

Human Rights Education in Nepal's School Curricula and Textbooks

(Inclusion and Implementation Status)



Research Report

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Researchers

Dipendra Prasad Pant

(M.A., Sociology/
English Literature, T.U.)

Posha Raj Adhikari

(M.A., Population Studies, T.U.)

Advisers

Prof. Bidya Nath Koirala

(Ph .D. Alberta University, Canada)

Associate Prof. Keshab Prasad Adhikari

(M.A., Development Studies,
the Netherlands/ Population Studies,
TU, Nepal)



For Human Rights & Social Justice

Informal Sector Service Centre (INSEC)

P.O. Box: 2726, Kathmandu, Nepal

Tel: 977-1-4278770, Fax: 977-1-4270551

E-mail : informal@insec.org.np

Website: www.insec.org.np, www.inseconline.org

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Nepali version of this report is also available.

Executive Summary

Background

Article 26(2) of the Universal Declaration of Human Rights (UDHR) states, “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”.

Once countries sign international instruments on human rights and become States Parties to the instruments, there arise obligations for them to translate the provisions of the instruments into practice. Therefore, State Parties are obliged to abide by the international instruments also on the basis of the spirit of *Pacta Sunt Servanda* (the principle in international law and diplomacy which holds that international treaties, once entered into, should be upheld by all the signatories). These international instruments contain provisions on Human Rights Education (HRE). State Parties, therefore, are obligated to formulate educational policies, curricula and textbooks for schools also by being guided by the provisions of the human rights instruments signed by them. Provisions on human rights and HRE are found in various educational, curricular and children related policies of Nepal.

The Three-Year Plan of Nepal 2067/68-2069/70 BS has put forth some educational strategies. Implementing the School Sector Reform Program effectively, resolving the problems seen in teacher management and educational administration with clear action plans and undertaking contemporary changes and reforms in methodologies, teaching learning materials, quality and curriculum of all levels of education are some of the educational strategies of

the plan. These strategies seem to address the human rights issues by including HRE in the educational processes ranging from curriculum development to implementation.

Nepal's democratic polity is undergoing a precarious state. How democracy gets consolidated depends on the active participation of conscious citizens to a great extent. Democratic polity is not merely a process of casting votes periodically. Rather, so many other aspects are embedded with democratic polity. HRE, which gets consolidated under the democratic polity, can contribute towards strengthening sustainable and fellow-feeling based society. Therefore, it seems necessary to review Nepal's school curriculum and textbooks and appraise the implementation status of the already included HRE contents through the international human rights instruments, which contain provisions on HRE.

Objectives of the Study

The objectives of this study were as follows:

- to identify the situation of inclusion and implementation of HRE contents in school curricula and textbooks.
- to identify human rights friendly, unfriendly and paradoxical subject matters included in school curricula and textbooks
- to analyze the policy-wise and action-wise bases of HRE related subject matters included in the textbooks
- to analyze teachers' and students' knowledge on human rights/HRE related information/knowledge and on the human-rights friendliness of school environments
- To prepare foundation for advocating for the inclusion of HRE in school curricula and school textbooks.

Rationale of the Study

Two decades have already passed since Nepal became a party to the major international human rights instruments. The Interim Constitution of Nepal 2007 has enshrined education as one of the fundamental rights. As a member of the UNO, Nepal is obligated to

respect and abide by article 26 of the UDHR and articles 28 and 29 of the Convention on the Rights of the Child. The delegates of the World Education Forum held in Dakar in 2000¹ agreed to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development. Similarly, the National Policy on Children 2069 B.S., the National Curriculum Framework for School Education in Nepal 2007(NCF 2007), the Three-Year Interim Plan of Nepal 2067/68-2069/70 BS, the Three-Year Human Rights Action Plan (Fiscal Year 2067/68 – 2069/70 B.S.) speak about HRE and the review report on the human rights situation of Nepal had made recommendations during the Universal Periodic Review (UPR) 2011 to incorporate HRE in school curricula. This study was carried out considering these realities.

Research Methodology

It was an analytical and explorative study and both primary and secondary data, generated through interview, workshops, observation and textbook analysis were used. The data collected in this way were analyzed based on the international instruments on HRE and the national policies and provisions on it. A total of 25 districts of Nepal viz. Jhapa, Morang, Sunsari, Siraha, Sankhuwasabha, Rautahat, Chitwan, Lalitpur, Kavre, Ramechhap, Tanahun, Myagdi, Rupandehi, Nawalparasi, Gulmi, Dang, Banke, Pyuthan, Bardiya, Surkhet, Kailali, Kanchanpur, Dadeldhura, Doti and Baitadi were selected for the study. These districts as well as the schools in these districts were selected based on purposive sampling. Accordingly, a total of one hundred schools, four from each district, were selected for the study, however, filled up questionnaires were collected from only 99 schools. Of the selected schools, three were governmental and one was private/institutional school in each district. At least three teachers (two male and one female) from each

1 See article 8(iii) of the Dakar Framework for Action, Education for All: Meeting our Collective Commitments, Adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000

school were the respondents. The teachers from lower secondary and secondary level were given more priority while administering the questionnaire. Hence, a total of 309 teachers (including three teachers with disabilities) were asked. Of the total teachers, 110 were female and 199 were male.

Data were collected from 1018 (including 12 students with disabilities) students studying in grade 6 to grade 10. A total of minimum 8 and maximum 12 students were selected from each school in an inclusive way. Of the total students, 514 were boys and the remaining 504 were girls. Basically, this study was based on primary data. Data collectors were deployed to the field after they were trained and oriented in handling questionnaires on data collection. Two separate questionnaires were made for teachers and students. A total of 59 questions were included in the questionnaire set for the teachers whereas there were 27 questions in the questionnaire set for the students.

Similarly, school textbooks of grades 6 to 10 published by government and private publishers were reviewed. The information obtained while reviewing these books and also the information got from three workshops held in Nepalganj, Pokhara and Dhankuta targeting all the possible stakeholders were the major sources of data. Likewise, various books, articles, treaties and covenants of the UN, newspapers and study reports were used as the secondary source of data. Hence, this study was both quantitative and qualitative.

Collected data were entered into MSPro and processed as per the requirement. However, the processed data were analyzed with the help of SPSS⁺ and presented in figures and tables.

Achievement of the Study

Human rights friendly, unfriendly and paradoxical contents were found in the school textbooks of grades 6 to 10. However, human rights friendly contents were found more than the human rights unfriendly ones. Looking into the contents of these books through the provisions enshrined in the international instruments related to human rights, the rights of the child and women's rights,

the contents included in these books were found human rights-friendly. Human rights related contents were found even in the subjects other than Social Studies, Civic and Moral Education. The language related textbooks (English and Nepali) were also with human rights contents. However, there were very few lessons that dealt HRE by giving direct lesson titles such as “Human Rights”, “Child Rights” or the rights of the particular groups. The issues of peace and conflict were raised only in a lesson (grade 10, Social Studies); however, these issues were not dealt in detail in the lesson too. The contents reflecting gender discrimination and disrespect to particular professional groups and not having political correctness were found. There were variations in the use of honorific use of language. The use would give an impression as if honorific terms are used differently depending on particular professions and classes. Either due to the carelessness of the writers or to the fact that textbooks were not updated over time, the reviewed textbooks were found to have contained wrong or unrevised contents, which were more in the private publications than in the governmental ones.

This study revealed that Nepal’s teachers and students are highly positive towards human rights and HRE. Teachers gave highest priority to the right to life, however, on average; they gave more priority to the economic, social and cultural rights than to civil and political ones. Stakeholders expressed mixed reaction (positive and negative) as to the inclusion of HRE contents in school curricula and their implementation. However, an overwhelming majority of the stakeholders was for the inclusion of HRE. Likewise, the stakeholders were of the view that human rights related activities had to be reflected also in the extra-curricular activities of schools. Teachers laid emphasis on developing HRE through school based formal teaching learning processes. Similarly the stakeholders, during the workshops, underscored the need of incorporating human rights in the curricula beginning from the basic level of the school system. They were of the view that human rights violations were taking place in schools unabated and that violations were more in private/institutional schools than in governmental ones.

Eighty six per cent of the students involved in this study said they possessed a little knowledge about human rights. The students from the schools where human rights and child rights related programs were launched in the past were found more knowledgeable on human rights issues than the students from the schools where such programs were not implemented. Similarly, school textbooks were found as students' main source of knowledge on human rights and rights of the child. About two-third of the schools selected in this study were found to have fulfilled the demands put forth by the students. Providing with sports items, organizing excursions, management of separate toilets for girls and boys and organizing extra-curricular activities were the major fulfilled demands. Teachers stated that the end result of the HRE included and to-be included in the school curricula and textbooks is to contribute to the democratic process in the country. They underscored the need of including HRE related contents in the textbooks by dealing rights on an equal footing with duties. Similarly, a big portion of teachers (11 per cent) viewed that their schools never raised issues in regard to teaching students in a human rights friendly and child-friendly way.

This study revealed that gender discriminations exist in school premises and classrooms in one form or another. Students reported that they felt gender discrimination the most in the matter of being assigned tasks by teachers to them. The inter-ethnic/racial congeniality among the teachers was found normal; however, caste based discriminations such as behaving Dalit students humiliatingly and with discriminations, not allowing them to partake in picnics and in the worshipping rituals organized in or by their schools were reported. This study also showed that students still tease and nickname their classmates with disabilities as per the physical disabilities of the latter and that schools do not involve the students with disabilities in the extra-curricular activities. Tellingly, the students from the social groups which are normally assumed as the most oppressed in the Nepali society were found more knowledgeable and concerned on the discriminatory behaviors in schools.

The concept of “School as Zones of Peace” was perceived by teachers, the study showed, as allowing running schools peacefully in a safe environment without *bandhas* and strikes. It was also found out that stakeholders’ demand to keep school level students away from political activities and participation was high and they demanded legal provisions against corporal punishment be adopted.

Conclusion and Recommendations

- As the school textbooks from grade six to grade ten were found to have contained human rights friendly, unfriendly and paradoxical contents; correct or remove the last two types of contents included in the textbooks
- Wrong information were found in school textbooks either due to the incompetence and carelessness of the textbook writers or to the lack of timely revision and update of the textbooks. Once “revised” is written and revised date is mentioned on the page that informs about an update of the book, ensure that the contents included in the books do not remain unrevised. As such problems were found more in the textbooks of private publications, concerned publishers have to take responsibility to address these problems, concerned regulatory government bodies have to undertake an effective monitoring and private school owners and the teachers as well should be careful towards these problems
- Among the topics related to human rights and the liberal democratic processes such as human rights, child rights, duty, peace and conflict, racial discrimination, human and girl trafficking, good governance, the rule of law, corruption, impunity, the election system and processes, women’s empowerment, international instruments on human rights, refugee problem, Geneva Conventions and the UNO; it was found out while reviewing textbooks that not all of these issues were included. Similarly, even the topics included in the textbooks were not in an integrated situation. As the aforementioned issues are supposed to contribute to build law abiding and personally, socially and

professionally responsible citizenships required for the national development; include these topics under a comprehensive chapter especially in Social Studies. Increase the notional depth of these issues in line with the increasing grade level of the students. As not all the students have to study these topics at their higher level of studies, the concentration of these topics should be more in the textbook of grade 10

- As ensuring sufficient instructional/educational materials, resources, trainings and interactions was understood by teachers as the best way of implementing HRE in schools and as teachers were in favor of developing HRE through school based formal education, provide trainings to the teachers on human rights
- As the percentage of the teachers viewing the human rights related contents included in the teachers' training courses as insufficient was very high, add the human rights related training matters to the teacher training courses ensuring that the added contents are sufficient enough to teach the human rights related contents included in the school textbooks. Ensure that the teachers trained on human rights and HRE will be knowledgeable at least on the concept, principles, international instruments and programs of human rights
- As school textbooks were reported by students as the first source and self-study as their second source to gain knowledge on human rights and child rights, ensure that schools are equipped with reference materials on human rights
- As the stakeholders participating in the regional workshops organized in the course of this study were with the grievances that corporal punishment was still in practice at schools and as the students and the stakeholders viewed with examples that various forms of discrimination still existed at schools; ensure that there are proper and effective legal provisions in place against corporal punishment and that these provisions are implemented effectively. Take steps towards discouraging and minimizing various forms of discriminations that take place within school premises and classrooms

- As “School as Zones of Peace” was found to have been understood and defined by the teachers and stakeholders subjectively and, given that the government of Nepal has already declared school sector as a peace zone; ensure the notional and definitional clarity of “School as Zones of Peace” and disseminate information on the activities that are prohibited within and outside school premises
- As the percentage of teachers believing in the role of human rights activists on disseminating HRE was high, governmental policies and programs have to be encouraging for the institutions/ organizations that work on human rights targeting schools. Similarly, the organizations working in the field of human rights based teachers trainings should be further active in order to ensure an easy access of teachers and the concerned stakeholders to the issues related to human rights and HRE
- Teachers and the concerned stakeholders were found to have understood *bandhas*, strikes, chaos and the insecure situation in schools as politically embedded issues. Concerned bodies and stakeholders have to take steps towards resolving these problems and have to work towards keeping school students away from political participation and activities
- The provision of the *National Curriculum Framework for School Education in Nepal 2007* to set partnership mechanism/ approach through a wider representation of stakeholders such as women, ethnic groups, Dalits, persons with disability, parents, teachers, human rights activists as well as child rights experts in the process of developing curricula and curricular materials is praiseworthy. The concerned authorities have to be more heedful as to addressing the general concerns and grievances that have been raised in relation to the effective implementation of this provision
- As the concerned stakeholders viewed that the degree of physical punishment and child rights violations are more in the private schools than in government ones, intensive studies have to be carried out in this connection

Foreword

A small organization registered under the Department of Industry in 1988 with the aim to sensitize people about their rights has been working for human rights and social justice all over the country as the Informal Sector Service Center (INSEC). Believing that the people from city to the rural settings should be aware of their rights, INSEC has been implementing Human Rights Education (HRE) nationally. The illiterate ones have been provided with literacy classes before teaching them human rights issues and those who lack access to learning have been taught HRE via radio programs. INSEC has even formed many Human Rights Education Radio Listeners' Clubs (HRELICs) and mobilized them for bringing the youths together for the cause of human rights.

Similarly, INSEC has been carrying out lobby and advocacy at the national, regional and district levels for long for the inclusion of fundamental aspects of HRE in school textbooks. In this context, this study was carried out with the major object to find out the inclusion and implementation status of HRE related contents in school curricula and textbooks. This research report is believed to be beneficial for the educational policy makers and other concerned stakeholders.

Research-Action-Organization is the working modality of INSEC. Identifying problems, carrying out study on them and organizing community people for the implementation of the findings of the study is the main aim of the modality. The groups organized in this way have been advocating for and raising voice for their rights with due attention to their corresponding duties. INSEC has laid special emphasis on sensitizing and organizing people on human rights, social justice and on the issues related to democracy.

Nepal's democratic future is still in a precarious state. Consolidating democracy depends largely on the active participation of conscious citizens. HRE is a means to consolidate democratic processes besides being a strong base for creating sustainable and fellow-feeling based society. The contents on HRE included in the school textbooks should help in establishing and maintaining a fellow-feeling based society. Stakeholders seem to have converged on the indispensability of HRE in the multi-cultural society like that of Nepal, which has been undergoing a post-conflict phase. In the context that Nepal has already signed various international agreements containing HRE related provisions, that education has been accepted as one of the fundamental rights constitutionally and that the existing educational policies and action plans as well as the curriculum framework have included provisions on HRE, this study was carried out by INSEC to appraise the inclusion and implementation status of HRE in school level curricula and textbooks.

It was revealed through this study that school textbooks contain more human rights-friendly contents than unfriendly ones. I think, including human rights related issues in school textbooks is not an end in itself. The implementation of the included contents is more important. This study shows that there still exist linguistic uses in school textbooks that either disrespect or offend the people from particular gender, profession, class and the persons with disabilities. These issues have to be addressed. The issues of peace and conflict are almost nominal, the topics related to rights have not been dealt as the issues of rights per se, and carelessness has been perceived on the part of the writers while writing textbooks. These aspects are not encouraging. It has also been revealed that textbooks contain wrong information, which have to be corrected in time. As the books from the private publications contain more wrong information than the books published by the government do, I urge the concerned bodies to carry out an effective monitoring in this connection.

Schools have to be run regularly and peacefully in a safe environment and without being affected by strikes and *bandhas*. Similarly, school children have to be kept away from political

involvement and activities. School sector is the largest mechanism of the state. Also, this sector is the most sensitive one. The onus of molding bona fide future citizens hinges on school education. Only the rights, duty, morality and discipline related subject matters included in the school textbooks can shape up the law abiding citizens.

I have taken this study as a small step towards building good citizens in the future. However, many things depend on the stakeholders who are with the authority of promulgating and implementing laws. Hopefully, concerned educational bodies will take the findings and recommendations of this study positively and will pay attention towards implementing them. Finally, I would like to thank Mr. Dipendra Prasad Pant and Mr. Posha Raj Adhikari of INSEC's Research and Publication Unit for their tireless efforts in doing this research and also for bringing out the report of this study in this form.

Subodh Raj Pyakurel
Chairperson

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Dipendra Prasad Pant
Posha Raj Adhikari

Acronyms

CDC	Curriculum Development Centre
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
HIV	Human Immunodeficiency Virus
HRE	Human Rights Education
HRERLICs	Human Rights Education Radio Listeners' Clubs
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
INSEC	Informal Sector Service Centre
NCF	National Curriculum Framework for School Education in Nepal
NGO	Non-Government Organization
SAARC	South Asian Association for Regional Cooperation
SPSS	Statistical Package for Social Sciences
UDHR	Universal Declaration of Human Rights
UNGA	United Nations General Assembly
UNICEF	United Nations Children's Fund
UNO	United Nations Organization
UNOHCHR	United Nations Office of the High Commissioner for Human Rights
UPR	Universal Periodic Review

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Introduction

1.1 Background

Article 26(2) of the Universal Declaration of Human Rights (UDHR) 1948 states that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It should promote understanding, tolerance and friendship among all nations, racial or religious groups, and should further the activities of the United Nations for the maintenance of peace.

The United Nations has defined HRE as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes directed to (a) the strengthening of respect for human rights and fundamental freedoms, (b) the full development of the human personality and the sense of its dignity, (c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups, and (d) the enabling of all persons to participate effectively in a free society. (UNGA, 1997:5).

The Vienna Declaration 1993 declared the UN Decade for Human Rights Education (1995-2004) for the promotion and encouragement of HRE and the educational activities that would focus on such education. There started concerns, educational activities and programs on HRE tremendously since then (Tibbitts, 2008). As HRE promises to foster social tolerance, a democratic citizenry, and a climate wherein human rights abuses are less likely to occur (Cardenas, 2005: 364), the indispensability of HRE is increasing over time. To incorporate human rights issues and methods into all levels of education, to assess the extent and effectiveness of

HRE, to prepare training materials for HRE, to organize student competitions (e.g., human rights essays and posters) and to provide professional training to educators fall under the curricular development on human rights. Similarly, to foster networks of educators (locally, regionally, and globally), to incorporate HRE into the curricula of teacher training colleges, to hold human rights seminars and workshops for educators, to create resource centers and specialized libraries and to promote human rights methodologies (i.e., emphasizing participation, empowerment, etc.) fall under HRE related professional trainings(*ibid*, 367).

Once countries sign the human rights related international instruments and become States parties to these, the countries require translating the provisions of the instruments into practice. The countries are obliged to abide by the ratified international treaties as per the spirit of “*Pacta Sunt Servanda*” (the principle in international law and diplomacy which holds that international treaties, once entered into, should be upheld by all the signatories). Such international human rights treaties also contain provisions on HRE. Therefore, States parties have to formulate educational policies, develop curricula and write textbooks accordingly.

HRE, besides through formal education, has been disseminated in many other ways. Formal, informal and non-formal ways are the major modes of imparting HRE. Gaining knowledge, developing skill and attitudes about it and taking part against the human rights violations and abuses are the major facets of HRE. By the international development of HRE, Nepal is still at knowledge gaining stage. Although some human rights related materials are included in school textbooks of Nepal, people basically tend to understand the programs and activities launched by NGOs working in the field of human rights as HRE. However, government bodies are involved in the promotion of HRE in the African countries. Similarly, in America and Europe, education ministries are active whereas human rights commissions are active for HRE in many countries in Asia (Cardenas, 2005).

Human rights and HRE related provisions are found in various educational as well as children and curriculum related policies of

Nepal¹. The National Policy on Children 2069 B.S. aims to prohibit armed conflict related and political activities within school premises; to ban punishment on children by family, educational institutions and child homes; to make the governmental and the national and international non-governmental organizations working on children formulate their child protection policies ; to develop child-friendly teaching learning environment at schools; to implement the existing school curricula and training materials in a child-friendly way; to adopt peace education and non-punishing as well as non-violent educational systems and to review and revise parents' societies and school management committees. Similarly, it has provisions to include into school textbooks the issues such as child rights, sexual exploitation and abuses and to take departmental action against the teachers who involve in inflicting physical and psychological torture in students in schools.

The National Curriculum Framework for School Education in Nepal 2007 (NCF) has laid emphasis on the relationship of education to the issues related to democratic polity and human rights. It writes, "Education should help enhance and strengthen social justice, democracy, human rights, co-existence, equity and equality. Education should also address peace, tolerance, etiquette and employment" (NCF, 2007: 11).

Among the strategies prepared by the Three-Year Interim Plan(2010-2013), the strategies to implement the School Sector Reform Program effectively, to resolve the problems existing in teachers management and educational administration, and to undertake contemporary revision and reform in the curricula of all levels of school education including in teaching methods are positive.

With the end of 103-year old Rana oligarchy in 1951, democratic polity was introduced in Nepal. However, king Mahendra introduced a party-less Panchayati rule in 1961 before the people could fully realize the benefits of the democratic system. They were deprived of their fundamental rights during the

1 National Policy on Children 2069 BS., National Curriculum Framework for School Education in Nepal 2007 and the three years interim plan 2067/068-2069/070 BS. are some of these policies

Panchayati-era, which was replaced by a democratic polity in 1990. With the restoration of democracy, demands for human rights and fundamental freedoms started to get vociferous gradually. It was due to the efforts made during this very period that the concepts of liberal democratic system and human rights were provided space in the school curricula and textbooks. However, after almost half a decade since the restoration of democratic polity, Nepal faced an unprecedented armed conflict beginning in 1996. When considering the socio-economic and geo-political situation of the country, it cannot be denied that the country will face other forms of conflict in the future. The democratic future of the country is still uncertain. As democracy is inherently weak polity, how it gets consolidated depends more on the active participation of the people. Democratic polity is not merely a process to cast vote periodically, a number of other issues are embedded with it. Therefore, HRE can be a means to establish a sustainable and congenial society and its significance in regard to shaping democratic citizenship in the context of multi-cultural society is gradually increasing (Tibbitts, 2008, Magendzo 2005).

1.2 Objectives of the Study

The objectives of this study were as follows:

- to identify the situation of inclusion and implementation of HRE related subject matters in school curricula and textbooks.
- to identify human rights friendly, unfriendly and paradoxical subject matters included in school curricula and textbooks
- to analyze the policy-wise and action-wise bases of including HRE related subject matters in textbooks
- to analyze teachers' and students' knowledge/information on human rights/ HRE and on the human-rights friendliness of school environments
- to prepare foundation for advocating for the inclusion of HRE in school curricula and textbooks.

1.3 Rationale of the Study

Two decades have already elapsed since Nepal signed the major human rights related international treaties and covenants such as the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. Article 17 of the Interim Constitution of Nepal 2007 has enshrined education as one of the fundamental rights. Article 26 of the UDHR 1948 and article 28 and 29 of the Convention on the Rights of the Child deal with the type of education children are to be ensured. As a member of the UN, Nepal has become a party to the UDHR and has also signed the Convention on the Rights of the Child. It is, therefore, an obligation of the Government to ensure that education is to the access of all besides being human rights-friendly. Similarly, the participants of the World Education Forum held in Dakar, Senegal in 2000 committed that the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development in order to achieve the Dakar Framework for Action would be ensured. When considering these commitments, it was necessary to carry out this study.

The National Policy on Children 2012, the National Curriculum Framework for School Education in Nepal 2007, the Three-Year Interim Plan 2010-13, among other plans and policies, have included provisions on human rights, human rights friendly-environment and administration and on the rights of the child. Emphasizing the sound school administration, the three-year human rights work plan for 2011-2014 has planned to make school environment child and gender-friendly. It is stated in the plan that gender equity and human rights would be focused for the purpose². Similarly, HRE was raised as an issue in the recommendations made under the Universal Periodic Review of Nepal in 2011. It was recommended HRE be incorporated in school curricula. The Government, in its action plan prepared to implement

2 See page 26 of the three-year human rights work plan for 2011-14

the recommendations, has stated to revise and rewrite the school curricula, textbooks, teachers' guides and teacher trainings to incorporate HRE in grade 6-8³.

Hence, it is important to review the school curricula and textbooks which are believed to have been designed by being guided by the aforesaid policies and also being based on the democratic and human rights norms. Similarly, it is equally important to analyze the implementation status of human rights and child rights related contents included in the school textbooks.

3 Action Plan on Implementation of UPR Recommendations http://www.opmcm.gov.np/uploads/resources/file/Action_plan_UPR_20120626120540.pdf

Literature Review

2.1 Human Rights Education

Decades ago, the United Nations (UN) and its specialized agencies formally recognized the right of citizens to be informed about the rights and freedoms contained in the documents ratified by their countries – the right to HRE itself (UNGA, 2005). Since then, numerous policy documents developed by the UN affiliated agencies, international policymaking bodies, regional human rights bodies, and national human rights agencies have referenced HRE, proposing specifically that the treatment of human rights themes should be present in schooling (Pearse, 1987 quoted in Tibbitts¹)

The United Nations General Assembly, while proclaiming the UN Decade for Human Rights, defined HRE as “a lifelong process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies².”

More and more numbers of countries have started to acknowledge HRE over the years. As almost all the countries have taken steps towards recognizing human rights as their national agendas, HRE has been developed as a worldwide campaign. This campaign was helped further when the UN declared the period between 1996 and 2004 as the UN Decade for Human Rights (Cardenas, 2005: 363). Point 78 of the Vienna Declaration has considered HRE as training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding,

1 http://www.academia.edu/836933/Human_Rights_Education_-_Encyclopedia_of_Peace_Education accessed on February 4, 2013.

2 General Assembly Resolution 49/184, 23 December 1994

tolerance and peace. Similarly, point 79 of the Declaration invites all States and institutions to include human rights, humanitarian law, democracy and the rule of law as subjects of the curricula of formal and non-formal settings.

HRE has been defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes (UNGA, 1997:5). To the proponents of HRE, such an education promotes social tolerance and increases democratic citizenship besides decreasing the incidents of human rights abuses therefore appeals have to be made with the government for this kind of education (ibid, 364).

Given that HRE is getting big supports worldwide and that events on HRE have been trended since the 1990s, the networks for the advocacy of HRE at the international level are of high importance. Such networks gradually put pressure on the governments to acknowledge the international values on human rights (*Keck and Skink, 1997*).

HRE focuses on curriculum development, professional trainings and research for teachers and on the other target groups including informal education. Incorporating HRE contents in all levels of educational curricula, evaluating the efficacies of the included contents, preparing training and instructional materials on HRE and organizing competitive programs among students on HRE are the aspects of curriculum development. Similarly, to promote national and international networks of the teachers teaching HRE, to include HRE in the college level curricula designed to train teachers, to organize seminars and workshops among teachers, to establish specialized libraries and resource centers teemed with the books and resources on HRE fall under the professional trainings. Similarly, professional groups such as police, army, parliamentarians, prison officials and lawyers including the personnel related to law, the personnel from foreign affairs, the individuals working in NGOs, health officials, immigration offices, journalists and the individuals related to trade unions are trained. Encouraging research on HRE, helping in the publications of HRE materials, translating the HRE

related instruments into national languages fall under the research aspect of HRE³.

Some of the States Parties to various international instruments on human rights have been found skeptic towards HRE. Despite the fact that the UN has been trying to promote HRE as a campaign, there is difference in the rhetoric and reality of these countries. Although, in principle, the benefit of HRE has been acknowledged by almost all the countries, the efforts as such might be expensive from the point of view of the states (ibid). Since the proper implementation of HRE might give rise to social protests besides to the emergence of demands for accountability and justice, naturally, the development of human rights culture is revolutionary. Therefore, the implementation aspect of HRE is weak. As the end result of HRE might be counter-productive, states do not bother to involve in the promotion of human rights (ibid). Similarly, as HRE encourages states to prevent or partially control the abuses committed by the states, they understand HRE as a subject riskier than other types of education. (ibid: 365).

2.2 International Human Rights Instrument and their Provisions on HRE

A number of provisions are found in the international human rights instruments, which, on the one hand, have ensured the right to education and, on the other hand, have specified what type of education should be imparted. Education is a matter of right and it assists in achieving other rights as well. The freedom of expression, the right to generate income for sustenance and the right to equality are closely embedded with the right to education.

The Universal Declaration of Human Rights 1948, the Convention of the Rights of the Child 1989, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discriminations against Women 1979, the International Convention on the Elimination of All Forms of Racial Discrimination 1965, the Convention on the Rights

3 This description is based on the table no 1 presented on page no 367 of Cardenas' article.

of Persons with Disabilities 2006 and the Vienna Declaration 1993 are the major international instruments that discuss HRE and the education of the child.

Article 26 (2) of the Universal Declaration of Human Rights states that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It should promote understanding, tolerance and friendship among all nations, racial or religious groups, and should further the activities of the United Nations for the maintenance of peace.

Article 29 (1) of the Convention of the Rights of the Child provides that education of the child should be directed to (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living; the country from which he or she may originate, and for civilizations different from his or her own; (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (e) the development of respect for the natural environment. The provision that education of the child should be directed to the development of respect for human rights and fundamental freedoms can be understood as that HRE is a right per se.

Article 13 of the International Covenant on Economic, Social and Cultural Rights also deals with the type of education to be imparted to the child. According to the Article, "the States Parties to the Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively

in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace”. Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination 1965 mentions that States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

Article 10(1) of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women provides that States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women. For this to happen, sub-article B and C of the article states that access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality and the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods should be ensured.

General Obligation (H) under Article 4 of the Convention on the Rights of Persons with Disabilities mentions providing accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities. Article 8(1) of the Convention also provides that States Parties undertake to adopt immediate, effective and appropriate measures to raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities, to combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life, to promote awareness of the capabilities and contributions of persons with disabilities. Similarly, article 8(2-A and B) mentions initiating and maintaining effective public awareness campaigns and fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities.

These international instruments have the provisions that directly concern HRE and they have suggested as to what types of subject matters have to be incorporated under HRE. Closely analyzing the provisions of these instruments, one can find the standards that are useful in determining whether or not the HRE related contents included in curricula and textbooks are human rights friendly or unfriendly. Articles 1, 2, 5, 16, 18, 23, 28 and 29 of the Universal Declaration of Human Rights (UDHR), article 11 of the International Covenant on Economic, Social and Cultural Rights, 1966, articles 6 and 16 of the Convention on Elimination of All Forms of Discrimination against Women 1979, articles 24 and 33 of the Convention on the Rights of the Child, 1989, article 3 of the Convention on the Rights of Persons with Disabilities 2006, article 2(1) of Convention against Torture and article 7 of the Covenant on Civil and Political Rights 1966 can be instrumental in the determination. The national policies and programs on education, and school curricula and textbooks can be helpful in shaping up good citizens who can realize the significance of the respect for

human rights culture, liberal democracy, the rule of law and can oppose impunity.

2.3 Development of HRE at the Regional Level

Based on the international instruments and other related provisions on HRE, it is deducible that HRE has been introduced, evolved and expanded internationally. However, such a development has varied in terms of its form and level of achievement. Analyzing the table prepared by Cardenas based on the reports of the UNOHCHR (2003) and UNGA (2000), it gives a clear picture as to how HRE has been evolving and expanding at the regional level. Also, the mode of implementation, the involvement of government and semi-government bodies and of the civil society and other stakeholders are also illustrated in her table.

Africa

In Africa the efforts to include HRE in the curricula are more than the efforts made towards professional trainings. Government bodies are actively involved for promoting HRE in the countries under this region.

Americas

The countries in both American continents have made efforts towards reforming HRE curricula. The programs aimed to increase public awareness on HRE are nominal in these continents. However, education ministries of the countries under the continents have been working on HRE.

