as well as teach violence prevention and conflict resolution skills.**
- 4. Help students respond to life's challenges constructively by boosting their strength.**
- 5. Create spaces which make the student feel safe and welcomed.**
- 6. Identify students with disabilities, from indigenous, minority and other marginalized communities facing violence and discrimination.**

*Figure 21 Actions to stop School Violence*

## **9.2 Proper infrastructure**

Moving on to the proper infrastructure of the school which refers to safe and comfortable space for students and staffs to formulate the teaching-learning process smoothly, the questions were asked such as are the walls well built within school premises; proper doors, windows and roof to protect heat, wind and rain as well as well ventilated room with sufficient amount of light. In this regard, the student respondents replied that everything is good and managed. (SR 3) commented that there is no bulb in the classroom but there is natural light coming from the window. The teacher respondent gave some comments which were useful for improving the infrastructure of the school premises.

*“There is no wall in the school compound till now (laugh). Also, it is not safe on windy days the dust from outside come in the classroom. Door and windows are fine but the roof is not good. The building is under construction so it should be properly managed.” (TR 1)*

*“Walls of the building are well built but our boundary walls are not yet built properly. Right now we have tin roof, however, school is planning to make fall ceiling. Not well-ventilated but we have big-sized windows and door, the rooms are spacious because of which the light and air inside the room are good.” (TR 2)*

*“The walls are not so good and as the roofs are made of tin, it is too hot in summer and too cold in winter. Also, light is enough as the buildings are in open space but the infrastructure has to be developed.” (TR 3)*

However, parent respondents replied in a positive manner commenting that walls, doors, windows, roof, and ventilation is well managed and there is sufficient light. (PR 1) answered that

the building walls are made properly and it is good as the walls have been built after the earthquake. (PR 2) replied that everything is fine and it is safe inside. But the respondent replied that the walls are not plastered and it is only painted and may be it will be done next year.



Figure 22 Furniture inside the primary level classroom

Further, the respondents except (TR 2) replied that the buildings and classrooms are sufficient. (TR 2) also commented that space is not enough but the furniture is sufficient. Besides, the student respondent replied that the furniture is available according to the number of students. (SR 1) replied, '2 persons in one desk can sit; if students want they can also sit individually.' Also, (TR 1) and (TR 3) commented that they have enough number of furniture for the students. Whereas (PR 1) answered that the furniture is enough but it is not so good and many of them are damaged but (PR 2) commented that it is more than enough.

Moreover, the respondents replied that the furniture is appropriate according to the age of students depending on the shape and size. (SR 1) replied that for juniors there are small table and chairs, and separate desk for seniors. (TR 2) answered that the shape and size of the furniture are made carefully whereas (PR 1) replied that the shape and size of the furniture are not made properly.

Looking at the scenario, the condition of the infrastructure of the school does not seem bad. However, the comments of some of the respondents show that there are few things need to be improved such as maintenance of the furniture and sufficient space and building for the students.

Furthermore, the safety of the students is primary and it is one of the main thing school should focus, as it is related to the protection of the students. All the respondent replied that the buildings and compound are



Figure 23 classrooms of secondary level students

safe, however, (PR 1) commented that buildings are safe but it will take some time to manage and there are so many things to be improved. Besides, the entire respondent replied that the building is earthquake-resistant, however, there is no earthquake emergency alarm in the school. (SR 1) commented that there is no earthquake emergency alarm but the school is planning to place one.

Likewise, the interview showed that there is staff room for the teachers to do official work. More to the point student and teacher respondents regarding the classroom decoration commented that ‘previously before shifting in the new building we had time divided for classroom decoration and there was classroom decoration competition as well. Further, charts with informative articles and figures from exercise books and other useful sources are decorated in walls. There is calendar but no clock in the classrooms. At the moment, not many chart papers is present in the classroom’. Additionally, the teacher respondents expressed that the classrooms were very decorative and nice before, now not much decorated. However, we have a notice board in each class to put the work of the students.

Moreover, when asked about the accessibility of child-friendly playground to undertake different activities including games, (TR 2), student respondent and parent respondent replied that it is good. But (TR 3) commented that the school does not yet have a child-friendly playground. (TR 3) added:

*“We have sufficient ground but need to be improved; only mud can be seen. Bricks can be put on the ground to reduce dust on the ground so that the students do not suffer from dust allergy.” (TR 1)*



*Figure 24 Student playing in the playground of sunrise school*

The issue of dust definitely exists in Sunrise school. The research during the observation has seen the ground not managed properly and also not enough playing equipment for the students. Additional, dust allergy can cause health hazards such as a cough, cold, nasal congestion and itchy watery eyes and as children are vulnerable it might be even more dangerous for the students.

Furthermore, it is equally important to be careful about the security inside as well as around the school area. To understand the situation of the security within the school area the researcher asked if the school compound well protected from the outer

environment. The student respondents and (PR 2) replied that it is well fenced and the compound is well protected. But (SR 1) replied that the walls are made of wire and no solid brick walls; it will take sometimes to build walls as the school has just shifted. Further, (TR 2) also added that security is not really strong, it is a little bit unsafe. However, (TR 1) commented that:

*“The security is ok. They cannot enter from outside because we have a security guard, we do not have walls but it is locked everywhere so it is safe.” (TR 1)*

On contrary, teacher and parent respondent described it in a different way, the respondents replied:

*“It is not well protected, the walls are made of wire and the guard is only in 1 place, it would be good if the compound is surrounded by solid walls.” (TR 3)*

*“The stranger people might be able to enter but they have not yet.” (PR 1)*

In this context, the researcher observed that the school has not built concrete walls to protect the compound. The area is quiet big and as the teacher respond said that the guard is placed only in the main gate but there are chances that the strangers might enter from other sides of the compound as well as a student might go out easily from those places. The researcher felt that the school management team should focus on it as it is related to the protection and security of the students.

Moving to know if the school is disabled-friendly, the question was asked if the school is disabled-friendly. The student respondents agreed that Sunrise school is disabled-friendly and commented:

*“It is disabled-friendly; the passages are friendly for special need persons and there is 1 separate disabled-friendly toilet as well.” (SR 1)*

*“The school has made slides in the ground for special needs and washroom as well. There are no disabled students but in such case the school is disabled-friendly.” (SR 2)*

*“We have a toilet for special need persons.” (SR 3)*

Moreover, teacher respondent and parent respondent also agreed that Sunrise school is disabled-friendly. (TR 2) commented that there is no multi-storied building due to which it is disabled friendly. However, (PR 1) and (TR 1) stated that the school is not Disable-friendly. (TR 1) explained:

*“I do not think the Sunrise school is disabled-friendly as we do not have to disable and special needs students and they have not started the overall management of study materials, infrastructure and facilities according to disabled-friendly. They have separated toilet with the logo of disable sign but it is for small Montessori children.” (TR 1)*

Further, the researcher observed that the school has built a separate toilet for disabled person and passage in the compound and few places are disabled-friendly. However, there are few stairs in the entrance of some classroom. As mentioned by one of the teacher respondents, there is a toilet for disabled people but it does not fulfill the criteria as they do not have disabled-friendly seat to use the toilet. The toilet can be better if the school can build it in a disabled-friendly manner. The respondents commented that the disabled toilet is available, whereas teacher respondent gave completely different reply stating that it is not disabled-friendly toilet, it is a toilet for students in the small grade. The appropriate information and well-constructed toilets according to the need of the students such as small kids, disable and special need with helpful instructions explaining the healthy and correct way of using toilets in the school.

