

National Framework of Child-friendly School

For

Quality Education

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Foreword

In Nepal, a range of interventions have been made directly or indirectly with a view to ensuring both access to and quality of education in school. Nevertheless, ambiguity still exists as to what are its fundamental criteria. Although quality education in itself is a relative and abstract subject, according to the modern assumptions of school education, ensuring conditions for learning in a child-friendly environment without any harm to their physical, mental, intellectual and emotional development from any quarters, by considering children as the focal point of the whole education, is a basic requisite of quality education. The National Framework of Child-friendly School has been prepared in partnership with the Department of Education (DoE) and national and international organizations working in the education sector to give a concrete shape to this fact.

In the course of preparing this Framework, which is specially targeted at the basic level of school education, a workshop was organized on the National Education Policy, programmes and the concept paper prepared by experts based on international practices and learning, with the participation of principal school-level stakeholders (teachers, pupils, parents, office-bearers of management committees), representatives of professional teachers' organizations and associations, governmental agencies, and international and national NGOs working in the education sector, among others, where extensive discussions were held, whereas observations were held in the real implementation areas for testing its practical application. The final draft of this Framework was thus prepared by the experts of the sectors concerned in accordance with the directives from all three aspects—theoretical, policy and practical.

In the proposed Framework, nine different approaches are determined by considering, among others, the minimum learning environment suggested by the international assumptions of child-friendly school and the School Sector Reform Programme, as well as the Nepalese context. Apart from an introductory section on each approach, indicators of minimum and optimal conditions are described. In course of implementation of this Framework, every school shall identify baseline indicators for itself and thereafter set milestones. It is expected that the school's reform programmes will be focused on achieving these milestones.

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As the National Framework on Child-friendly School will constantly be revised based on the experience gained in the course of its implementation, continuous feedback is expected from implementing agencies and readers as well.

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Section 1

Introduction

1.1 Background

Education helps human beings develop their personality and prepares them for their future life. In addition, it is considered as the cornerstone of social and economic development. Hence, in all countries across the globe special efforts are being made to address the issues of access to and quality of education. These efforts are founded on the Education for All, Millennium Development Goals (MDGs) and other international agreements.

Our need is not only to enrol children in school but also to build the capacity of all schools to provide appropriate education for children according to their wishes. Hence, the Convention on the Rights of the Child (CRC) has ensured the right to education of all children. The CRC has also recognised that all children have the right to receive quality education without any discrimination for their overall development. The Interim Constitution of Nepal and the national documents on education lay down guidelines for ensuring this right.

In order to increase access to education and ensure quality education, several efforts are being made. The concept of child-friendly school is one of them. This concept takes into consideration the aspects such as the minimum and expected indicators for schools and the roles that can be played by different stakeholders in the development of schools. It is expected that such activities will result in parents taking interest in their children's education, communities playing important roles in school development and schools upgrading the level of their quality day by day.

1.2 What is Child-friendly School?

A school that provides a learning environment suitable to the children is a child-friendly school. In such schools, environment for children is conducive to learning and their inherent potentials are developed. Furthermore, in these schools:

- Children receive a safe and healthy environment, physically, mentally and emotionally.
- Children's aptitude, capacity and level are respected and provision is made for necessary environment and curriculum for their learning accordingly.
- Teachers bear the full responsibility for assessing the learner's achievement in terms of learning.
- Children are encouraged to enrol in school without any discrimination on grounds of their caste/ethnicity, sex, financial status, physical and mental frailty, and are treated without discrimination both within and outside school.

- In addition to children's education, special attention is paid to their health and security needs.
- Children, parents and communities take part actively in policy making, planning, implementation and evaluation of activities in the schools.
- All types of physical, corporal and mental punishment are prohibited, and constant efforts are made to protect children from abuse and harm.

1.3 What is Child-friendly School Framework?

The Child-friendly School Framework is an important document developed to provide guidance to schools in order to impart quality education consistent with children's aptitude and capacity. In this document, basic principles of child-friendly schools as well as their scopes and indicators have been incorporated. The indicators mentioned in this document pay foremost attention to the children's aptitude, level and needs. This is expected to help all stakeholders of education become sensitive, alert and willing to consider children as the focal point for their own future.