Asia Pacific Region

In regard to the inclusion of HRE into curricula and implementing them, no cooperation from the governments and NGOs is seen in the Asia-Pacific region. However, Human Rights Commissions are working as the body to work on HRE here.

Europe

Providing professional trainings to the governmental bodies on HRE is the main effort of the European countries. However, the

implementation aspects of these efforts are not satisfactory. These countries have not prioritized Economic Social and Cultural rights. Education ministries are responsible for HRE in this region.

Once countries sign and become States Parties to the international human rights instruments, they are obligated to translate the commitments and provisions of the instruments into practice. States parties are obliged to adhere to the instruments also on the basis of the spirit of *Pacta Sunt Servanda*. Scholarly and philosophical literatures are available as to why agreements are signed and how and why states parties are obligated to keep the commitments. Approaches have been developed as to whether or not states have kept the obligations arising from the ratification of the treaties and covenants⁴.

According to Neumayer (2005), *(Neo)realist International Relation Perspective* regards countries as unitary actors which give more preferences to their own utility without regard to the welfare of other actors. According to this perspective, things happen as per the interest of the powerful countries which are rarely consistent in applying human rights standards across the world. According to him, “human rights violating countries often avoid subjecting foreign citizens, particularly from powerful western countries, to the same extent of human rights violation as their own domestic citizens, exactly in order to keep the foreign country disinterested”. Looking at the (Neo)realist International Relation Perspective by linking it with the performance of the countries on human rights related treaties to which they are the parties, this perspective is pessimistic.

The *Institutionalism* perspective is another one which “stresses more the beneficial effects of international regimes, helping countries to reap the mutual, often long term, benefits of cooperation (ibid, 927)”. However, questions are raised as to whether or not sustained cooperation is possible due to mutual political and economic benefit at the international level. Similarly, it is still unanswered how

4 The discussions made below are based on the article of Eric Neumayer titled “Do International Human Rights Treaties Respect for Human Rights” published in The Journal of Conflict Resolution Vol 19, No 6, December 2005 (page 926-932)

countries can be mutually benefitted due to their respect to human rights. Therefore, as this perspective is also similar to the neo (realist) perspective, it is not to take for granted that signing international treaties and covenants improves the human rights situation of a country.

Neumayer has put forth *Regime Theory Perspective* as a refined form of Institutionalism perspective. Quoting Chayes and Chayes (1993, 179), he states that countries aspire to honor the treaties they sign, therefore, they generally comply with the spirit of *Pacta Sunt Servanda*. This perspective is taken as an optimistic one in regard to the protection and promotion of human rights and it is believed that this perspective has a long term positive effect on the performance of the state parties on human rights.

Transnational Legal Process Model is another perspective discussed by Nuemayer. “The Transnational Legal Process Model addresses the process through which state actors internalize norms codified in international treaties”(Koh, 1996 and 1998 quoted in Nuemayer). They hold interaction on the provisions of the treaties and interpret them before reaching the internalization stage. Some international actors such as diplomats, NGOs and concerned individuals play role in these processes. The more the number of groups involving in this process, the wider it gets. The possibility of internalization increases if interactions are held at various levels. Since countries become party to the international instrument on the basis of logical acceptance rather than due to mere persuasion, this perspective seems more optimistic and more likely to leave a positive impact on the development of human rights.

Liberal International Relations Perspective states that there exist various interest groups within the country therefore internal politics is important. It is believed that human rights situation can be improved due to the internal groups such as NGOs, protest groups and political parties. However, it is necessary for the internal political power to provide space for the groups’ peaceful political pressures. Hence, the Liberal International Relations Perspective believes international treaties are better adhered to under a democratic liberal democratic polity that respects the rule of law.

Quoting Risse, Ropp, and Sikkink (1999): Schmitz and Skkink (2002); Hafner-Burton and Tsutsui (2005), Neumayer states, "Transnational Human Rights Advocacy Networks predicts that international human rights regimes can improve actual performance where such networks are strong. International organizations such as Amnesty International, Human Rights Watch and the NGOs from within the country, civil societies and other media committed to human rights fall under these networks". Whether the ratified treaties and international instruments are followed or not depends on how strong the international relations of these networks are.

2.4 Recent Efforts of Various Countries on HRE

Believing that HRE has to be included starting from the initial stage of school education, various efforts are made by different countries. Similarly, a number of universities of the world have been running educational programs on human rights, peace, conflict and development as their major disciplines.

With the introduction of liberal democratic polity, some of the countries in the Middle East, which had been ruling their people religiously and in an autocratic way, have started to realize the indispensability of HRE. Discourse on HRE was started in these countries with the view to consolidating the democratic achievements made by them and to meeting the challenges of democratic promotion⁵.

Similarly, the Tripura State Government of India has included HRE in its school curriculum as a separate subject. The state informed that HRE would be included under social studies in grades 6, 7 and 8. Stating that textbooks on the subject were already prepared, the authorities there claimed that they would gradually include this subject up to higher education. Tripura was said to have become the first state in India to include HRE as a separate subject in school curricula. (The Times of India, March 20, 2012).

With the object to sensitize people about human rights and democratic citizenship, the Ministry of Education in Turkey

5 <http://www.yacout.info/CNDH-President-calls-for-updating-Human-Rights-Education-A...4/9/2012>

launched a large scale project. The main purpose of the project was to emphasize HRE and human rights culture at schools and to review school textbooks in terms of HRE. The program is taken as an important step from the point of view of human rights, democracy and gender equality⁶.

The Ministry of Education in Brazil approved guidelines on HRE in May 2012. It was expected that the guideline would play an important role in consolidating human rights culture. Hence, Brazil has become one of the few countries to institutionalize HRE by acknowledging schools as a place to disseminating HRE. Other mechanisms such as the National Plan for HRE and the National Committee for Education for Human Rights (CNEDH) are already in existence⁷.

2.5 HRE in Nepal's Educational Policies and Plans

Article 17 (under part 3) of the Interim Constitution of Nepal 2007 provides for the right to education. The article states that (1) every community shall have the right to get basic education in its own mother tongue, as provided in law, (2) every citizen shall have the right to get free education up to the secondary level from the State, as provided in law, (3) every community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civilization and heritage.

The Three-Year Interim plan 2067/2068-2069/2070 B.S states for the prosperous, modern and just Nepal, the vision of education would be to ensure conscious, competent and productive citizens and to produce human resources that are salable as per the demand of international market and to ensure democratic, inclusive, equitable and quality based basic education⁸. Providing free-of-cost, compulsory and quality basic education (grade 1-8) to all and ensuring quality education by expanding equitable and

6 <http://www.hurriyetdailynews.com/PrintNews.aspx?PageID=383&NID=18321>

7 http://www.unesco.org/new/en/brasilia/about-this-office/single-view/news/ministry_of_education_approves_guidelines_for_national_HRE/ accessed on 12/06/2012

8 Three-Year Interim Plan 2067.068- 2069/070 page 179

inclusive access to secondary (9-12) and higher level of education was taken as one of the objectives of the Plan. Similarly, it was stated that education of all levels would be made qualitative, relevant, practical and contemporary and be developed as a means of positive social change⁹. Implementing the school sector reform program, resolving the problems seen in teacher management and educational administration with concrete action plans and initiating contemporary changes and revisions in the curricula, teaching and instructional materials and methods¹⁰ were, of course, positive from the point of view of human rights and HRE.

The three-year plan has planned to extend the multi-lingual teaching learning opportunities by gradually developing teaching materials and recruiting local language speaking teachers based on the linguistic survey. Similarly, the action plan has aimed to reviewing school curricula, textbooks and teaching learning activities with the view to increase educational quality¹¹.

The Government of Nepal on April 6, 2012 passed the National Policy on Children prepared by the Ministry for Women, Children and Social Welfare. According to the policy sea change has been realized in the traditional thinking of controlling and punishing students... and the Policy, as it states, was necessary to formulate a realistic and practical national policy on the child by encompassing the newer dimensions on children and in line with the various international treaties and conventions on the child to which Nepal is a state party¹².

The main objectives of the Policy relate to the issues that directly concern the rights of the child. Protecting children from all forms of physical or mental violence, damage or abuse, desertion, neglect and exploitation or sexual abuses; providing them with required care, nutrition and help before and after their birth; developing their physical, psychological and educational spheres through education; increasing child participation by allowing those

9 *ibid*

10 *ibid* page 179

11 *ibid* page 180

12 The National Policy on Children 2012 p. 5.

children who are capable enough to formulate views about themselves and eliminating discriminations against children besides consolidating juvenile justice system are the main objectives of the Policy.

It has aimed to prohibit political and armed conflict related activities in school premises, to prohibit families, teaching institutions and child homes from abusing children physically and psychologically, to make the governmental, non-governmental and international non-governmental organizations prepare their child protection policies and implement them accordingly, to develop child-friendly teaching learning environment at schools, to revise curricula, training materials, teaching approaches, including guardian society and school management committees from the child rights perspectives. Similarly, it has aimed to incorporate and teach the issues such as child rights, child abuses and exploitation, to take departmental action against those teachers who inflict physical and psychological torture in students, to declare the other regions where children's participation and presence is frequent as Zones of Peace and to incorporate the issues such as child rights and child participation in the curricula of various teaching and training academies (schools, universities, national judicial academy, administrative Training academies, Police and Army academies, teachers' training centers etc.)¹³.

2.6 Political Change, Human Rights and Peace Education in Nepal

Democracy was introduced in Nepal in 1951 following the end of 103-year long Rana Regime. However, party-less Panchayati polity was imposed in 1961 before the Nepalese could fully realize democratic polity. They were deprived of their rights during the Panchayati regime, which was replaced with democratic system again through people's peaceful movement in 1990. With the restoration of democratic polity in the country, voices for human rights and democratic practice got more vociferous. As a result, Nepal signed

13 *ibid* page 6-16

various international covenants and conventions and became a party to these international instruments. Nepal is obligated to fulfill the obligations arising out of these treaties.

Given the post-conflict socio-economic situation of the country and its geo-political location, it is likely that Nepal will face conflict in the future too. A number of strategies can work to prevent such possible situation at the political and economic level, peace education being one of the strategies. Introducing peace education in school curricula, therefore, is indispensable in the Nepalese context.

Taking the specific contexts of different countries into consideration, peace education has been given different names in different regions. Peace education is in practice in these countries under formal or informal systems. The National Council of Educational Research and Training of India has called it Education for Peace. Following the devastating effects of the atomic bombs dropped in Hiroshima and Nagasaki in Japan, the teachers there led a campaign titled a-bomb education. The countries in the South, which are generally poverty stricken, have called it Development Education. Similarly, as a strategy to end long existing antagonism between Catholics and Protestants peace education was called as Education for Mutual Understanding in Ireland (Harris, 2002, 16).

Worldwide, different terms such as “Human Rights Education,” “environmental education,” “international education,” “conflict resolution education,” and “development education,” each with a particular focus are used to peace education¹⁴. To include peace education in school curricula is not merely a political matter. Peace education is colloquially referred to as the intellectual space where John Dewey, Maria Montessori and Paulo Friere meet, given to their contributions to concepts that have greatly shaped the field (Bajaj, 2008:13).

According to oriental philosophy, peace is the code of life and the main message of the philosophy. Ultimately, all the religions under the oriental philosophy advocate for peace. When taking into

14 http://www.bahaiacademy.org/index.php?option=com_content&task=view&id=104&Itemid=1

account the influence of Buddha's peace philosophy, the activism for Vedic peace and the successful peace campaign of Mahatma Gandhi, it can be claimed that peace is closely embedded with oriental culture. Each Hindu Mantra wishes peace. Pronouncing *Shanti! Shanti!! Shanti!!!* (Peace! Peace!! Peace!!!) evokes peace for human beings, in the nature forces and in the universe. Therefore, going beyond personal and spiritual peace, Hindu religion wishes peace in the whole world. Peace is the main message of all the religions of the world. If the school curricula that are designed also by taking the oriental philosophy into consideration can establish co-relation between peace and democratic values, the human rights, peace and child rights related contents can be further efficacious.

UNICEF has defined peace education as “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level ¹⁵”.

Among the various strategies for peace such as peace through strength, peace through justice, peace through transformation etc., peace through peace education is also one of the strategies. (Harris & Morrison, 2003: 16). Despite the fact that peace education has made headway in the 20th century, it has not been well established within the school systems worldwide. Due to the economic and cultural pressure exerted on them to include mathematics and science for competition in the global economy, formal school systems have widely disregarded the knowledge on peace imparted through peace activist teachers. (Harris, 2010: 15). Under hugely exam based education systems, the entry of a subject that is generally perceived as a subject to be dealt by the NGOs might be a matter of time-pass¹⁶.

15 http://www.unicef.org/education/focus_peace_education.html. Accessed on 13/06/2012

16 Bajaj, M., From “time pass” to transformative force: School-based HRE in Tamil Nadu, India. *int.J.Edu.Dev*(2010),doi:thus.1016/j.ijedudev.2010.10.001

Article 36 of the UN Convention on the Rights of the Child states that Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable in armed conflicts which are relevant to the child, take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities, refrain from recruiting any person who has not attained the age of fifteen years into their armed forces and protect the civilian population in armed conflicts besides taking all feasible measures to ensure protection and care of children who are affected by an armed conflict. Article 42 of the Convention mentions that States parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike therefore, it is indispensable to include these issues in school curricula.

2.7 Provision of HRE in the NCF of Nepal

Formal and modern education system started in Nepal especially since Rana regime. Discussion was held during Rana PM Bir Shumsher's tenure on what type of education would suit Nepal (Sharma: 2066 Ka). However, the act of advancing education systematically started especially following the report of the National Education Planning Commission 1954. The National Education Commission 1992 had claimed to have taken the fundamental rights and the directive principles of the Constitution of Nepal 1991 into consideration. The High-level National Education Commission 1997 also took the fundamental rights into consideration. It was stated that an education action plan would provide equal opportunity in women's education and that special target groups (the poor, disadvantaged groups and castes, Dalits and persons with disabilities) were ensured their access to education. The background analysis of the commissions report states that the 21st century would be the century of economic development, democratic norms and values, human rights, gender equality, child rights, environmental protection and information flow. It was based on the very report that current curriculum frameworks, curricula and textbooks were prepared and implemented. The following paragraphs analyze the

NCF 2007 through the prism of human rights.

The NCF 2007, in its background analysis, has clearly stated that in the context of 21st century human rights, child rights, peace and gender, social equity, population education and environmental conservation including global information and communication technology have become the emerging needs. The Framework has not discussed human rights as the contemporary curricular issue, however, the issues such as socio-cultural and educational aspects, norms and values based education, the issues of mother tongue, the inclusive curricular approach, the impact of globalization in education and quality and relevancy of education that indirectly relate to human rights have been taken into account as the contemporary curricular issues and challenges. (NCF, 2007: 8-27).

The Framework is said to have been designed also by taking the recommendations made by various stakeholders after they reviewed the school textbooks. It clearly states that various interest groups and the institutions like that of women, dalit, disabled, janajati, which have been raising voice for ensuring inclusiveness and friendly environment in the school level curriculum, were said to have analyzed the existing curricula (Grade 1-12) and other related materials from their perspectives. (NCF, 2007: 4).

As the Framework was developed also on the basis of the analytical reports on curriculum, textbooks and teachers from the perspectives of Dalits, the persons with disabilities, janajati/ indigenous people and from human rights, child centered and gender perspectives (ibid), it, on the one hand, has laid emphasis on how to make curricula more democratic and, on the other hand, has given priority to the particular groups of people whose rights are in need to be especially protected in the context of Nepal. Similarly, the Framework provides that a wider representation of stakeholders such as women, ethnic groups, Dalit, the persons with disability, parents, teachers, human rights activists as well as child rights experts would be made in the process of developing curricula and curricular activities (ibid: 54).

Stating that education should help enhance and strengthen social justice, democracy, human rights, co-existence, equity and

equality and that education should also address peace, tolerance, etiquette and employment, the Framework has laid emphasis on the relationship of education to the democratic polity and human rights (ibid: 11). It has stressed the need to prioritize women, children with disabilities, Dalit children, disadvantaged (backward) groups, street children, conflict affected children, sexually exploited and abused children, the poor, workers and laborers, minors staying in prisons with prisoners (parents), HIV infected children and the children suffering from leprosy and contagious diseases (ibid, 17).

Globalization has affected the world. As its effect is realized in all walks of life, it is not unusual for the education sector to face the impact of globalization. Given local issues are getting globalized and vice versa, determining the nature of education and its products in the country should be an aspect of educational policy of the country and a specific aspect of the curriculum development. The issues such as democratic polity, human rights, the rule of law, conservation of the environment are the matters of global concern. The NCF has acknowledged that globalization has appealed to produce citizens responsive to human rights, diverse culture, environment and respect to mankind by changing the world into a global village (ibid, 23). It has also stated that the vision of Nepal's school education is to prepare citizens dedicated to promote and protect democracy and human rights (ibid, 30).

Similarly, ensuring necessary provisions to enable teachers to work as a catalyst of information, and the promoter, co-learner and creator of open learning culture (ibid, Summary) has been taken as one of the educational aspects. Although a number of principles are said to have been adopted in developing the NCF, human rights principle was not specified in this regard.

2.8 Situation of HRE in Nepal's School Curricula

In stating its objectives, the Secondary-level Education Curriculum 2064 B.S has discussed human rights. The Curriculum has dealt with the aspects such as respect of democracy and human rights and promotion of inherent sovereign human values, social values, social justice and equality. Similarly, the curriculum has

set objectives to prepare citizens that develop feelings of peace, friendship, congeniality, tolerance and philanthropy and manifest their conduct accordingly at the local, national and international level.

The level-wise objectives of education have also allowed space for human rights. The educational objective of the Secondary Level curriculum (Grade 9 and 10) mentions that it will shape students who realize the spirit of human rights, social justice and democracy and act accordingly. Similarly, it will prepare students who, by being conscious of untouchability and social evils, respect gender, disability and socio-economy based individual differences and engage actively towards the formation of an inclusive society. Also, the curriculum has aimed to produce students who, being proud of their multi-cultural and democratic norms and values, can develop positive altitudes.

Basically, these level-wise and subject-wise objectives are included in Social Studies, Health, Population and Environment curricula. These objectives are directly or indirectly related to human rights. Including the international norms of human rights as per the changing situation of the country and the demand of society, giving continuity to one's own art, culture, social norms and values; emphasizing peace and order, good governance and the role of the civil society; including practical skills and attitudinal aspects by maintaining class and gender balance and making the curriculum teacher friendly, student oriented and highly interactive are some of the objectives¹⁷.

Health, Population and Environment education has been accepted by student as a practical subject ... this subject makes students aware not only of their family life but also of the environmental aspects. Primarily, this subject has aimed to increase knowledge, skills and attitude among students about the interrelationship between health, population, environment and development. It is expected that students would develop capacity for rational judgment besides developing positive thinking about the national necessity and social

17 Secondary Level Education Curriculum 2064 B.S Government of Nepal Ministry of Education, Curriculum Development Center, Sanathimi p 1-2

norms¹⁸.

Similarly, the trial curriculum 2067 of basic education (grade 6-8), in stating level-wise capabilities, has also mentioned human rights issues. It is stated in the curriculum that students would be capable to abide by their rights and duties accountably by being conscious about their rights, to exhibit respectful social behaviors as per the spirit of peace, collaboration, cooperation, understanding, cosmopolitanism and human rights, to adopt various strategies in resolving conflict by finding its causes and to respect and be adapted to the social, geographical and cultural diversities by keeping these diversities into consideration¹⁹.

2.9 Previous Studies on HRE in Nepal's School Curriculum and Textbooks

An analytical report titled 'HRE Curriculum, Methods and Materials for School Level Education in Nepal: Status and Issues' concluded that there was inadequate coverage of human rights contents in school level curriculum, that basic facilities in schools to make learning meaningful was lacking, that there was a lack of awareness on the part of parents and guardians about child rights, the rights of the child and that qualified and trained teachers were lacking.

Similarly, some working papers and analytical reports are available on HRE in Nepal's school curricula. Looking at them from research methodologies, these are not complete in themselves. Various stakeholders such as the organization of Dalits, Adibasi Janajati people and of the persons with disabilities have reviewed school curricula. However, they have also failed to utilize various provisions of international human rights instruments on HRE as their research methodology. Similarly, they have not taken the HRE issues in a broad sense. Moreover, no detailed studies have been carried out so far as to the implementation status of the HRE included in school curricula.

18 Ibid, p 67

19 Ibid

Research Methodology

3.1 Research Design

It was an analytical and explorative study and both primary and secondary data were used. Data were generated through interview, workshops, observation and textbook analysis. The data collected in this way were analyzed based on the international instruments on HRE and the national policies and provisions on it.

3.2 Selection of Research Area

A total of 25 districts of Nepal viz. Jhapa, Morang, Sunsari, Siraha, Sankhuwasabha, Rautahat, Chitwan, Lalitpur, Kavre, Ramechhap, Tanahun, Myagdi, Rupandehi, Nawalparasi, Gulmi, Dang, Banke, Pyuthan, Bardiya, Surkhet, Kailali, Kanchanpur, Dadeldhura, Doti and Baitadi were selected for the study. These districts as well as the schools in these districts were selected based on purposive sampling. INSEC District Offices are located in these districts where HRE programs are launched by INSEC. Therefore, conducting study was felt to have been eased due to the human resources and other physical means located in the districts.

3.3 Sample Selection

A total of one hundred schools, four from each district, were selected for the study, however, filled up questionnaires were collected from only 99 schools. Of the selected schools, three were governmental and one was private/institutional school in each district. Among the three governmental schools of each district, INSEC had launched HRE programs in two of the schools. Hence a total of 74 governmental and 25 private and institutional schools were selected for this study. At least three teachers (two male and

one female) from each schools were the respondents. The teachers from lower secondary and secondary level were given more priority while administering the questionnaire. Purposive Sampling method was applied in selecting teachers as well.

Questions were asked to one language (Nepali or English) teacher, one female teacher, and one Moral Education or Social Studies or Population Health and Physical Education teacher from each school. In some of the schools, however, the teachers teaching other than these subjects were also included. They were included in the cases where the targeted teachers were absent at the time of administering questionnaire. Hence, a total of 309 teachers (including three teachers with disabilities) were asked. Of the total teachers, 110 were female and 199 were male. Level- wise, a total of 10 teachers were from the Primary Level, 106 were from the Lower Secondary Level and the rest 193 were from the Secondary Level. By the subjects they had been teaching, a total of 131 were language (Nepali and English) teachers, 159 were Social Studies or Civic and Moral Education or Health Population and Physical Education teachers and 19 were Science or Economics teachers. Among the 234 teachers from the government schools, 82 were female and 152 were male. Similarly, among the rest 75 teachers from the private and institutional schools, 28 were female and 47 were male teachers.

Data were collected from 1018 (including 12 students with disabilities) students studying in grade 6 to grade 10. Of the total students, 514 were boys and the remaining 504 were girls. A total of minimum 8 and maximum 12 students studying in grades 6 to 10 were included from each school in an inclusive way. One girl and one boy were selected from the Brahmin/Chhetri, Dalit, Janajati, Madhesi and Muslim/Other communities each. By the type of schools, a total of 249 students were from the private and institutional schools and 769 were from the governmental ones.

3.4 Source and Nature of Data

Basically, this study was based on primary data. Enumerators were sent to related schools for data collection. Likewise, various books, articles, treaties and covenants of the UN, newspapers and

study reports were used as the secondary source of data. Also, data were generated from regional workshops. Hence, this study was both quantitative and qualitative.

3.5 Methods of Data Collection

The method of data collection is important to achieve result as per the objectives of the study. This, therefore, is one of the elements that make a study valid and authentic. This study had adopted the methods as follows:

3.5.1 Questionnaires

Based on the objectives of this study, separate questionnaires for students and teachers were prepared. The questionnaire set for the teachers contained a total of 59 questions, dealing with the issues, such as HRE in school curricula and textbooks and teachers' perspective towards these issues, human rights-friendly school environment and teachers' knowledge/information on international human rights instruments. Similarly, the questionnaire set for the students contained a total of 27 questions dealing with the issues such as students' information on human rights and the rights of the child, students' views on these issues, various forms of discrimination existing at schools, among others.

3.5.2 Textbooks Review

With the view to find out the inclusion status of HRE contents in school textbooks and to assess whether the textbook contents were human rights friendly or unfriendly, the governmental textbooks prescribed by the Department of Education for grades 6 to 10 were reviewed by reading between the lines. The textbooks of Nepali, English, Social Studies, Civic and Moral Education, History, Geography, Health and Physical Education and Population and Environment subjects were reviewed. Similarly, the textbooks on these subjects published by private publishers (Bidhyarthi Publication, Ekta Publication, Asia Publication, Koselee Publication and Satyal Publication) were also reviewed.

3.5.3 Workshops/Interactions

With the view to collect stakeholders' views on the issues raised in the objectives of this study, three workshops were organized in the Eastern Region (Dhankuta), Western Region (Pokhara) and in the Mid-Western Region (Nepalgunj). Experts on the subject matters had presented papers during the workshops, which were actively attended by the representatives of district authorities of education, teachers' organizations, students' organizations, university teachers, teachers, human rights activists, lawyers, journalists, social workers, religious figures, among others. The suggestions received from these workshops are also included in this report.

3.6 Data Processing and Presentation

The collected data were entered into MSPro and processed as per the requirement. However, the processed data were analyzed with the help of SPSS⁺ and presented in figures and tables.

Background Information

4.1 Statistics on School Inventory

This study was based on primary data collected through the administration of questionnaires among the lower secondary and secondary level students and teachers from 99 schools in 25 districts of Nepal. A total of four schools, including one private/institutional one, were selected in each district. This chapter has analyzed the background of the schools selected for the data collection.

TABLE NO. 4.1: Distribution of Students Covered within the Selected Schools by Ethnicity and Disability

Development Region	Brahmin/Chhetri	Janajati	Dalit	Madhesi	Muslim	Others	Total Number	Total Percent
Eastern	5,338	5,628	2,022	1,179	353	9	14,529	22.2
Central	4,971	5,159	1,307	1,319	54	0	12,810	19.6
Western	3,746	5,333	1,982	330	216	23	11,630	17.8
Mid-Western	5,220	6,968	1,889	186	580	0	14,843	22.7
Far-Western	5,856	2,207	2,024	1,171	271	57	11,586	17.7
Total Number	25,131	25,295	9,224	4,185	1,474	89	65,398	100.0
Total Percent	38.4	38.7	14.1	6.4	2.3	0.1	100.0	
Disabled Students							Disabled/Thousand	
Eastern	17	29	7	11	2	0	66	4.54
Central	41	37	13	1	1	0	93	7.26
Western	54	55	28	0	0	4	140	12.12
Mid-Western	19	26	17	2	0	4	68	4.58
Far-Western	49	11	14	0	0	3	77	6.56
Total Number	180	158	79	14	3	11	444	6.79
Total Percent	7.24	6.29	8.78	4.30	2.71	0.00	6.79	

Five schools from each development region of Nepal were selected in the course of this study. Table no. 4.1 shows that a total of 65,398 students were studying in grades 1 to 10 in the selected 99 schools. Among the total students, 22.7 and 22.2 per cents of them were studying in the Mid-Western Region and Eastern Regions respectively. Similarly, such the percentages for the Central, Western and Far-Western Regions were 19.6, 17.8 and 17.7 respectively. By students' caste/ethnicity, 38.7 per cent of students were from Janajati groups and 38.4 per cent were from the Brahmin/Chhetri groups. Similarly, the percentages of the students from the Dalit, Madhesi and Muslim were 14.1, 6.2 and 2.3 respectively. Of the total students, 444 students were disabled. Hence, 7 students per thousand students were disabled in the schools covered by this study. Western Region showed the highest number (12 per thousand students) of disabled students. Further information on the students' caste/ethnicity by districts can be seen from Table no. 4.2 below.

TABLE NO. 4.2: Distribution of Students by Caste/ Ethnicity

Development Region/District	Brahmin/Chhetri	Janajati	Dalit	Madhesi	Muslim	Others	Total Percentage
Eastern	5,338	5,628	2,022	1,179	353	9	14,529
Jhapa	718	716	206	194	3	0	1,837
Morang	609	1,204	617	669	287	0	3,386
Sunsari	857	1,103	239	314	63	9	2,585
Sankhuwasabha	764	1,889	186	2	0	0	2,841
Siraha	2,390	716	774	0	0	0	3,880
Central	4,971	5,159	1,307	1,319	54	0	12,810
Rautahat	869	1,152	355	1,266	46	0	3,688
Chitwan	1,915	1,375	418	0	0	0	3,708
Lalitpur	843	706	81	20	3	0	1,653
Kavre	505	830	237	14	5	0	1,591
Ramechhap	839	1,096	216	19	0	0	2,170
Western	3,746	5,333	1,982	330	216	23	11,630
Nawalparasi	463	1,086	313	96	90	0	2,048
Rupandehi	845	1,543	296	182	71	0	2,937
Tanahun	425	1,226	511	47	18	23	2,250
Gulmi	1,066	586	516	0	6	0	2,174
Myagdi	947	892	346	5	31	0	2,221

Mid-Western	5,220	6,968	1,889	186	580	0	14,843
Banke	464	2,267	171	15	531	0	3,448
Bardiya	1,019	1,199	322	126	21	0	2,687
Dang	1,250	1,979	367	0	0	0	3,596
Pyuthan	1,432	441	524	0	3	0	2,400
Surkhet	1,055	1,082	505	45	25	0	2,712
Far-Western	5,856	2,207	2,024	1,171	271	57	11,586
Kailali	1,107	1,323	143	891	0	0	3,464
Kanchanpur	1,316	688	505	270	270	0	3,049
Dadeldhura	1,211	109	482	4	0	0	1,806
Doti	1,144	86	557	5	1	57	1,850
Baitadi	1,078	1	337	1	0	0	1,417
Total	25,131	25,295	9,224	4,185	1,474	89	65,398

There were a total of 2,139 teachers in the selected schools. Among them, 21.7 per cent of them were from the Central Region and such percentages for the Mid-Western Region was 20.9. Similarly, 19.9, 19.5 and 17.9 per cents of teachers were from the Eastern, Western and Far-Western Regions respectively. More than two-third of total students (67.5) were from the Brahmin/Chhetri community, 18.8 per cent of them were from Janajati groups whereas 6.5 of them represented from the Madhesi and Muslim community and the percentage for the Dalits teachers was just 3 (Table No. 4.3). A total of 22 disabled teachers were teaching at the selected schools. The highest number (8) of disabled teachers was in the Western Region.

TABLE NO. 4.3: Distribution of Teachers Covered within the Selected Schools by Ethnicity and Disability

Development Region	Brahmin/Chhetri	Janajati	Dalit	Madhesi	Muslim	Others	Total Number	Total Percentage
Eastern	226	108	12	74	2	4	426	19.9
Central	318	97	10	33	1	6	465	21.7
Western	304	82	15	14	2	1	418	19.5
Mid-Western	302	90	15	26	13	2	448	20.9
Far-Western	294	41	15	22	7	3	382	17.9
Total Number	1,444	418	67	169	25	16	2,139	100.0

Total Percent	67.5	18.8	2.9	6.2	0.3	5.7	100.0	-
Disabled Teachers							Disabled/Thousand	
Eastern	1	1	0	0	0	0	2	4.7
Central	4	0	0	0	0	1	5	10.8
Western	7	1	0	0	0	0	8	19.1
Mid-Western	0	2	0	1	0	0	3	6.7
Far-Western	3	0	1	0	0	0	4	10.5
Total Number	15	4	1	1	0	1	22	10.3
Disabled Teacher/ Thousand	10.39	9.95	15.87	7.58	0.00	8.20	10.29	-

Table no. 4.4 shows that 96 per cent of the selected schools were with playgrounds. Less number of schools from the Eastern Region are with (90 per cent) school playgrounds. Three-fourth of the selected schools was found to possess libraries. The percentage of schools having libraries was least in the Eastern Region (60). See Table no. 4.4 for further details on the availability of facilities at schools.

TABLE NO. 4.4 Percentage of Schools having Various Facilities

Types of Facilities at School	Development Region					Ecological Zones		Total
	Eastern	Central	Western	Mid-western	Far-western	Tarai	Hill/Mountain	
Schools with Playground	90.0	100.0	95.0	95.0	100.0	98.0	93.8	96.0
Schools with Library	60.0	94.7	90.0	70.0	65.0	72.5	79.2	75.8
Schools having Availability of Drinking Water	90.0	100.0	100.0	100.0	80.0	96.1	91.7	93.9
Schools with Separate Toilet for Girls	90.0	100.0	95.0	100.0	85.0	94.1	93.8	93.9
Schools with Separate Toilet for Boys	95.0	100.0	90.0	100.0	85.0	94.1	93.8	93.9
Schools with Separate Toilet for Boys	50.0	94.7	65.0	60.0	55.0	60.8	68.8	64.6
Schools with other Facilities	25.0	57.9	35.0	25.0	10.0	29.4	31.3	30.3
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total Number	20	19	20	20	20	51	48	99

The distribution of available facilities at schools by district is given in Table no. 4.5.