Moreover, the respondents were asked how they think that the school has provided safety in the context of the physical environment. Almost all of the respondents express that the school building is earthquake resistant and they feel safe in the new building they shifted after the earthquake. The earthquake drill was also done to train the students how to keep themselves safe during an earthquake. The respondents described:

*“The school has shifted to a safer place in the new building which is earthquake resistant and the classroom is secured as the walls are earthquake-resistant. Besides, training has been given about how to be safe and what should be done during an earthquake. Earthquake drill has also been done. It was practiced by turning on the warning bell; alarm indicated the earthquake. As soon as the alarm rang the students went under the desk, senior students were assigned to take the junior students out from the desk in a safe area and the teachers counted a number of rescued students.” (SR 1)*

*“Buildings are earthquake-resistant, so there is not much risk. The new school building was built considering the earthquake and it is safe.” (SR 2)*

*“All the buildings are 1 stored so I feel safe and the school has made light walls as well.” (SR 3)*

*“The main thing is that buildings are built after the earthquake and it is earthquake-resistant.” (TR 1)*

*“Earthquake-resistant building and maintenance are being done.” (TR 2)*

*“It is earthquake-resistant and the students can save themselves inside the classroom. It is well-ventilated, good and comfortable furniture.” (PR 2)*

(Mishara, 2012) School is not only an important place for learning and overall development of children but also temporary shelter after a disaster in developing countries like Nepal. Therefore, the construction of schools following child-friendly module is crucial which is safer than ordinary residential buildings. Further, Nepal is one of the 20 most disaster-prone countries in the

world. JICA revealed a vulnerability assessment of school buildings in Kathmandu valley and more than 60% schools are highly vulnerable.

(Giridhar Mishara, 2012) working as an engineer in Department of Education has provided checklists which serve as a guiding document for school construction under School Sector Reform (SSR). The researcher has compared the given checklist with the infrastructure of the school to identify if the requirement has been met by Sunrise school in Table 1.

Infrastructure	check list for safer and child-friendly school	Current status of infrastructure in Sunrise school
Main Entrance	High enough, adequate width and operational by all types of children.	The gate is comfortable for all the children including disability.
Boundary wall	Permanent boundary wall for the school, strong enough to resist seismic and other natural forces.	Strong boundary wall is not managed, it is made of wires which are not so safe.
Play ground	Enough and plane ground for playing, assembly and other activities inside the school premises with green grass, flowers and not slippery.	Enough area, however, dusty and the level is not even. It is not green but flowers are planted in some places.
Floor	It should be dust free, clean and strong enough and carpeting on the floor instead of a bench for pre-primary classes.	The floor is dusty but carpeting is done in pre-primary classes.
Roofing	Materials for roofing should be climate-friendly i.e. not so hot nor so cool.	It is not climate-friendly, too hot in summer and too cold in winter.

*Table 1 comparison of checklists of DOE with the infrastructure of Sunrise school*

### 9.3 Experience of the children

The child-friendly school must generate the good experience of the students, teachers, and parents in every way. The corporal punishment should not be practiced; harassment or any kind of misbehavior or torture should not be done. There should be the personal and intellectual growth of the students; the school should help in fulfilling hobbies and interest of the students. Education should not be a burden for the students.

With the motive of understanding the experience of the students in the context of the child-friendly environment, the researcher asked if there is any trend of corporal punishment by the teachers and if the punishments are embarrassing for the students; and how do students react to such kind of scenario. The researcher also asked if the respondent has faced any harassment. Almost all the respondent replied that the trend of punishment is there in the school. (SR 1) replied that the punishment is given if the student is misbehaving too much.



Some teachers and parents believe that corporal punishment is the easiest form of managing the classrooms. However, most experts reveal that corporal punishment does not fulfill the disciplinary goal of developing a child's values to facilitate him or her to behave well. Hitting children is a hazardous practice, which can cause physical and psychological injury. (UNICEF, 2001)

The student respondents replied:

*"If the student does not do homework, the teachers scold them. Sometimes teacher hit the students if they are being manner less and not behaving well. The students will feel embarrassed if the teacher hit them in front of their friends but they will become normal again afterward."* (SR 2)

*The teacher hit with the stick when they hit some cry and some just sit quietly. After the teacher leaves the classroom the students become normal."* (SR 3)

Further, teacher respondent explains the situation as:

*"When students are punished obviously they will not feel good. They would not be normal; if they have the habit of getting the punishment they will think that it is normal to get punishment every day. There should be awareness program that the teacher should not punish students. The student should realize themselves what mistake they have done and teachers should also be able to make them identify their mistakes. Besides, if there is any harassment, the teacher will discuss the subject matter and try to solve it."* (TR 1)

*"Punishment is not zero in Sunrise school. Yet, intense physical and embarrassing punishment is not given. When teacher punishes students, some students with bad temper get angry but the students become normal after sometimes. However, after punishment the relation between students and teachers become normal. I have not seen or experienced any harassment."* (TR 2)

Further, (TR 3) and (PR 1) replied that light punishment is given but not embarrassing and students become normal after the punishment. Whereas (PR 2) was positive and commented that there is no physical or corporal punishment practiced in the school.

The Convention on the Rights of the Child in article 19 states that children are also entitled to human rights, protection of children from "all forms of physical and mental violence" must be done by parents and others. Likewise, teachers should execute non-violence disciplinary measures as an alternative to beatings. Punishments should not be managed abusively but considerately. The students can be disciplined by giving them cordial tasks."Learners who build chairs are not apt to break them. Learners who wash walls are not apt to make them dirty on purpose. If learners are reinforced for keeping their schoolyard neat and clean, they are less likely to throw trash on it," according to the Namibian Ministry of Education and Culture (UNICEF, 2001).