1.4 Why Child-friendly School Framework?

Most of the schools in Nepal are still being run in a conventional way in terms of management and teaching-learning. The whole school environment is focused on encouraging children to get the text by heart. The text books and teaching aids made available by the central level only are being used. Seldom are the teaching and learning materials that can be made available at the local level utilised. For all these reasons, teaching and learning that are suitable to children has not been addressed properly. In the child-friendly schools, these issues are addressed. If the child-friendly environment exists in the schools, children can learn quickly and they will have less mental stress while reading and writing. Keeping in mind such positive aspects, schools are required to be child-friendly. This Framework is developed in order to determine the basics for making the schools child-friendly. This also provides guidelines on determining minimum and expected indicators for making schools child-friendly, identifying those aspects that need to be improved and incorporated in school reform plans and making monitoring and evaluation objective and effective.

1.5 Objectives of Child-friendly School Framework

The objective of this Framework is to create environment for child-friendly teaching and learning. It also aims, through development of children's all-round potential, at increasing access to education and promoting its quality. Moreover, the Framework has the following specific objectives:

- To address the international commitments endorsed by Nepal such as the CRC, Education for All and MDGs;
- To orient stakeholders about the need and significance of child-friendly school;
- To set national standards and indicators for child-friendly schools; and

- To guide all schools being run in Nepal to develop them as child-friendly schools;
 - To identify school's level on the basis of the given indicators;
 - To identify the state of child-friendly schools through self-assessment by schools;
 - To build capacity of schools to transform themselves into child-friendly schools;
 - To provide guidance to mobilise local resources in order to make schools child-friendly;
 - Promote right-based quality education.

Section 2

Aspects of Child-friendly School

.1 Effectiveness

Effectiveness in itself is a broad subject. Generally, effectiveness should be understood as how much any action, programme, practice, effort and investment has had impact on the conditions of the target group. In the context of education, effectiveness should be taken as the impact of the overall educational process on children's learning. In relation to child-friendly schools, effectiveness should be understood as to whether or not the educational activities are consistent with children's interest, aptitude, capacity and needs, and whether or not these activities and programmes have had a positive impact on children's learning in short and long terms. In international practice, effectiveness is looked at in the following manner in relation to child-friendly education.

- Entire learning process is child-friendly and the results of learning are of quality.
- Teachers have high quality ability, skills and ethics.
- Teachers and pupils are adequately motivated for effective learning.
- Vision and immediate programmes foster child-friendly environment by internalizing innovation, creativity and change.
- Educational and playing materials are adequate.
- Curricula and textbooks are adequately available in time.

Despite the notable growth in investment in the education sector in Nepal, school education has not been as effective and of quality as it ought to be. Factors such as growing educated unemployment, lack of full faith in public education among clients, enrolment of not all children in schools, significantly high dropout rate in schools, unsatisfactory achievement rate of pupils, poor absorptive capacity of pupils in higher education and their inability to achieve full success in external competitions and so on are posing challenges to the effectiveness and quality of education.

A child-friendly school aims at enabling children to become educated and competent persons as per their potentials and needs by conducting activities that are necessary for positive changes mentioned above. Hence, effectiveness is imperative for achieving quality results by optimally utilizing the educational investments, providing children with opportunities to fully utilize their potentials and talents by promoting the child-friendly learning environment, and ensuring quality education by reforming the overall aspects of public education. Effectiveness of school activities reduces the incidence of absence of children from schools as well as their dropout rate.

In order to make the learning environment of school effective and child-friendly, the more urgent question is how to enhance the efficacy of the existing state of education rather than launching new special programmes. In this context, it is essential to bring about changes that are immediately perceptible in all aspects by putting the child at the centre of all activities such as current planning process of schools, working style of School Management Committees (SMC), teacher management, financial resource management, physical resource management, effective mobilization of local stakeholders, teaching and learning process and extra-curricular activities. Keeping in mind these needs, minimum and expected indicators of effectiveness are given in the following table:

Table 1: Minimum and Expected Indicators of Effectiveness

Area	Indicators	Minimum	Expected
On Average	Class-wise average	50%	100%
	Subject-wise average	50%	100%
	Dropout rate	10%	0
	Completion rate of grades	90%	100%
	Rate of repeating classes	5%	0%
	Rate of students with minimum and maximum age groups among all students	10%	0%
On teaching methods	Use of innovative teaching methods	Use of multiple teaching methods	Teachers trained in teaching methodology, participatory teaching methods used, and monitoring of used methodology practised
On time utilization	Attendance of teachers	92% of school days	100%
	Teachers in classrooms	100% of total time prescribed	Use of 100% of total time and extra time, as required
	Attendance of pupils	A total of 210 days a year	A total of 220 days a year
On teachers' responsibility, support	Responsibility of teachers	Teachers responsible for the achievement of pupil learning	Planning in collaboration with parents based on pupils' individual achievements and implementation of plans

	Professional support for teachers	Every teacher has received demand-based training at least once a year	There is a practice of reviewing whether or not every teacher uses his/her knowledge and skills after receiving training, of informing stakeholders about achievements, and of sharing feedback for improvement
On school inspection	School inspection	Supervisor concerned has observed the session of every teacher at least twice a year and again observed the same	Every teacher is observed by the supervisor concerned at least twice, by principal at least twice and by counterpart at least twice a year and feedback is shared
On evaluation	Teachers' evaluation	There is a practice of assessing teachers' achievements based on their classroom or subject-wise performance, and of publishing details thereafter	Teachers are evaluated every year based on the achievements of their classroom and subject performance, arrangement of reward and feedback based on such performance
	Continuous evaluation of students	Implemented gradually up to 7 grades of basic level	Arrangements are made for individual documentation of students up to 7 grades of basic level and formal examination system comes to an end

2.2 Inclusion

Inclusion is a process or strategy for addressing groups deprived of opportunities. Inclusive education refers to inclusion of understanding for each other, respect for each other, responding to academic needs, including the experiences, aspirations, and norms and values of all learners. In the formal school education system, inclusiveness is expected to address the conditions of children deprived of various opportunities. It accepts the differences between children. In addition, inclusiveness ensures the right to receive education of all children in a non-discriminatory environment.

Recognizing the importance of community ownership of schools, it holds the assumption that, if provided with an appropriate environment and support consistent with their individual needs, all children can learn. In this system, efforts are made to provide opportunities for children deprived of educational opportunities due to any reasons at national and local levels. It identifies the problems of children at risk of dropping out of school due to lack of an appropriate environment and cooperation in schools and adopts appropriate measures to resolve them. This type of inclusion encourages adoption of a learning-friendly environment that meets the social, cultural

and educational needs of all children. Furthermore, it maintains that measures should be taken to ensure the right of every child to receive education. Its main characteristic is that children should be entitled to receive education in their own communities at least up to basic level.

Among the groups that need to be addressed from the perspective of inclusion in school-level education in Nepal are children, 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.

At present, 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 school level, how to make schools child-centred 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.

In order to make teaching and learning inclusive, to begin with, identification of the social, economic, linguistic, cultural, physical and mental backgrounds and their conditions is a must. Similarly, school management and teachers must have knowledge of the fundamental assumptions of inclusiveness and the ways of achieving inclusion. To achieve inclusion in classroom teaching, teachers must have knowledge of and skills in topics such as the pupil seating arrangement, personal contacts between teachers and pupils, child-friendly language used by teachers in addressing pupils, teaching sans punishment and fear, teachers' cooperation based on pupils' individual needs, whereas principals and SMCs should monitor whether these exist or not. In the following table, minimum and expected indicators of inclusiveness are given:

Area	Indicators	Minimum	Expected
On access	Distance between children's home and school	Walking distance of maximum half an hour or 2 km	Walking distance of a maximum of 15 minutes or 1 km
	Based on disability	Provision of support for all children with disability for access to school	Access to school for all with disabilities
	Based on caste and ethnicity	100%	100%
	Based on religion and culture	100%	100%
	Enrolment in school of those who are economically or	100%	100%

Table 2 : Minimum and Expected Indicators of Inclusiveness**2.3 Gender Perspective in Education**

The concept of gender development holds the view that the capabilities of both men and women must be developed and used in the same manner. In the current educational context of Nepal, ample efforts are being made at 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, ignorance, compulsion to work within and outside households and so on. The participation of girl students is weak because environment and behaviour 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. Scholarships, opportunity cost, school uniform, free textbooks and such other aspects need to be strengthened. 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, policy of appointing female teachers has to be fully implemented. Preferential treatment should be given to women in teachers training. Keeping in mind these issues, minimum and expected indicators of gender perspective are given in the following table:

Table 3 : Minimum and Expected Indicators for Gender Perspective

Area	Indicators	Minimum	Expected
On scholars hip	50% scholarship	Scholarship has been provided for 50% of girls	Scholarship for 50% of girls increased to 100%
	Scholarships for Dalits	Provided as per the provisions made in laws	Distributed as per the provisions made in existing laws
	Scholarships for Dalits	Provided as per the provisions made in laws	Distributed as per the provisions made in existing laws
	Scholarships for children of martyrs	Provided as per the provisions made in laws	Distributed as per the provisions made in existing laws
	Scholarships for the disabled	Provided as per the provisions made in laws	Distributed as per the provisions made in existing laws
	Karnali scholarships	Provided as per the provisions made in laws	Distributed as per the provisions made in existing laws
On gender	To increase gender participation	97% girl students in comparison to boys	Equal participation of girls and boys

participation	Female teacher management	Full implementation of policy related to the appointment of female teachers	Provision of at least 50% female teachers in school
	To increase women's participation in school management	There is at least one woman member in the Management Committee	Participation of 50% women in all school-related committees
Gender sensitization programme	To increase interest of stakeholders in school management	Organised once a year	Organised twice or more a year depending upon local situation and effectiveness of such programmes assessed
	To lay special emphasis on gender aspects	Special emphasis has been laid on gender aspects in all kinds of educational activities	Gender aspects have been established and managed as an integral part of every educational activity

2.4 Participation of Children, Families and Communities

The main responsibility of school management lies with the SMC, Parents-Teachers' Association (PTA), principal and teachers. In addition, active and continuous participation of children, families and communities in policy-making, planning and programme implementation in schools has to be ensured. Participation of children in diverse programmes, on the one hand, helps in successfully conducting the programmes and, on the other hand, raises their self-confidence and capacity to work. The family has a major role to play in the development of children's education and other aspects. Without family support, neither can children reach school nor can they be retained in schools. Therefore, child-friendly schools advocate for maintaining direct contacts with them for proper and all-round development of children.

For this purpose, schools should gather parents in school and inform them about the conducted programmes; encourage them to gather information about their children's progress, and if children face any personal problems, contact their parents and try to collectively resolve them. While formulating school reform plans, parents' participation can be ensured by representing maximum number of parents. Parents' meetings have to be organized. Special sectoral programmes such as library management, school overseeing and physical construction should be carried out by forming task forces consisting of parents as its members. Parents' participation has to be ensured by forming Parents-teachers' Association (PTA) and making them active.

The school community refers to, first and foremost, the people, organizations and service providers of the vicinity in the school area. In case of child-friendly schools, apart from quality teaching and learning activities, equal attention should be paid to the health, nutrition and safety of children, the school should mobilize participation of persons and institutions as well as service providers in the community. Information as to the indicators of child-friendly schools to the issues mentioned above is given in the following table:

Table 4 : Minimum and Expected Indicators of Community Participation

Area	Indicators	Minimum	Expected
O n p a r t i c i p a t i o n	C h i l d r e n ' s p a r t i c i p a t i o n	Child club formed	Child club formed and activities carried out by the club monitored and reviewed
		Children's participation in formulation of school reform plan	Full implementation of suggestions forwarded by children in formulation of school reform plan
		School Management has made clear about the formation of child club and its capacity building	Capacity building programme conducted by SMC for child club members
		Children's participation in child-related decisions (formulating internal rules)	Child participation in formulating internal regulations related with children and implementation of such rules assessed
		Regular meetings of child club and its plan of action prepared	Children's participation in most of the decisions and priority to their suggestions given
	F a m i l i e s ' p a r t i c i p a t i o n	PTA formed	PTA conducts programmes related to quality improvements of school
		Parents' participation in school reform plan	Parents' suggestions included in school reform plan implemented
		Parents' meeting held once a year	Parents' meeting held twice or more a year
	C o m m u n i t y p a r t i c i p a t i o n	PTA meets once every three months	PTA meetings held once every two months
		Some parents come to school to know about their children's progress	Active and responsible parents awarded and all parents coming to know about their children's progress ever
Community meeting held at school at least once a year		Community meeting held more than twice a year as required and the decision of meetings implemented	
Physical improvements made with support from communities		Physical improvement, health and nutrition programmes conducted regularly with support from communities	
C o m m u n i t y p a r t i c i p a t i o n	SMC meetings held every two months	SMC meetings held every month	
	Community meetings in the school held every six months	Community members fully active in planning, implementation and monitoring of schools	