TABLE NO. 4.5: Distribution of Available Facilities at Schools by District (%)

Survey Districts	Playground at School	Science Lab at School	Separate Toilet for Boys	Separate Toilet for Girls	Drinking Water	Library at School	Other Facilities	Total School Surveyed
Jhapa	100.0	25.0	100.0	75.0	100.0	100.0	25.0	4
Morang	100.0	25.0	100.0	100.0	100.0	25.0	0.0	4
Sunsari	100.0	100.0	100.0	100.0	100.0	50.0	0.0	4
Sankhuwasabha	50.0	50.0	100.0	100.0	50.0	75.0	25.0	4
Siraha	100.0	50.0	75.0	75.0	100.0	50.0	75.0	4
Rautahat	100.0	100.0	100.0	100.0	100.0	100.0	66.7	3
Chitwan	100.0	100.0	100.0	100.0	100.0	100.0	75.0	4
Lalitpur	100.0	100.0	100.0	100.0	100.0	100.0	75.0	4
Kavre	100.0	100.0	100.0	100.0	100.0	100.0	75.0	4
Ramechhap	100.0	75.0	100.0	100.0	100.0	75.0	0.0	4
Nawalparasi	100.0	25.0	75.0	100.0	100.0	75.0	0.0	4
Rupandehi	100.0	75.0	100.0	100.0	100.0	75.0	0.0	4
Tanahun	75.0	75.0	100.0	100.0	100.0	100.0	100.0	4
Gulmi	100.0	75.0	75.0	75.0	100.0	100.0	25.0	4
Myagdi	100.0	75.0	100.0	100.0	100.0	100.0	50.0	4
Banke	75.0	75.0	100.0	100.0	100.0	100.0	25.0	4
Bardiya	100.0	50.0	100.0	100.0	100.0	50.0	25.0	4
Dang	100.0	100.0	100.0	100.0	100.0	100.0	75.0	4
Pyuthan	100.0	50.0	100.0	100.0	100.0	50.0	0.0	4
Surkhet	100.0	25.0	100.0	100.0	100.0	50.0	0.0	4
Kailali	100.0	50.0	100.0	100.0	75.0	50.0	25.0	4
Kanchanpur	100.0	25.0	75.0	75.0	75.0	75.0	0.0	4
Dadeldhura	100.0	25.0	75.0	75.0	100.0	50.0	0.0	4
Doti	100.0	100.0	75.0	75.0	100.0	75.0	25.0	4
Baitadi	100.0	75.0	100.0	100.0	50.0	75.0	0.0	4
Total (% Yes)	96.0	64.6	93.9	93.9	93.9	75.8	30.3	99
Total Schools (N)	99	99	99	99	99	99	99	99

4.2 Distribution of Teachers and Students

4.2.1 Distribution of Teachers

At least three teachers (1 female and 2 male) were asked questions. The teachers with disability, if any at the selected schools, were also administered questionnaires. Selection of teachers for the study was based on the purposive sampling. Accordingly, one language (Nepali or English) teacher, one female teacher (Regardless of which subject she had been teaching) and one more teacher teaching any one of Social Studies, Population Studies, Moral Education and Physical Education subjects were asked for generating data.

TABLE NO. 4.6: Distribution of Teachers by Development and Geographical Region, and Gender

Development Region	% Within Regions			% Across Regions			Number of Teachers		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern	28.6	71.4	100.0	16.4	22.6	20.4	18	45	63
Central	33.3	66.7	100.0	19.1	21.1	20.4	21	42	63
Western	45.9	54.1	100.0	25.5	16.6	19.7	28	33	61
Mid-Western	40.6	59.4	100.0	23.6	19.1	20.7	26	38	64
Far-western	29.3	70.7	100.0	15.5	20.6	18.8	17	41	58
Ecological Zones									
Tarai	37.3	62.7	100.0	54.5	50.8	52.1	60	101	161
Hill/Mountain	33.8	66.2	100.0	45.5	49.2	47.9	50	98	148
Total	35.6	64.4	100.0	100.0	100.0	100.0	110	199	309

Table no. 4.6 reveals that among the respondents, 36 per cent of them were female and 64 of them were male. The percentage of female teachers from the Eastern and Far-Western Regions was lowest (29 each) whereas the percentage of female teachers from the Western Region involved in the study was the highest (46). In the case of Mid-Western Region, such percentage was 41. Similarly, 37 per cent of female teachers were from the Tarai region and such percentage for the Mountain/Hill region was 34. Four development regions, except the Far-Western Region, had the same percentage (20) of teachers in this study as respondents while 19 per cent of the total teachers were involved in the study from the Far-Western

Region. Geographically, 52 per cent teachers were from the Tarai region.

TABLE NO. 4.7: Distribution of Teachers by Ethnicity and Gender

Caste/Ethnicity of Teachers	% by Gender			Number by Gender		
	Female	Male	Total	Female	Male	Total
Hill Caste Group	80.9	74.9	77.0	89	149	238
Janajatis	16.4	14.1	14.9	18	28	46
Dalits	0.9	5.5	3.9	1	11	12
Madhesi Caste/Muslim	1.8	5.5	4.2	2	11	13
Total	100.0	100.0	100.0	110	199	309

More than three-fourths (77 per cent) teachers participating in this study were from the Brahmin/Chhetri community and 81 per cent of women teachers were involved in this study (See Table no. 4.7) from the community. 15 per cent of teachers were from the Janajati communities and Madhesi and Dalit teachers' participation percentage was 4 each. Among the teachers from the Janajati communities, female teachers' percentage was 39, which is 2 per cent more than that of female teachers from the Brahmin/Chhetri community.

TABLE NO. 4.8: Distribution of Teachers by Age and Gender

Age of Teachers	% by Gender			Number by Gender		
	Female	Male	Total	Female	Male	Total
<35 Yrs	55.5	38.7	44.7	61	77	138
35-44 Yrs	34.5	35.2	35.0	38	70	108
45+ Yrs	10.0	26.1	20.4	11	52	63
Total	100.0	100.0	100.0	110	199	309

Among the teachers participating in the study as respondents, 45 per cent of them were under 35 years of age, 35 per cent of them were between 35 and 44 years of age and the rest were 45 years or above. (See Table No. 4.8)

TABLE NO. 4.9: Distribution of Teachers by Qualification and Gender

Qualification of Teachers	% by Gender			Number by Gender		
	Female	Male	Total	Female	Male	Total
SLC and Intermediate	28.2	13.6	18.8	31	27	58
Bachelor's Level or above the level (Non-Education Stream)	30.9	34.2	33.0	34	68	102
Bachelor's Level or above the level (Education Stream)	40.9	52.3	48.2	45	104	149
Total	100.0	100.0	100.0	110	199	309

Viewing the teachers from their qualification, 48 per cent of teachers were found to have completed Bachelor's Level or above the level under education stream, among them, 41 per cent teachers were female (See Table No. 4.9). About one-third of teachers were found to have completed their education level above Bachelor's Level or above the level specializing in the streams other than education faculty. Similarly, 19 per cent of the teachers were found to have completed just School Leaving Certificate and Intermediate level. It was also found that with the increase in teachers' qualification, the proportion of female teachers tended to decrease.

TABLE NO. 4.10: Distribution of Teachers by their Teaching Subjects and Levels

Subject and Level of Teaching	% of Teachers			Number of Teachers		
	Female	Male	Total	Female	Male	Total
Language (Nepali/English)	48.2	39.2	42.4	53	78	131
Social Studies/Moral Science	24.5	37.2	32.7	27	74	101
Population/Health, Physical Education	20.9	17.6	18.8	23	35	58
Others (Economics, Account, Science)	6.3	6.0	6.1	7	12	19
Level of Teaching						
Primary	7.3	1.0	3.2	8	2	10
Lower Secondary	42.7	29.6	34.3	47	59	106
Secondary	50.0	69.3	62.5	55	138	193
Total	100.0	100.0	100.0	110	199	309

Among the teachers involved in this study as respondents, 42 per cent of them were language (English and Nepali) teachers and 33 per cent of them were teaching Social Studies and Moral Education subjects (See Table No. 4.10) Similarly, 19 per cent of teachers had been teaching Population/Health, Physical Education and other subjects i.e. Economics, Accountancy and Science. Likewise, by their teaching level, 63 per cent of them were to teach secondary level students, 34 per cent to lower secondary level and 3 per cent of them were responsible to teach primary level students.

TABLE NO. 4.11: Distribution of Teachers by Types of Schools teachers' Physical Fitness and Gender

Type of School/Disability Status	% by Gender			Number by Gender		
	Female	Male	Total	Female	Male	Total
Government/Community	74.5	76.4	75.7	82	152	234
Private/Institutional	25.5	23.6	24.3	28	47	75
Disability Status						
Normal Teacher	100.0	98.5	99.0	110	196	306
Disabled		1.5	1.0		3	3
Total	100.0	100.0	100.0	110	199	309

Of the teachers selected for this study as the respondents, 76 per cent of them were affiliated to government and community schools whereas 24 per cent of them were the teachers from private and institutional ones. Among the total teachers, only 3 teachers (1.5 per cent) were with disability status (See Table No. 4.11).

4.2.2 Distribution of Students

In the course of data collection, at least 8 and at most 12 students were selected from the target schools in an inclusive way. With the aim to make the pool of respondents inclusive, students from the Brahmin/Chhetri, Dalit, Janajati, Madhesi and Muslim communities were selected (See Table No.4.12).

TABLE NO. 4.12: Distribution of Students by Gender and Other Backgrounds

Background Characteristics	% by Gender			Number by Gender		
	Female	Male	Total	Female	Male	Total
Development Regions						
Eastern	16.3	19.5	17.9	82	100	182
Central	22.0	19.3	20.6	111	99	210
Western	21.4	19.3	20.3	108	99	207
Mid-Western	19.0	19.8	19.4	96	102	198
Far-Western	21.2	22.2	21.7	107	114	221
Ecological Regions						
Tarai	47.8	49.6	48.7	241	255	496
Hill/Mountain	52.2	50.4	51.3	263	259	522
Caste/Ethnicity						
Brahmin/Chhetri	39.7	44.6	42.1	200	229	429
Janajatis	34.1	26.7	30.4	172	137	309
Dalits	18.1	19.6	18.9	91	101	192
Madheshi and Muslims	8.1	9.1	8.6	41	47	88
Age Group of Students						
<14 Yrs	54.6	45.7	50.1	275	235	510
15 and above	45.4	54.3	49.9	229	279	508
Grade Attending Currently						
Primary (up to grade 8)	37.1	36.6	36.8	187	188	375
Secondary	62.9	63.4	63.2	317	326	643
Disability Status						
Normal Students	98.4	99.2	98.8	496	510	1,006
Students with Disability	1.6	0.8	1.2	8	4	12
Type of School						
Government/Community	77.0	74.1	75.5	388	381	769
Private/Institutional	23.0	25.9	24.5	116	133	249
Total	100.0	100.0	100.0	504	514	1,018

By gender, the representation of the students selected as respondents is seen balanced. By development Regions, the representation was highest (22 per cent) from Far-Western Region and Eastern Region had the lowest (18) representation. The Central and Western regions had 20 per cent representation each while 19 per cent students represented from the Far-Western region. Similarly,

region-wise, gender representation was found proportionate to the with region-wise representation of students. Similarly, Table no. 4.12 reveals that 49 per cent of students represented from the Tarai regions and such percentage for the Hill/Mountain region was 51.

Out of total students, 42 per cent (40 per cent of girls and 45 per cent boys) were from the Brahmin/Chhetri community and such percentage for Jananati and Dalit students was 30 and 19 respectively. The rest 9 per cent of students represented the Madhesi and Muslim community. As most of the students representing the Tarai region were included under the Janajati and Dalit community, the representation from the Tarai region seems a bit lower here whereas out of 25 districts selected for this study, 13 of them were the districts under the Tarai region.

The table above reveals that 50 per cent of students involved in the study were under 15 years of age and the rest 50 per cent were 15 years of age or above that. Grade-wise, 63 per cent students were from Secondary level and the rest 37 per cent were from Lower Secondary and Primary level whereas the gender ratio of the students seemed to be equal. Likewise, out of the total students, only one per cent of the students were disabled; however, the nature of their disability was not covered by this study. The table above clarifies that more than two-thirds (75.5 per cent) of the students was from governmental/community schools and the rest were from private/institutional ones.

Data Analysis

5.1 Background

The research questions raised by this study have been analyzed in this chapter based on the data collected through questionnaires. Similarly, the views of the concerned stakeholders expressed at the workshops on the review of school curricula and textbooks used by the students from grade 6 to grade 10 and the available literatures are taken into account while analyzing. To identify the situation of inclusion and implementation of HRE related subject matters in school curricula and textbooks, to identify human rights friendly, unfriendly and paradoxical subject matters included in school curricula and textbooks, to analyze the policy-wise and action-wise bases of HRE related subject matters included in the textbooks, to analyze teachers' and students' knowledge on human rights/ HRE related information/knowledge and human-rights friendliness of school environments and to prepare foundation for advocating for the inclusion of HRE in school curricula and textbooks were the objectives of this study.

5.2 Human Rights Related Contents and their Implementation Status

The first objective of this study was to identify the situation of inclusion and implementation of HRE related subject matters in school curricula and textbooks. Under this very objective it was intended to find out students' and teachers' perspective as to grade-wise and level-wise adequacy/inadequacy of the human rights related contents included in the school textbooks. Similarly, being guided by this objective, respondents were asked about the implementation status of HRE related contents included in the textbooks, teachers'

knowledge and training on these issues, the availability of reference materials, the ways and problems faced while teaching these contents, the necessity of including more contents on these issues and also on the knowledge and necessity of native languages.

TABLE NO. 5.1: Teachers' View on the Degree of Inclusion of HRE Related Contents in School Textbooks

Characteristics	Not at All		A little Inclusion		To Reasonable Extent		Total	
	N.	%	N.	%	N.	%	N.	%
Sex								
Female	18	16.4	64	58.2	28	25.5	110	100.0
Male	42	21.1	115	57.8	42	21.1	199	100.0
Age Group of Teachers								
< 35 years	29	21.0	75	54.3	34	24.6	138	100.0
35 - 44 Year	21	19.4	67	62.0	20	18.5	108	100.0
45 ≥ Years	10	15.9	37	58.7	16	25.4	63	100.0
Education Level of Teachers								
S.L.C and Intermediate	10	17.2	33	56.9	15	25.9	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	21	20.6	55	53.9	26	25.5	102	100.0
Bachelor's Level or above the level (Education Stream)	29	19.5	91	61.1	29	19.5	149	100.0
Level of Teaching								
Lower Secondary	20	17.2	64	55.2	32	27.6	116	100.0
Secondary	40	20.7	115	59.6	38	19.7	193	100.0
Teaching Subject								
Nepali/English	35	26.7	71	54.2	25	19.1	131	100.0
Social Studies and Moral Science	11	10.9	62	61.4	28	27.7	101	100.0
Health, Population and Physical Education	8	13.8	37	63.8	13	22.4	58	100.0
Others (Economics, Account and Science)	6	31.6	9	47.4	4	21.1	19	100.0
Launch of HR Related Programs in their Schools								
Yes**	32	20.3	93	58.9	33	20.9	158	100.0
No	28	18.5	86	57.0	37	24.5	151	100.0
Total	60	19.4	179	57.9	70	22.7	309	100.0

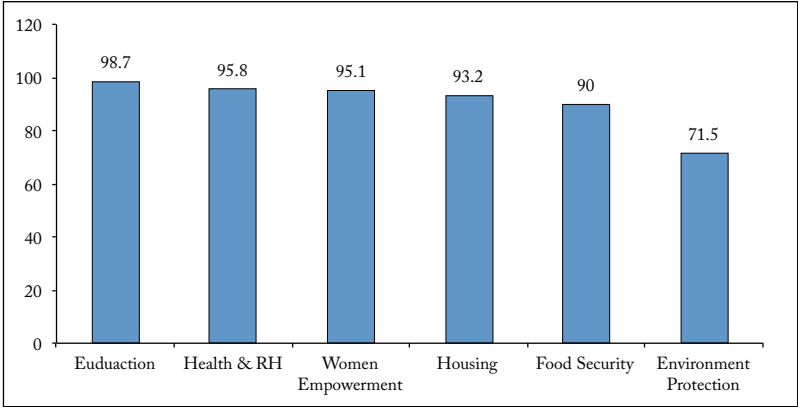
** 'Yes' refers to the child rights promotion programs launched by INSEC

More than half (58 per cent) of the teachers viewed that there was a little inclusion of human rights related contents in school textbooks whereas 23 per cent of them viewed such contents

were reasonably included. However, 19 per cent of teachers opined that such contents were not included at all (See Table no. 5.1). Among the teachers who viewed in this line, it was revealed that the percentages of male teachers, the teachers aged between 35 and 44, the teachers having Bachelor's Level or above the qualification and specialized in the streams other than education, the teachers teaching at secondary level and the teachers teaching other subjects (Economics, Accountancy and Science) were higher than the percentages of other groups of teachers. Similarly, this study revealed that among the teachers who viewed that human rights related contents were reasonably included in the school textbooks, the percentage of teachers teaching Social Studies and Moral Education was the highest in this connection.

Concerned stakeholders were of the view that such contents had to be implemented ensuring development of HR culture. Views were expressed that the effective implementation of the contents included in the school textbooks depended, to a large extent, on guardians' knowledge in HRE and the responsibilities realized by the individual teachers on implementing these contents. The stakeholders also laid emphasis on the micro-level implementation

FIGURE NO. 5.1 : Teachers' Understanding on Human Rights Related Contents (In Percentage)

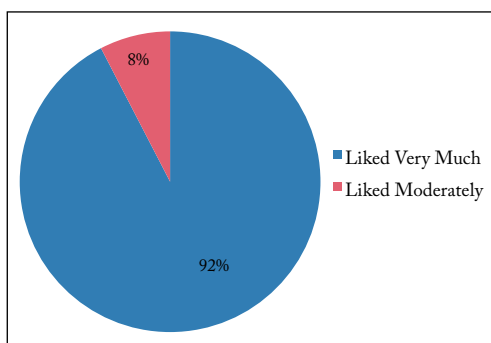


Total per cent has exceeded 100 due to multiple responses of the teachers

of the included contents.

Teachers were asked whether or not the issues such as education, health and reproductive health, women empowerment, accommodation, food security and conservation of the environment fall under by human rights. All the teachers were found to have understood these subjects as human rights issues. Also, they were found to have emphasized education the most whereas the conservation of the environment was least prioritized by them. However, they gave equal emphasis to the rest of the other issues. Teachers, through this question, were tried to be tested whether or not they accepted the economic, social and cultural rights as the issue related to human rights. All the teachers were found to have perceived these issues as the contents covered by human rights. (See Table no. 5.1)

FIGURE NO. 5.2 : Students' Interest in the Contents Related to Human Rights and Child Rights



Given that 92 per cent of the students, liked the human rights and child rights related contents included in the school textbooks very much and that rest of the per cent of students moderately liked the contents, students were

found to have developed a positive attitude towards these issues. Among the students having an interest in such contents, the percentage of students from the schools in which INSEC launched child rights and human rights related programs was more than that of the percentage of students from the schools in which such the programs were not implemented.

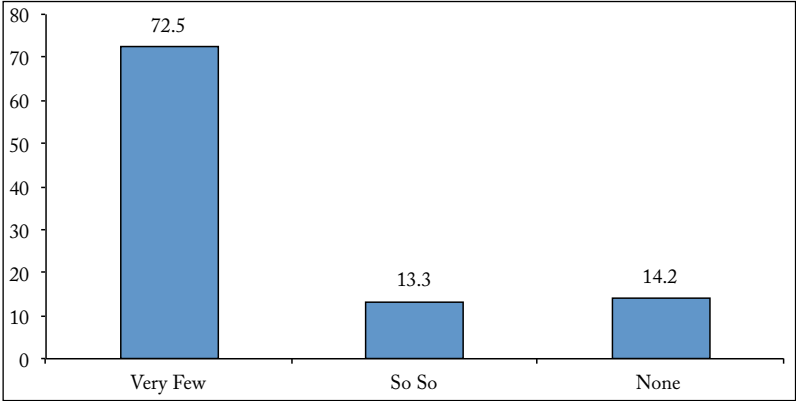
TABLE NO. 5.2: Teachers' Informal Mediums of Gaining Knowledge on Human Rights Issues

Characteristics	Self-Study (in %)	Training/ Seminar (in %)	Radio, Television and Magazine (in %)	Total	
				Number	Percent
Sex					
Female	69.3	12.5	18.2	88	100.0
Male	80.8	14.8	4.4	182	100.0
Age Group of Teachers					
< 35 years	78.2	11.8	10.1	119	100.0
35 - 44 Year	80.6	11.2	8.2	98	100.0
45 ≥ Years	67.9	24.5	7.5	53	100.0
Caste/Ethnicity of teachers					
Brahmin/Chhetri	78.9	14.8	6.2	209	100.0
Janajati	69.2	7.7	23.1	39	100.0
Dalit	90.9	9.1		11	100.0
Madhesi/Muslim	54.5	27.3	18.2	11	100.0
Qualification of Teachers					
SLC and Intermediate	66.7	17.6	15.7	51	100.0
Bachelor's Level or above the level (Non-Education Stream)	74.7	15.4	9.9	91	100.0
Bachelor's Level or above the level (Education Stream)	82.8	11.7	5.5	128	100.0
Teaching Subjects					
Nepali/English	78.3	12.2	9.6	115	100.0
Social Studies and Moral Science	73.6	18.4	8.0	87	100.0
Health, Population and Physical Education	78.4	11.8	9.8	51	100.0
Others (Economics, Account and Science)	82.4	11.8	5.9	17	100.0
Level of Teaching					
Lower Secondary	68.6	17.6	13.7	102	100.0
Secondary	82.1	11.9	6.0	168	100.0
Total	77.0	14.1	8.9	270	100.0

Eighty Seven per cent of teachers were found to have gained knowledge on human rights and HRE through various means. Self-study, training, workshops, radio, television and newspapers were found to have been used by the teachers for gaining knowledge on the said issues. More than three-fourths (77 per cent) of teachers were found to have gained knowledge on human rights through self-study. Among the teachers who gained knowledge on human rights through self-study, the percentage of male teachers, the teachers aged between 35 and 44 years of age, the teachers from

the Dalit community, the teachers having Bachelor or above the level qualification and specialized under the education stream, the teachers teaching at the secondary level and other teachers (teachers teaching Economics, Accountancy and Science) was more than that of the other categories of teachers (See Table No. 5.2).

FIGURE NO. 5.3 : Percentage of the Teachers' Expressing their Views on the Adequacy of the Human Rights Related Contents Included in School Textbooks



Teachers were asked about the degree of adequacy of the human rights related contents included in school textbooks. 72.5 per cent of teachers viewed that such contents were not adequately included whereas 14.2 per cent of the them said no HRE contents were included (See Figure No. 5.3) Similarly, 87 per cent of teachers were not satisfied with the human rights related contents included in the training course designed for the teachers.

Likewise, this study reveals that among the teachers (268), who viewed that there was inadequate or not any human rights related contents in the school textbooks, 89 per cent of them suggested to add additional human rights related contents to the teacher training courses. Hence, it is required to update the human rights related contents of teachers training course ensuring the adequacy in handling the related contents included in the textbooks of various grades of school level education.

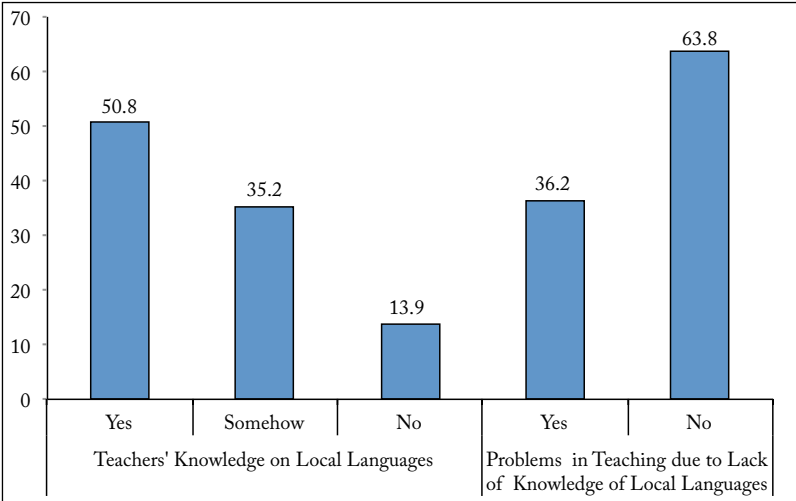
TABLE NO. 5.3: Teachers' View on the Use of Human Rights Related Reference Materials and their Sources

Characteristics	Consultation of Reference Materials				Sources of Reference Materials					
	Yes	No	Total		Electronic and Print News Media	Govt. and HR Org. Publications/ Reports	Books, Library, Training	NR/ DK	Total	
			Number	%					N	%
Sex										
Female	30.9	69.1	110	100.0	58.8	26.5	11.8	2.9	34	100.0
Male	47.2	52.8	199	100.0	42.6	40.4	14.9	2.1	94	100.0
Age Group of Teachers										
< 35 years	36.2	63.8	138	100.0	40.0	46.0	10.0	4.0	50	100.0
35 - 44 Year	46.3	53.7	108	100.0	56.0	28.0	16.0		50	100.0
45 ≥ Years	44.4	55.6	63	100.0	42.9	35.7	17.9	3.6	28	100.0
Education Level of Teachers										
SLC and Intermediate	43.1	56.9	58	100.0	28.0	44.0	20.0	8.0	25	100.0
Bachelor's Level or above the level (Non-Education Stream)	45.1	54.9	102	100.0	54.3	32.6	13.0		46	100.0
Bachelor's Level or above the level (Education Stream)	38.3	61.7	149	100.0	49.1	36.8	12.3	1.8	57	100.0
Level of Teaching										
Lower Secondary	39.7	60.3	116	100.0	39.1	37.0	19.6	4.3	46	100.0
Secondary	42.5	57.5	193	100.0	51.2	36.6	11.0	1.2	82	100.0
Teaching Subjects										
Nepali/English	31.3	68.7	131	100.0	48.8	31.7	14.6	4.9	41	100.0
Social Studies and Moral Science	54.5	45.5	101	100.0	49.1	38.2	12.7		55	100.0
Health, Population and Physical Education	44.8	55.2	58	100.0	42.3	38.5	15.4	3.8	26	100.0
Others (Economics, Account and Science)	31.6	68.4	19	100.0	33.3	50.0	16.7		6	100.0
Launch of HR Related Programs in their Schools										
Yes	44.3	55.7	158	100.0	37.1	47.1	12.9	2.9	70	100.0
No	38.4	61.6	151	100.0	58.6	24.1	15.5	1.7	58	100.0
Total	41.4	58.6	309	100.0	46.9	36.7	14.1	2.3	128	100.0

This study reveals that more than half (58.6 per cent) of teachers do not use human rights related reference materials (See Table no. 5.3). Among the categories of teachers, the group of teachers teaching Social Studies and Moral Education subjects were found as the group of teachers using reference materials most (54.5 per cent). Likewise the percentages of male teachers, the teachers between 35 and 44 years of age, teachers with Bachelors level or above the level of qualification and the teachers teaching at the secondary level were more than that of other categories of teachers in this connection. Similarly, this study revealed that the teachers from the schools where human rights related programs were implemented in the part used reference materials more than the teachers from the schools in which such programs were not launched. It was also found that teachers used electronic and print media, publications of government and non-government bodies, library, textbooks and the materials provided during various training courses as the main reference materials for human rights issues. Electronic and print media were used by most of the teachers (47 per cent) as the reference materials.

The demands that provisions be made to impart education through mother tongue is on the rise globally. Even the international conventions have provided for education in mother tongues. In this context it was pertinent to this study to ask questions to the respondents regarding the status of teachers' knowledge on local languages and on the views of the teachers as to the problems faced by them due to the lack of knowledge on the languages. 13.9 per cent of the teachers were found not having knowledge of local languages. Among the 109 teachers who believed that they possessed little knowledge of the languages of their school localities 36 per cent of them viewed that they faced problems in teaching due to the lack of knowledge on local languages. Hence, it is deducible based on the views of the teachers that elaborating the complex contents in mother languages could enhance the effectiveness of teaching activity.

FIGURE NO. 5.4 : Status of Teachers’ Knowledge on Local Languages and the Views of the Teachers as to the Problems Faced by them due to the Lack of Knowledge on the Languages (In Percentage)



5.3 Human Rights Friendly, Unfriendly and Paradoxical Contents Found in the Textbooks

This section has briefly analyzed the human rights friendly, unfriendly and paradoxical contents found in the reviewed textbooks. Similarly, wrong information as well as the contents lacking clarity have also been discussed. The wrong contents have been analyzed by taking the rights of the students to know the right information²⁰.

5.3.1 Human Rights Friendly Contents

In reviewing the Nepali Subject textbooks ranging from grade 6 to grade 10, it was found out that a number of human rights friendly contents were included in the books. Illustrations portraying an inclusive representation of temple, monasteries and mosques were found. Similarly, these textbooks were found to have discussed with due emphasis the importance of tolerance, peace,

²⁰ See annex 2 for further details on grade-wise and subject-wise human rights friendly, unfriendly and paradoxical contents included in school textbooks.

cooperation, humanity and freedom. The issue that no one should be discriminated on the basis of their sex, color, religion, language etc. was discussed in the textbooks. Possible ways to attract women towards study were found to have discussed. Similarly, information on the cause and effects of pollution and the preventive measures of being safe from such effects were included in these textbooks. Lessons dealing against caste system, untouchability, class based discrimination and advocating for equality were also found. A lesson, in reference to South Africa, dealing with the necessity to struggle for defending self-esteem and rights were found.

Besides in Social Studies and Moral and Civic Education, human rights related contents and issues were found in the textbooks of English subject as well. Lessons emphasizing self-choice in the matter of marriage of males and females reaching a legal minimum age and the poems dealing with the importance of conciliation and the avoidance of war in the society were found in English textbooks. Positively, some of the lessons of English textbooks were found suggesting students to discuss whether or not the persons with disability have capacity on a par with the able-bodied persons.

The lessons under Social Studies have laid emphasis on the indispensability of maintaining understanding and tolerance among the people from various linguistic and religious communities. Some of the lessons were found to have underscored the need to advance women in the social and political sphere on a par with men. Lessons dealing with citizens' duties, international relations and cooperation of Nepal were also found in the course of the review. Social evils, malpractices and untouchability were found to have been dealt under this subject. Lessons written with the view to promote tolerance and understanding among the people from different ethnic, linguistic and religious groups and to discourage caste system, untouchability, hatred and humiliation against women and the persons with disability were found. Some of the lessons were found to have attempted to promote equality and fraternity suggesting that all human beings are equal. The subjects on Civic and Moral Education recommended for the grades 6 to 10 were found to have discussed that nobody should be discriminated on the basis of caste, religion and sex.

The rights of the child were discussed in the textbooks as the obligation of the state. Some of the lessons were affirming that children's issues have to be given space by the election manifestos of the political parties and that various regulations and acts have to be formulated for children. Similarly, some lessons were found to have claimed that children's issues were more seriously raised by the non-government organizations and by the civil society in Nepal. The review of the textbooks also showed that lessons imparting knowledge about the traditionally handed down norms and values of the Nepali society are included. Also, some of the lessons have dealt with religious freedom. Some lessons have assigned students to prepare reports on whether or not tolerance, cooperation and mutual understanding exist in the society. Also, students have been assigned to prepare reports on the types of activities the trade unions of their localities are involved for the labors' rights. Moreover, duties of the citizens, the fundamental aspects of the rights of the child, non-discriminatory behaviors, religious tolerance, social norms and values, among other issues, were discussed in the reviewed textbooks.

Some lessons were found appreciating the scholarship programs in education implemented to ensure women's rights. Likewise, some lessons were found dealing with the importance of cultural heritages, folk dances, songs, music, and also with the celebration of days that are important from the point of view of the rights of the Nepali people.