However, when asked about how the school will deal with issues like harassment, (PR 2) and the student respondents replied that there have not been any cases concerning to harassment if such things occur the teachers will take the case to principal and principal will look after it. Further, the parent respondent suggested that there should be an instant solution. The teacher respondent in the related subject commented:

*“We make the records of student’s behavior. We call the parents and discuss the subject matter and head teacher will try to solve the issue.” (TR 1)*

*“The case of harassment has not taken place so far. However, the issues of harassment can be dealt only when such incidents take place. May be administration will take some action. Till now such things have not happened.” (TR 2)*

Also when asked, students said that they will surely complain about teachers to the principal if they find teachers misbehaving with students. (SR 3) commented that, ‘If the teacher is behaving badly, the head teacher will give a warning and if they do it again they will be sent away from the school’. Similarly, the teacher respondent in the context replied that:

*“May be the head teacher will take action according to the level of incident and will try to make the teacher understand, if it is minor then head teacher might forgive.” (TR 2)*

*“There was once the student felt like the teacher misbehaved with the teacher so, the student complained it to me, I directly forwarded it to the head teacher and the head teacher talk to the student and teacher. After few months the teacher left the school.” (TR 3)*

Further, the child-friendly school also refers to the holistic development of the students. In order to know how the school has helped the students and teachers in building their personal and intellectual growth, fulfilling their hobbies and interest; the researcher put forward questions. The respondents replied that:



Figure 25 Children enjoying hobbies and talent in child-friendly

*“There has been an improvement in their personal and intellectual growth with the help of school. Library and music have helped in fulfilling hobbies and interest.” (SR 1)*

*“The school has helped in uplifting their personal and intellectual growth by giving knowledge, believing in the students and encouraging them. There are also extra- activities conducted, if the*

*activities are insufficient the students complain about it and the school tries to implement it.” (SR 2)*

*“Studying in the school has improved my personal growth. Extra-curriculum activities have for sure helped in fulfilling my hobbies and interest.” (SR 3)*

The UN convention on the rights of the child in Article 29 explains that development of every child’s personality, talents and mental and physical abilities are the purpose of education. The statement can also be illustrated in the picture extracted from UNICEF in figure 25 analyzing the picture and the comments received from respondents shows that, the school has been able to successfully fulfill the purpose of the education with the development of personality, physical and mental ability of the students.

*“The school has given training to the teachers. In 5, 6 months they have given 1 training regarding the method of teaching and it was effective as well. The school also organized a picnic for teachers.” (TR 1)*

*“The school has helped in teaching process such as techniques to teach primary level students. Besides, the students who are talented in studies are also good with extra activities. We also encourage the students who are not academically talented but very good in extra activities.” (TR 2)*

*“Mostly, schools in Nepal are lacking the facilities such as extra-curriculum activities. The students do not have much choice; some like dancing, singing, piano, guitar some have interest in different sports for all these activities specialized teachers are not available.” (TR 3)*

*“The performance of the student is good; it is an English medium school so student’s English speaking and writing skills have also improved. But nowadays interest of the students in studies is gradually decreasing.*

Further, (PR 2) was satisfied with the facilities and opportunities of the school and replied that his daughter got a chance to participate many programs and fulfill her interest in extra activities. Whereas, (PR 1) commented that the school has not fulfilled the hobbies and interest of the students.

## **10. Conclusion**

The positive thing observed is the equality among the students, teachers, parents and all the members in the school. The data also showed that the participation of the parents is seen during various programs and result distribution, still, the need for improvement in the relationship between the teachers and parents is seen, the good rapport between students, teachers, and parents can be built through parents-teachers meeting including the students.

Another, interesting finding during data analysis process is the comments provided by the respondents, it helped to reflect the situation of the students and teachers and mostly unsolved issues. The difficulty of avoiding punishments and the misbehavior of the students at times have seen as hidden issues of the teachers. The comment given by the respondent as “*The relationship between teachers and students are like looking after the animals*” referring that it is sometimes difficult to handle them without giving punishment shows that the teachers are in need of training regarding enhancing the behavior of the students in a positive way. The training related to positive discipline might be the helpful to learn how to maintain the discipline among the students pleasantly. The willingness of not practicing corporal punishment in the school is the positive side of the teachers in the context of Sunrise Boarding school.

Further, the monthly fee of the school is affordable according to the respondents. But a parent respondent replied that he is not satisfied with the fee as the performance of the students is not so outstanding even if the teachers are good. However, as the school fees are not so affordable for underprivileged children with the very poor economic situation the parents of such groups might not approach the school for admission. The school has been provided a scholarship for bright students and some students with the low financial condition. The poor student fund is also mentioned in the school fee chart (2016/2017). However, not many students are aware of the scholarship for underprivileged students. Though the respondents had said that the school might provide a scholarship for special need students, the admission of such students has not been seen yet. So, the school should extend information regarding the scholarships for both underprivileged and special need students. On the brighter side, the respondents were aware of disabled-friendly facilities and also mentioned about the disabled-friendly toilet and passage build in the school. On contrary, the separate toilet is available for disabled people but it is not built considering the criteria as it does not consist of handles for support.

In addition, the school management committee exists in the school but the comments given by respondents shows that the respondents are not much aware of the overall work of the committee. Some student respondent simply replied that they do not have any information about the committee. It shows that the management committee has to work hard on providing the information about the members, duties, facilities and the role of the committee to the students, parents, and teachers of the school.

The students are satisfied with the learning environment of the school. Students mentioned that the teachers are friendly and easy to communicate with. The excursion programs are also interesting as the teachers give the opportunity for students to choose the place they would like to visit.

Moreover, moving on to the infrastructure and drinking facilities it is quite good however, few respondents are not really satisfied with it. The supporting point about the infrastructure is that it is Earthquake-resistant and makes the respondents feel safe. However, the walls are not built

properly as the sounds from one class easily pass to another causing disturbance. The walls are not painted and the floors are dusty which the main issue of the school is at the moment.

However, mixed comments have been given regarding drinking water in the school. The student respondents were satisfied with the drinking water facilities, the result of the survey done by students revealed that the quality of the drinking water is good and safe to drink whereas, one of the teacher respondents suffered from an upset stomach after drinking the water in the school. It can also be that some people might have a strong immune system and some do not, but whenever such issues show up special attention must be given to carefully check the quality of drinking water without leaving any causalities.

The data has shown more comments from teachers pointing out the places for improvement than students. It might be due to ignorance of the student that they might not be aware of the facilities and needs they should get in a child-friendly school. The students are satisfied with the extra-curriculum activities, drinking water as well as instructional materials in the school whereas teachers have given serious comments regarding all these facilities including a playground. The teachers commented that the extra-curriculum activities are not enough for the students and instructional materials are not enough and should be upgraded for better teaching-learning process. Even the teaching is based on lecture method where there is less interaction between the students and teachers. So, more group work, presentations using videos and technologies such as computers, projectors must be used to make the teaching-learning process more effective.

Moreover, the school has provided the facility of the locker for the students which has reduced the situation of carrying heavy bags while going to school. The place under the desk with cover has space to store the books; it can be closed and is safe to keep their exercise books. Each individual desk has the desk locker facility where students can leave their books and take home only what they need. Homework is well managed, the school has homework sheets and teachers can give only 4 homework assignments in weekdays and a maximum of 5 for weekends.

The students, teachers, and parents are aware of child rights and hence it can be reflected in the environment of the school. Yet the information and awareness can be extended, so that school can update students, teachers and parents have more knowledge about child rights from a global perspective.