2.5 Health, Security and Protection

Children's health has a direct bearing on their learning and on their participation in activities conducted in the school. Without being physically and mentally healthy, no child can develop properly. Hence, every child has the right to live free of diseases and, if ill, receive prompt treatment. Along with parents, it is the duty of child-friendly schools to ensure this right. 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 extremely necessary to adopt appropriate protective measures for children. For instance, the environment in school and classrooms must be healthy and safe; there must be 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 absence of physical confrontations and problems, misbehaviour, hatred and so on.

The child-friendly school must take special precautions to protect children from potential accidents. Towards this end, it must make arrangements for filling up pits and drenches to protect children from potential accidents and injuries; erect walls or fences around the school; make provision for 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 from time to time.

As it is imperative to pay attention to the health, safety and protection of children within school premises, a child-friendly school should collaborate with families and the community for the health, safety and protection of children. It is because the health of children also depends on the environment outside the school. This necessitates making 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. These measures can protect children from accidents. The minimum and expected indicators of health, security and protection are presented in the table shown below.

Table 5 : Minimum and Expected Indicators of Health, Security and Protection

Area	Indicators	Minimum	Expected
On health	Health Check-up	Trained health workers check children's health at school once a year	All school children get their health checked at six month intervals and personal health profile of every child maintained
		First aid kit is available at school and the kit contains medicines for first aid and against parasites and vaccination	Availability of the first aid kit at school, training organised from time to time for female and male teachers and older children on first aid treatment, arrangements of check up of the eye, mouth and ear once a year; arrangement of physical, mental and emotional check up of those children who have special problems in learning
			Regular distribution of medicines against parasites

			Vaccination programme conducted at school every year and record of vaccinated and unvaccinated children maintained; dust bins are in place
		Code of conduct developed for prohibition of smoking, drinking alcohol and taking other drugs	Compliance of code of conduct assessed
		Responsibility for sweeping assigned to someone	Regular participation of all including children in sweeping the school daily
		Regular checking to ensure children maintain personal hygiene	Personal hygiene of children checked regularly, they are taught on how to maintain it and parents contacted as required
		Prevent water stagnation in the school compound	Appropriate arrangements made at school to avoid water stagnation and ensure appropriate sewerage system
		Check if children bring nutritious snacks with them	Nutritious snacks arranged by the school itself and nutritional status of children checked every three months
		Provision for collection of dust in a certain place or dust bins	Arrangements made for collection of dust in a certain place and dust bins
On security	Feeling of security	Physical and corporal punishment prohibited at school	Policies and rules formulated and in force along with monitoring and evaluation to prohibit physical and corporal punishment, misbehave and hate children on the foundation of their background and capacity and such policies and rules monitored and assessed Clear plans and programmes in place to bring to an end corporal punishment, humiliation, sexual exploitation and abuse of children within schools and in community
On protection	Feeling of protection	Pits within school premises filled in and wall or fence erected within school premises	Pits within school premises filled in, wall or fence erected and maintained and repaired as required
		Classrooms of school have doors and windows in order to protect from wind and rain	Classroom windows, verandas and staircases have railings
		Information disseminated to children on safety measures to be taken in the event of an earthquake	Exercises conducted from time to time for both children and teachers on what to do in case of an earthquake
		Children informed of community mapping	Community mapping along with information as to the service providers such as police, health posts, fire fighters etc. completed by the school

2.6 Physical Condition of School

School's physical condition is the most important and fundamental aspect of a child-friendly environment. Among the three perspectives of the educational process—investment, process and output, physical infrastructure is looked at from the perspective of investment. School's physical infrastructure encompasses school land and compound, school building, classrooms, laboratories, library, furniture (pigeonhole, tables, cupboards, desks/benches), toilet, drinking water, playground, educational aids, black/white boards, audio video materials, cupboards, electric equipment, computers, canteen, hostel and protection room etc. The physical aspect of school crosscuts other aspects of a child-friendly educational environment. Therefore, special attention should be paid to the management of the physical aspects among other diverse aspects of child-friendly school. In the same manner, since sound physical condition plays an important role in imparting quality education, it is necessary to pay particular attention to this aspect.