Review of the secondary level History textbook showed that a lesson dealing with civil rights, fundamental freedom, caste-based discrimination, gender discrimination and the lack of education in relation to the rise and fall of the Rana regime was found. In a lesson that dealt with the historical political events of Nepal, the Panchayati regime was portrayed as the regime in which people were deprived of human rights. While discussing the fundamental features of the Constitution of Nepal 1990, issues on human rights were found to have been discussed. Similarly, individual freedom, the freedom of expression, equality, people's rights and the right to criticize government were discussed in a lesson dealing with the Greek and Roman Civilizations as well as to the French Revolution.

These contents are related to article 1, 2, 5, 16- (2), 18, 23-(4), 26(1 and 2), 28 and 29 (1 and 2) of the Universal Declaration of Human Rights 1948; article 13(1) of the International Covenant on Economic, Social and Cultural Rights; article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination; article 6, 10(A, C, D, E and H), 16-1(A B H) of the Convention on the Elimination of All Forms of Discrimination against Women; article 3 (A), 4-1(H) of Convention on the Rights of Persons with Disabilities. Similarly, these issues are also related to article 24-2 (C and F), 29 -1(B), 33 of the Convention on the Rights of the Child, article 33 of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and article 7 of the International Covenant on Civil and Political Rights²¹.

A number of contents related to human rights and the rights of the child were found in Nepali, Social Studies, Civic and Moral Education. In analyzing the subject matters included in the textbooks from the point of view of the provisions of the international conventions on human rights and the rights of the child and women on their education and health, HRE contents are included also in the subjects such as Health, Physical Education and, Population and Environment. Looking at the contents especially through the prism of article 24-2 (E), 29-1(A and E) of the Convention on the Rights of the Child and article 11-2(A) of the International Covenant on Economic, Social and Cultural Rights and the Convention on the Elimination of All Forms of Discrimination against Women, these subjects were found with HRE contents. The issues such as the importance of the environmental health, the measures to adopt to be safe from diseases, the effects of drugs, smoking and alcoholism, which the provisions of these covenants and conventions have attempted to address, were found. The necessity to protect environment, the importance of cultural heritages, the issues on pollution control, deforestation and its consequences, the effects of various forms of pollution were also found in different lessons.

21 See annex 3 for the provisions of these articles and sub-articles.

Similarly, information on the causes and consequences of population change, women education, gender equality and empowerment, safe maternity, the rights and duties of the consumers and the acts and regulations available on these issues are discussed.

5.3.2 Human Rights Unfriendly Contents

The issues such as listening to the news and being informed of the national and international happenings was found to have presented in the textbooks in a gender discriminatory way. The discussions would give an impression that women's status is too critical due to their dependence on men, therefore they have to sustain their life only on the basis of the properties they earn through their studies and they should not demand for parental properties. The discussion is likely to discourage women to claim their parental properties as per the existing legal provisions in the country rather than making them encouraged to work against discriminations faced by them.

Although lessons proscribing gender, color, religion and language based discriminations and advocating gender equality were found, a number of socio-culturally reflected gendered and orthodox views were also found while reviewing textbooks.

Similarly, languages lacking political correctness and offending the persons with disabilities, particular professions and sex were found. To be offended due to the use of language is one aspect. Moreover, how the language used in the textbooks shapes the non-linguistic behaviors is quite serious and it is likely to influence students negatively. A line of a verse "*Aruko Bharmā Bachnu Parchha Hatai Nahunele...Aruko Saathma Hidnuparchha Aaankhai Nahunale*. (Literally: Those who don't have hands have to depend on others for living ... Those who don't have eyes have to walk along accompanied by others) used for long traditionally was found not removed. The sentences as such are contrary to the emphasis laid by the preamble of the Convention on the Rights of Persons with Disabilities that discrimination against any person on the basis of disability is a violation of the inherent dignity and worth of the human person. "*Huna ta Tapai Jasta Andbaharule Beliko Mala Chhunda Sarpa Bhanera*

Tarsiyeko Maile Dekheko Chhu” (I have seen a blind person like you touch a jasmine garland, scared, mistaking it for a snake though) and “*Ani Ta Ke Khochhas Kana Aankha Bhaihalyo Malai*” (Then I felt like getting another eye by a person having blindness in one eye). The use of these sentences also seem contrary to general principle(a) of article 3 and general obligations (h) of article 4. “*Eleanor Rooseveltle Poliyobata Apanga Bhayeka Aphna Pati Franklin Rooseveltlai Anek Preranadayi Bachanharudwara Rastrapati Padma Biajayi Hunaka Lagi Thulo Yogdan Puryaeki Thien*” (Eleanor Roosevelt had contributed a lot through her encouraging words for the victory of her polio-stricken husband Franklin Roosevelt to the post of President). This sentence too might not be acceptable from the point of view of the persons with disabilities. It sounds as though the inherent capability of a disabled person has been undermined by the sentence.

Similarly, it seems as though students are being taught that the honorific use of language differs by occupation and class of people. The uniformity in the honorific use of language was lacking. *Mali Phool Tipchha* (A florist plucks flowers), *Bidhyalayako Palele Thik 5 Baje Karyalayako Dhoka Thunyo* (School’s security guard closed the door right at 5 pm) and *Ghansi Gothalo ko geetma Ghans Katnama nai masta thiyo* (Engrossed, a grass cutter was singing a song and cutting grass). In these sentences, non-honorific language has been used probably by taking the occupations of the persons such as florist, grass cutter and security guard as lowly ones. Similarly, the sentences used in the book such as *Mantri Ghodama Chadhera Tyahi Bato Bhramanma Niskiyeka Thiye* (The Minister had set out on horseback along the very way), *Bidhayalayaka Guruharu Khulera Tarif Garnuhunchha* (School teachers praise unreservedly), *Ekjana Dhani Byapari Byaparka Silsilama Aphno Gaubhanda Nikkai Tadha Pugera Ghar Pharkadai Thiye* (A merchant was returning home after reaching far away from his village in course of his business). In these two sentences language has been used more honorifically taking teaching and business professions as more respectful ones whereas in the sentence – “*Tyaspachhi Bikram Sambat 2031 Ma Swargiya Raja Birendra Bata Prathmik Tahama Nisulka Shikshyako Ghoshana Garibakshyo*” (Then late king Birendra declared free-of-cost

primary level education in 2031 B.S.), language has been used highly honorifically by taking the king as most respectable.

5.3.3 Unclear and Controversial Matters

In reviewing the textbooks through gender, political and constitutional perspectives and in taking the debate into consideration whether the life of a person is saved through religious beliefs or through science, some controversial issues were found to have crept into the reviewed textbooks. The information used in the textbooks - *"The Moon is the representation of the legendary lunar dynasty Kings of Nepal, i.e. Shah Kings"*, *"We regard our king as the incarnation of Lord Vishnu"* *"Though Political party is one of the essential elements of democracy, it has brought disunity and disorder in the society"* are controversial in themselves. Similarly, the use of sentences such as *"The head of the family is a male member, the father or Grandfather or the eldest brother...Mother is responsible for domestic matters and cares for the children while the father is responsible for earning the means of living...All the members of family solely depend upon the income of the father because he is the guardian and head of the family. All rights, properties and privileges are transferred automatically to the eldest son and then divided equally among other sons..."* might not be acceptable for the Nepali women who have been fighting for their equitable status. *"Teen Char Barshako Umerma Unlai Bipharle Jhandai Mrityouko Mukhma Puryaeko Thiyo... Sheetala Deviko Upasanabata Unko Rakshya Huna Sakyo"*, (At the age of 3 or 4, he nearly died of smallpox ...his life however could be saved through invocation of the Goddess Sheetala Devi), *Kaleeko Mandirma Jibro Katera Arpan Garna Uddhyat Bhayeko Dekhera Kali Prasanna Bhaee Unlai Bidhyako Bardan Dieen. Kalika Bhakta Bhayeko Adharma Nai Unko Naam Pani Kalidas Rahyo"* (As he was all set to chop off his tongue and proffer it to the Goddess Kali, she became happy and bestowed him with education). (As he was a devotee of the Goddess Kali, he was named Kalidaas.) The use of such controversial contents was found in school level textbooks. Although, much depends on the teachers how discussions are triggered on these issues in classrooms, these contents are seemingly controversial.

5.3.4 Wrong and Unrevised Contents

It was found out through this study that wrong and unrevised contents were included in school textbooks either due to the incompetence or carelessness on the part of the book writers and to the lack of timely revisions. Wrong contents were found more in the textbooks published by private publications than in the books by governmental publication. Surprisingly, a lesson dealing with “National Children Commission” and its objectives was found in a book, whereas the Commission as such was not been established in Nepal. Similarly, the Constitution of Nepal 1991 was found to have been referred to while dealing with the issues of orphans and the persons with disabilities whereas it was already more than five years since the Interim Constitution of Nepal 2007 was promulgated in the country. “*Those below 14 are regarded as children by our Constitution*” used in the textbook is one of the wrong information. It was already four years since the 601-member Legislature Parliament (Constituent Assembly) was elected in the country when the textbooks were reviewed for the purpose of this study, however, students were being taught that the legislature parliament of the country comprised of 330 members. Similarly, “*Our Country was divided into 14 zones in 2048 BS, “According to Hindu customs, when a child is born, the 6th day of its birth is celebrated as “Chhaitaun or “Pasni”* are some of the emblematic wrong information included in the school textbooks²³. It is high time the concerned authority pays due attention towards correcting or removing the wrong, unfriendly, unclear or controversial contents included in textbooks.

5.3.5 Contents Requiring Further Revision from the Point of View of Human Rights

It would be better if some of the issues such as health, education, information included under Social Studies were described also as human rights issues besides being infrastructures of development. Similarly, it was found that most of the textbooks under the lessons dealing with the religious traditions and festivals included the

23 See Annex 2 for further details

festivals of the Hindu religious groups only. The festivals of non-Hindu religious groups were given less priority. Civil rights and the rights of the child were not described clearly. The indispensability of peace education and the necessity of ending conflict for permanent peace were discussed in Social Studies prescribed for Grade 10 but the contents included in the book were not sufficiently comprehensive. While taking the prolonging post-conflict situation and socio-economic situation of the country into account, it is advisable to include peace education starting from the lower secondary level of school education.

5.4 Policy-wise Bases of the Inclusion of HRE

The third objective of this study was to analyze the policy-wise bases of the inclusion of HRE into school textbooks. Analyzing the National Curriculum Framework for School Education, the educational policy of the Government of Nepal and other related policies and collecting views of teachers and other stakeholders on these policies was intended. Similarly, analyzing the effect of HRE on the personal and societal life, modes of teaching and learning human rights related issues and the role of the concerned stakeholders in disseminating the HRE were also the issues under this objective. Regional interactions, observations and the interviews with teachers were held in this connection. The domains of the students to be affected by HRE, views of the teachers regarding inclusion of HRE into school textbooks, the degree and reason of inclusion, the effective mode of teaching and disseminating human rights issues, the policies on increasing awareness about human rights and the rights of the child and School as Zones of Peace were some of the issues on which teachers were asked questions. Similarly, questions were developed and then administered among the teachers with the view to identify major problems regarding the availability of the materials on human rights and the rights of the child.

The National Curriculum Framework for School Education in Nepal 2007 has acknowledged that in the context of 21st century human rights, child rights, peace, gender and social equity,

population education and environmental conservation including global information and communication technology have become the emerging needs. Similarly, the interest of the Curriculum Development Center in ensuring representation of various stakeholders such as women, janajati groups, dalits, guardians, teachers, human rights activists, the persons with disabilities and the experts on the rights of the child in developing, approving and revising curricula is praiseworthy. However, how the meaningful representation of these groups have been ensured so far in the said processes is a matter of concern, which has to be paid due attention by the concerned body. Positively, the notion that education should help in enhancing and strengthening social justice, democracy, human rights, co-existence, equity and equality and that education should also address peace, tolerance, etiquette and employment have been acknowledged by the NCF as the norms and value of education.

The NCF has asserted that curriculum development process has to pay special attention to women, the children with disability, Dalit children, disadvantaged (backward) groups, street, children, conflict affected children, sexually exploited and abused children, the poor, workers and laborers, the minors staying in prisons with prisoners (parents), the HIV infected children, children suffering from leprosy and contagious diseases. In addition to this, looking at the NCF through the point of view that human rights has to lay emphasis on the rights of those groups who are vulnerable, the NCF is quite praiseworthy. Generally, the NCF is positive from the human rights perspectives.

5.4.1 Teachers' and Students' View on the Policy-wise Bases of Inclusion of Human Rights Related Contents in School Textbook

Teachers' and students' views on the inclusion of human rights related contents in the school textbooks, the domain to be affected by the included contents, the appropriate level to include these contents and the reason for choosing the level, effective process and means of disseminating knowledge on human rights and school as Zone of Peace were as follows:

TABLE NO. 5.4: Teachers' View as to which Aspects of Child Development should the Human Rights Related Contents Included in School Textbooks be more Related to (In Percentage)

Characteristics	Transform- ation	Value and Awareness	Accountability	All Three	Total	
					N	%
Sex						
Female	14.5	22.7	2.7	60.0	110	100.0
Male	13.6	24.6	4.5	57.3	199	100.0
Age Group of Teachers						
< 35 years	14.5	23.2	3.6	58.7	138	100.0
35 - 44 Year	14.8	30.6	5.6	49.1	108	100.0
45 ≥ Years	11.1	14.3	1.6	73.0	63	100.0
Qualification of Teachers						
SLC and Intermediate	10.3	27.6	1.7	60.3	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	20.6	20.6	5.9	52.9	102	100.0
Bachelor's Level or above the level (Education Stream)	10.7	24.8	3.4	61.1	149	100.0
Level of Teaching						
Lower Secondary	11.2	29.3	3.4	56.0	116	100.0
Secondary	15.5	20.7	4.1	59.6	193	100.0
Teaching Subjects						
Nepali/English	13.7	26.0	4.6	55.7	131	100.0
Social Studies and Moral Science	11.9	24.8	3.0	60.4	101	100.0
Health, Population and Physical Education	15.5	15.5	3.4	65.5	58	100.0
Others (Economics, Account and Science)	21.1	31.6	5.3	42.1	19	100.0
Types of School						
Government/ Community	14.5	23.5	3.0	59.0	234	100.0
Private	12.0	25.3	6.7	56.0	75	100.0
Total	13.9	23.9	3.9	58.3	309	100.0

Table no. 5.4 reveals that majority of the teachers (58 per cent) viewed that HRE has to give equal importance to the transformation, value and awareness and accountability whereas 24 per cent of teachers viewed such an education should focus on value and awareness. By teachers' qualification and the stream of their education, the teachers specialized under the education stream and

having Bachelor's level or above this qualification were more (60 per cent) than the teachers having the same level of qualification specializing under the non-education stream (52 per cent) to view that the HRE contents included in the school textbooks should lay equal emphasis on transformation, value and awareness and accountability. Similarly, the teachers teaching Health Population and Physical Education were the categories of teachers to express the highest percentage (65.5) of view in this connection whereas 60 per cent of teachers teaching Social Studies and Moral Education expressed for this.

The stakeholders who participated in the regional workshops organized in the course of this study suggested that discipline and moral education be equally emphasized and that child-friendly environment be provided beginning from children's homes so that children could learn about the theoretical aspects of human rights besides manifesting positive changes in behavioral and attitudinal aspects. Referring to the unstable political environment and its negative effect on education system, grievances were expressed in the workshops that an effective implementation of the human rights related contents included in school textbooks was full of challenges.

TABLE NO. 5.5: Percentage of Teachers Viewing on the Inclusion of HRE Related Contents in School Curriculum and Textbooks

Characteristics	Foundation for the Consolidation of Democratic Process	A Promise that cannot be Fulfilled	Entry of a Luxurious Issue	Total	
				N	%
Sex					
Female	92.7	5.5	1.8	110	100.0
Male	95.5	2.5	2.0	199	100.0
Age Group of Teachers					
< 35 years	92.0	3.6	4.3	138	100.0
35 - 44 Year	95.4	4.6		108	100.0
45 ≥ Years	98.4	1.6		63	100.0
Qualification of Teachers					
SLC and Intermediate	87.9	8.6	3.4	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	97.1	2.0	1.0	102	100.0

Bachelor's Level or above the level (Education Stream)	95.3	2.7	2.0	149	100.0
Level of Teaching					
Lower Secondary	92.2	6.0	1.7	116	100.0
Secondary	95.9	2.1	2.1	193	100.0
Teaching Subjects					
Nepali/English	93.1	4.6	2.3	131	100.0
Social Studies and Moral Science	95.0	2.0	3.0	101	100.0
Health, Population and Physical Education	96.6	3.4		58	100.0
Others (Economics, Account and Science)	94.7	5.3		19	100.0
Total	94.5	3.6	1.9	309	100.0

Asked about their views on the inclusion of human rights related subject matters in the school textbooks, 94.5 (Table No. 5.5) per cent of the teachers accepted these subject matters as a base to democratize family, school environment, communities and the nation as a whole. The teachers perceiving these subject matters negatively (as a luxurious and unachievable commitment) were very few. A trend was revealed through the study that the more aged the teachers, the more positive they were on the human rights related subject matters. No teachers above 35 years of age were found to have taken these matters as an entry of a luxurious matter whereas only 4 per cent of teachers below 35 years of age took these contents as an entry of luxurious subject matters into school textbooks. The percentage of the teachers having Bachelor's level or above this qualification specializing their college studies in the streams other than education was the highest (97 per cent) in regard to perceiving HRE as a foundation for the consolidation of democratic process.

These views of the teachers are in line with the findings of the research works done by various personalities such as Tibbitts (2008), Covell and Howe (2005), Osler and Starkey, (2006), Magendzo (2005). They have concluded that the human rights issues included in the school textbooks consolidate democratic polity.

The participants of the regional workshops also laid emphasis that consolidating democratic polity should be the objective of the HRE contents included in the school textbooks. They viewed

the curricula of the post-conflict society should be directed by the human rights related contents. Saying that general perception of the stakeholders about HRE is not fully positive, the participants underscored the need to put further efforts in minimizing the negative perception. The local stakeholders even suggested ensuring children's participation in the curriculum development processes.

TABLE NO. 5.6: Teachers' View on the Appropriate Level of School Education for Incorporating HRE in Curricula

Characteristics	Basic Level (grade 1-8)		Secondary Level (Grade 9-10)		Both Basic and Secondary Levels		Total	
	N.	%	N.	%	N.	%	N.	%
Sex								
Female	70	63.6	5	4.5	35	31.8	110	100.0
Male	125	62.8	12	6.0	62	31.2	199	100.0
Age Group of Teachers								
< 35 years	87	63.0	10	7.2	41	29.7	138	100.0
35 - 44 Year	73	67.6	3	2.8	32	29.6	108	100.0
45 ≥ Years	35	55.6	4	6.3	24	38.1	63	100.0
Education Level of Teachers								
SLC and Intermediate	42	72.4	1	1.7	15	25.9	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	70	68.6	7	6.9	25	24.5	102	100.0
Bachelor's Level or above the level (Education Stream)	83	55.7	9	6.0	57	38.3	149	100.0
Level of Teaching								
Lower Secondary	78	67.2	3	2.6	35	30.2	116	100.0
Secondary	117	60.6	14	7.3	62	32.1	193	100.0
Teaching Subjects								
Nepali/English	86	65.6	9	6.9	36	27.5	131	100.0
Social Studies and Moral Science	66	65.3	2	2.0	33	32.7	101	100.0
Health, Population and Physical Education	30	51.7	3	5.2	25	43.1	58	100.0
Others (Economics, Account and Science)	13	68.4	3	15.8	3	15.8	19	100.0
Total	195	63.1	17	5.5	97	31.4	309	100.0

Majority of the teachers (63 per cent) opined that HRE contents should be more concentrated in the basic education whereas 5.5 per cent of the teachers were of the view that more concentration

should be in secondary level curricula. Similarly, 31 per cent of the teachers were for the equal emphasis to both the levels. Among the teachers involved in this study, the teachers teaching at the lower secondary level expressed their views that HRE was more important at the basic level of school education. In terms of teaching subjects, the teachers teaching other subjects(Economics, Account, Science), who are believed to be relatively less knowledgeable about HRE issues, also laid emphasis on the idea of including HRE beginning from the basic level of school education(See Table 5.6).

TABLE NO. 5.7: Teachers' View on Why a Particular Level is More Suitable than Other Levels for Including HRE Contents

Reasons to Begin HRE from the Particular Levels	Basic Level (Grade 1-8)	Secondary Level (Grade 9-10)	Both Grades	Total %	Total N.
Awareness and Confidence Building on Rights and Duties	44.6	58.8	61.9	50.8	157
Children's Maturity to Grasp the Message	51.8	41.2	30.9	44.6	138
Empowerment and Capacity Building	1.5	0.0	5.2	2.6	8
No Response	2.1	0.0	2.1	1.9	6
Total	100.0	100.0	100.0	100.0	
Total (N)	195	17	97	309	309

Table no. 5.7 shows that more than half of the teachers (51 per cent) viewed "awareness and confidence building on rights and duties" as the reason of including HRE in school curricula. Similarly, among 157 teachers, 45 per cent of them pointed at the increasing awareness and promoting confidence on rights and duties as the reason for including HRE at the basic level of school education. Very few (3 per cent) of the teachers took empowerment and capacity building as the reason of including HRE at school level curricula. Among the teachers who laid emphasis on including HRE beginning from the basic level of school education, 52 per cent of them were of the view that children's maturity to grasp HRE issues begins from the level.

TABLE NO. 5.8: Teachers' Views on Whether or not Human Rights and Child Rights Related Contents should be Included in the Subjects Other than Social Studies and Moral Education (In Percentage)

Background Characteristics	Should Include	Should not Include	No Ideas	Total	
				N	%
Sex					
Female	78.2	16.4	5.5	110	100.0
Male	82.9	12.1	5.0	199	100.0
Age Group of Teachers					
< 35 years	82.6	13.0	4.3	138	100.0
35 - 44 Year	81.5	13.0	5.6	108	100.0
45 ≥ Years	77.8	15.9	6.3	63	100.0
Qualification of Teachers					
SLC and Intermediate	74.1	19.0	6.9	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	84.3	10.8	4.9	102	100.0
Bachelor's Level or above the level (Education Stream)	81.9	13.4	4.7	149	100.0
Level of Teaching					
Lower Secondary	78.4	13.8	7.8	116	100.0
Secondary	82.9	13.5	3.6	193	100.0
Teaching Subjects					
Nepali/English	84.7	9.9	5.3	131	100.0
Social Studies and Moral Science	78.2	16.8	5.0	101	100.0
Health, Population and Physical Education	82.8	10.3	6.9	58	100.0
Others (Economics, Account and Science)	68.4	31.6		19	100.0
Types of School					
Government/Community	82.1	14.5	3.4	234	100.0
Private	78.7	10.7	10.7	75	100.0
Total	81.2	13.6	5.2	309	100.0

Among the total teachers, 81 per cent of them wanted human rights and child rights related issues be included in the school subjects other than social studies and moral education whereas, 14 per cent of them were of the view that it would be better of these contents were limited only within Social Studies and Moral Education (See Table No. 5.8). By their teaching subjects, 85 per cent of language (English and Nepali) teachers demanded human rights and child rights related contents be included in the subjects other than Social Studies and Moral Education. However, the percentage of the

teachers teaching social studies and moral education was less in this matter. Hence, it was found out that Social Studies and Moral Education teachers were more knowledgeable on human rights and child rights than other teachers. Similarly, it could be deduced that the teachers teaching subjects other than social studies and moral education did not like the concept of incorporating human rights and child rights related subjects in their subjects.

Emphasizing that parents have a duty to provide human rights friendly environment at home, the participants of regional workshops however, viewed it would be wise to include human rights and child rights related subject matters in social studies and moral education.

TABLE NO. 5.9: Teachers' View on the Effective Teaching Process of HRE

Background Characteristics	Formal		Informal		Total	
	N	%	N	%	N	%
Sex						
Female	99	90.0	11	10.0	110	100.0
Male	184	92.5	15	7.5	199	100.0
Age Group of Teachers						
< 35 years	131	94.9	7	5.1	138	100.0
35 - 44 Year	91	84.3	17	15.7	108	100.0
45 ≥ Years	61	96.8	2	3.2	63	100.0
Qualification of Teachers						
SLC and Intermediate	54	93.1	4	6.9	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	94	92.2	8	7.8	102	100.0
Bachelor's Level or above the level (Education Stream)	135	90.6	14	9.4	149	100.0
Level of Teaching						
Lower Secondary	106	91.4	10	8.6	116	100.0
Secondary	177	91.7	16	8.3	193	100.0
Teaching Subjects						
Nepali/English	123	93.9	8	6.1	131	100.0
Social Studies and Moral Science	91	90.1	10	9.9	101	100.0
Health, Population and Physical Education	51	87.9	7	12.1	58	100.0
Others (Economics, Account and Science)	18	94.7	1	5.3	19	100.0
Types of School						
Government/Community	213	91.0	21	9.0	234	100.0
Private	70	93.3	5	6.7	75	100.0
Total	283	91.6	26	8.4	309	100.0

Table No. 5.9 reveals that the proportion of the teachers emphasizing formal and informal methods for the effective teaching of HRE contents included in the school textbooks was very imbalanced. 92 per cent of the teachers laid emphasis on the formal system. The table reveals that female teachers, the teachers 45 years of age or above it, the teachers having qualification below Bachelor level, other teachers (teaching Economics, Accountancy and Science) and the teachers from private and institutional schools focused more on the formal mode of teaching human rights related contents than the informal one. However, the participants at the workshops viewed that informal system would be a more practical way of teaching HRE contents.

TABLE NO. 5.10: Teachers' View as to whether the HRE Contents Included in the School Curriculum should Focus more on Rights or Duties (In Per Cent)

Background Characteristics	Equal Focus	More on Rights	More on Duty	Total	
				N	%
Sex					
Female	92.7	2.7	4.5	110	100.0
Male	91.5	5.0	3.5	199	100.0
Age Group of Teachers					
< 35 years	94.9	2.9	2.2	138	100.0
35 - 44 Year	91.7	2.8	5.6	108	100.0
45 ≥ Years	85.7	9.5	4.8	63	100.0
Teaching Subjects					
Nepali/English	88.5	6.1	5.3	131	100.0
Social Studies and Moral Science	92.1	4.0	4.0	101	100.0
Health, Population and Physical Education	96.6	1.7	1.7	58	100.0
Others (Economics, Account and Science)	100.0			19	100.0
Caste Ethnicity of Teachers					
Brahmin/Chhhetri	91.2	5.0	3.8	238	100.0
Janajati	95.7		4.3	46	100.0
Dalit	91.7		8.3	12	100.0
Madhesi/Muslim	92.3	7.7		13	100.0
Ecological Zone					
Tarai	92.5	4.3	3.1	161	100.0
Hill/Mountain	91.2	4.1	4.7	148	100.0
HR activities in their School					
Yes	91.1	5.1	3.8	158	100.0
No	92.7	3.3	4.0	151	100.0
Total	91.9	4.2	3.9	309	100.0

Most of the teachers (92 per cent) viewed that the contents included in the school curriculum should focus on the rights and duties on an equal footing (See Table 5.10). Viewing the teachers' perspective by region, sex, caste, age group and the subjects they teach, almost balanced views were expressed in this connection. Similar views were expressed in this regard in the regional workshops as well.

TABLE NO. 5.11: Teachers' Views on Whether or not HRE was Required to be Included as a Separate Subject in School Curricula (in Per Cent)

Background Characteristics	Need to Introduce		Possibility to Introduce		Total	
	Yes	No/No Idea	Yes	No/No Idea	N	%
Sex						
Female	90.0	10.0	67.3	32.7	110	100.0
Male	82.9	17.1	65.8	34.2	199	100.0
Age Group of Teachers						
< 35 years	84.8	15.2	65.9	34.1	138	100.0
35 - 44 Year	89.8	10.2	68.5	31.5	108	100.0
45 ≥ Years	79.4	20.6	63.5	36.5	63	100.0
Teaching Subjects						
Nepali/English	87.0	13.0	67.9	32.1	131	100.0
Social Studies and Moral Science	83.2	16.8	67.3	32.7	101	100.0
Health, Population and Physical Education	86.2	13.8	60.3	39.7	58	100.0
Others (Economics, Account and Science)	84.2	15.8	68.4	31.6	19	100.0
Total	85.4	14.6	66.3	33.7	309	100.0

Asked whether or not it was necessary to introduce HRE as a separate subject, 85 per cent of the teachers asserted it whereas 34 per cent of the teachers were of the view that it was necessary to introduce as a new subject but was not possible to do so.

TABLE NO. 5.12: Teachers' Views on Why it is not Necessary or Possible to Introduce HRE as a Separate Subject (In Per Cent)

Background Characteristics	Reasons				Total	
	Curriculum will be Overloaded	Lack of Time	Teachers Lack Knowledge on the Issue	Subject is Overambitious	N.	%
Sex						
Female	75.0	15.0	5.0	5.0	20	100.0
Male	60.8	29.4	5.9	3.9	51	100.0
Qualification of Teachers						
SLC and Intermediate	58.3	25.0	8.3	8.3	12	100.0
Bachelor's Level or above the level (Non-Education Stream)	72.0	16.0	4.0	8.0	25	100.0
Bachelor's Level or above the level (Education Stream)	61.8	32.4	5.9		34	100.0
Level of Teaching						
Lower Secondary	50.0	35.0	5.0	10.0	20	100.0
Secondary	70.6	21.6	5.9	2.0	51	100.0
Teaching Subjects						
Nepali/English	56.0	32.0	12.0		25	100.0
Social Studies and Moral Science	69.2	23.1	-	7.7	26	100.0
Health, Population and Physical Education	68.8	18.8	6.3	6.3	16	100.0
Others (Economics, Account and Science)	75.0	25.0	-		4	100.0
Total	64.8	25.4	5.6	4.2	71	100.0

Mainly two reasons were put forth by students on whether or not the HRE has to be introduced as a separate subject of the school curricula. Almost two-thirds (65 per cent) of the teachers was of the view that introducing it as a separate subject would add to the already overloaded curriculum. Similarly, one-fourth of the teachers opined that daily school time table scheduled for teaching would be insufficient. Very few teachers (4 per cent) put forth their views that HRE, being an ambitious subject, should not be included as a separate subject. Hence, it was deducible that almost all the teachers were highly positive towards human rights, the rights of the child and HRE.

TABLE NO. 5.13: Whether or not Teachers were Informed of the Decision of the Government to Spread Awareness on Human Rights and the Rights of the child

Background Characteristics	Informed		Not Informed		Total	
	N	%	N	%	N	%
Sex						
Female	52	47.3	58	52.7	110	100.0
Male	111	55.8	88	44.2	199	100.0
Qualification of Teachers						
SLC and Intermediate	26	44.8	32	55.2	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	49	48.0	53	52.0	102	100.0
Bachelor's Level or above the level (Education Stream)	88	59.1	61	40.9	149	100.0
Level of Teaching						
Lower Secondary	52	44.8	64	55.2	116	100.0
Secondary	111	57.5	82	42.5	193	100.0
Teaching Subjects						
Nepali/English	67	51.1	64	48.9	131	100.0
Social Studies and Moral Science	61	60.4	40	39.6	101	100.0
Health, Population and Physical Education	25	43.1	33	56.9	58	100.0
Others (Economics, Account and Science)	10	52.6	9	47.4	19	100.0
Caste Ethnicity of Teachers						
Brahmin/Chhhetri	130	54.6	108	45.4	238	100.0
Janajati	21	45.7	25	54.3	46	100.0
Dalit	5	41.7	7	58.3	12	100.0
Madhesi/Muslim	7	53.8	6	46.2	13	100.0
Development Region						
Eastern	30	47.6	33	52.4	63	100.0
Central	39	61.9	24	38.1	63	100.0
Western	28	45.9	33	54.1	61	100.0
Mid- Western	31	48.4	33	51.6	64	100.0
Far-Western	35	60.3	23	39.7	58	100.0
Ecological Zone						
Tarai	82	50.9	79	49.1	161	100.0
Mountain/Hill	81	54.7	67	45.3	148	100.0
Total	163	52.8	146	47.2	309	100.0

Almost half (47 per cent) of the teachers involved in this study viewed that they were not informed of the government's policy of increasing awareness about human rights and the rights of the child (See Table no. 5.13). By teachers' background characteristics

too, almost all the categories of teachers’ view in this connection is around the very percentage. Male teachers, the teachers having Bachelor Level qualification or above it specializing in education stream, the teachers teaching at the secondary level, Social Studies and Moral Education teachers, the teachers from the Brahmin/ Chhetri community, the teachers teaching in the Mid-Region and the teachers teaching in the hilly and mountain regions were found more informed of the policy of the government. However, the participants of the regional workshops expressed views that the locals were not informed of the school sector reform program launched by the government.