The school has an equal number of male and female students and female participation is more compared to male. It is a good sign that female is encouraged in the school, however, the comment given by a parent respondent about a less number of male participations shows that the teacher should motivate male students to participate, it can be done by placing them into group activities which will help them to interact and learn from each other. Classroom dynamics can help silent students share the issue with the teacher and build good communication with fellow students, gender dynamics at the same time can be useful in improvement in the interaction among students leading to better participation. Gender dynamics are applicable to the teachers in

Sunrise school, as the interview showed that the male and female teacher is teaching which is more base on the gender role as described by society, the female are mostly teaching in the primary level students which projected that female teachers are more kind, open to listening problems, kind-hearted, patient and supportive whereas male teacher are more commanding, strong, handle the difficult students and most of them are teaching in senior classes. It is very important that gender equality must be maintained along with gender dynamics.

Besides, the teachers are friendly, supportive and encourage all the students equally to participate in all the school activities. One of the teacher respondents gave a remarkable statement mentioning that 'We treat the student as a student', it showed that the student is not acknowledged on the basis of gender, color, caste, ability but as a learner who is inquisitive to learn and develop to cope with challenges.

Furthermore, the respondents are not so much aware of the members of school management committee but as far as they are aware, there is number of male than female in the committee. The school should focus on this issue strictly as there are many things such as information about committee, members, meetings, and activities which need to be improved.

The equality is also maintained among the teachers; both male and female teachers are provided with opportunities, training and there is an equal distribution of courses and classes. The teachers are also given the opportunity to participate in training and excursion programs.

Similarly, the active participation of parents is also discussed by the respondents. The teachers also request the close relative of the student to attend the events in case the parents could not be available in the program.

Moving forward to the facilities made available to both gender, the equality was observed in the school. The toilet is separate for boys and girls and one toilet with the logo of disable but does not has disabled-friendly equipment in the toilet. However toilet for students and teachers are same, it has not caused any issues but it would be better if the school can build a separate toilet for the teachers.

When discussing corporal punishment unique comments were stated by the teacher saying that the teacher sometimes give light punishment to make the student realize their mistakes but students might not understand it and might misunderstand it leading to taking it personally. It might show that the gender inequality may exist due to it as boys might be getting more punishment due to their behaviors. Punishment itself is a negative method of maintaining discipline, the teacher at first should be able to formulate the classes in such a way that the students do not get distracted and stay focused and interested which can be done by interactive teaching and group activities. Secondly, if the difficult students are still disturbing the class, the students can be given some task to do which will help them improve the behavior such as if students are disturbing in the group work activities the particular student can be given the responsibility of group leader who has to report all the group activities. By assigning them such

task where they have to contribute their time and effort, they will learn and understand its importance hence will result in maintaining discipline and completing the task effectively.

The chapter related to gender equality is included in the textbooks and teachers also teach them about it. The school has conducted program related to human right collaborating with professionals from an organization working for human rights. However, awareness programs related to gender has not been conducted by the school.

Another situation concerning gender socialization was observed by the researcher when teacher respondent commented about the presence of division of students based on their gender. The teacher further mentioned about the lunch sharing programs among both genders during a birthday celebration in the classroom to build good relation among them. (UNICEF, 2014; WHO, 2016) In adolescence period the shaping of gender beliefs and attitudes build up along with rapid physical, sexual and brain development. As the students are still in the developing phase, there are still opportunities to teach them about gender equality as well as the importance of gender socialization for better results in the future.

The comment provided by respondents showed that the respect is decreasing towards the teachers and discipline is also lacking in some cases. It might also be the outcome of the minor punishment that the teachers had given to students when they were not behaving well. The reaction of students such as getting angry and not speaking to teachers after getting punishment showed that some useful major need to be taken by the school and teachers. Furthermore, the interview also showed that the school does not have proper approach to the incident of school violence and bullying, the respondent commented that if students were found committing such violence, it will be dealt by teacher or taken to principle and their parents will be called, in one of the cases student respondent replied that the student also got slight punishment when students were found fighting. The research, for this reason, has presented a relevant figure in the 2<sup>nd</sup> chapter (fig. 15, p. 50) about the benefit of positive discipline and outcome of punishment (UNESCO, 2015) as a reference to improve the methods of dealing with school violence and bullying.

The equality based on gender can be seen in Sunrise boarding school. Students are encouraged to participate in all classroom and extra-curriculum activities. One of the male teachers has also mentioned about the changes girls go through at puberty age and difficulty they might face due to it. So, the researcher feels that the school should organize workshop related to adolescent and the physical and emotional change including students, teachers, and parents so that they can openly speak about such topics and express the difficulties they are facing which can be helpful for the school to give needed support to the students.

The comments of the respondents have indicated that the first-aid box is available in the junior section, staff room, and administration. One of the teachers also replied that the first-aid box is not enough. Besides, the medicines are up-to-date and it is made available to the students whenever they need it. The school also charges some amount for the medicines. Besides, the

school has provided general information about first-aid and also included in the course book. The first-aid training has not been recently provided by the school.

Moreover, the school does not have nurses for a general check-up. The students are taken to the nearest hospital if any accident or emergency takes place and the parents are informed about it. The school has not provided any health facilities however, it has conducted free health camp and blood donation program for students, teachers, parents and especially focusing people of the community.

Further, the school with the collaboration of non-governmental organization WCN conducts programs such as organic farming, zero way school (how to reuse paper), awareness program, sanitation and cleaning in the community near the school.

The respondents did not speak much about sexual and reproductive health and answered that the school has not conducted awareness program related to the topic. Besides, parent respondents on the sexual and reproductive health replied that topic about reproductive health is made available in the course and the students are active and they know about themselves. However, the topic such as sexual and reproductive health should not only be studied but also discussed openly so that the teachers and parents can find hidden issues among the students. With the idea of progressing in highlighting the topics, the researcher has presented some of the roles of the school contributed by WHO to aware about reproductive health in chapter 3 (fig. 16, p. 54)

Similarly, the school is trying to build a good relationship with the people in the community by organizing free health camp involving people living around the school area. The need of improving community mapping by building good relationships and contact with hospitals, police stations and social organization near the school has been suggested by the respondents. However, school the school has connections with nursing homes if the school needs any health services for students and teachers.

Moving to the health and hygiene environment, the first thing that comes is the food, children bring at school to eat. The replies showed that students bring nutritious food from home and the cross check is also done by the teachers. In some case, students sometimes bring junk food, if such thing happens; the teacher tells the student to bring cooked nutritious food and also sends notice to the respective parents. The food brought by students is properly inspected by the teacher as the teachers also stay in the class and eat lunch together with them. The announcement about bringing healthy and nutritious food at school is announced in the assembly by the teachers. The students sometimes eat lunch at the school cafeteria. As per the respondents, the food prepared in the school cafeteria is healthy and hygienic which is similar to homemade food. However, one of the respondents commented that the food is ok but little oily which is not good for health. The issue of dust inside the cafeteria due to ongoing construction was also raised by the respondent, which is one of the concerns that can affect the health of the students. The school should give



special attention to keeping the environment clean and dust free to avoid health issues in the school.