Financial resources are important for improving physical condition of schools. To the extent available resources permit, needs of children have to be taken into consideration while developing infrastructures in the school. Such infrastructures need to be attractive, safe, durable and friendly to children, disabled, boys and girls. For this purpose, awareness, vision, skills and commitment on the part of stakeholders are needed.

Looked at from the perspective of child-friendly environment, the physical infrastructures in our schools are not found to be child-friendly to the desired level with an adverse effect on imparting of quality education. Even buildings constructed by spending big amounts of money are found to be weak, unsafe and non-child-friendly due to absence of design, supervision and advice by skilled technicians. Similarly, furniture items in schools are either too low or too high, or too big or too small, lack finishing and are likely to injure pupils. As far as other physical aspects are concerned, the layout, design, construction etc. are not found to be done by keeping the interest of children in mind. It is imperative to change this state of affairs and make them attractive, safe and child-friendly. This is the only way to guarantee quality education in the desirable child-friendly environment. The following table gives information on minimum and expected indicators of physical infrastructure in the school:

Table 6 : Minimum and Expected Indicators of Infrastructures

Area	Indicator	Minimum	Expected
Physical infrastructures	Building and classrooms	Earthquake resistant building	Earthquake resistant building made of brick and cement
		Roof that prevents rain water and heat from entering the building	Roof with cold, heat, water and sound proof ceilings
		Walls plastered or other appropriate arrangements made	Plastered or painted walls
		Rooms with enough light to read and write	Windows that allow light to enter; windows have grills or rods for security Doors and windows within the reach of pupils, easy to shut and open
		One classroom for every 50 pupils	One classroom for every 40 pupils

2.7 Teaching and Learning Process

Teaching is the process of managing the environment where teachers teach and pupils learn. Teaching being related to learning by children, without learning teaching is incomplete. Therefore, in the formal education system, the teaching environment in school and classroom and classroom activities are considered the primary factor for enhancing the effectiveness of teaching and learning aspect. Until the teachers are made professionally competent, teaching and learning cannot be effective. If the teachers' role could be presented as that of a knowledge-provider, facilitator, motivator and as a person, who encourages pupils to become enthusiastic towards learning, the teaching-learning work would become meaningful. In the same manner, the aspects such as school-community relationship, availability of educational materials and evaluation system of children are critical in child-friendly teaching-learning process.

The teaching-learning process to bring out the inherent potentials should not be limited to classroom. As the teacher can also teach a lot from the community and the environment, pupils need to be involved in activities of entertainment such as singing, dancing, explorative work, story-telling, sports etc.

Pupil assessment should not be taken as an end in itself. It has to be regarded as a continuous process and integral part and teaching and learning. In order to make teaching and learning activities exploratory, interactive and promotional, emphasis should be placed on aspects such as project work, case studies, observations, and so on. The minimum and expected indicators for teaching and learning are given below:

Table 7 : Minimum and Expected Indicators of Teaching and Learning Process

Area	Indicator	Minimum	Expected
On annual plan of action	Formulation of plan	Annual action plan formulated and school activities conducted accordingly	Effective implementation of all activities in the plan, periodic reviews, continuous monitoring and evaluation and teaching and learning activities at the central point of the plan
	Teachers' lesson teaching plan	Annual lesson plan prepared by all subject teachers	Plan of action implemented, assessed and monitored regularly
Educational materials	Text book	Text books made available to all students in the beginning of academic year	Locally prepared reading materials including textbooks made available