FIGURE NO. 5.5 : Teachers’ View on School as Zones of Peace

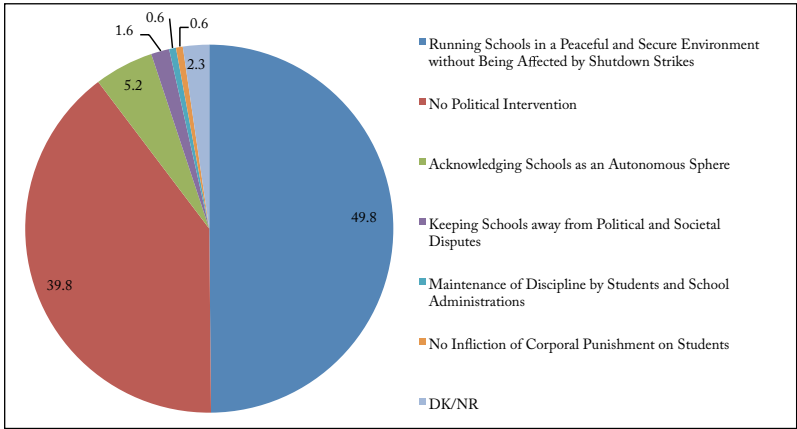


Figure No. 5.5 vividly shows that School as Zones of Peace concept was interpreted by teachers variously. Running school in a peaceful and secure environment, non-interference of political parties in school activities and premises, acknowledging school as an autonomous region, freeing school environment from political and social debates, making school administration and students disciplined and not inflicting physical punishment and torture in students were some of the definitions of teachers on School as Zones of Peace. Exactly half of the teachers defined the concept as

a smooth running of schools in a peaceful and secure environment. Similarly, 40 per cent of teachers were of the view that School as Zones of Peace meant non-interference of the political parties in school activities and premises. Hence, analyzing the views of the 90 per cent of teachers, shutdown strikes and chaotic and unsecure school environment are embedded more with political activities one way or another. The participants of the workshops organized in the course of this study underscored the need to define the concept further clearly.

FIGURE NO. 5.6 : Percentage of Teachers’ Viewing on How to Effectively Implement HRE in Schools

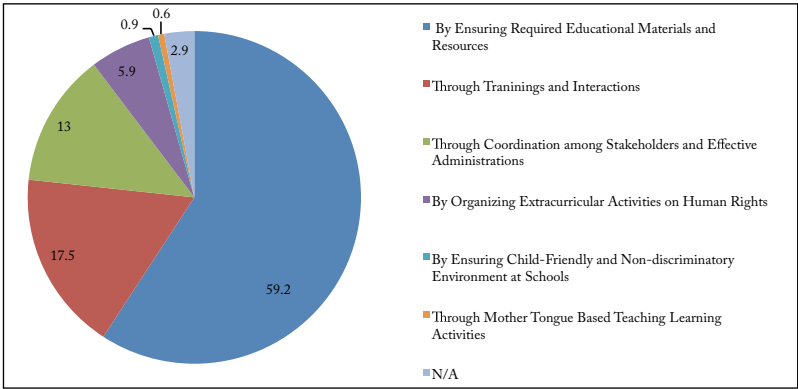


Figure No. 5.6 shows how varied measures were put forth by the teachers on the effective implementation of the HRE included in school curriculum. Ensuring adequate educational materials and human resources, arrangement of appropriate trainings and interactions for teachers and proper coordination among the educational stakeholders and making the school administration effective were some of the ways put forth by the teachers.

Similarly, running classes on human rights and the rights of the child by human rights activists and defenders occasionally and organizing extra-curricular activities on HRE, maintaining a child-friendly environment at schools, paying attention by the concerned bodies as to creating a non-discriminatory culture and teaching in

mother tongues were the other measures suggested by teachers.

Teachers emphasized the guarantee of adequate educational materials and human resources and the arrangement of appropriate trainings and interactions as the primary two measures. Among them, the first one was laid emphasis by 59 per cent of teachers (See Figure 5.6) while 17.5 per cent teachers focused on the second measure. The participants of the regional workshops, however, were of the view that teachers were facing difficulties in effectively delivering the HRE related subject matters due to the lack of proper training and to the unavailability of required educational materials on the subject.

The participants of the regional workshops also underscored the need to provide teachers with additional training and to include human rights related subject matters in tune with the changing context of the country. “Awareness programs on HRE should reach every village”, “human rights activists should be invited to schools occasionally and be requested to take classes on the importance and necessity of human rights and the rights of the child”, “teachers should be well trained on the issues”, “students should be taken to excursions occasionally in order to provide first-hand experience on human rights related issues” were some of the views of the stakeholders.

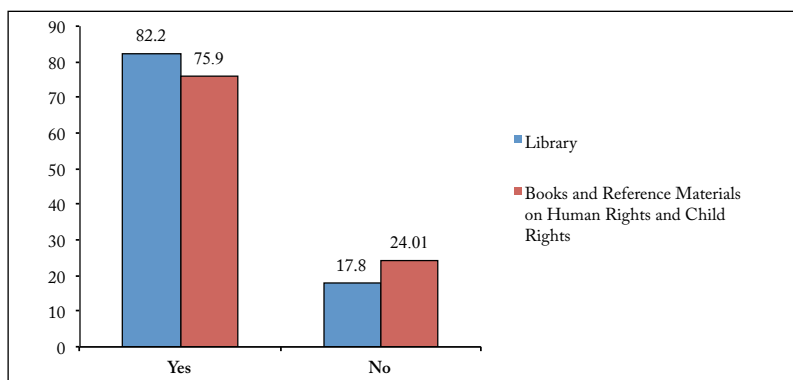
TABLE NO. 5.14: Teachers’ Views on the Possible Aspects to be Affected by the Human Rights Related Contents included in the School Curricula

Background Characteristics	Community Aspect	Individual Aspect	Material Supports to Victims	Complaining about Abuses	Intervening at Times of Abuse	Total	
						N	%
Sex							
Female	48.2	30.9	12.7	4.5	3.6	110	100.0
Male	47.2	30.7	11.6	6.5	4.0	199	100.0
Qualification of Teachers							
SLC and Intermediate	46.6	27.6	22.4	1.7	1.7	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	50.0	33.3	5.9	6.9	3.9	102	100.0
Bachelor's Level or above the level (Education Stream)	46.3	30.2	12.1	6.7	4.7	149	100.0

Level of Teaching							
Lower Secondary	45.7	32.8	17.2	2.6	1.7	116	100.0
Secondary	48.7	29.5	8.8	7.8	5.2	193	100.0
Teaching Subjects							
Nepali/English	45.0	32.8	12.2	6.9	3.1	131	100.0
Social Studies and Moral Science	45.5	32.7	12.9	4.0	5.0	101	100.0
Health, Population and Physical Education	56.9	24.1	13.8	3.4	1.7	58	100.0
Others (Economics, Account and Science)	47.4	26.3		15.8	10.5	19	100.0
HR activities in their School							
Yes	49.4	28.5	15.2	4.4	2.5	158	100
No	45.7	33.1	8.6	7.3	5.3	151	100
Total	47.6	30.7	12.0	5.8	3.9	309	100.0

Teachers viewed that the HRE contents included in school curricula should especially affect the community and individual aspects of the students (see Table No. 5.14). 48 per cent of teachers were for the community aspect whereas 31 per cent emphasized the individual aspect. Hence, it was implied that the teachers gave less importance to the action-oriented interventionist role of the HRE included in school curricula.

FIGURE NO. 5.7 : Availability of Human Rights Related Reference Materials in Schools



Among the 309 teachers involved in this study as the respondents, 82 per cent (254 teachers) stated that their schools possessed libraries. Of the 254 teachers, 76 per cent of them claimed their libraries comprised of HRE related books and reference materials.

TABLE NO. 5.15: Teachers' Views as to Who should be More Responsible in Disseminating HRE (In Per Cent)

Background Characteristics	School Teachers	Media	Human Rights Activists	All of the Three	Total	
					N	%
Sex						
Female	40.0	30.0	26.4	3.6	110	100.0
Male	55.3	22.1	18.6	4.0	199	100.0
Age of Teachers						
<35 Yrs	44.9	33.3	17.4	4.3	138	100.0
35-44 Yrs	54.6	20.4	22.2	2.8	108	100.0
45+ Yrs	52.4	14.3	28.6	4.8	63	100.0
Caste Ethnicity of Teachers						
Brahmin/Chhhetri	50.8	25.6	20.2	3.4	238	100.0
Janajati	37.0	28.3	30.4	4.3	46	100.0
Dalit	50.0	16.7	33.3		12	100.0
Madhesi/Muslim	76.9	7.7		15.4	13	100.0
Ecological Zone						
Terai	51.6	20.5	24.2	3.7	161	100.0
Mountain/Hill	48.0	29.7	18.2	4.1	148	100.0
HR activities in their School						
Yes	53.8	25.9	18.4	1.9	158	100.0
No	45.7	23.8	24.5	6.0	151	100.0
Total	49.8	24.9	21.4	3.9	309	100.0

Among the teachers involved in this study, exactly half of them stated that teachers have more important role in disseminating the HRE related issues (See Table 5.15). Of the teachers expressing in this line the percentage of the teachers from the schools wherein HRE programs were implemented in the past were more than the teachers from the schools in which such programs were not implemented. One-fourth of the total teachers, however, pointed at the role of media in this connection whereas 21 per cent of them asserted the role of human rights activists. Hence, it was deducible

that teachers were for the development of HRE through school based formal teaching learning activities. Contrary to the general perception that HRE should be disseminated through the NGO activism, teachers were found to have acknowledged the schools' responsibility in imparting HRE related issues. Such a view of the teachers has challenged the normally perceived belief that HRE is not prioritized by the exam based education system of the country. The teachers from Madhesi/Muslim communities focused more on the role of teachers in imparting knowledge on HRE whereas the teachers from Janajati communities gave least priority in this regard.

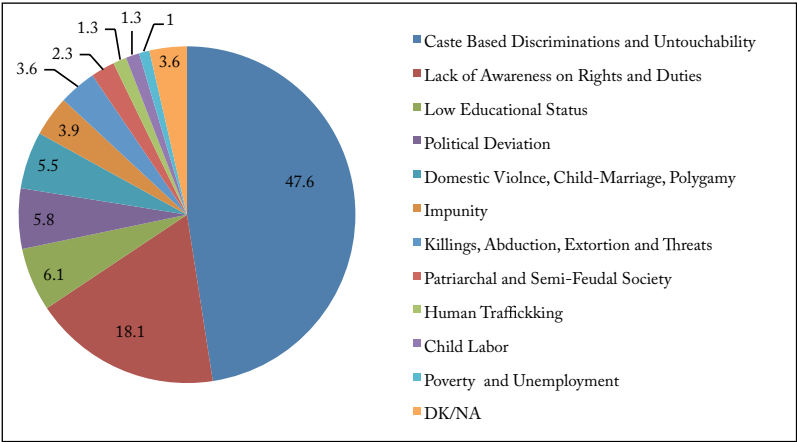
Similarly, the participants of the regional workshops stressed the need to make school teachers responsible in imparting knowledge on HRE. However, they pointed some sorts of difficulties in implementing the HRE contents through the teachers. Political instability of the country, teachers' divided views on the issue, the lack of pro-active role of the teachers and also the lack of concern of the State were raised by the participants as some of the possible problems.

Given teachers were for the advancement of HRE through school based formal education, it was reflected in their views that HRE should be developed as a part of the culture. A participant of the workshop said, "Although teachers teach the HRE contents included in the school textbooks, they do not follow the norms of HRE in their life. Therefore, teachers have to be encouraged for their attitudinal change". This view of the participants is emblematic one which shows developing human rights culture and asserts that dissemination of HRE is significantly embedded with teachers.

As teachers were suggested to pin point any three major human rights problems of the Nepali society, 48 per cent of teachers took untouchability and racial discrimination as the first problem whereas lack of awareness about their rights and duties were taken as the second major problem. Similarly, poor educational status of the Nepali people was taken as the third major social problem in Nepal. *"Existence of untouchability and other evil-practices", "racial discrimination has been eliminated by law but it exists in practice", "the rich are justly dealt by the state due to the former's access to*

power but the poor are always sidelined”, “ the implementation of law has been a great problem due to nepotism and favoritism”, “ the traditional outlook to perceive social discriminations has continued unabated” were some of the views expressed by teachers while exemplifying existing social problems of the Nepali society (See Figure No. 5.8).

FIGURE NO. 5.8 : Teachers’ View on the Human Rights Related Major Problems (in Per cent)



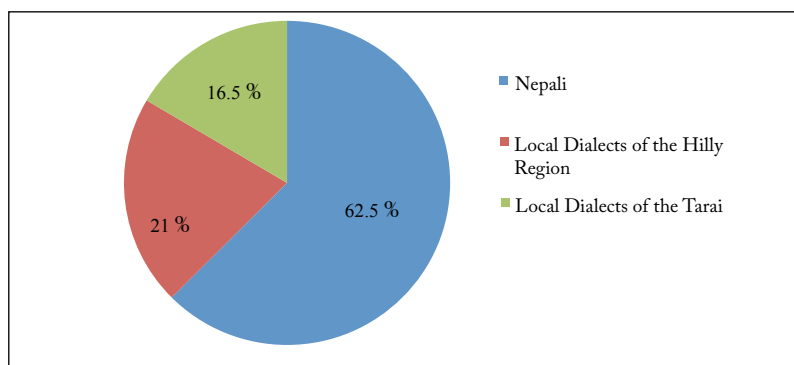
Among the 1018 students involved in this study as the respondents, 880 students claimed they were knowledgeable on human rights related issues. Among those who claimed in this way, a total of 781 students were even able to give examples of human rights and the rights of the child. 91 per cent of those who could state examples viewed that HRE related subject matters were included in their textbooks. Among the teachers who viewed in this line, the percentages of the secondary level teachers, of the teachers from government schools and of the teachers from hilly region were higher than that of other categories of teachers (See Table No. 5.16).

TABLE NO. 5.16: Students' Views on Whether or not HRE Issues were Taught in their Schools

Background Characteristics	Yes		No		Total	
	N	%	No	N	%	No
Gender						
Female	357	91.5	33	8.5	390	100.0
Male	355	90.8	36	9.2	391	100.0
Level						
Primary	242	94.2	15	5.8	257	100.0
Secondary	470	89.7	54	10.3	524	100.0
Type of School						
Government/ Community	543	91.7	49	8.3	592	100.0
Private/ Institutional	169	89.4	20	10.6	189	100.0
Ecological Zones						
Terai	373	94.9	20	5.1	393	100.0
Hill/Mountain	339	87.4	49	12.6	388	100.0
Total	712	91.2	69	8.8	781	100.0

Asked which subject teachers had been teaching the subject matters related to human rights, the students involved in this study named the teachers who had been teaching Social Studies, Moral Education, Health, Population and Environment, English, Nepali and other subjects (Economics, Pre-vocational Education and Science). Most of the students (97 per cent) viewed that such contents were taught by Social Studies and Moral Education teachers whereas Health, Population and Environment teachers were given the second position by the students in this regard.

FIGURE NO. 5.9 : Distribution of Students' Mother Tongues



Among the students involved in this study, 62.5 per cent of them stated that Nepali was their mother tongue and 21 per cent of the students were from the communities speaking local dialects of hilly region such as Magar, Doteli, Tamang, Majhi, Rai, Darai etc). Similarly, 16.5 per cent students spoke the languages spoken in the Tarai region such as Maithili, Tharu, Danuwar, Hindi, Bhojpuri, Rajbansi etc) (See Figure No. 5.9). Students stated that they were explained in their mother tongues and local languages in case they failed to grasp the issues in the classrooms. The percentage of the students expressing such view was 75.5.

5.4.2 Analysis of the Inter-Workshops Discussions

In the regional workshops, varied views were expressed on which level of school education would be an appropriate level to begin HRE. Similarly, the participants of the workshops expressed positive as well as negative attitude towards HRE. Also, suggestions were provided on various aspects such as the violation of the rights of the child in schools, need for training teachers on human rights, teaching and learning process in mother tongues, the situation of the rights of the child in private schools and the rights of the teachers.

Human Rights-Friendly Culture and Behavior

Most of the participants of the workshops suggested HRE be developed as a part of culture by including it into school curricula. Primarily, views were expressed that HRE would be promoted if human rights related lessons were included in the school subjects such as Moral and Civic Education. Similarly, suggestions were put forth to provide human rights-friendly culture starting from children's homes in order to develop human rights-friendly environment. However, the participants also viewed at the same time that this task was not easy given the poor educational background of the guardians. Similarly, teachers' role in shaping human rights-friendly behavior and promoting such a culture was emphasized in the workshops. The participants of the workshops were of the view that teachers' modus operandi, attitude and behaviors had to be changed and that they had to be proactive to translate HRE into practice. It was unanimously

agreed that teaching HRE could be further effective if teachers acknowledged their obligation at the personal level. Suggestions were provided HRE be promoted through a formal system of school education.

HRE and Stakeholders' Attitude towards it

Stakeholders' expressed their mixed attitudes (positive and negative) towards HRE in the workshops. However, most of the participants were with a positive attitude. Taking HRE as a concern of all, they suggested developing and implementing the HRE curricula in a participatory and inclusive way. It was also stated that developing human rights-friendly culture was not easy given the existing educational practice in which knowledge is measured in terms of percentage. Viewing that Nepal's education system primarily focused on issuing and receiving the certificates of graduation rather than on the practical skills, the stakeholders viewed, internal evaluation of the students was disregarded, ultimately disregarding the humanitarian aspects.

The participants were able to minutely analyze the contents included in the textbooks through human rights perspectives. According to them, the pictorial presentation and illustrations used in the textbooks were still discriminatory in terms of gender and caste perspectives. They opined that school textbooks were with sufficient amount of HRE contents but there lacked a conducive school environment for the implementation of the included contents. The role of the concerned bodies was pointed out in including further HRE related contents more minutely.

Those who expressed positive attitude towards the human rights contents included in school curricula and textbooks also underscored the need to incorporate local stakeholders' suggestion while developing curriculum on HRE and to ensure children's participation in the processes. Similarly, suggestions were provided to revise and update the HRE contents included in the textbooks by keeping the changing context, especially the post-conflict context of the country, into consideration.

For the effective implementation of the HRE contents

included in school curricula, the participants suggested making schools resourceful, making the government more responsible, increasing the frequency of monitoring by the concerned bodies and adopting sustainable and high standard education policy. Most of the participants were of the view that political stability was a precondition for these suggestions to be materialized. Similarly, they stressed the need to train teachers by including more HRE contents into teacher training courses. Views were emphatically put forth in regard to keeping school children away from any sorts of political activities and refraining from organizing programs that violate the rights of the child. Similarly, creating an environment in which teachers do not inspire fear among students and formulating legal provisions against physical punishment were some other suggestions received from the workshops. Educational journalist groups' role in disseminating HRE contents was highlighted during the workshops. However, some of the participants were not positive towards HRE and human rights related issues. They viewed that HRE had played role in making students unruly whereas some others stated that students' rectitude was degrading since they were given freedom and rights too much. They suggested only limited HRE contents be included in the school textbooks.

The participants, pointed out with examples the violations of the rights of the child rights within the school premises or inside classrooms. Examples such as students' inability to be admitted in upper grades due to lack of required fee, expelling students from schools on the ground that they were HIV Positive, the suicide committed by a student after school administration refused to admit him in the class in which he was retained, threats issued by school administration of expelling students from school, caste discriminations within school premises and the compulsion of children to sit for exam due to delay in providing them school textbooks were reported by the stakeholders.

While the stakeholders were giving examples of the violation of the rights of the child, some of the teachers raised their own issues saying that schools had to be teacher-friendly and guardian-friendly besides being child-friendly. Particularly, they had expressed their

concern on their professional security and permanency. They claimed that it was impossible to ensure the rights of the child and the child-friendly environment if teachers’ were deprived of their rights.

Some of the participants even raised concerns over the unsatisfactory implementation status of human rights and HRE related issues in the private schools. One of the participants said, “It has been realized that there is a lack of child-friendly teaching learning practice in private schools”.

5.5 Knowledge of Human Rights, HRE and the Human Rights-Friendly Schools

The fourth objective of this study was to analyze teachers’ and students’ level of knowledge of human rights and HRE and the human rights friendliness of school administrations. To achieve this objective, questions related to various issues such as caste, gender and disability based discriminations; human rights related problems; international human rights instruments especially their particular articles, the international decade on HRE, the national institutions on human rights, discriminatory practice at schools, organization of human rights related programs under school activities and the fulfillment of students’ demands by their school administrations were included in the questionnaires.

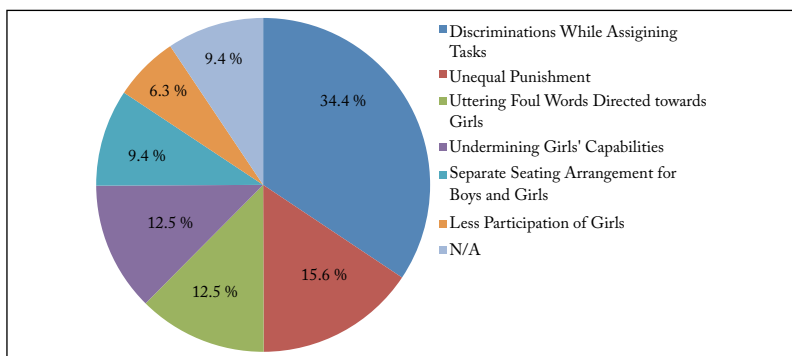
TABLE NO. 5.17: Teachers’ View on the Situation of Gender Discrimination at Schools(In Per Cent)

Background Characteristics	No Discrimination Exists	Discrimination Exists	No Idea	Total	
				N	%
Sex					
Female	85.5	7.3	7.3	110	100.0
Male	83.9	12.1	4.0	199	100.0
Qualification of Teachers					
SLC and Intermediate	77.6	15.5	6.9	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	83.3	11.8	4.9	102	100.0
Bachelor's Level or above the level (Education Stream)	87.9	7.4	4.7	149	100.0
Level of Teaching					
Lower Secondary	78.4	14.7	6.9	116	100.0
Secondary	88.1	7.8	4.1	193	100.0

Caste Ethnicity of Teachers					
Brahmin/Chhhetri	85.3	9.2	5.5	238	100.0
Janajati	78.3	15.2	6.5	46	100.0
Dalit	83.3	16.7		12	100.0
Madhesi/Muslim	92.3	7.7		13	100.0
Development Region					
Eastern	81.0	15.9	3.2	63	100.0
Central	82.5	12.7	4.8	63	100.0
Western	82.0	6.6	11.5	61	100.0
Mid- Western	85.9	10.9	3.1	64	100.0
far-Western	91.4	5.2	3.4	58	100.0
Ecological Zones					
Terai	87.0	10.6	2.5	161	100.0
Hill/Mountain	81.8	10.1	8.1	148	100.0
Total	84.5	10.4	5.2	309	100.0

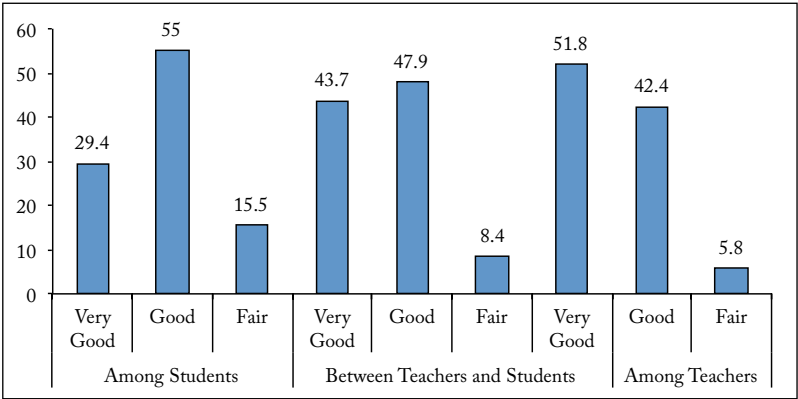
Of the total teachers involved in this study, 84.5 per cent viewed that no gender discrimination (between boys and girls) was felt by them in their schools. Only 10 per cent of teachers asserted there existed gender discrimination whereas 5 per cent of the total teachers were not sure whether or not such discrimination existed in their schools. Among the teachers who said there did not exist discrimination, the percentages of female teachers, the teachers from Madhesi/Muslim communities, the teachers from the Far-Western Region and the teachers from the Tarai region were higher than that of other categories of teachers.

FIGURE NO. 5.10 : Teachers' View on the Types of Gender Discriminations at Schools



A total of 32 students (See Table No. 5.17) asserted gender discrimination had been taking place in their schools. Discrimination between girls and boys while being assigned some tasks, unequal punishment for similar mistakes and girls getting less punishment, boys speaking foul and offensive words directed to girls, undermining girls inherent capabilities, separate seating arrangement for girls and boys, less participation of girls in the programs organized by schools were some of the discriminatory practices of their schools. Among these discriminations, the discrimination between girls and boys while assigning them tasks by teachers was stated by the highest percentage (34) of teachers whereas only 6 per cent of teachers viewed the less participation of girls in the programs organized by schools as a gender discriminatory practice. (see Figure No. 5.10).

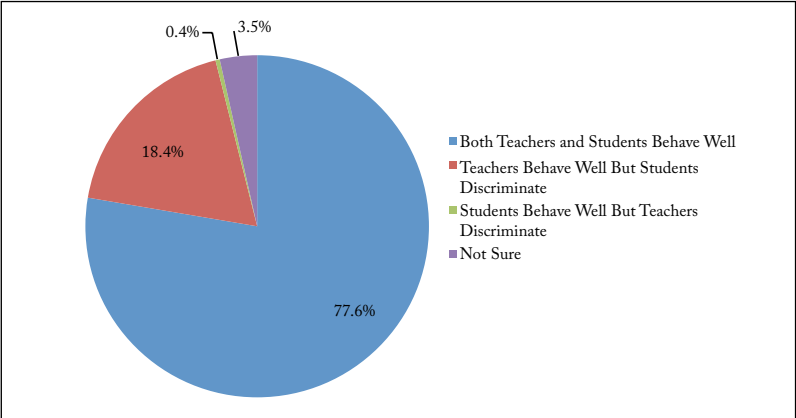
FIGURE NO. 5.11 : Percentage of Teachers' Viewing on Ethnicity/Caste Based Congeniality in Schools



Asked about the ethnicity/ caste based congeniality (between students and between teachers) at their schools, teachers viewed that there was a good relationship between students and between teachers and students. However, they came up with the view that ethnicity/ caste based congeniality was very good between teachers. Only 6 per cent of teachers viewed that such a relationship was not so good between teachers (See Figure No. 5.11). Among those who

expressed not having so good relationship, the percentages of the teachers from the Dalit community and from the Mid-Western Region was higher than that of other categories of teachers.

FIGURE NO. 5.12 : Teachers Views on Schools’ Behave towards the Students with Disabilities



82.5 per cent of the teachers stated that students with disabilities were studying at their schools. Figure No. 5.12 reveals that students with disabilities were behaved by teachers and students well.

Asked whether or not teachers were informed of the fact that the Government of Nepal declared schools as Zones of Peace, an overwhelming majority of the teachers (92 per cent) were found to have been informed of it (see figure no. 5.13). Similarly, the percentages of female teachers, the teachers from Dalit community, the teachers from Western Region and the teachers from the Hilly region was more than that of other categories of teacher in the matter of getting informed of the declaration.

Believing that article 26(2) of the Universal Declaration of Human Rights is the main basis of introducing HRE in school curricula and textbooks, a question was asked to the teachers with the view to understand their attitude towards the spirit of the article. The article states, “education shall be directed to the full

development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”. Almost all the teachers (99.4 per cent) agreed with the statement. Similarly, asked from which international human rights organization was the statement taken from, almost three-fourths of the teachers (73.5) were found not having knowledge about it. Similarly, 23.9 per cent of teachers could answer correctly but 2.6 per cent of the total teachers gave wrong answers. Most of those who came up with wrong answers said that the statement was taken from Geneva Convention and the human rights related newspapers.

FIGURE NO. 5.13 : Percentages of Teachers Having Knowledge on the Declaration of School as Zones of Peace

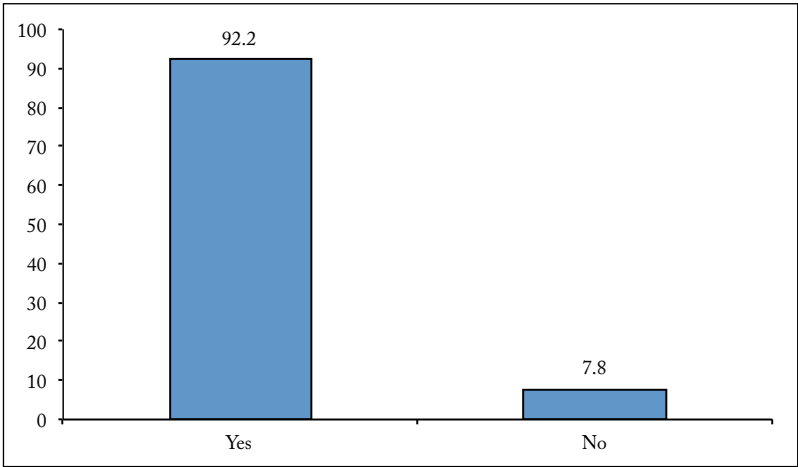
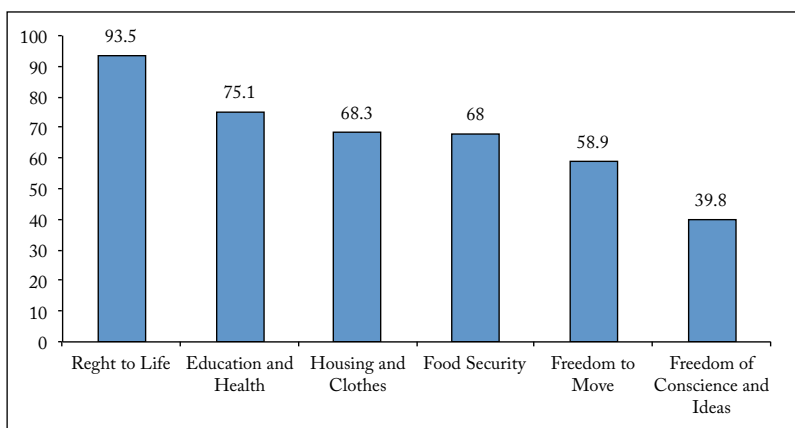


TABLE NO. 5.18 : Teachers' Views on Whether or not they were informed of the UN Decade for HRE and the World Program on HRE

Background Characteristics	Heard about the UN Decade for HRE		Informed of the World Program on HRE		Total	
	% Yes	% No	% Yes	% No	N	%
Gender						
Female	45.5	54.5	21.8	78.2	110	100.0
Male	51.8	48.2	35.2	64.8	199	100.0
Qualification of Teachers						
Up to Intermediate	51.7	48.3	34.5	65.5	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	50.0	50.0	25.5	74.5	102	100.0
Bachelor's Level or above the level (Education Stream)	48.3	51.7	32.2	67.8	149	100.0
Teaching Subjects						
Nepali/English	48.1	51.9	28.2	71.8	131	100.0
Social/Moral Studies	58.4	41.6	33.7	66.3	101	100.0
Population Env. and Health	37.9	62.1	31.0	69.0	58	100.0
Others (Economics, Account, Science)	47.4	52.6	26.3	73.7	19	100.0
Type of School						
Government/ Community	54.3	45.7	32.5	67.5	234	100.0
Private/ Institutional	34.7	65.3	24.0	76.0	75	100.0
HR activities in their school						
Yes	53.2	46.8	34.2	65.8	158	100.0
No	45.7	54.3	26.5	73.5	151	100.0
Total	49.5	50.5	30.4	69.6	309	100.0

Among the teachers involved in this study as respondents, 50 per cent of them said that they had heard of the UN Decade for HRE while only 30 per cent of the teachers were informed of the World Program on HRE (See Table No. 5.18). Given the UNGA, on December 10, 2004, declared the World Program on HRE and its second phase (2010-2014) was going on, attempts were made to measure the level of information of the teachers about the declaration. Comparatively, the percentages of male teachers, the teachers having School Leaving Certificate and the intermediate level of qualification, Social Studies and Moral Education teachers and the teachers from the government and community school were higher than that of other categories of teachers.