The personal hygiene has been maintained well in the school. The comments indicated that the personal hygiene of the students is regularly checked by the teachers, and the students do maintain it; teachers also maintain their personal hygiene well.

The respondents are given positive comments about cleaning and sanitation, but they are not so satisfied with dust coming from the school building due to construction. The dusty environment has been creating disturbance and even if the cleaning is done properly, the dust is making the school area polluted. The solution to improving the situation might be avoiding construction work during school hours, planting playground with green grass and also plastering the dusty floor to avoid the dust from the ground.

Furthermore, the dustbins are managed well by the school. The respondents have given a positive reply that the school has maintained the dustbin by arranging separate dustbin with different colors according to the nature of the waste. The initiative taken by the school in teaching the students about identifying the nature of waste and throwing the dust respectively has been constructive in maintain cleanliness in the school.

The availability of safe and sufficient drinking water is accessible in the school. The respondent had replied that there is enough water in the toilet to flush and wash hands, and the drinking water is also safe to drink as the students themselves were involved in check the quality of the water. But, one of the respondents shared his experience that he is not satisfied with the drinking water in the school as he had some health issues after drinking water in the school. The result shows that drinking water is available, however, proper inspection is required as well as water treatment process needs to be improved.

The positive initiative taken by the school is reflected in the interview, the facility of a school bus for students living far from the new school building has helped the student to come to school easily. However, the problem such as a congested bus with insufficient space was revealed by parent respondent. But the respondents were satisfied with the school bus facility provided by the school. Besides, the students do not face difficulty coming to school.

The diverse comments were received when asked if the respondents enjoy coming to school, some students replied that they enjoy whereas some students express they do not enjoy a lot. The students enjoying coming to school also relates with what motivates them to come to school. So, the researcher when asked the respondents about motivating thing of the school, they replied that teachers are friendly, learning new things, the environment of the school and there is also equality among the students. The students also expressed that they like the general extra-curriculum activities of the school. On the other hand, parent respondent commented that the school does not provide enough extra-curriculum activities. The teachers have an important role

to play in making the classroom more enjoyable and motivating so, the school can provide useful training to uplift the quality of the teachers.

The respondents answered that they feel comfortable coming to school. The data also revealed that the teacher does not change their behavior according to their mood while teaching. Whereas, one of the respondents expressed that some teachers at times slightly change their behavior depending on the mood. On contrary, teacher respondent replied that if the teachers are in the very bad mood they will try not to teach and involve the students in other productive activities. The statement given by the teacher is itself a constructive solution in the context of handling the situation.

The interview portrayed that school and teachers are trying to make the learning environment effective by discussing innovative ideas to make the environment of the classroom better. Also, the parents- teachers meeting has given the opportunity to discuss the progress and challenges of the students, giving appreciation to good students and encouraging weak students with love and care has created learning environment effective. The researcher has suggested some useful information in chapter 3 (fig. 17, P. 62) for interactive learning and development.

According to the respondents, the teachers do not assign a lot of homework as every class has homework sheet where teachers can assign only 4 to 5 homework per day. But, parent respondent replied that the students sometimes have the burden of homework, and the teacher described the reasons behind the increase in the assignment, he explained that the teachers sometimes have the pressure of completing the course on time from the administration which is why the teachers might have to give extra assignments to the students. The inspections should be done by the head teacher if the teachers are following annual course plan and timetable to avoid the pressure of completing the course in a hurry which will indirectly effective the studies and assignment of the students.

The replies regarding policies and rules for not involving in harmful acts revealed that the school has included the code of conduct in the school diary, however, emphasis on strictly following it has not been given by the school. It is important to clearly define the code of conduct and implement it effectively. The participation of students, teachers, and parents in the workshop regarding various special cases related to harmful behaviors. Nonetheless, the process of solving the issue is a bit challenging in Sunrise school. The respondent replied that the students involved in harmful behavior or substance abuse will be taken to head teacher and the students will be told not to do such kind of harmful things or parents will either get a suggestion from teachers and in some case, parents might send a student to a rehabilitation center. It reflects the perception of the respondents, what they think the situation might be when students were found engaging in harmful activities. The researcher has highlighted some useful points for teachers provided by UNICEF in chapter 4 (fig. 21, p. 68) to stop violence which might be beneficial in making the peaceful and violence free environment in the school.

The interview showed that bullying is not zero in the school. A number of comments from the respondents revealed that bullying is practiced but it is minor not intense such as seniors teasing juniors, asking money from weaker students, pretending to be superior and eating others lunch. The respondents when ask how will the school deal with such situation, replied that student will be taken to the principal, parents will be called and together they will make the students understand that bullying and harassment is not a good behavior and make them apologize, in some case students has also replied that if teachers find students bullying, they will hit the students. The comments reflected that there is a need for handling the issues in an appropriate manner which can bring positive change in the behavior of the provoking students.

The respondent regarding bullying explained that bullying is something which children do not learn by themselves but they learn from some other sources such as movies, neighbors, and even their family members. So, the awareness programs and workshops including students and parents would be even more helpful.

The respondent expressed that school has not conducted any specific program related to harmful acts such as bullying, harassment or substance abuse but it is observed that students have knowledge regarding such issues from course book and from teachers, however, the respondent commented that school has involved students in drama related to bullying, harassment, gender equality and drug abuse. In order, to provide some recommendation, the researcher has presented 6 relevant actions of UNESCO to stop violence in classroom and school which might be beneficial for the teachers in Sunrise school.

The infrastructure of the school is quite good and the buildings are also earthquake-resistant. However, few problems have been highlighted by the respondents such as the roof of the building not appropriate, wall partition in the classroom is thin and not sound proof, the boundary wall of the school compound is not secure, dusty floors and the playground is not child-friendly. The interview showed that the roof is made of tin due to which the classrooms are hot during summer and cold during winter, the wall partition in the classroom is not well made as the voice of students from one class can be heard in another, also the boundary of school is currently made of wires, the play ground is not covered with green grass and enough plants and at the same time the floors of the classrooms are moderately dusty. The respondents also replied that the walls are not plastered and painted.

Besides, many of the furniture which is available in the school is damaged replies the respondent. Moving on to the disabled-friendly, the school has made an easily accessible path in the entrance and almost all of the classes are in ground floor and it can be easily accessed, but some areas like reception and senior classes have stairs with few steps which can be an obstacle for disable members. Further, the school also has the logo of disable in the separate toilet, but it does not fulfill the criteria of disabled-friendly toilet. On the other hand, all the respondents replied that they do have disabled-friendly toilet whereas teacher respondent commented that the toilet with the logo of disable is for primary level students. Here the requirement for appropriate information

and correctly building toilet according to the requirements of the different groups of students such as small kids, disable, and special needs with useful guiding to use the toilets properly is also observed.

Nevertheless, the respondents commented that they feel safe in the school in the context of building as it s earthquake-resistant. The researcher has also presented figure, comparing infrastructure requirements with the checklist presented by an engineer working in Department of Education in chapter 4 (table 1, p. 73). The results comparison highlighted the issue in the context of boundary wall, playground, roof and floors of the school as mentioned by the respondents above.