	Educational materials	Provision of educational materials prepared by teachers and students or collected by them made available free of charge or at reasonable price in each class and their use Materials related with curricula displayed at classroom walls	Availability of electronic materials including basic educational materials in classrooms and their use
	Reference materials	Provision for teachers of materials such as text books, curricula, guidelines for teachers and specialization	Text books, curricula, guidelines for teachers and schedule for teachers and educational aids for students provided and used regularly
Participation	Community participation	Community takes care of and supports in teaching and learning	Regular support provided by people in the community according to their knowledge, skills and capacity and it is assessed
Relationship	School and parents	Parents take an interest in their children's learning in school	Meeting of teachers and parents taking place in a planned way as an integral part of school teaching and learning
Extracurricular activities	Extracurricular activities	Extracurricular activities for all round development of students conducted once a month	Extracurricular activities for all round development of students conducted once every week
			One teacher appointed for conducting extracurricular activities in addition to teaching and learning
			Extra curricular activities and activity-oriented teaching and learning conducted and managed in planned way as an integral part of school teaching and learning
	Interaction and mutual relationship	Discussion and interaction among teachers once a month	Discussion and interaction on related subjects among teachers once a week and observation of classes of each other
	Educational tour	Provision of educational tour once a year	Provision of educational tour once a year for every class
Application	Application of teachers' training	Use in classrooms of knowledge and skills gained during teachers' training	Knowledge and skills gained during teachers' training used in classrooms and monitored regularly by the principal and inspectors concerned

	Application of modern technology in teaching approach	Teaching and learning based on computers	Computers, internet etc. used in teaching and learning, teachers trained in making such use objective and result-oriented and implemented accordingly
Management	Monitoring and evaluation	SMC monitors and assesses overall educational management	To adopt the monitoring and assessment system as an integral part of school management, responsibilities of each and every official of SMC, office-bearers of PTA, and of principals and teachers are clearly specified and these responsibilities are monitored and assessed in a scientific way
		Principal monitors and evaluates individual work of teachers working at school	

2.8 Teaching and Learning in Mother Tongue

Language is the medium of teaching and learning as well as that of communication and daily life. Children start learning from home. As the language spoken by a child at home is its first language, it plays a vital role in learning. In the teaching and learning activities at school, if children receive a learning environment in the language that is spoken at their homes or their mothers, children learn fast. Studies have pointed out the appropriateness of teaching and learning in mother tongue as it is easier to learn especially at primary level classes due to vocabulary as well as attraction of school among pupils. Language is also a means through which diversity in the classroom is addressed. Through teaching and learning in mother tongue, the problems of access and irregularity of pupils in school can be resolved.

There is a need for managing teaching and learning activities based on learning psychology, pedagogy and the language policy adopted by the state. Children whose mother tongue is not Nepali mainly have to face two types of problems. First, it is difficult for them to learn the Nepali language; second, they face difficulty learning in the Nepali language. The teaching and learning activity must also address this issue.

The Interim Constitution of Nepal guarantees every community the right to receive basic education in mother tongue as per the provisions of law. The School Sector Reform Programme and the Curriculum Framework lay down that the medium of instruction in basic education shall be mother tongue, that in other classes of school level Nepali or English or both languages, exemption to study any language subject other than Nepali subject in case of non-Nepali citizens and for studying the subject of language the medium of instruction shall be that very language. Efforts concerning mother tongues need to be made as directed by these national documents.

Since, in Nepal, children from many different languages study in the same school, based on the national language policy, measures in accordance with the school and local contexts need to be

adopted to address the issues concerning mother tongue. Considering the current experience of the provision of appointing teachers at local level to some extent being helpful, this process needs to be further strengthened. From the viewpoint of teaching and learning, practical measures can be adopted such as initially teaching in Nepali medium, then in the language that they understand, teach in both Nepali and mother tongue in rotation, get the intelligent pupils teach others in the class and discuss in groups.

Table 8 : Minimum and Expected Indicators for Teaching and Learning in the Mother Tongue

Area	Subject matter/indicator	Minimum	Expected
Survey	Need identification	Every school maintains records of school age group pupils by caste living within its service area	Details updated annually based on birth, death and migration
Materials	Curricula in mother tongues	Availability of curricula in mother tongues	Revised curricula used
	Textbooks, teachers' guidelines and other reference materials	Availability of textbooks and teachers' guidelines in mother	Textbooks and guidelines in mother tongues used
Teacher/teaching	Preparation of teachers	Teachers of at least primary level (from one to three grades) to be trained in mother tongue	Developing required number of teachers in mother tongue
	Multilingual teaching	All teachers have received multilingual training	All teachers have received multilingual refresher training and applied it as required
Infrastructures	Classrooms conducive for mother tongue	Managing classrooms with educational materials in mother tongue	Provision of library and educational materials at school that reflect the language and culture concerned
Others	Extracurricular activities related to mother tongue	One activity conducted once a month	One activity conducted on a weekly basis

2.9 School Management

School management is the process of mobilizing physical, financial and community resources by harmonizing them with pupils' learning. It encompasses a wide area of education. It covers a variety of activities conducted by governmental agencies for school activities and the management tasks done by local agencies for schools. This also includes the activities that enhance the effectiveness of school's teaching and learning through child-friendly teaching and learning activities.