FIGURE NO. 5.14 : Teachers' Priorities to Various Rights



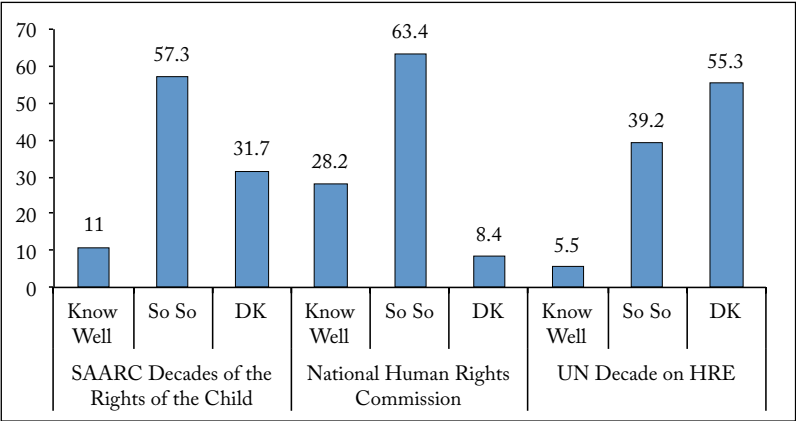
Since there were multiple responses, total per cent has exceeded 100

Asked which rights had to be prioritized by the human rights related contents included in the school curricula and textbooks, teachers gave the highest (93.5 per cent) priority to the right to life whereas least priority was given to the freedom of conscience and ideas (See Table 5.14). Looking at the rights prioritized by the teachers on an average, teachers were found to have given more priority to the Economic, Social and Cultural rights than to the Civil and Political rights. The right to life, right to move from one part of the country to another part, the right to conscience and ideas were given them to choose under the Civil and Political rights whereas the right to education and health, the right to accommodation and food were given them under the Economic, Social and Cultural rights. 64 per cent of the total views were for the Civil and Political rights while 70 per cent vote was for the Economic, Social and Cultural rights.

58.5 per cent of teachers stated that they were not knowledgeable about various human rights related decades and the National Human Rights Commission. Teachers were asked separate questions on the SAARC Decade on the Rights of the Child, the National Human Rights Commission and the UN Decade on HRE with the view to assess their level of knowledge on these programs

and institutions. 28 per cent of the teachers stated that they were well-knownledgeable on the National Human Rights Commission while only 5.5 per cent teachers viewed to have informed of the UN Decade on HRE. Similarly, 11 per cent of the teachers expressed they were with good knowledge on SAARC Decade on the Rights of the Child (See Figure No. 5.15). It was revealed that teachers were less knowledgeable about the international human rights issue, more knowledgeable on the regional type of human rights issues and most knowledgeable about the national human rights issues.

FIGURE NO. 5.15 : Percentages of Teachers’ Having Knowledge on Various Human Rights Related Decades and the National Human Rights Commission

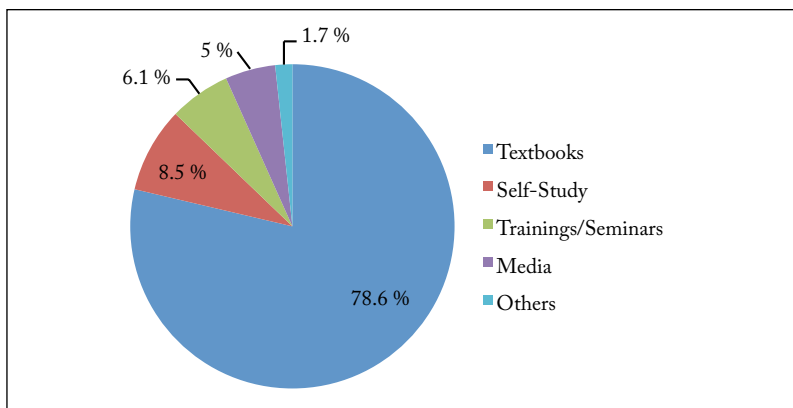


More than half of the teachers stated that they had heard of the Charter of the UN, the Universal Declaration of Human Rights, the International Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights whereas less than half (47) per cent of the teachers said that they had heard of the International Covenant on Civil and Political Rights. Similarly, the percentage of teachers who stated to have heard of the Universal Declaration of Human Rights and the International Convention on the Rights of the Child was 40 each. (Table No. 5.19)

TABLE 5.19: Teachers' Knowledge on the International Human Rights Instruments (In percentage)

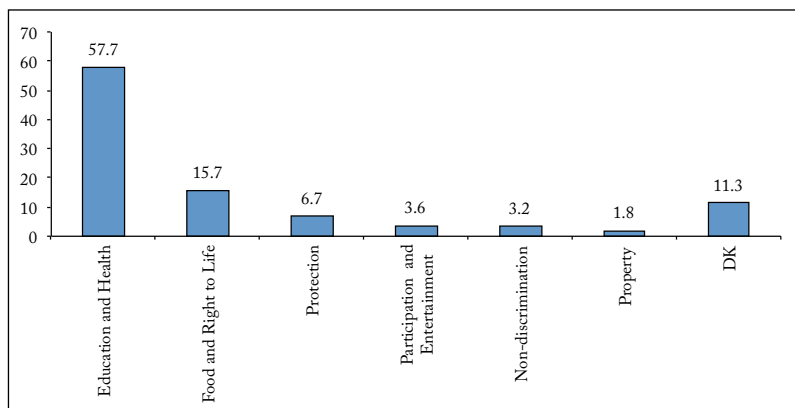
Background Characteristics	UN Charter			UDHR			Convention on the Rights of the Child			International Covenant on Economic, Social and Cultural Rights			International Covenant on Civil and Political Rights			Total (N)
	% Heard	% Read	% don't know	% Heard	% Read	% don't know	% Heard	% Read	% don't know	% Heard	% Read	% don't know	% Heard	% Read	% don't know	
Gender																
Female	67.3	20.9	11.8	60.0	29.1	10.9	59.1	30.0	10.9	46.4	6.4	47.3	42.7	9.1	48.2	110
Male	67.8	25.6	6.5	49.7	46.2	4.0	49.7	45.7	4.5	55.3	11.1	33.7	49.2	13.6	37.2	199
Level of Teaching																
Lower Secondary	66.4	20.7	12.9	62.9	31.0	6.0	59.5	31.9	8.6	56.0	6.0	37.9	52.6	9.5	37.9	116
Secondary	68.4	25.9	5.7	47.7	45.6	6.7	49.2	45.1	5.7	49.7	11.4	38.9	43.5	13.5	43.0	193
Type of School																
Government/Community	67.5	25.2	7.3	54.7	40.2	5.1	52.1	41.0	6.8	53.0	10.7	36.3	50.0	12.0	38.0	234
Private/Institutional	68.0	20.0	12.0	49.3	40.0	10.7	56.0	37.3	6.7	49.3	5.3	45.3	37.3	12.0	50.7	75
Development Region																
Eastern	73.0	19.0	7.9	55.6	39.7	4.8	57.1	41.3	1.6	61.9	6.3	31.7	47.6	14.3	38.1	63
Central	55.6	33.3	11.1	42.9	49.2	7.9	36.5	52.4	11.1	42.9	15.9	41.3	36.5	17.5	46.0	63
Western	73.8	21.3	4.9	47.5	47.5	4.9	52.5	41.0	6.6	32.8	16.4	50.8	31.1	14.8	54.1	61
Mid-western	70.3	20.3	9.4	64.1	25.0	10.9	65.6	28.1	6.3	64.1	1.6	34.4	59.4	7.8	32.8	64
Far-western	65.5	25.9	8.6	56.9	39.7	3.4	53.4	37.9	8.6	58.6	6.9	34.5	60.3	5.2	34.5	58
Total	67.6	23.9	8.4	53.4	40.1	6.5	53.1	40.1	6.8	52.1	9.4	38.5	46.9	12.0	41.1	309

FIGURE NO. 5.16 : Students' Source of Information on Human Rights and the Rights of the Child



Among a total of 1018 students involved in this study, 86 per cent of them stated to have known a little about human rights and the rights of the child. Among them, the percentage of the students from the schools in which HRE programs were conducted in the past was higher (83.5) than that of the students from schools not having such programs in the past. Among those 880 students who stated to have gained a little knowledge of human rights, textbooks were seen as their main source (79 per cent) of knowledge on HRE. 8.5 per cent of students said that they gained knowledge on human rights through self-study. Comparatively, a big percentage of students were found to have gained knowledge on human rights through textbooks and self-study (See Figure No. 5.16). Despite the fact that various organizations have been training students on human rights and the rights of the child and also given that human rights related issues have been regularly aired and disseminated through various media including via FM radios, school textbooks and self-study were seen as students' main sources of knowledge on human rights. Hence, this fact suggests incorporating additional human rights related contents in school curricula and textbooks.

FIGURE NO. 5.17 : Percentages of Students Exemplifying Human Rights



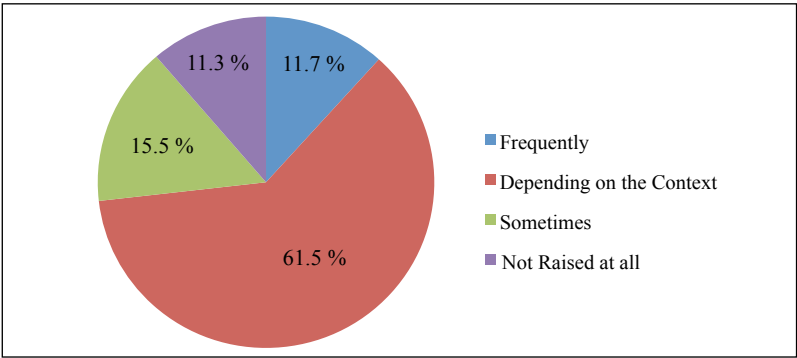
Among a total of 880 students claiming themselves to have possessed knowledge on human rights, 89 per cent of them were able to give examples of human rights and the rights of the child. This fact insinuates that most of the students pursuing their study in lower-secondary and secondary level were known about human rights and the rights of the child to some extent. They took education, health, accommodation and food, protection from parents, participation and entertainment, non-discrimination, among others, as human rights. Among the examples provided by the students, the right to health and education was in their first priority (See Figure No. 5.17).

“Availability of balanced diet”, “freedom to participate in meetings and assemblies”, “freedom to express freely”, “providing opportunities for the daughters to go to schools”, “right to entertainment”, “not making the children work”, “fulfilling children’s desires” were some of the representative examples stated by students.

When asked how often teachers, the level in-charges of schools or the persons holding posts in the schools management committees raise concerns regarding teaching in a child-friendly way, 11 per cent of the teachers stated that such an issue was never raised. 61.5 per cent of the teachers viewed that concerns were raised occasionally. By their age, teaching level and subject, qualification, the types of

school they teach in and also by their ethnicity, almost all categories of teachers had similar view in this regard. Similarly, only 12 per cent of the teachers expressed that concerns were raised frequently in their schools relating to the need to teach students in a child-friendly way. 12 per cent of teachers from the schools in which HRE programs were launched in the past and only 7.9 per cent of teachers from the schools in which such programs were not launched viewed that the matters of teaching students in a child-friendly way was discussed.

FIGURE NO. 5.18 : Teachers’ View on whether or not Issues were Raised in their Schools about Teaching in a Child -Rights Friendly Way



Almost three-fourth (74 per cent) of the students stated that they were aware of gender and caste based discriminations. Girls, the students above 15 years of age, the secondary level students, the students from the Government schools and the students from the dalit communities were found more knowledgeable about the discriminations. Based on Table No. 5.20, it is understood that those groups of people which are normally believed to have been affected by discriminations were more knowledgeable about discriminations.

TABLE 5.20: Level of Students' Awareness on Gender and Racial Discrimination

Background Characteristics	Gender Discrimination			Caste/Ethnic Discrimination			Total
	% Yes	% No	Total (%)	% Yes	% No	Total (%)	N
Gender							
Female	76.8	23.2	100.0	75.0	25.0	100.0	504
Male	72.0	28.0	100.0	72.8	27.2	100.0	514
Age group of Students							
<=14 Yrs	73.1	26.9	100.0	74.3	25.7	100.0	510
15 and above	75.6	24.4	100.0	73.4	26.6	100.0	508
Grade Current attending							
Lower Secondary	69.6	30.4	100.0	73.1	26.9	100.0	375
Secondary	77.1	22.9	100.0	74.3	25.7	100.0	643
Type of School							
Government/Community	76.1	23.9	100.0	74.4	25.6	100.0	769
Private/ Institutional	69.1	30.9	100.0	72.3	27.7	100.0	249
Caste/Ethnicity							
Brahmin/Chhetri	75.5	24.5	100.0	73.0	27.0	100.0	429
Janajatis	72.5	27.5	100.0	73.8	26.2	100.0	309
Dalits	78.1	21.9	100.0	80.2	19.8	100.0	192
Madheshi/Muslims	67.0	33.0	100.0	64.8	35.2	100.0	88
Total	74.4	25.6	100.0	73.9	26.1	100.0	1,018

Normally it is believed that teachers fear that students go unruly and the former face problems in teaching learning activities due to the impact of human rights. Respondents were asked question whether they believed in this generally held saying. Almost one-fourth (23 per cent) of the teachers stated that the statement was true or partially true. However, three-fourths of the teachers denied the statement (See Table No. 5.21). Those teachers who were against the human rights related contents included in the textbooks put forth varied views. They stated that students would become unruly and disobedient due to the impact of HRE. Similarly, some of them even viewed human rights issues were not easy to implement in practice and that so many other important issues would be missed out due to the human rights related contents.

TABLE NO. 5.21 : Teachers Views on the Notion that Students Turn Unruly and Teachers and Guardians Face Problems due to Human Rights and Child Rights Education (In per cent)

Background Characteristics	True	Partially True	Untrue	Total	
				N	%
Gender					
Female	6.4	13.6	80.0	110	100.0
Male	4.5	20.6	74.9	199	100.0
Age of Teachers					
<35 Yrs	4.3	20.3	75.4	138	100.0
35-44 Yrs	5.6	15.7	78.7	108	100.0
45+ Yrs	6.3	17.5	76.2	63	100.0
Qualification of Teachers					
SLC and Intermediate	5.2	20.7	74.1	58	100.0
Bachelor's Level or above the level (Non-Education Stream)	4.9	16.7	78.4	102	100.0
Bachelor's Level or above the level (Education Stream)	5.4	18.1	76.5	149	100.0
Level of Teaching					
Lower Secondary	3.4	18.1	78.4	116	100.0
Secondary	6.2	18.1	75.6	193	100.0
Teaching Subjects					
Languages (Nepali/English)	5.3	22.1	72.5	131	100.0
Social/Moral Studies	4.0	14.9	81.2	101	100.0
Population Env. Health	5.2	17.2	77.6	58	100.0
Others (Economics, Account, Science)	10.5	10.5	78.9	19	100.0
Type of School					
Government/ Community	5.1	18.8	76.1	234	100.0
Private	5.3	16.0	78.7	75	100.0
Total	5.2	18.1	76.7	309	100.0

Similarly, those teachers who took the notion that students turn unruly and that teachers and guardians face problems due to human rights and child rights education was untrue also came up with differing views. They viewed that HRE would promote students' knowledge regarding their rights and duties, students would be more aware of their rights, they would develop human rights-friendly culture and that their overall capabilities would be enhanced. According to them, the notion that HRE makes students unruly was a classical one. Some of the participants of the regional workshops were, however, skeptical that HRE might have played role in making students further unruly. Similarly, views were put

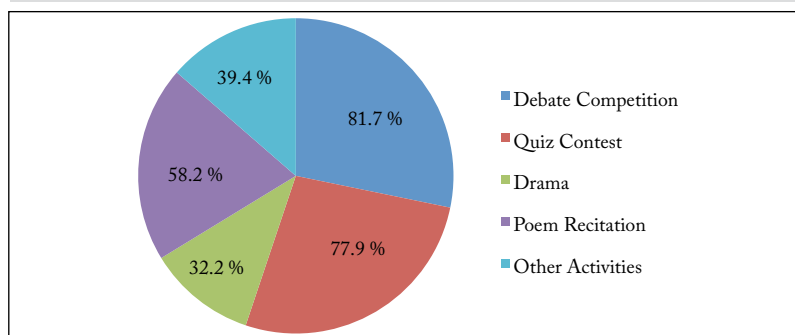
forth that entrusting students with much rights could deteriorate their rectitude.

TABLE NO. 5.22: Teachers' Views on whether or not HRE Related Extra-Curricular Activities are Organized in their Schools (In per cent)

Background Characteristics	Organizes Every Month	Organizes Once in Two Months	Organizes Twice a Year	Organizes Once a Year	Doesn't Organize at All	Total	
						N	%
Development Region							
Eastern	9.5	33.3	6.3	19.0	31.7	63	100.0
Central	6.3	36.5	19.0	9.5	28.6	63	100.0
Western	11.5	27.9	11.5	6.6	42.6	61	100.0
Mid-western	23.4	26.6	6.3	10.9	32.8	64	100.0
Far-western	15.5	46.6	3.4	6.9	27.6	58	100.0
Ecological Zones							
Tarai	15.5	36.0	5.6	13.0	29.8	161	100.0
Hill/Mountain	10.8	31.8	13.5	8.1	35.8	148	100.0
Total	13.3	34.0	9.4	10.7	32.7	309	100.0

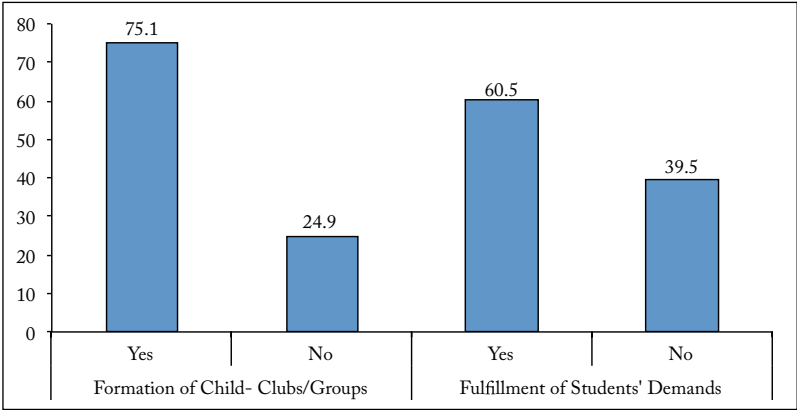
Teachers were asked whether or not their schools organize human rights related any extra-curricular activities. Responding to this question one-third of the teachers stated such programs were not conducted in their schools. Based on the views expressed by the teachers, the schools that conduct such programs at theirs generally organize these programs either once a year or twice a year or bi-monthly or monthly (See Table No. 5.22).

FIGURE NO. 5.19 : Type of Extra-Curricular Activities Conducted in Schools



A total of 207 students stated that their schools organized HRE related extra-curricular activities. Among those programs organized in their schools, debate competition and quiz competition were the major activities (See Figure No. 5.19).

FIGURE 5.20 : Students Views Regarding Formation of Clubs and the Fulfillment of their Demands in Schools



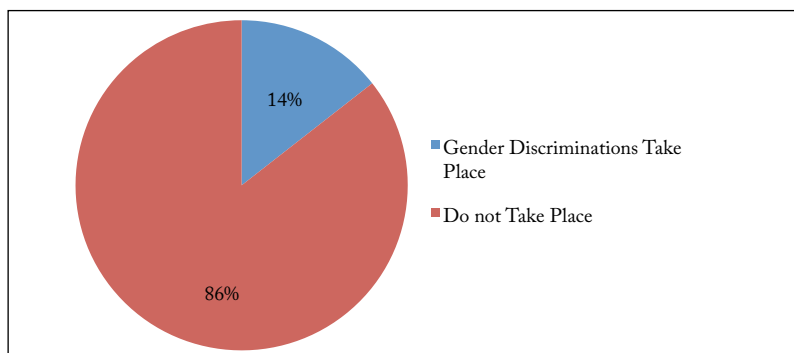
Three-fourths of the schools were found to have published wall magazines on child rights and to have formed environment clubs and disciplinary groups. Based on the views expressed by the teachers, it is deducible that 60.5 per cent of the schools were found to have fulfilled students' demands. Providing sports materials, taking students to excursions, constructing separate latrines for boys and girls, providing support in publishing wall magazines, managing pure drinking water, providing instructional materials were some of the aspects fulfilled based on students' demands. Among them, sports materials, excursions and separate latrines for boys and girls were the major fulfilled demands.

TABLE NO. 5.23: Teachers' Views Regarding Use of Human Rights Related Posters in School Premises and inside Classrooms

Background Characteristic	Yes		No		Total	
	N	%	N	%	N	%
Types of School						
Government/Public	139	59.4	95	40.6	234	100.0
Private	38	50.7	37	49.3	75	100.0
Development region						
Eastern	34	54.0	29	46.0	63	100.0
Central	41	65.1	22	34.9	63	100.0
Western	31	50.8	30	49.2	61	100.0
Mid-western	41	64.1	23	35.9	64	100.0
Far-western	30	51.7	28	48.3	58	100.0
Ecological Zones						
Terai	94	58.4	67	41.6	161	100.0
Hill/Mountain	83	56.1	65	43.9	148	100.0
Total	177	57.3	132	42.7	309	100.0

57 per cent of the teachers stated that human rights related pamphlets and posters were used in their school premises and in classrooms. The percentage of the government schools having such practice was more than that of the private ones. Similarly, schools from the Mid region and the Tarai region were ahead of the rest of the other regions in regard to using such materials.

FIGURE NO. 5.21: Students' View on Gender Discrimination in their Schools

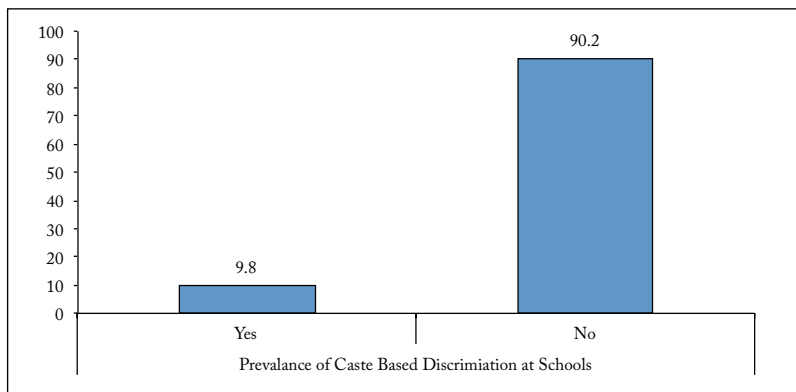


Asked whether or not gender discrimination was practiced in their schools, 86 per cent of the students stated that no such discrimination was realized (See Figure No. 5.21). The percentage of girls and boys expressing in this way was almost equal (85.8 and 85.4 respectively). Similarly, the percentages of the students from the Eastern Region were higher than that of the students from other Development Regions.

A total of 109 students asserted that gender discrimination was taking place in their schools. Using foul language by boys directed towards girls and teasing girls, teachers giving less punishment to girls and speaking in favor of girls at the time of disputes, providing less opportunities to girls especially in extra-curricular activities, arranging separate seating for girls and boys in classrooms were some of the examples students put forth in regard to gender discrimination.

Using foul language by boys directed towards girls and teasing girls, teachers giving less punishment to the girls and speaking in favor of girls at the time of disputes, inflicting less punishment to girls and less participation of girls in extra-curricular activities were seen as the major three gender discriminatory practice in schools. 30, 24 and 20 percentages of students expressed their views about these aspects respectively.

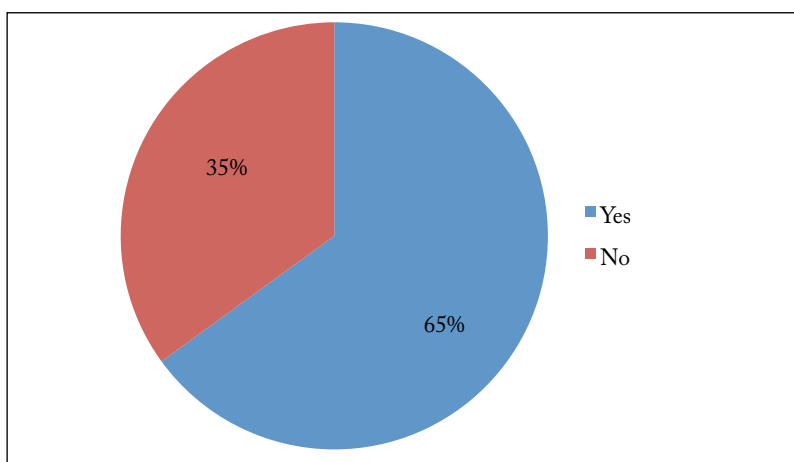
FIGURE NO. 5.22 : Students' Views on Caste Discrimination in their Schools



Ninety per cent of students viewed that racial discriminations were not practiced in their schools. The percentages of girls and boys (90.2 for girls and 90.1 for boys) were almost equal in this matter (See Figure No. 5.22). Among the students who claimed that racial discriminations take place in their schools, the percentages of the students under 14 years of age, the students from the hilly and mountain regions, the students from lower secondary level and those from the Dalit community were more than that of other categories of students.

A total of 74 students viewed that racial discrimination was practiced in their schools. Humiliating Dalit students, depriving them from participating in the picnics and worships organized by schools and disrespecting them were expressed by students as some of the discriminations.

FIGURE NO. 5.23 : Students' Views on Whether or not the Students with Disabilities were Studying at their Schools



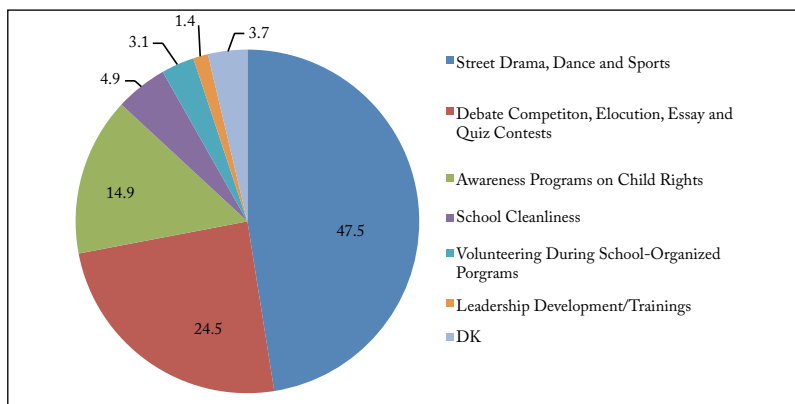
A total of 65 per cent (662 individuals) of the students stated that students with disabilities were studying in their schools (Figure No. 5.23). Students were asked how they and their teachers behaved the students with disabilities. Among them, 81 per cent of students (536 individuals) were of the view that both teachers and students

behaved the students with disabilities very well. Similarly, 10 per cent of them stated that disabled students were provided help by both teachers and students, they were arranged special seating during exams and scholarships and other supports entitled to them were provided by school administrations. A small percentage (4) of students, however, stated that the students with disabilities were teased by other students depending on former's disabilities and were not allowed to participate in extra-curricular activities.

Some of the representative views of the students on how the students with disabilities were behaved are quoted as follows: "teachers encourage our friends who are with disabilities", *"friends do not care them"*, *"others no longer tease them"*, *"students call them lame"*, *"teachers' pay special attention to disabled friends during exams"*, *"some of our friends hate the students with disabilities"*. Largely, teachers' and students' outlook towards the students with disabilities was found positive.

Although most of the students expressed that the discriminations mentioned above were not in practice in their schools, there were some students to express contrary views (see Figures No. 5.21 and 5.22). This means that various forms of discriminations were in existence in schools in one form or another. This statement is backed by the views of some of the participants of the workshops. The participants, had pointed out with examples' the violations of the rights of the child rights within the school premises or in the classrooms. Examples, such as students' inability to be admitted in upper grade due to the lack of required fee, expelling students from schools on the ground that they were HIV Positive, suicide committed by a student after school administration refused to admit him in the same class in which he was retained, the threat issued by school administration of expelling students from school, caste discriminations within school premises and the compulsion of the children to sit for exam due to delay in providing them school textbooks were reported by the stakeholders.

FIGURE NO. 5.24 Students' Views Regarding the Activities of their Clubs and Groups formed in Schools



Among the total students involved in this study as respondents, 70 per cent of them (713 individuals) expressed that various students' groups and clubs were formed in their schools. Students viewed that their clubs and groups organized dance, street drama, debate, elocution and essay competition besides organizing awareness raising programs against child labor and child-exploitation. Also, those groups and clubs were involved in school cleanliness programs and volunteering during school and social functions (see Figure No. 5.24).

Findings, Conclusion and Recommendations

6.1 Findings of the Study

6.1.1 Human Rights Related Contents and their Implementation

More than half (58 per cent) of the teachers reported that HRE school textbooks contain a few HRE related contents. Similarly, the participants of the regional workshops held in the course of this study also backed this view and demanded more HRE contents be included further minutely. Teachers perceived the economic, social and cultural rights related contents included in school textbooks as the aspects of HRE.

Since 92 per cent of students liked the HRE issues included in school textbooks very much and the rest of the students moderately liked these issues, it is deducible that students are highly positive towards HRE. Eighty seven per cent of teachers reported to have gained knowledge on HRE through various means. Self-study, trainings, workshops, radio, television and newspapers were the major means in this regard. More than three-fourths (77 per cent) of teachers reported that they gained knowledge on HRE through self-study. Similarly, 72.5 per cent of teachers viewed that HRE contents are not incorporated in the teacher training courses as required. Hence, it is necessary to add HRE contents to the existing courses in such a way that the added contents are sufficient enough for the teachers to deal with the HRE contents included in the school textbooks.

More than half of the teachers (58.6 per cent) involved in this study reported they did not use HRE related reference materials while teaching. However, among the categories of the teachers who

claimed to have used reference materials, the percentage of teachers teaching Social Studies and Moral Education was the highest (54.5) in regard to using reference materials. Similarly, the percentage of the teachers from the schools in which HRE programs were not launched in the past was less than that of the teachers from the schools in which such programs were launched. This study revealed that electronic media and newspapers were used by most of the teachers (37 per cent) for reference materials.

6.1.2 Human Rights Friendly and Unfriendly Contents

HRE contents were found in the reviewed school textbooks. These contents were in place as specified in the curricula of the grades. However, besides human rights friendly materials, anti-human and paradoxical contents were also found in the reviewed textbooks. Human rights friendly contents were found more than the human rights unfriendly ones.

Besides in Social Studies and Moral Education, HRE contents were found in language subjects (English and Nepali) as well. The issues such as tolerance, discrimination, individual freedom, caste/ethnicity based congeniality and the contents on the rights of the persons with disabilities were found in these subjects. Similarly, contents on the rights of the child, child-friendly behavior, human rights, gender sensitivity, appreciation of mother tongues, mutual understanding, religious freedom and norms and values, democracy and democratic values, among others, were found in Social Studies and Moral and Civic Education. Although the lessons titles such as 'human rights', 'child rights' or the rights of particular groups were very few, the reviewed textbooks, in general, were found human rights friendly in looking at the contents of the textbooks through the prism of the provisions of the international human rights instruments on human rights, the rights of the child and women. However, human rights unfriendly contents were also found in the textbooks. Political correctness was lacking in some of the lessons. Similarly, instances of the use of language undermining the capabilities of the persons with disabilities were also found. While reviewing some of the lessons

of the textbooks, it gave an impression as if the honorific use of language differs by professions and class of people.

Due to carelessness or to the incompetence of the textbook writers or to the fact that textbooks were not revised and updated in time, some wrong information were found in some of the lessons of the reviewed textbooks. Wrong information were found more in the textbooks published by private publishers than in the governmental ones. Some of the rights related issues such as health, education and information were discussed only as the infrastructure of development but not as the rights per se. Conflict and peace related lessons were found only in a lesson (Social Studies, grade 10) however, the issues were not discussed in detail in the lesson too.

6.1.3 Policy-wise Bases of HRE Included in the School Textbooks

The NCF 2007 has clearly stated that it is necessary to clarify the future outlook of education given the increasing demands of globalization, protection of human rights, the rights of the child, peace, social and gender quality, population education and the conservation of environment. Similarly, positively, it has stated that the curriculum development, approval and revision processes would ensure an extensive representation and collaboration of various stakeholders such as women, janajati groups, Dalits, the persons with disabilities, guardians, teachers, human rights activists and the experts of human rights and the rights of the child. The Framework has laid emphasis on the relationship of education with the democratic polity and human rights by believing that education consolidates social justice, democracy, human rights, equity, equality and co-existence besides addressing the issues such as peace, tolerance, good conduct and employment.