The interview revealed that the experience of students is comparatively good; harassment is not seen in the school. However, some loop holes such as minor corporal punishment, misbehave by teacher and difficulty in handling problems and complaints related to school violence proficiently.

The results of the interview relating to students personal growth are impressive, it showed that the school has been working to uplift the students in the context of studies as well as their hobbies and interest. All the student respondents were satisfied with the facilities provided by the school related to education and extra activities. The students also expressed that with the help of Sunrise school, there has been an improvement in the student's personal growth. On the other hand, parent respondent had expressed that the school has not fulfilled hobbies and interest of the students. Besides, the teachers respondent also revealed that the school has conducted training for the teachers which has helped in improving the teaching process in the class, the school also organize outing such as a picnic for the teachers.

The study reflected positive as well as issues under the four elements of child-friendly school. The first element right based and inclusive school revealed the strength of the school which is equality among students, teachers, and parents as discrimination was not at all seen in the school. The need of improvement in the communication between parents and teachers is felt. The role of school management committee was found lacking in disseminating information about the committee and activities. Also, the monthly fee of school is seen to be reasonable but not affordable for underprivileged students, however, there is availability of scholarship, not many parents and students are aware of it. Nevertheless, the learning environment of the school is good, teachers are also friendly and the students are satisfied with the environment in the school. The need such as good infrastructure, drinking water, extra-curriculum activities, book lockers, instructional materials, school bus, and cafeteria are available in the school but some difficulties were also seen in fulfilling the needs of the children such as a dusty floor, quality of the water and insufficient instructional materials.

The equality in male and female were observed and the results showed that the participation of female in extra-curriculum activities is even more than male. The equality among students and

teachers is seen and the school has also given equal opportunity to both. The only area where the school can improve is breaking the ice from the stereotype of female teachers in junior class and male teachers in the senior class. The equal role and responsibility can create make the atmosphere feel fully equal. The opportunity such as group leader, excursion programs, training and participation in competitions are made easily available to both genders. Further, student respects each other's difference but cases of bullying are also indicated by the respondents.

The provided the first-aid box in not enough and there are not any doctors or nurses in the school. But the school has organized free health camp and blood donation program in the school which has generated the opportunity to build a good relationship with people in the community by inviting them for a free check-up. The need for initiation to conduct workshop or awareness program related to sexual health was felt as the respondents did not replied much when asked about the topics related to it. The school has been able to maintain the nutrition and hygienic of the students, the teachers regularly check the food and the canteen also serves nutritious food. However, the dust outside the canteen has been an issue at the moment. The personal hygiene is also maintained well. The dustbins are well-managed according to the nature of the dust. Besides, the students have mixed feels regarding coming to school some of them replied they do enjoy some said not much. Here, the school can train the teachers about how they can make the school more interest and enjoyable to learn and get involved in extra activities. The impressive thing observed was the homework sheet which had reduced the pressure of pile of assignment. However, the teachers expressed that when the course is not completed on time there might be the pressure of giving lots of assignment for which making annual course plan and following timetable is recommended by the researcher.

The school has not faced so much issue related with students engaging in harmful acts or substance abuse. But few cases were revealed by the respondent and how it is dealt by the teachers and head teacher, some of them were taken to head teacher along with parents and were made understood that harmful acts are not good practice whereas, some students were hit by teacher when the students were found fighting, in such condition it is important for teacher to act appropriately and find right solution. The researcher observed that the problem-solving skills should be improved by giving training to the teachers regarding handling school violence. Likewise, the infrastructure is found to be good as the buildings are earthquake-resistant but improvement needs to be done in the context of the boundary of the school which is made of wire, not the well-made disabled-friendly toilet, dusty atmosphere, unmanaged playground to make the school child-friendly. Besides, the experience of the children is slightly unsatisfactory as the school is seen practicing minor punishments which should not be practiced in child-friendly school, yet the personal growth of the students is impressive with all the students satisfied with the effort made by the school for the intellectual and personal growth of the students.

The figure below (Fig. 26) highlights the success of implementing child-friendly model as well as challenges the school needs to overcome to create a child-friendly environment in the school. The figure also shows some of the recommendation provided by the researcher.

## Right Based and Inclusive School

### Successes

- Equality within the school.
- Good learning environment.
- Facilities of desk locker.

### Challenges

- Communication is lacking between parents and teachers.
- Lack of information about scholarship for underprivileged students.
- Lack of information sharing about the school management committee.
- Teaching method- more lecture based

## Gender Equality

### Successes

- Gender equality in classroom, participation and extra-curriculum activities.

### Challenges

- Stereotype roles for the teachers- female teachers in junior and male in senior classes.

### Recommendation

- Training related to positive discipline for teachers to help reduce misbehavior of the students.
- Strong and secured boundary wall must be built in the compound of the school.
- Training for the teacher regarding handling school violence.
- Improvement in the construction of disable-friendly toilet with applicable facilities.
- Providing sufficient first-aid boxes, health facilities and nurses for check-up in the school.
- Workshop and awareness program related to sexual and reproductive health.
- Proper management of construction work in order to reduce the issue of dust in the school.
- Inspection of quality of drinking water and proper treatment of water to avoid health issues of the students and staffs.
- Need to improve playground to maintain the child-friendly standards.
- Corporal punishment must be totally discontinued to maintain child-friendly environment in the school.

## Health Promoting School Life

### Successes

- Free health camp and blood donation programs
- Proper inspection of nutritious and hygienic food
- Personal hygiene maintain by everyone in the school
- Well managed dustbins
- Facility of bus
- Well managed homework sheet to reduce the pressure of homework

### Challenges

- Insufficient first-aid box in the school
- General health facilities such as check up and nurse lacking in the school
- Awareness about sexual and reproductive health
- Dusty environment
- Quality of drinking water

## Protection of the Children

### Successes

- Earthquake-resistant building
- Development in student's intellectual and personal growth

### Challenges

- Code of conduct regarding school violence and substance abuse is not defined clearly
- Corporal punishment
- Bullying
- Problem-solving regarding school violence and substance is not so effective
- Playground is not child-friendly
- Boundary wall of the school is not secured
- Disable-friendly toilet is not building according to the criteria

Figure 26 Successes, challenges and recommendation for Sunrise school

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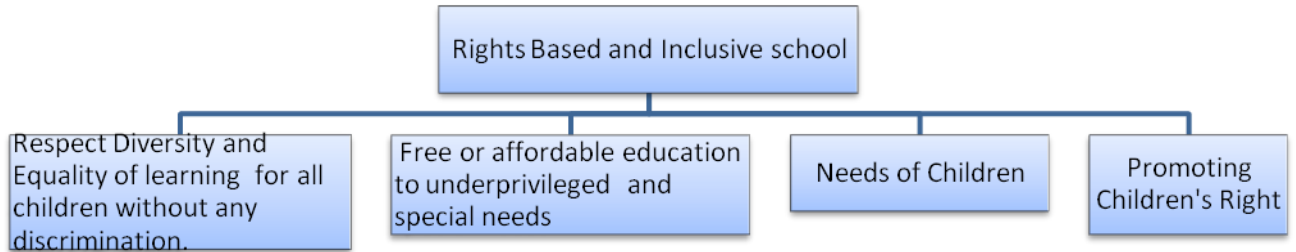
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## 12. Annex