School management encompasses topics related to school governance such as formation of SMCs and delineation of their functions and responsibilities, teacher management, financial management, compliance with rules and regulation, teacher-pupil code of conduct and its enforcement, community mobilization, social audit, etc activities. Proper management of these aspects have a positive impact on the work efficiency, capability and quality of school. Therefore, it is necessary to drive the entire school management aspect towards achievement of optimal output by carefully putting the needs and interest of child at the top.

School management can be made child-friendly and of high quality by adopting the means of long-term vision, objective planning, participatory implementation, effective monitoring system, school governance, etc. In the following table, minimum and expected indicators for school management are given:

Area	Indicator	Minimum	Expected
Management	Inclusiveness	Members in SMC are inclusive according to gender and social structures	Active participation of SMC members ensured in decisions made by the SMC
	Formation	SMC formed through electoral or consensus system with participation of parents of pupils and those persons elected in the committee who can contribute to the uplift of school	After formation, the work and decisions of the committee were not disputed
	Meeting	SMC meets every two months and 80% of the members present at meeting	SMC Meets at least once a month and 100% of the members present at meeting
	Agenda	In addition to physical and human resource management, meeting agenda focus on issued of educational progress	Agenda sent to members two days before meeting; Agenda produced, discussed and decisions made at meeting by ensuring learning in a child-friendly environment
Accountability	Accountability	SMC officials are conscious of their duty and accountable to parents in relation to efficiency in school performance	In terms of designing, monitoring and evaluating school reform plan, SMC officials have directly translated their participation and accountability into practice
Appointment	Appointment of teachers	Positions determined on the basis of school need	Positions determined based on school need according to plan

Table 9 : Minimum and Expected Indicators for School Management

Section 3

Use of Framework at School Level

The stakeholders of school should identify the actual state of their schools based on self-evaluation by internalizing the subject-matters after discussing about child-friendly schools at their joint meetings. Based on this Framework, appropriate strategy should be identified and developed. The strategy thus developed should be reviewed and revised in course of its implementation. In this context, the fact that is to be considered and understood is that, in order to implement child-friendly teaching and learning successfully, every school has to implement the child-friendly curricula by identifying the resources and means specific to its area. Towards this end, every school should follow the programme steps as follows in order to promote the child-friendly learning environment by adopting the Framework as its main basis.

- Study and review the National Framework on Child-friendly School at a meeting of SMC, PTA and teachers.
- Identify the state of school against the baseline indicators of all nine approaches mentioned in the Framework and list them.
- Draw up a priority list of the areas that need to be improved based on the comparatively weak and strong areas.
- Distinguish the reform indicators that will entail high, low and no financial expenditures, and estimate and formulate costs.
- Prepare individual lists of reform programmes that can be done in the short, medium and long term and set milestones for each list.
- Determine who among the principal, teacher, management committee, PTA, local agency, pupil are to execute which of the reform programmes.
- Based on the above analysis, formulate a child-friendly school development plan. This plan should explicitly incorporate the following:
 - What are the things to be done
 - How to do them
 - Which output to be achieved by when
 - Human, physical and financial resources needed for project implementation
 - Main responsible individuals and agencies for each reform activity
 - Monitoring mechanism and scheme to monitor whether or not the reform programmes stipulated in the plan have been effectively carried out in time or not
 - Plan formulation mentioned above to have participation of stakeholders such as principal, teachers, management committee, PTA, local agency, pupils, etc.
 - Disseminate information about the child-friendly environment outside school to achieve the target of the programme as laid down in the reform plan and effectively implement with group dynamics among the main implementers to implement the programme in school.
 - The SMC to make provision for effective monitoring of the programme.

- Review the periodic work in child-friendly school development and inform stakeholders about the results achieved.