The Framework has acknowledged that education or the inclusive process of curriculum design has to prioritize women, the persons with disabilities, Dalits, backward groups, street children, conflict affected children, sexually exploited and abused children, the poor, workers or laborers, children infected with HIV and leprosy. Hence, it is clear that the curriculum design process in Nepal has

paid special attention to those particular groups that are deprived of easy access to education in Nepal. In addition to this, the Framework was found highly positive from the perspective that human rights has to give priority to the weakest.

Only 47 per cent of teachers reported they were not informed of the government's policy to spread awareness on human rights and the rights of the child. Similarly, surprisingly, local stakeholders stated that they were not informed about the School Sector Reform program of the government. This reality, on the one hand, hinders in creating a human rights friendly school environment and administration and, on the other hand, is likely to pose difficulty in implementing the HRE contents included in school textbooks. Hence, it is indispensable to increase the role of various organizations working in the field of teacher training and related fields in disseminating information among teachers and the concerned stakeholders about the educational plans, policies and decisions of the government. Ninety two per cent of teachers reported that they were informed of the government's declaration of School as Zones of Peace. Likewise, among the teachers involved in this study, 50 per cent of them defined School as Zones of Peace as running schools in a peaceful and secure environment without *bandhas* and strikes. Forty per cent of teachers defined the concept as a situation in which political disturbances and interferences are not felt. Hence, based on the understanding of 90 per cent of teachers, it can be deduced that the strikes, *bandhas*, and insecure environment in schools are related more to politics than to other sectors and factors. However, the participants of the regional workshops demanded the concept be clearly defined by the concerned authority.

Fifty eight per cent of teachers viewed HRE contents have to contribute to transformation, values and accountability domain of the students. Therefore, it is indispensable to ensure that the HRE contents included in the school textbooks contribute to these aspects. 94.5 per cent of teachers reported consolidating the democratic process of the country should be the end result of the HRE contents included in the school textbooks. Therefore, HRE

contents have to be incorporated starting from the basic level of school education. Sixty three per cent of teachers expressed their views for this statement. Fifty one per cent of teachers expressed that incorporating HRE contents starting from the basic level of school education could contribute towards establishing a strong foundation in regards to increasing awareness about rights and duties. Maximum number of teachers (92 per cent) opined the HRE contents included in the curriculum should deal rights and duties on an equal footing.

Asked whether or not there is any possibility and necessity to introduce HRE as a separate subject in school curriculum, 84 per cent of teachers stated that it was necessary but 34 per cent of the teachers stated it was necessary but not possible. Among those who stated that it was necessary but not possible, 65 per cent of them were of the view that introducing it as a separate subject would make curriculum more overloaded. Only 4 per cent of teachers reported that HRE, being an ambitious issue, was impossible to introduce as a separate subject. This fact shows that Nepal's teachers are highly positive towards HRE. Hence, if it is impossible to introduce HRE as a separate subject, it is advisable to include the contents such as human rights, child rights, women empowerment, caste discrimination, human and girls trafficking, international instruments on human rights, the rule of law, corruption, impunity, conflict and its causes/effects, duty, election processes, democracy, problems of the refugees, the UN, Geneva Conventions and similar other issues that are broadly related to human rights and democracy under a separate chapter in Social Studies. However, of course, the level and grades of students have to determine the complexity of these topics.

Among the teachers involved in this study, 50 per cent of them reported teachers' role is most important in disseminating HRE. Hence, teachers were in favor of advancing HRE in Nepal through the formal education based teaching learning activities. This view is contrary to the generally held belief that HRE has to be disseminated through NGO activism and is also contrary to the saying that under highly exam-oriented education systems HRE is

not prioritized.

To conclude, adequate educational and instructional materials and human resources have to be in place for the effective implementation of the HRE contents included in the textbooks and teachers have to be provided with proper trainings so that they will be able to deal with the contents.

6.1.4 Information/Knowledge on Human Rights, HRE and the Human Rights-friendly School Environment

Asked which aspects of rights have to be prioritized by the HRE contents included in school textbooks, the highest priority (by 93.5 per cent of teachers) was given to the right to life. However, on average, teachers gave more priority to the Economic, Social and Cultural Rights than to Civil and Political ones. Teachers in Nepal are believed to think that students turn unruly, and teachers and guardians face difficulties if students are taught human rights and the rights of the child. However, three-fourths of teachers were against such views, to them it was a classical view. Ten per cent of teachers viewed gender discrimination (between girls and boys) was felt in their schools. This indicates at the fact that gender discrimination still exists in schools in one form or another. Among various forms of discrimination practiced at schools, it was reported that discrimination was felt most in the matter of assigning tasks by teachers to students.

Similarly, teachers reported that caste based congeniality (among students, between students and teachers and among teachers) was very good at their schools. However, among the teachers who opined that such a relationship was not so good, the percentages of the teachers from Dalit community and the teachers from the Mid-western Region were more than that of other categories of teachers. Likewise, nominal percentage of teachers (0.4) revealed that the students with disabilities had been facing discrimination at their schools.

Article 26(2) of the UDHR, which is taken as the main base of introducing HRE in school curricula, states, “Education shall

be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". Almost all the teachers (99.4) involved in this study as respondents were for this statement. However, almost three-fourth (73.5 per cent) of the teachers stated that they did not have any idea regarding which international instrument on human rights was the statement taken from.

Almost 50 per cent of teachers stated that they had heard of the UN Decade on HRE and only 30 per cent of teachers reported to have known about the World Program for Human Rights Education. Similarly, more than 50 per cent of teachers stated that they had heard of the UDHR, the Charter of the UN, the Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights whereas less than half of teachers (47 per cent) reported to have heard of the International Covenant on Civil and Political Rights. The percentage of the teachers to study the UDHR and the Convention on the Rights of the Child was 40.

On average, 58.5 per cent of teachers stated that they did not have any idea about various decades. Twenty eight per cent of teachers claimed to have been knowledgeable about the National Human Rights Commission whereas only 5.5 per cent claimed they were knowledgeable on the UN Decade on Human Rights Decade. Similarly, it was found out that only 11 per cent kept information on the SAARC Decade of the Rights of the Child.

Eleven per cent of teachers stated that their head teachers, level heads or the persons bearing office of their school management committees never raised human-rights and child-friendly teaching approach as an issue during the meetings organized in their schools. Likewise, one-third of teachers reported that no particular extra-curricular activities were held in their schools. In three-fourths of schools, students' clubs/groups were formed for the purpose of publishing wall magazines, for extra-curricular activities and school

cleanliness. Being positive to the demands put forth by the students affiliated to these clubs and groups, about two-thirds of school administrations were found to have fulfilled students' demands. Providing sports materials, taking students to excursions, organizing extra-curricular activities at schools and construction of separate latrines for the boys and girls were some of the fulfilled demands.

Among a total of 1018 students, 86 per cent of them claimed that they knew the basics of human rights and HRE. Among those claiming in this way, 89 per cent of them were able to give examples of human rights. In this regard, the percentage of students from the schools in which HRE programs were launched in the past (89 per cent) was higher than that (83.5 per cent) of the students from the schools in which HRE programs were not launched. Among a total of 880 students who claimed to have been knowledgeable on human rights and HRE, their major source of knowledge on the issues was school textbooks. However, it was revealed that 8.5 per cent of students gained knowledge on HRE through self-study. Hence, the percentage of the students to gain knowledge on human rights and HRE by being based on school textbooks and self-study was comparatively too high. Given the background that various organizations have been organizing trainings, workshops and other different programs and projects on human rights and HRE by targeting school children and that these issues have been disseminated through various media such as radio, television and FM radios, school textbooks were seen as the first source and self-study as the second source of students to gain knowledge on human rights and HRE. This data indicates at the indispensability of including additional HRE contents in school textbooks. Besides, it is advisable to ensure that HRE related reference materials are sufficiently available in school libraries.

Almost three-fourths (74 per cent) of students stated that they were aware of gender discrimination. Among the categories of students, the students above 15 years of age, the students studying in secondary level, the students from the government schools and the students from Dalit community were found more informed of

gender discrimination than other categories of students. The students from the Dalit communities were most knowledgeable about gender discrimination. Hence it was revealed that the groups of people that are generally believed to have been the victims of various forms of discriminations for long are more knowledgeable about their discriminated situations.

Eighty six per cent of students reported that gender discrimination was not in practice in their schools whereas 90 per cent viewed caste discrimination was not experienced by them in their schools. A total of 74 students, however, reported that caste discrimination was taking place in their schools. They reported discriminating and humiliating behaviors such as debasing dalit students, restricting their participation in the picnics and the worships organized by and in schools were in practice in their schools. Similarly, 4 per cent of students stated that the students with disabilities studying in their schools were teased and nicknamed by the nature of their disabilities and that they were not allowed participating in extra-curricular activities. Based on the views of the students, it can be deduced that gender and caste discriminations exist in schools in one form or another.

6.1.5 Analysis of the Views Expressed in the Regional Workshops

Stakeholders expressed mixed views (positive and negative) on the inclusion of HRE into school curricula and textbooks and their implementation. However, very few numbers of participants of the workshops spoke against HRE. They were of the view that HRE contents could be more meaningful and effective if such contents were included in school curricula and textbooks by dealing rights and duties with equal importance. They opined that the responsibility shouldered by guardians and teachers could play significant role in creating human right-friendly culture. Their views implied it would be really difficult to shape up students' behaviors and conducts in line with the spirit of human rights and HRE if the education system of the country that measures students' knowledge in percentage is given continuity. They underscored the need to reflect the human

rights and HRE issues in the extra and co-curricular activities as well. Stating that teachers have to be trained on human rights and on the rights of the child, they suggested including these issues in the teacher training courses. They even demanded school level students be kept away from political activities and participation and proper legal provisions be adopted against the physical torture and punishment inflicted on students in schools. The stakeholders stated with examples that the incidents of child rights violations were taking place in schools unabated and such incidents were occurring in private and institutional schools more than in government schools.

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ANNEX-1: Matrix Showing the Relationship of the Questionnaire with the Objectives of the Study

Objective	Issues to be Found Out	Specific Issues to be found Out	Individual/Community to be Asked	Tools	Question No.
1. Identifying the human rights related issues included in the school level textbooks and their implementation status	1.1 Human rights related issues in school textbooks	<ul style="list-style-type: none"> Human rights related issues in school textbooks Level wise and subject wise inclusion of these issues Their adequacy and inadequacy to which international human rights instruments do these directly or indirectly relate to? 	Teachers and Students	<ul style="list-style-type: none"> Review of textbooks for grades 6 to grade 10 international instruments on human rights Questionnaire, observation 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 204 and 205 Students' questionnaire, question no. 206
	1.2 Status of implementation	<ul style="list-style-type: none"> Education on human rights and training materials Availability of reference materials Mode of teaching/learning Problems of teaching/learning Needs identification Knowledge of local languages and their need 	Teachers and Students	<ul style="list-style-type: none"> Regional workshops Questionnaire and observation 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 201, 202, 203, 206, 207, 208, 209, 224, 225, 226, 227 Students' questionnaire question no. 215, 216, 217
2. Identifying the human rights unfriendly and paradoxical subject matters included in the school textbooks	2.1 Contents that are against human rights and are paradoxical	<ul style="list-style-type: none"> to find out based on the international instruments on human rights whether or not the contents of the textbooks recommended for various levels and grades of school education are against human rights or paradoxical 		<ul style="list-style-type: none"> Reviewing the textbooks used by private and government schools (from grade 6 to grade 10) against various covenants and conventions on human rights 	-

3. Analyzing the human rights related contents included in the text books on the basis of policy and implementation status	3.1 Policy wise basis of the contents of HRE	<ul style="list-style-type: none"> National Curriculum Framework for School education in Nepal Government's policy on education Other related policies and plans Effects of HRE on personal and social life Teaching learning activities Teaching and dissemination role School as Zones of Peace and its implementation status Information on gender and caste based discriminations and also on disability Human rights related problems International instruments on human rights especially the major articles of these instruments that are related to HRE Information on the international decades of human rights and also on human rights commission Knowledge on human rights and the source of knowledge Discriminations that take place at schools Human rights related programs and concerns in schools Teachers' views on human rights Addressing demands and views of students 	Teachers	<ul style="list-style-type: none"> Review of related books, articles, newspapers etc Regional seminars/workshops 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 210, 211, 212, 213, 214, 215, 216, 217, 218, 223, 234, 235
	3.2 implementation status of HRE		Teachers and Students	<ul style="list-style-type: none"> Regional workshops Questionnaires, observation 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 219, 220, 221, 222, 236 Students' questionnaire no. 204, 205, 215, 216, 217
	4.1 Teachers' knowledge of human rights and HRE		Teachers	<ul style="list-style-type: none"> Questionnaire, observation 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 228, 229, 230, 231, 232, 233, 237, 401, 402, 403, 404, 405, 406, 407
	4.2 Level of Students' knowledge on human rights and HRE		Students	<ul style="list-style-type: none"> Questionnaire and observation 	<ul style="list-style-type: none"> Students' questionnaire question no. 201, 201, 203, 207, 210, 213
4. Analyzing teachers' knowledge of human rights and HRE and also probing whether or not schools in Nepal are human rights friendly.	4.3 Human rights friendliness of school environment		Teachers and students	<ul style="list-style-type: none"> Questionnaire and observation 	<ul style="list-style-type: none"> Teachers' questionnaire question no. 301, 302, 303, 304, 305, 306, 307, 308 Students' questionnaire question no. 208, 209, 211, 212, 214, 218, 219

ANNEX-2: Textbooks Review through Human Rights Perspectives (Grade 6 to Grade 10, Government and Private Publications)

1. Governmental Publications

Grade	Textbook	Human Rights-Friendly		Human Rights-Unfriendly			Wrong/ Paradoxical or Unclear Contents Included in Textbooks.
		Page no. and Lesson	Contents	Related to which International Human Rights instruments	Page no. and Lesson	Contents	Related to which International Human Rights Instruments
6	<i>Hamra Nepali Kitab</i> (Our Nepali Book)	Page no. 1, Lesson 1	A pictorial presentation in which people from all religious groups are praying standing before temple, mosques and Buddhist temples	Article 26(2) of the UDHR			Page 5, not sure what is the expected antonym of the term "king"; ruled people or queen or ordinary people with low status and servitude and destitution
		Page 14, Lesson 3.	Issue has been raised about protecting and advancing tolerance, peace, humanity and freedom.	Article 13(1) of the ICESCR, and Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination	Page 20, Under <i>"Apinai Khutama Ubhina Saknu Paribha (One has to try to be independent)"</i>	<i>"Hamra Buha, Duiharu Samachar Aune Belama Kan Thapera Sunnuhunchha</i> (Our fathers and brothers stick to Radios whenever it is time for news.) This seems to be a gender discriminatory situation in the matter of listening to the news and getting informed.	Page 18, <i>Lexical categories, inflection and tense are used as if they differ in terms of profession and class of individuals, Mali Phool Tipkha (A Florist plucks flowers (Non-honoric use)</i>

	<p><i>Hamro Nepali Kitab</i> (Our Nepali Book)</p>	<p>Page 21, Lesson 4</p>	<p>Article 10(A) of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p>	<p>Page 22, Under "Apnai: Khuttima Ubhina Saknu Parichha (One has to try to be independent)"</p>	<p><i>Mahilabharuko Sampatti bhaneko nai ke hunchha? Pustai pustai dekhi purushko paraldhritama bacheko hami mabila, bamro abastha kati najuk chha. Hambaru jo lekhpadi garchhola, bamro klas sampatti ta tehi bo. Tesalbata hamile apno gujara garna saknu parichha, apna khutta ma ubhina saknu parichha. (Women don't have any property as such. We women, who have been depending on males for long, have been undergoing critical situation. Education is the actual property of those of us who are educated. We have to sustain life based on that and have to learn to live independently.)</i></p>	<p>Article 16(H) of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p>	<p>Page 52, Lesson 9 Bidhyalayaka Gunuharu Khulera Tarph garnuhunchha (School teachers applaud unreservedly.)</p> <p>Page 56, Lesson 10. <i>Bidhyalaya ko Pale thiik punch baje Karyalayako dhoka Thanyo.</i> (The school's gatekeeper closed the office door right at 5:00. (non-honorific use)</p>
	<p>Page 93, Lesson 15</p>	<p>Under the lesson Conservation of Environment, information are included on the causes of environmental pollution, its negative effects and the ways of remaining safe from these effects.</p>	<p>Article 24(2-C) and Article 29(E) of the Convention on the Rights of the Child</p>				<p>Page 137, Lesson 22. <i>Ghansi Gathale Gitma Ghans Karnama nai masti thiyo</i> (A grass-reaper was singing and cutting grass engrossed) (Non-honorific in Nepali version) Page 138, <i>kechiko kani bhayera kani mantribata risani bhayo bhane yabisammaki mero nokarikati tungo rabadaina. Mantri ghodama chadera tehibato bhyanama niskiyeka thiye</i> (So much so that</p>

	<i>Hamro Nepali Kitab</i> (Our Nepali Book)	Page 56, Lesson 12	<i>Under the lesson "Hami Eutai Huan" it has been stated that male and female are equal. Similarly issues have been raised that no discrimination should take place on the basis of one's sex, color, religion and language.</i>	Article 1 and 2 UDHR 1948	Page 62, Lesson 13	<p>The term <i>Paricharika</i> (Nurse) has been defined as a female treating sick people. This definition is not wrong in itself; however, how teachers define the term given the changing notion of the term with the involvement of male people in the profession is important. Such definition, of course, tend to promote gender stereotype</p>			<p>my job could be at stake if I failed to flatter and satisfy the minister. The minister had set out for a tour along that way on horseback) (Not so honorific in Nepali version) Page 26, Lesson 5. <i>Ten Chaur-barshako umarma unlai bipharle jhandai mrityuko mukhma purjako thiye...</i> <i>Shitaladevi ko upasabata unko jeevan rakhya hunu sakyo</i> (He nearly died of smallpox at the age of 4 or 5...his life, however, could be saved due to his devotion to the Goddess Shitaladevi)</p>
						<p>Article 10 (C) of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p>			<p>Page 14, lesson 4 <i>Ekyana dhani byapari byaparko sisilama apno gain bhanda nikhai tatha pugera ghar pharkadai thiye...</i>(A merchant had reached far away from his village in the course of his business and was returning to his village (Not so honorific) ... <i>Jangalko mukhma euta thulo pipalko phedma chhata odhera euta khailegdo yubak hasako rubechha!</i> (a stout youth was sitting under his umbrella under a big peepal tree by the forest area) (Non-honorific).</p>

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								<p>Page 28, lesson 6. <i>Kalika Mandirma Jibro katera Arpan garna uddhyat bhayeko dekhera Kali prasanna bhai unlai bidhyako bardan diene. Kalika das bhakti bhayeka adharma nai unko nam pani Kalidas rabyo (He was blessed with education by the Goddess Kali for he was ready to chop off his tongue and proffer it to the Goddess. As he was devoted to the Goddess Kali, he was called as Kalidas since then.</i></p>
								<p>Under the lesson <i>Hami Eulai Houn</i> it has been stated that male and female are equal and no one should be discriminated on the basis of gender, color, religion and language. However, on page no. 59 of the same lesson, gender issue was found discussing in a traditional and stereotypical way reflecting socio-cultural aspects of gender (<i>Bijaye Ma chhori hun, na jama lageaunbhu. (I am a daughter. I wear jama. Kamai: Ma chhori hun. Ma paint ra Kamiz lagaunbhu. (I am a son. I wear shirt and pants). Shanti: Ma ama hun. Ma sari chole lagaunbhu (I am a mother. I wear Sari and Blouse).</i></p>
								<p>Preamble, article 3 - General principle(a) and Article 4- General obligations(h) of the Convention on the Rights of Persons with Disabilities</p>
								<p><i>Grade Anthem: Arukabharma Bachnu Paribha Hatai Nibundak... Aruko Sathma Hidnu Paribha Aankhai Nibundak (Those who don't have hand have to depend on others for living... Those who don't have eyes have to walk along accompanied by others).</i></p>
								<p>8th Grade Anthem</p>

					The International Convention on the Elimination of All Forms of Racial Discrimination	It was found out that caste system, untouchability and class based discriminations were opposed and equality was advocated for under the lesson titled " <i>Hami Sabhai Ekai Haun</i> (We all Are Equal)	Page 59, Lesson 6	
					The Convention on the Rights of Persons with Disabilities	A lesson given in the form of debate competition discussing the responsibility of the able-bodied people towards disabled was found. The anchor of the debate sets ground rules saying that participants of the debate were prohibited to express the views that harm particular religion, castes, color, gender and culture; provoke feelings of communal and caste based discriminations; promotes feelings against the country and societies and charges with personal allegations.	Page 125, Lesson 13	
					The International Convention on the Elimination of All Forms of Racial Discrimination	Conservation of environment is focused under the lesson titled : "Baninas Rokaun" (Let's Stop Deforestation)	Page 156, Lesson 16	
					Article 24(2-C) and Article 29(E) The Convention on the Rights of the Child			

Grade 9 Nepali

		<p>It has been stated in the lesson titled "Bhagya Bhandar Parishram Thulo Hunchha" (Toil is Superior to Luck) no speakers are allowed to speak alleging any particular person, class, caste or community and that bringing contexts that promote caste system, communalism and disregarding gender equity into references was not allowed while speaking during debate competition.</p>	<p>The International Convention on the Elimination of All Forms of Racial Discrimination</p>	<p>Page 104, 106, Lesson 13</p>	<p><i>Huna ta tapaijasta andharule beliko mala chhunda sarpa bhanera tarsiye ko malle dekbeko chhu</i> (I have seen people like you who are scared while touching a garland made from jasmine flower taking it for a snake (page 104). <i>Ani ta ke khorchhas kana aamko bhaibayo malai</i> (I felt like getting another eye by one-eyed person (page 106).</p>	
Grade 10	Nepali	<p>"<i>Kalabaru pasina bagunthe bhane gorabaru basibasi mojmasti lutne garthe taijani kalabaru nai sarkari upidan ra yatanaka shikar hunthe...kalo barnako burunat tyabaka mul jati ka lagti abhishap maninthyoo.</i>"</p> <p><i>Babirabata ayeke gorabaru lai bhane aphno seto chhalama thulo garwa thiyoo.Ata unile rangabhedhi sarkarka biruddhama sangharsha garnai parne atbot gare.</i> White people did not work but enjoyed life</p>	<p>Article 1 and 2 of the UDHR</p> <p>International Convention on the Elimination of All Forms of Racial Discrimination</p>			

8	Hamro Samajik Adhyaan (Our Social Studies)	Page 30-33, Unit 3, Lesson 1 and 2	Emphasis has been laid under the lesson "Hamro Parampara, Samajik Mulya Ra Manyata (Our Tradition, Social Norms and Values) that all caste/ethnic religious and linguistic groups from within the country should live in understanding, harmony and tolerance.	Article 29(1.D) of the Convention on the Rights of the Child					<p>A lesson on utilization of civil rights is included on page no. 60 under unit 5, lesson 4 but it has not been dealt with required depth.</p> <p>Page 14, Lesson 1, Unit 2. (<i>Dinglama Balguru Shadanandale bhodayalaya sthapana gareka thiye... Rana Prathanmantri Dev Shamserele bhasha pathshalaharu kholeko dekhincbha. Unle desbka bhibhinna bhagma shaya bhandi badhi bhasha pathshalaharu kholna lagayeka thiye... hyaspachhi B.S 2031 ma swargiya raja Birendrabata prathmik tubana nibulka shikhyuko gosbana garibakthyo.</i> (Balguru Shadananda had established schools in Dingla... Record shows tha Rana Prime Minister Dev Shamsheer had established language schools. He had more than 100 schools established in various parts of the country. Then, King Birendra declared in 2031 BS to provide free-of-cost primary education. (Lacks consistency in the use of honorific words)</p>
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			surfactially as if the writer does not know well about these issues.		The Convention on the Rights of the Child					(Geneva Convention on the Rights of the Child). Likewise, basic four aspects of child rights such as participation, development, security and protection are missing.
			Discussion is there as to how the rights of the child has been accepted by the stakeholders. It states that child rights are taken as the responsibility of the state, political parties have given priority to the issues of children in their political manifestos, various laws and by-laws are enacted as to their rights and that NGOs and civil society have taken the issues of children very seriously.	Page 61, Unit 5, Lesson 2						In lesson 2 on page no. 117 it has been written that Nepal and Japan are similar in many ways and that both the countrreis are ruled under monarchy (<i>Dubai Rajantratmak Desh hun</i>).
			The Charter of the UN has been taken into account while defining development. Information is provided on the typical norms and values of the Nepali society long practiced in Nepal in the lesson titled "Hamro Parampara, Samajik Mulya Ra Manyataharu" (Our Tradition, Soical Norms and Values).	Page 2, Unit 1, Lesson 1						
				Page 2, Unit 3, Lesson 1	Article 29(1.C) of the Convention on the Rights of the Child					Education and Health related issues have not been dealt as rights per se (Page 10-15, Unit 2, lessons 1, 2 and 3)

							Page 36, Unit 3, Lesson 5. In the course of informing students about our religious places, it seems that the religious places of Christians, Muslims and Buddhists are given less importance.
Page , 36, Unit 3, Lesson 5	In the course of informing students about secularism and our religious places, religious freedom has been discussed taking the interim constitution of Nepal 2007 into account.	Article 18 of the UDHR					
Page 111, Unit 7, Lesson 3	Under Social Work, students are assigned to prepare reports based on their observation as to whether or not mutual understanding, tolerance and cooperation are in practice in the society.	Article 29(1.D) of the Convention on the Rights of the Child					
Page 124 and 125, Lesson 10, Unit 7	Various legal and social reforms done by Rana Prime Ministers and the elimination of social ills are discussed.						
Page 127, Unit 7 lesson 11.	Under the lesson Audhyogig Kranti (Industrial Revolution), students are suggested to visit the industries located at their localities and prepare reports on the works done by trade unions for laborers.	Article 23(4) the UDHR					

10	Samajik Adhyaan (Social Studies)	Page 22, Unit 2, Lesson 3	The issue that education and scholarship for women was implemented in order to ensure women's participation in development has been discussed under the lesson Bikashma Mahilako Saman Sahabhagita (Equal Participation of Women in Development).	Article 10(D, E) of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)				Page 24, Unit 2, Lesson 4. Under the lesson titled "Shanti Ra Subyabastha (Peace and Good Management) of ending conflict and indispensability of peace has been discussed but very superficially.
		Page 28- 37, Unit 3, Lesson 1	The issues related with our cultural heritages, folk songs, folk musical instruments, folk dances and the National days are discussed very well under "Hamro Mulya ra Manyataharu" (Our Tradition, Social Norms and Values).	Article 29(1,C) of the Convention on the Rights of the Child				
		Page 44, unit 4, Lesson 2	Untouchability has been included under "Samajik Kupratha (Social Evils).	The Convention on the Elimination of All Forms of Racial Discrimination				
		Page 48, Unit 4, Lesson 4	Under the lesson title "Lagupadhartha Durbyasan"(Drugs Addiction) contents dealing with drugs	Article 33 of the Convention on the Rights of the Child				

10		Unit 3	The rise and fall of Ranaocracy in Nepal has been dealt by relating with civil rights and fundamental freedoms, caste based discriminations, lack of educations etc.							
	Itihas (History)	Page 67, Unit 6	The fact that human rights as one of the features of Nepal's constitution has been referred to							
			Individual freedom, freedom of speech, equality, people's rights, and the right to criticize the Government are discussed while explaining Greek and Roman civilizations.	ICCPR						
7, 8, 9 and 10	Hamro Swasthya Ra Sharirik Shiksha (Our Health and Physical Education)	Page 75, 83, Unit 7 and 8	Need for nutrition, the importance of environmental health, the ways to be safe from various diseases, information on various immunizations of children, the effects of tobacco, alcohol and drugs as well as sports and exercise are included in all these textbooks.	Article 29(1 A and E) of the Convention on the Rights of the Child.						
	Hamro Janasankhya Ra Batwarean Shiksha (Our Population)		Contents such as introduction to population and its environment; cultural heritages and natural resources; education for women, pollution control, basic health,	Article 24(2E) and 29(1 A and E) of the Convention on the Rights of the Child. Article 11(2 A) of the ICESCR						The lesson titled " Sanskritik Sampada" (Cultural Heritages) on page 81 of Grade 7 discusses temples, Monasteries, Monuments, inns, folk songs and music as important cultural

9 and 10	Swasthya, Janasankhyā a Tatha Batāwan Shikshya (Our Health Population and Batāwan Education)	<p>vaccines for children, custom and costumes of various castes/ethnic groups, deforestation and its effect etc. are included in these textbooks.</p> <p>Under the lesson titled¹⁸ <i>Janasankhya Paribartanka Karam, Aar tatha Byabasthapanka Upayabhar</i> (Causes and Effects of Population Change and Ways to Manage them women health, education and employment have been emphasized. Similarly, gender equality, women's rights to property, women empowerment are discussed in detail. Likewise, the cause of air, water, sound and land pollutions and their prevention are dealt under environmental health and sexual and reproduction rights are also dealt (Page 132, Class 9). Safe Maternity, dose and time of immunization, the rights and responsibilities of consumers under the consumer's health as well as the acts made for consumers rights are also dealt.</p>	<p>The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).</p> <p>Article 24(2E) and 29(1 A and E) of the Convention on the Rights of the Child.</p> <p>Article 11(2A) of the ICESCR</p> <p>The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p>					<p>heritage. It would be better if Church and Mosques were also included in the list.</p> <p>Marriage has been defined in the textbook of Grade 9 on page 28 as pregnant situation or delivery of child after sexual relationship between male and female. (" <i>Kunai pani logne manchhe ra swami manchhebihi youn samparka bhai garbha rubhema wa santan paida bhayema" ... testai bibaba bhannichhu.</i></p>
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2. Private Publications

Grade	Textbook	Pro-human Rights		Anti-human Rights			Wrong/ Paradoxical or Unclear Contents Included in Textbooks.
		Page no. and Lesson	Contents	Related to which International Human Rights instruments	Page no. and Lesson	Contents	Related to which International Human Rights instruments
6	Inclusive Social Studies (Bidyarthi Pustak Bhadardar-2009)	Page 39-41, Unit 3, Lesson 4	Festivals such as Dashain, Tihar, Lhosar, Id Christmas, and Chhat are inclusively included in the lesson titled "Our Festivals".	Article 29(1 C and E) of the Convention on the Rights of the Child.			
		Page 71, Unit 5, Lesson 3	Political Rights related issues have been dealt under the lesson titled Our Fundamental Rights.	ICCPR and ICESCR			
		Page 77, Unit 5, Lesson 5	Emphasis has been laid on the need for achievement and protection of civil rights under the protection of civil rights.	ICCPR			
8	Inclusive Social Studies(Bidyaarthi Pustak Bhadardar-2009)		The book has lessons dealing with the issues such as our culture, social norms and values, bad conduct, rights, duties and responsibilities of citizens, international relation, cooperation and collaboration.	Article 2 of the UDHR and Article 29 of the Convention on the Rights of the Child.			It has been written mistakenly on page no. 5 in lesson 2: "Our Country was divided into 14 zones in 2048 BS.
8	Inclusive Social Studies(Bidya	Page 77, Unit 5, Lesson 1	Rights of the Child are discussed under Child Rights and Duties.	The Convention on the Rights of the Child.			Page 46, Unit 3, Lesson 3. The background of the

	Bhneider-2010)		resources and cultural heritage, education, development and employment opportunities for them, pollution control, basic health and vaccinating children, costumes of various ethnic groups, deforestation and its negative effects, and the role of international agencies in protecting environment and population control.	ICESCR The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)					relation" written on page 15, in the lesson titled Population Situation under unit 2.
9 and 10	Health, Population & Environment Education (Bidyarthi Pustak Bhandar-2009)	Unit 2 Lesson 1, Page 20, (Grade 9)	"Father and Mother" are head of a nuclear family... " is written in the lesson titled Family Life.	Article 24(2-E) and 29(1 -A, E) of the Convention on the Rights of the Child. Article 11(2-A) of the ICESCR The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)					
6	Our Social Studies (Ekta Books-2010)	Unit 1, Lesson 1, Page 8 Unit 1, Lesson 2, Page 10	In the chapter that deals with the importance of community, it has been mentioned that community safeguards our rights. Pros of democracy, inclusive participation are included while dealing with the main objective of the Local Self-Government Act 2055						The Moon is the Representation of the legendary lunar dynasty Kings of Nepal, i.e. Saha Kings" is written on

					Equal lack of gender discrimination during Kirata Period is mentioned in the lesson titled "Our History of Kirata Period".	Unit 7, Lesson 2 Page 116		
				Article 29(1 B) of the Convention on the Rights of the Child.	International Understanding Peace and Cooperation...	Unit 7, Lesson 2 Page 116		
7					Merits, demerits and essentials of democracy are included in the lesson titled "Our Tradition, Social values and Norms"	Unit 3, Lesson 4 Page 58	Our Social Studies (Ekra Books-2011)	"We regard Our King as the incarnation of Lord Bishnu" is written in the lesson titled Our Unique Tradition under Unit 3 on page no. 49. "The political history of Nepal reveals that the king used to be the leader, guide, protector and administrator of the country...(Our Society, Social Life and Social Problems) "Today, at the advent of democracy, this situation does not exist anymore. People have made the king a titular monarch. His Powers are limited; the administration is run by the people's representatives."