### Questionnaire

Respondents- Parents, Students, and Teachers



#### 1. Respect Diversity and Equality of Learning

1. Which caste and ethnic group do you belong to?
2. What religion or culture do you follow?
3. Which economic class are you from?
4. How is your relationship with (Teachers, students, parents)?
5. Are all the students belonging from the diverse group (underprivileged, ethnic, religion, gender, economic class) given equal opportunity to participate in the learning activities in the classroom?
6. Do you have school Management committee in your school? If yes, is it formed considering an equal number of gender, social inclusion, and other diversity?
7. In your view, has any student been given high or low marks on the basis of gender, caste, class, religion, nationality, and ethnicity?
8. Are Dalits – marginalized groups of Nepal (student, teacher, parents) given roles and responsibilities as equal to that of Brahmins – privilege groups of Nepal (student, teacher, parents)

#### 2. Free or affordable education to Underprivileged and special needs children

1. Is the monthly fee of the school affordable for the students?
2. Do the school charge fines if the fees are not paid on time? Is the fine reasonable?
3. Do students get any scholarship from the school? If, yes on what basis is the scholarship rewarded?
4. Does the school provide any scholarship or special consideration for underprivileged, marginalized or especially able students?
5. What kind of support or benefits does the school provide for the special needs students?

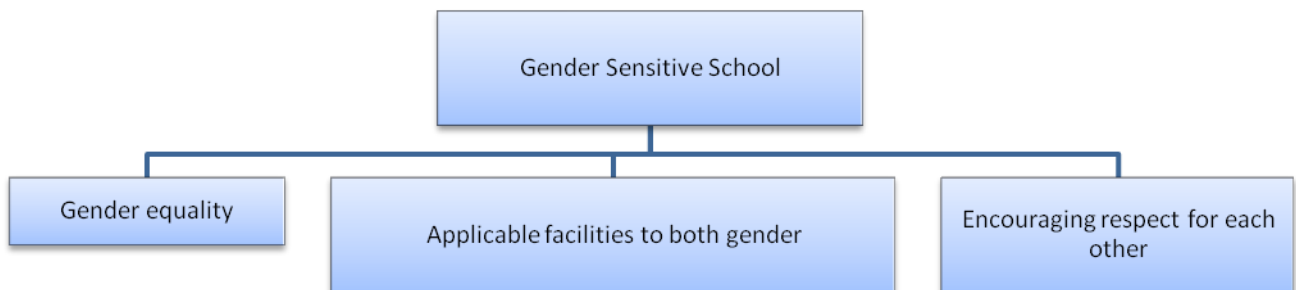
#### 3. Needs of Children

1. Do you get all the things that you need in the school?

2. What are the things provided by the school?
3. How do you think is the learning environment in the classroom?
4. Is there anything that is missing or needs to be improved in the classroom/School?
5. What are the things that you like about your classroom and school?
6. Are you satisfied with the environment inside and outside classroom/school?
7. Do you have any need or suggestion in the context of extra curriculum activities or excursion programs conducted by the school?
8. Do you think that the school takes good care in the context of physical infrastructure and proper drinking water?
9. Is there anything you would like to improve in context of physical infrastructure and proper drinking water supply?
10. Do you know about initiatives taken by the school during and after the earthquake in Nepal?
11. Is the instructional materials used by the teachers for teaching is adequate and effective for learning?
12. Do you wish to have some other instructional instruments or materials to be used for teaching such as (computer, videos, guest lectures, etc)?
13. Are you satisfied with the teaching method and administration of the school?
14. Do you want to suggest any method to be used by the teacher while teaching in the school?
15. Do you need to carry a lot of books and copies while going to school?
16. Does the school have a locker for each student in the school to put the books and copies?

#### 4. Promoting Children's Right

1. Are you aware of the child Right?
2. What do you think the meaning of Child Right can be?
3. Does your school teach you about Right of the children?
4. Do you think your school functions according to the child right convention?
5. In what way do you feel that the school is trying to improve Child Right?



#### 1. Gender equality

1. How many male and female students are there in the school?
2. Are both male and female students treated equally in the school?

3. Is there equal participation of both male and female students in the classroom and the extra-curriculum activities (dance, singing, sports)?
4. Is there equal participation of both male and female in Do (teachers, parents) encourages the entire student from both genders to participate in the classroom and extra-curriculum activities?
5. How many teachers are there in total in the school? How many male and female teachers?
6. How many teachers are there in school management committee? How many female and male teachers?
7. Do the (student, teacher, parents) have a say in school rules/decisions/events on the basis of gender?
8. Is there equal participation of parents (mother and father) in the school annual programs?
9. Can you tell us in which way do you feel that your school has treated equally to all student in the context of gender?
10. Is there any experience (negative/positive) that you have a face on the basis of gender?
11. Are there any positive initiatives taken by the school to reduce gender discrimination at the moment?

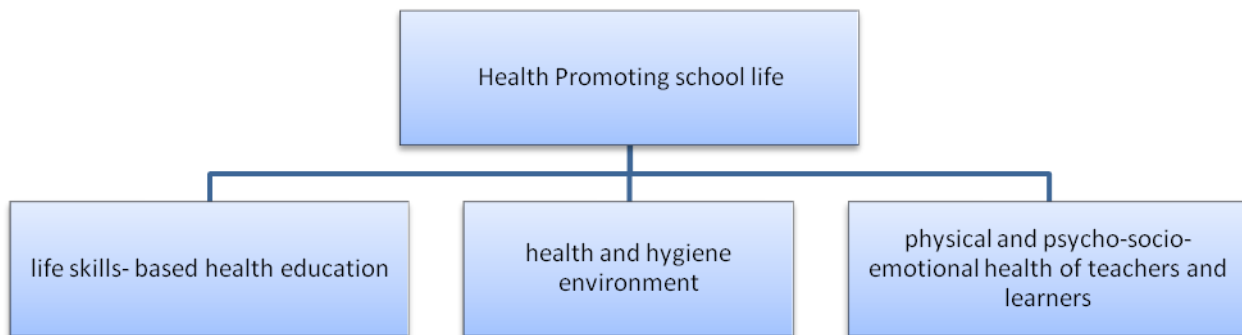
## **2. Applicable facilities to both gender**

1. Are there separate toilets for boys and girls?
2. Are any of the person (student, teacher, parents) given the roles and responsibilities on the basis of gender?
3. Are (student, teacher, parents) entitled to opportunities (such as training, field trips) on the basis of gender?
4. Are both female and male students encouraged to participate in competition (debate, sports, quiz, etc)?
5. Are both male and female are given responsibility as a monitor, house captain, group leader in the classroom and school?
6. Is there an equal distribution of courses, classes, training, responsibility and opportunity to both male and female teachers?

## **3. Encouraging respect for each other**

1. Do students respect each other's differences based on (gender, race, culture, sexual orientation)?
2. Have you ever been disrespected or mistreated by an adult at this school, because of your culture, religion, race, or ethnicity?
3. Is there any trend of Groupism and boycotting within the students or teachers?
4. Has there been any negative verbal comment or fights among the students or staffs? If yes, how has the responsible member deal with it?
5. Can you tell some of the positive things that you have to learn about gender equality in the school?

6. In what way the school has made (students, parents, teachers) feel equal?



### **1. Life skills-based health education**

1. Does the school have the first-Aid kit in every class? Do the medicines have proper expiry dates?
2. What are the health facilities that are provided by the school for students and teachers?
3. Does the school give first- Aid training to the (Teachers, Students and Parents)?
4. Has the school organized any program related to sexual health and contraception?
5. Do the school conduction any awareness program related to sanitation inside as well as in the community (Cleaning the classroom, community area, temples, etc)?
6. Does the school provide information about the vaccination that needs to be taken by all the students (like Hepatitis A, B)?
7. Has the information disseminated to children on safety measures to be taken in the event of an earthquake?
8. Students informed community mapping along with information as to the service providers such as police, health posts, fire fighters etc. completed by the school?
9. Can you tell us some of the useful life-skill based health program conducted by the school?

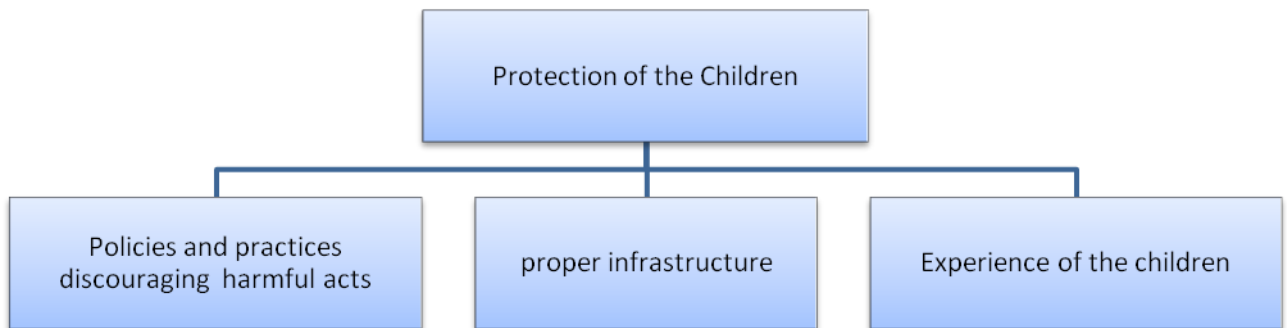
### **2. Health and hygiene environment**

1. Does the responsible teacher check if the students bring nutritious snacks with them?
2. Is there a cafeteria in the school? If, yes does the food prepared is hygienic and nutritious to eat?
3. Is regular checking done by the responsible teacher to ensure students maintain personal hygiene?
4. Do the staffs and teacher maintain personal hygiene themselves?
5. Is proper cleaning and sanitation maintained inside and around the school area?
6. Is prevention of water stagnation in the school compound done properly?
7. Is the cleaning staffs clean the classroom and school area and collects the dust regularly?
8. Is the availability of dustbins enough in the classroom as well as in the school compound?
9. Is there sufficient water available in the toilets to flush and wash hands?

10. Do the toilets in the school have hand washing soaps/ liquid?
11. Is the provision of safe drinking water available in the school?
12. What do you think are the useful facilities that have been provided by the school?

**3. Physical and psycho-socio-emotional health**

1. Do the trained health workers check student’s health at school once a year?
2. How far is your house from the school? Do you face any difficulty coming to school?
3. Do you enjoy coming to school?
4. Do you enjoy learning in the classroom?
5. What motivates you to come to school?
6. What do you like most about the school?
7. Do you feel uncomfortable or fear to come to school?
8. Is there any change of behavior of the teacher teaching in the class according to his/her mood?
9. Have you faced any humiliation from teachers or students in the classroom? If, yes did you report it to the head teacher?
10. How has the (teacher/student/parents) motivated to make the learning environment effective?
11. Does the teacher assign and pressurizes with a lot of class work and home work?



**1. Policies and practices discouraging harmful acts**

1. Is there any Code of conduct developed by the school for the prohibition of smoking, drinking alcohol and taking other drugs?
2. How does the school deal with the students involved in such kind of substance addiction?
3. How do parents deal with students involved with substance abuse?
4. Have you ever seen any student getting bullied or faced by yourself?
5. When the student is being harassed/bullied, how does the school deal with it?
6. How do parents deal with bullying of their child?

7. Has the school conducted any program related to substance abuse?
8. Has the school conducted any programs in bullying?
9. What are your views on bullying?
10. How do you think bullying should be stopped?
11. Can you think about any positive change made by the school related to harmful acts?

## **2. proper infrastructure**

1. Are the walls well built within school premises?
2. Are the walls plastered or other appropriate arrangements made?
3. Do the classrooms in the school have proper doors and windows to protect heat, wind, and rain?
4. Is there roof that prevents rain water and heat from entering the building and classrooms?
5. Are the rooms well ventilated and is there sufficient amount of light?
6. Are the school buildings and classrooms sufficient for the students?
7. Is the furniture available according to the number of students?
8. Are the physical infrastructures safe and without any risks?
9. Are the buildings in the school earthquake resistant?
10. Is there emergency/ earthquake alarm in the school?
11. How many students are there in one classroom?
12. Are the shapes and size of the furniture appropriate to the age of the students?
13. Is there a staff room for the teachers for official work?
14. Does the school have a child-friendly play ground to undertake different activities including games?
15. Is the school compound well protected from the outer environment?
16. Is the school disable friendly in context of the physical environment?
17. Has the school conducted awareness program/ training related to the earthquake?
18. How do you think that the school has provided you safety in the context of the physical environment?
19. What are the progress that can be observed in the school infrastructure and physical environment after the earthquake?

## **3. Experience of the children**

1. Is there any trend of physical and corporal punishment by the teachers inside the school?
2. Do the teacher give embarrassing punish to the students (undressing in front of everyone, humiliating, etc)? How do the students react to it?
3. Have you ever heard or faced harassment from (teacher, students, and parents)?
4. How does the school deals with such kind of issues like harassment?
5. Has the teacher ever threaten or used unpleasant words to the students?



6. Have the complaints regarding the misbehavior of the teacher forwarded to headteacher by the students? What kind of actions has been taken by the headteacher in this kind of situation?
7. Are the classrooms decorated well with informative charts and pictures; useful materials like calendar, clock, etc?
8. How has the school helped in building your personal and intellectual growth?
9. How has the school helped you fulfill your hobbies and interest?