							<p>"The head of the family is a male member, father or Grand father or the eldest brother... Mother is responsible for domestic matters and cares of the children while father is responsible for earning the means of living... All the members of family solely depend upon the income of the father because he is the guardian and head of the family. All rights, properties and privileges are transferred automatically to the eldest son and then divided equally among other sons... is written in the lesson titled Our Society, Social Life and Social Problems on page no. 75 in lesson 1 under unit 4.</p>
					<p>'Rights and Duties go together, Rights are useless if they are not observed with the corresponding duties.</p>		<p>"Though political party is one of the essential elements of democracy, it has brought disunity and</p>
				Unit 4, Lesson 4 Page 92		Unit 4, Lesson 5 Page 96	

							harmony and tolerance.” is written on page no. 91 in lesson 1 (Our Society, Social Problems and Solution) under unit 4.
							According to Hindu customs, when a child is born, the 6 th day of its birth is celebrated as “Chaitau” Or “Pasni”. This statement was found on page no 92 in lesson 1(Our Society, Social Problems and Solutions).
9	Our Social Studies (Ekta Books-2011)	Unit 3, Lesson 5, Page 73	“The Interim Constitution has regarded religion as the fundamental rights” is written under Secularism and places of pilgrimages	Article 18 of UDHR			
		Unit 4, Lesson 3 & 4, Page 93 & 97	The roles of national and local social institutions and organizations in the field of human rights and social change have been discussed under the topic “Role of Social Organization and National Organization for social reform under the lesson Social Problems and their Solutions.				
		Unit 5, Lesson 1-8 Pa102-130	Rights and duties related issues are discussed through introduction to and development and features of constitution, fundamental rights and duties, good				

							The lesson titled Rights of Citizens (on page no. 105 under unit 5) has attempted to define rights but the contents defining rights are very unclear. Similarly, on page no. 16 of the same lesson wrong information is included by writing: "Those below 14 are regarded as children by our Constitution". (Page 49, Unit 3, Lesson 2) Festivals of the Hindu only (Janaipurnima, Shripanchami, Shivaratri, ..) are included as the festivals under the lesson - Religious Traditions and Festivals Similarly, Nepal is taken as a Multi-racial and lingual Kingdom.
7	Integrated Social Studies (Satyal Publication 2010 Revised Edition)						Lesson 2) Festivals of the Hindu only (Janaipurnima, Shripanchami, Shivaratri, ..) are included as the festivals under the lesson - Religious Traditions and Festivals Similarly, Nepal is taken as a Multi-racial and lingual Kingdom.
8	Integrated Social Studies (Satyal Publication 2010 Reprint)	Page 92, Unit 5, Lesson 3	Fundamental rights are discussed under the lesson Our Fundamental Rights but such discussion is not in line with the Interim Constitution of Nepal 2007.	ICCPR and ICESCR			Festivals of the Hindu only (Dashain, Maghe Sankranti, Ram Navami, Krishna Ashtami, Chaitedashain, Shivaratri etc) are included under the lesson titled "Religious Traditions and Festivals".

<p>"There are 330 members in the unicameral Legislature. Of these 209 are from seven political parties, 73 are from CPN UML Maoist and 48 are from amongst thecontent that is not updated was found in the lesson titled "Organ of the Government: Legislature Parliament "(Page 100, Unit 5, and Lesson 5).</p> <p>(Page 109, Unit 5, Lesson 8) There is an unclear discussion about Child Rights Convention. Also wrong contents were found. For eg. The UNO Passed a Resolution for child rights on 20 November 1929". The Convention was passed in 1989. Similarly, National Child Rights Commission which is not in existence so far in Nepal has been discussed in detail</p>								
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							with its objectives. Likewise, the constitution of Nepal 1991 has been taken into reference while discussing the provisions made on the persons with disabilities and the orphans.
9	Integrated Social Studies (Saryal Publication 2009 Revised Edition)			Page 63, Lesson 2, Unit 4	While discussing the so called untouchability (in the lesson Solutions of Social Problems) it seems as though there exists so called lower caste and upper caste without any legal provisions against such the practice.		
			ICCPR and ICESCR				
10	Integrated Social Studies (Saryal Publication 2009 Revised Edition)	Page 86, Unit 5, Lesson 3	Good discussion is there about the fundamental rights included in the interim constitution of Nepal 2007 under the lesson title - Fundamental Rights			Legislature Parliament (Page 97, Lesson 1, and Unit 5) discusses a 330-member parliament as the contemporary one.	"The General Assembly of UNO adopted the UDHR on 10 December 1948 after the tireless
		Page 122, Lesson 8, Unit 5	Human Rights, the UDHR and its main articles are discussed in the lesson titled "Constitutional Development and Human Rights"				

7	Koselee's Social Studies (Koselee Publication Reprint 2011)	Unit 2, Lesson 6, Page 22	Education has been discussed also as an aspect of rights besides as the prerequisite of development.						Only the festivals of Hindus such as Janapurnima, Teej, Shrianchami, Shivaratri etc.) Are included in the lesson titled "Religious Traditions and Festivals". (Page 43, Unit 3, Lesson 13)
		91	A good discussion is there on civil rights under the lesson "Proper Use of Civil Rights".	ICCPR and ICESCR					Good information is included on so called untouchability in the lesson titled "Social Harmony". However, it would be better if the term used in the text "Untouchable" is replaced with "Dalit". (Page 70, Unit 4, Lesson 13)
8	Koselee's Social Studies (Koselee Publication Reprint 2011)	Unit 3, Lesson 15, Page 47	Only the festivals of the Hindus and Buddhists are included in the lesson titled "Festivals".	Article 29(1 C, D) of the Convention on the Rights of the Child.					Health and Education are not taken as an aspect of rights in the lesson titled "Education and Health". (Page 18, 21, Lesson 6, Unit 2)
		Unit 5, Lesson 25, Page 78	A good discussion is included in the lesson titled "Child Rights and Duties".	The Convention on the Rights of the Child.					The contents of the sub-title Brahmin Chhetris under the lesson "Our Customs" (Unit 4,

9	Koselee's Social Studies (Koselee Publication Reprint 2011)	Unit 5, Lesson 5.4, Page 64	The fundamental rights guaranteed by the Interim Constitution of Nepal 2007 have been discussed in the lesson titled "Our Fundamental Rights".	ICCPR and ICESCR					Lesson 20, Page 62) writes: "The Brahmin lives originally in the Hills and Tarai. They command high position in the society and are greatly respected". Such the statement is likely to promote racial/ethnic tensions and discriminations.
									Health and Education has not been explained as rights under the lesson titled "Education and Health"(Unit 2, Lesson 2.2 and 2.3 on page 14).

List of Articles and Sub-Articles of Various International Human Rights Instruments Having Provisions on HRE

1. Universal Declaration of Human Rights 1948

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 16

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

Article 18

Everyone has the right to freedom of thought, conscience and

religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 23

1. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

2. International Covenant on Economic, Social and Cultural Rights, 1966

Article 11

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:
 - (a) To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources.

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

3. International Convention on the Elimination of All Forms of Racial Discrimination, 1965

Article 7

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the

United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

4. Convention on the Elimination of All Forms of Discrimination against Women, 1979

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:
 - (a) The same right to enter into marriage;
 - (b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
 - (h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

5. Convention on the Rights of the Child, 1989

Article 24

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - (f) To develop preventive health care, guidance for parents and family planning education and services.

Article 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

6. Convention on the Rights of Persons with Disabilities, 2006

Article 3 - General principles

The principles of the present Convention shall be:

- a. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

Article 4 - General obligations

- 1. States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:
 - h. To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies,

including new technologies, as well as other forms of assistance, support services and facilities;

Article 8 - Awareness-raising

1. States Parties undertake to adopt immediate, effective and appropriate measures:
 - a. To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
 - b. To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
 - c. To promote awareness of the capabilities and contributions of persons with disabilities.

Measures to this end include:

- a. Initiating and maintaining effective public awareness campaigns designed:
 - i. To nurture receptiveness to the rights of persons with disabilities;
 - ii. To promote positive perceptions and greater social awareness towards persons with disabilities;
 - iii. To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;
- b. Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities
- c. Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention
- d. Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

7. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984

Article 2

1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.

Article 10

1. Each State Party shall ensure that education and information regarding the prohibition against torture are fully included in the training of law enforcement personnel, civil or military, medical personnel, public officials and other persons who may be involved in the custody, interrogation or treatment of any individual subjected to any form of arrest, detention or imprisonment.

8. International Covenant on Civil and Political Rights, 1966

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

List of Reviewed School Textbooks

A. Government Publications

SN	Textbook	Grade	Publishser/Year
1	Hamro Nepali Kitab (Our Nepali Book)	6	CDC', Sanothimi, Bhaktapur/2067 BS (Reprint)
2	Hamro Nepali Kitab (Our Nepali Book)	8	CDC, Sanothimi, Bhaktapur/2067 BS (Reprint)
3	Nepali	9	CDC, Sanothimi, Bhaktapur/2065 BS (Reprint)
4	Nepali	10	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
5	Our English Book	6	CDC, Sanothimi, Bhaktapur/2008 (Reprint)
6	Our English Book	7	CDC, Sanothimi, Bhaktapur/2009 (Reprint)
7	Our English Book	8	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
8	Our English Book	10	CDC, Sanothimi, Bhaktapur/2010 (Reprint)
9	Hamro Samajik Adhyaan (Our Social Studies)	6	CDC, Sanothimi, Bhaktapur/2063 BS (Revised Edition)
10	Hamro Samajik Adhyaan (Our Social Studies)	7	CDC, Sanothimi, Bhaktapur/2065BS (Reprint)
11	Hamro Samajik Adhyaan (Our Social Studies)	8	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
12	Samajik Adhyaan (Social Studies)	9	CDC, Sanothimi, Bhaktapur/2067 BS(Reprint)
13	Samajik Adhyaan (Social Studies)	10	CDC, Sanothimi, Bhaktapur/2067 BS (Reprint)
14	Nagarik Tatha Naitik Shikshya (Civic and Moral Education)	6	CDC, Sanothimi, Bhaktapur/2065 BS (Reprint)
15	Nagarik Tatha Naitik Shikshya (Civic and Moral Education)	7	CDC, Sanothimi, Bhaktapur/2065 BS (Reprint)
16	Nagarik Tatha Naitik Shikshya (Civic and Moral Education)	8	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
17	Itihas (History)	9	CDC, Sanothimi, Bhaktapur/2064 BS (Revised Edition)
18	Itihas (History)	10	CDC, Sanothimi, Bhaktapur/2064 BS (Revised Edition)
19	Bhugol (Geography)	10	CDC, Sanothimi, Bhaktapur/2067 BS (Reprint)

20	Hamro Swasthya Tatha Sharirik Shikshya(Out Health and Physical Education)	7	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
21	Hamro Swasthya Tatha Sharirik Shikshya(Out Health and Physical Education)	8	CDC, Sanothimi, Bhaktapur/2065 BS (Reprint)
22	Swasthya Tatha Sharirik Shikshya(Health and Physical Education)	9	CDC, Sanothimi, Bhaktapur/2065 BS (Revised Edition)
23	(Hamro Janasankhya Ra Batabaran Shikshya) Our Population and Environment Education	6	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
24	(Hamro Janasankhya Ra Batabaran Shikshya (Our Population and Environment Education)	7	CDC, Sanothimi, Bhaktapur/2065 BS (Reprint)
25	(Hamro Janasankhya Ra Batabaran Shikshya) Our Population and Environment Education	8	CDC, Sanothimi, Bhaktapur/2066 BS (Reprint)
26	Swasthya Janasankhya tatha Batabaran Shikshya (Health, Population and Environment Education)	9	CDC, Sanothimi, Bhaktapur/2067 BS (Reprint)
27	Swasthya Janasankhya Tatha Batabaran Shikshya (Health, Population and Environment Education)	10	CDC, Sanothimi, Bhaktapur/2067 BS (Reprint)

B. Private Publications

SN	Textbook	Grade	Publication/Year
1.	Inclusive Social Studies	6	Bidyarthi Pustak Bhandar- 2009
2	Inclusive Social Studies	7	Bidyarthi Pustak Bhandar- 2009
3	Inclusive Social Studies	8	Bidyarthi Pustak Bhandar- 2010
4	Inclusive Social Studies	9	Bidyarthi Pustak Bhandar- 2010
5	Inclusive Social Studies	10	Bidyarthi Pustak Bhandar- 2010
6	Population & Environment Education	6	Bidyarthi Pustak Bhandar- 2010
7	Population & Environment Education	7	Bidyarthi Pustak Bhandar- 2010
8	Population & Environment Education	8	Bidyarthi Pustak Bhandar- 2010
9	Population & Environment Education	9	Bidyarthi Pustak Bhandar- 2009
10	Population & Environment Education	10	Bidyarthi Pustak Bhandar- 2009
11	Our Social Studies	6	Ekta Books- 2010
12	Our Social Studies	7	Ekta Books- 2011
13	Our Social Studies	8	Ekta Books- 2011
14	Our Social Studies	9	Ekta Books- 2011
15	Our Social Studies	10	Ekta Books- 2010
16	Health and Physical Education	6	Asia Publication- 2010
17	Health and Physical Education	7	Asia Publication-2010
18	Health and Physical Education	8	Asia Publication-2011
19	Integrated Social Studies	6	Satyat Publication- 2010
29	Integrated Social Studies	7	Satyat Publication- 2010
21	Integrated Social Studies	8	Satyat Publication- 2010
22	Integrated Social Studies	9	Satyat Publication- 2009
23	Integrated Social Studies	10	Satyat Publication- 2009
24	Koselee's Social Studies	6	Koselee Publication-2010
25	Koselee's Social Studies	7	Koselee Publication-2011
26	Koselee's Social Studies	8	Koselee Publication-2011
27	Koselee's Social Studies	9	Koselee Publication-2011
28	Nepali Deepika	6	Koselee Publication- Reprint 2011

List of Schools Selected for this Study

SN	Name of School	District	Type of School		
			Private	Government	Government Schools (Program Implemented by INSEC)
1	Pancharatna Secondary School	Jhapa			✓
2	Gaurishankar Secondary School	Jhapa			✓
3	Sambad Sanskrit Secondary School	Jhapa		✓	
4	Balkalyan Boarding Secondary School	Jhapa	✓		
5	Nargram H.S School	Morang			✓
6	Janapriya Secondary School	Morang			✓
7	Janapath Secondary School	Morang		✓	
8	Kanchanjangha H.S. School	Morang	✓		
9	Saraswati Secondary School	Sunsari			✓
10	Tribhuvan Secondary School	Sunsari			✓
11	Bhagawati Secondary School	Sunsari		✓	
12	Nirmala Memorial Bal Udhyan Boarding Secondary School	Sunsari	✓		
13	Janajyoti H.S School	Sankhuwasabha			✓
14	Himalaya Secondary School	Sankhuwasabha			✓
15	Himalaya H.S. School			✓	
16	Surya Boarding Secondary School	Sankhuwasabha	✓		
17	Rajai Janak Lal Secondary School	Siraha			✓
18	Janata Secondary School	Siraha			✓
19	Janata Namuna H.S School	Siraha		✓	
20	IJB Boarding School	Siraha	✓		
21	Janajagriti H.S. School	Rautahat			✓
22	Sublala Bhagwat H.S.School	Rautahat			✓
23	Bal Niketan Boarding Secondary School	Rautahat	✓		
24	Laxmi H.S. School	Chitwan			✓
25	Bhandara H.S. School	Chitwan			
26	Saradpur H.S. School	Chitwan		✓	
27	Sky Rider Boarding H.S. School	Chitwan	✓		
28	Banibilas Secondary School	Lalitpur			✓
29	Udayakharka Secondary School	Lalitpur			✓
30	Mahankal H.S. School	Lalitpur		✓	

31	Kanchan English Secondary School	Lalitpur	✓		
32	Jorpati Secondary School	Kavre			✓
33	Sarbamangala H.S School	Kavre			✓
34	Ajad H.S. School	Kavre		✓	
35	Bagmati English Boarding School	Kavre	✓		
36	Rudraksheshwor Secondary School	Ramechhap			✓
37	Nagkanya Secondary School	Ramechhap			✓
38	Manthali H.S. School	Ramechhap		✓	
39	Tamakoshi English Boarding School	Ramechhap	✓		
40	Dhanyanchal Mahayagya Secondary School	Nawalparasi			✓
41	Shanti Nikunja Secondary School	Nawalparasi			✓
42	Basanta Secondary School	Nawalparasi		✓	
43	Holy Care Secondary School	Nawalparasi	✓		
44	Nawaratna H.S. School	Rupandehi			✓
45	Durga Bhawani H.S. School	Rupandehi			✓
46	Bangai Secondary School	Rupandehi		✓	
47	Siddhibinayak Secondary School	Rupandehi	✓		
48	Jaldevi H.S. School	Tanahun			✓
49	Janajyoti H.S. School	Tanahun			✓
50	Mahendra Secondary School	Tanahun		✓	
51	Gorakhkali Boarding Secondary School	Tanahun	✓		
52	Bhadgaun Secondary School	Gulmi			✓
53	Upallo Tamghas Secondary School	Gulmi			✓
54	Panchayan H.S School	Gulmi		✓	
55	Arjun Boarding Secondary School	Gulmi	✓		
56	National Janajagriti Secondary School	Myagdi			✓
57	Deepshikha H.S. School	Myagdi			✓
58	Beni Samudayik H.S. School	Myagdi		✓	
59	Mount Everest Boarding Secondary School	Myagdi	✓		
60	Bhunwar Bhawani H.S School	Banke			✓
61	Siddeshwor H.S School	Banke			✓
62	Mahendra Namuna H.S. School	Banke		✓	
63	Hope International Academy	Banke	✓		
64	Bhagawati Sanskrit Tatha Sadharan Secondary School	Bardiya			✓
65	Bidhya Jyoti H.S School	Bardiya			✓
66	Mahakabi Devkota H.S. School	Bardiya		✓	
67	Janamukhi Secondary Boarding School	Bardiya	✓		
68	Bal Miteri H.S. School	Dang			✓
69	Dipendra Secondary School	Dang			✓
70	Janakalyan H.S. School	Dang		✓	

71	Srijana Bal Batika Secondary School	Dang	✓		
72	Janata Secondary School	Pyuthan			✓
73	Mahendra Namuna H.S. School	Pyuthan			✓
74	Sarada Secondary School	Pyuthan		✓	
75	Kalika Boarding Secondary School	Pyuthan	✓		
76	Ananda Secondary School	Surkhet			✓
77	Prabhat Secondary School	Surkhet			✓
78	Nepal Rastriya Secondary School	Surkhet		✓	
79	Usha Balbatika H.S. School	Surkhet	✓		
80	Phoolbari H.S. School	Kailali			✓
81	Thekraj Secondary School	Kailali			✓
82	Dhangadhi H.S. School	Kailali		✓	
83	Malika Boarding Secondary School	Kailali	✓		
84	Bhubaneshwori H.S. School	Kanchanpur			✓
85	Baijnath H.S. School	Kanchanpur			✓
86	Pashupati Secondary School	Kanchanpur		✓	
87	Kanchan Bidhya Mandir H.S. School	Kanchanpur	✓		
88	Saraswoti H.S. School	Doti			✓
89	Kumalikot Secondary School	Doti			✓
90	Padma Public Muktinarayan H.S. School	Doti		✓	
91	Pabitra Boarding H.S. School	Doti	✓		
92	Mahendra Namuna H.S. School	Dadeldhura			✓
93	Ugratara H.S. School	Dadeldhura			✓
94	Ghatal H.S. School	Dadeldhura		✓	
95	Mountain H.S. School	Dadeldhura	✓		
96	Kalika H.S. School	Baitadi			✓
97	Basu Dev H.S. School	Baitadi			✓
98	Bhagawati H.S. School	Baitadi		✓	
99	M. J.C. Academy	Baitadi	✓		

List of Data Collectors and the Individuals Having Coordinating Role in Data Collection

1. Coordination

SN	Name	Office	Designation
1	Som Raj Thapa	INSEC Eastern Regional Office	Regional Coordinator
2	Sakuntala Baral	INSEC Eastern Regional Office	Officer
3	Krishna Gautam	INSEC Mid- Regional Office	Regional Coordinator
4	Sanjaya Aryal	INSEC Mid-Regional Office	Officer
5	Shiva Khakurel	INSEC Western Regional Office	Regional Coordinator
6	Ganesh Shrestha	INSEC Western Regional Office	Assistant Officer
7	Bhola Mahat	INSEC Mid-Western Regional Office	Regional Coordinator
8	Bhajan Ram Chaudhari	INSEC Mid-Western Regional Office	Senior Officer
9	Khadak Raj Joshi	INSEC Far-Western Regional Office	Regional Coordinator
10	Raj Kumar Chaudhari	INSEC Far-Western Regional Office	Officer

2. Data Collection

SN	Name	Office/District	Designation
1	Lekh Nath Niraula(Laxmi)	INSEC District Office, Jhapa	District Coordinator
2	Bagmati Kattel	INSEC District Office, Morang	District Coordinator
3	Sukdev Chaudhari	Susari	INSEC District Representative
4	Chhetu Sherpa	Sankhuwasabha	INSEC District Representative
5	Guru Sharan Sada	Siraha	INSEC District Representative
6	Ramesh Timalsena	Lalitpur	INSEC District Representative
7	Bhoj Raj Timalsena	Kavre	INSEC District Representative
8	Ramesh Adhikari	INSEC District Office, Ramechhap	District Coordinator
9	Mukunda Dahal	INSEC District Office, Chitwan	District Coordinator
10	Bipin Gautam	Rautahat	INSEC District Representative
11	Sabnam Sharma	INSEC District Office, Tanahun	District Coordinator
12	Yagya Bhushal	INSEC District Office, Gulmi	District Coordinator
13	Amrit Giri	Rupandehi	INSEC District Representative
14	Narayan Parajulee	Nawalparasi	INSEC District Representative

15	Ghanashyam Khadka	Myagdi	INSEC District Representative
16	Bajare Chaudhari(Sushil)	INSEC District Office, Banke	District Coordinator
17	Saraswati Malla	INSEC District Office, Bardiya	District Coordinator
18	Salik Ram Musaphir	Dang	INSEC District Representative
19	Rabindra Pandey	Pyuthan	INSEC District Representative
20	Durga Thapa	Surkhet	INSEC District Representative
21	Sur Bahadur Pariyar	Kailali	INSEC District Representative
22	Dil Bahadur Chaudhari	INSEC District Office, Kanchanpur	District Coordinator
23	Man Maya Basnet	INSEC District Office, Doti	District Coordinator
24	Keshab Bohora	Dadeldhura	INSEC District Representative
25	Sher Bahadur Chand	Baitadi	INSEC District Representative

List of the Participants of the Regional Workshops Organized in the Course of this Study

1. Dhankuta

SN	Name	Organization/Office	Designation
1	Khagendra Nepal	Regional Education Directorate, Dhankuta	Director
2	Baburam Gautam	District Development Committee, Dhankuta	Local Development Officer
3	Khadananda Parajulee	District Education Office, Dhankuta	District Education Officer
4	Bidur Subedi	HUSADEC, Nepal, Dhankuta	Chairperson
5	Gangaram Dhungana	Nepal Teachers' Sangh, Dhankuta	Chairperson
6	Narayan Joshi	Solve Nepal, Dhankuta	Chairperson
7	Gopal Guragain	Madan-Ashrit Foundation, Dhankuta	Chairperson
8	Jeevan Kumar Mishra	Dhankuta Multiple Campus, Dhankuta	University Teacher
9	Parashu Ram Nepal	HUSADEC, Dhanuta	Secretary
10	Madan Prasad Adhikari	All Nepal Teachers' Organization, Dhankuta	Acting Chair
11	Bijaya Santoshi Rai	Civil Society, Dhankuta	Secretary
12	Prem Bahadur Rai	Nepal Teachers' Union, Dhakuta	Vice-Chair
13	Gopal Bhattarai	Dhankuta Multiple Campus, Dhankuta	Campus Chief
14	Ishwari Prasad Adhikari	Triveni Higher Secondary School, Dhankuta	Principal
15	Lok Bahadur Katuwal	Nepal National Teachers' Association	Vice-Chair
16	Khem Ghimire	HUSADEC Nepal, Dhankuta	Vice-Chair
17	Geeta Adhikari	CWIN Nepal	Monitoring Officer
18	Chakrapani Subedi	Gokundeshwor Balmandir H.S. School, Dhankuta	Teacher
19	Jhamak Bahadur Shrestha	Gokundeshwor H.S. School, Dhankuta	Teacher
20	Dipa Limbu	Manch Affiliated Sanghiya Limbuwan Rajya Parishad, Dhankuta	District Member
21	Haribhakta Bantawa	Rastriya Janamukti Party, Dhankuta	Chair
22	Bishnu Prasad Paudel	Nepali Congress District Working Committee, Dhankuta	Member

23	Santosh Ruchal	INSEC, Dhankuta	INSEC District Representative
24	Siddha Raj Rai	Federation of Nepalese Journalist, Central Committee	Member
25	Ramesh Chandra Adhikari	Kantipur Daily	Correspondent
26	Dev Kala Karki	Radio Makalu	News Reader
27	Bishal Lamjel	Blast Times Daily	Newspaper Distributor
28	Upendra Pokharel	Dhankuta Multiple Campus, Dhankuta	Former Campus Chief
29	Shobis Chemjong	Communication for Community Development, Dhankuta	General Secretary
30	Khagendra Prasad Ghimire	Federation of Nepalese Journalist, Dhankuta	Vice-President
31	Som Raj Thapa	INSEC, Biratnagar	Regional Coordinator
32	Tolnath Kaphle	Janata Multiple Campus, Itahari	University Teacher
33	Tika Paudel	Janata Multiple Campus, Itahari	University Teacher

2. Pokhara

S.N	Name	Organization/Office	Designation
1.	Gopal Krishna Paudel	Regional Education Directorate	Director
2	Chandrakant Bhushal	District Education Office	District Education Officer
3	Moti Lal Sharma	District Education Office, Tanahun	School Supervisor
4	Tulsi Dahal	HRERLIC Nepal	Vice-Chair, Kaski
5.	Jhalak Prasad Pokharel	HRERLIC Nepal	Chair, Kaski
6	Ram Prasad Pokharel	Nepal National Teachers' Association	Chairperson, Kaski
7	Mitra Lal Sapkota	Nepal Teachers' Sangh	Chair
8.	Ramesh Bhattarai	Nepal Teachers' Sangh	Secretary
9	Neel Bahadur K.C	Amnesty International	Member
10	Ram Prasad Koirala	Kalika Higher Secondary School	Principal
11	Jyoti Prasad Koirala	National Human Rights Commission	Officer
12	Basanta Raj Pandey	Bindhyabasini H.S.School	Principal
13	Keshab Paudel	Chhunu Munu Children's Club	Program Coordinator
14	Kunjani Pyasi	District Children's Forum	Chairperson
15	Laxmi Prasad Pandey	Nepal Students Sangh	Former Chair
16.	Dhaka Ram Paudel	Janaandolan Sahid Pariwar tatha Ghaite Samanwaya Samiti, Kaski	Chairperson
17	Sakuntala Acharya	Nepal Teachers' Union	Vice-Chairperson
18	Bhadrakali Lamichhane	Talbarahi H.S School	Principal

19	Haribol Gautam	ANNFSU, Bhugol, District Committee	Chairperson
20	Tek Bahadur Katuwal	ANFSU Prabidhik, District Committee	Chairperson
21	Tek Nath Baral	Civil Society, Kaski	Member
22	Janaki Sharma	Human Rights Alliance	Secretary
23	Saraswati Karki	Kopila Nepal	Field In-Charge
24	Sthir Prasad Khanal	All Nepal Teachers' Association	Chairperson
25	Amardip Parajulee	ANNFSU (Revolutionary)	Chairperson
26	Dilli Ram Baral	Saraswati Tika H.S. School	Coordinator
27	Bharat Raj Baral	District Child Welfare Committee	Officer
28	Narayan Parajulee	Janapriya H.S. School	Principal
29	Gambhir Raj Rana Magar	Prithvi Narayan Campus	Student
30	Pharendra Thapa Magar	Grandi College	Student
31	Bhim Bahadur Gharti Magar	Prithvi Narayan Campus	Student
32	Saugat Pokharel	ANNFSU (Revolutionary)	Secretary
33	Sarala Kumari Pandey	Advocacy Forum	Coordinator
34	Shiva Khakurel	INSEC, Pokhara	Regional Coordinator
35	Madhu Panthi	INSEC, Pokhara	Accountant
36	Indira Parajulee	Pokhara University	Student

3. Nepalganj

SN	Name	Organization/Office	Designation
1	Murari Kharel	National Human Rights Commission	Regional Director
2	Basanta Gautam	Advocacy Forum	Coordinator
3	Prabhat Kumar Thakuri	Human Rights Alliance	Chairperson
4	Buddha Sunar	Dalit Sewa Sangh	Chairperson
5	Kiran Dhakal	B Group	Social Mobilizer
6	Yam Narayan Mahato	Yogin H.S. School	Teacher
7	Purna Bahadur Shahi	ANNFSU
8	Ram Bahadur B.K	Free Students' Union	Chairperson
9	Prakash Upadhaya	HimRights	Coordinator
10	Keshab Koirala	Maiti Nepal	Coordinator
11	Dhruba Thapa	Mahendra Multiple Campus	University Teacher
12	Amod Gautam	Mahendra Multiple Campus	University Teacher
13	Rohit Chaudhari	CLDP	Program Coordinator
14	Binod Timelsena	ActionAid Nepal	Team Leader

15	Tankeshwor Adhikari	Mahendra Multiple Campus	University Teacher
16	Pushpa Raj Sharma	Mahendra Multiple Campus	University Teacher
17	Arjun Prasad Pokharel	Mahendra Multiple Campus	University Teacher
18	Binod Adhikari	Mahendra Multiple Campus	University Teacher
19	Balram Yadav	Nepal Teachers' Union	Former District Chairperson
20	Ishwor Pokharel	Nepal Teachers' Union	Working Committee Member
21	Shobha KC	Radio Himal	Correspondent
22	Rajendra Mahat	HRDC, Jumla	Chairperson
23	Maulana Abdul Jabar Manjari	Madarasa	Maulana
24	Ranga Nath Yogi	Civil Society	Member
25	Meena Chaudhari	Banke UNESCO Club	Working Committee Member
26	Sapana Bhattarai	Fatima Foundation	Secretary
27	Bishwajit Tiwari	District Bar Association, Banke	Chairperson
28	Tara Khanal	Humanitarianism Research Center	Chairperson
29	Birendra Yadav	Nepal Teachers' Sangh	Secretary
30	Binod Kumar Pandey	Mahendra Multiple Campus	Student
31	Surendra Kaphle	The Annapurna Post	Correspondent
32	Dinesh Thakur	Sagarmatha Television	Correspondent
33	Priya Smriti Dhakal	The Samaya Adhikar Daily	Correspondent
34	Prem Singh Sunar	Radio Krishnasar	Correspondent
35	Manprasad Regmi	District Education Office	Officer
36	Birendra Prasad Khadka	ANNFSU	Student
37	Bikash Acharya	Appellate Court Bar Association	Secretary
38	Kamala DC	PABSON, Banke	Central Member
39	Ajaya Sharma	Nepal Teachers' Association	Teacher
40	Bhola Mahat	INSEC, Nepalganj	Regional Coordinator
41	Bhajan Ram Chaudhari	INSEC, Nepalganj	Senior Officer

Paper Presenters of the Regional Workshops

SN	Name	Organization	Designation	Venue
1	Gopal Krishna Paudel	Regional Education Directorate	Director	Pokhara, Kaski
2	Murari Kharel	National Human Rights Commission	Regional Director	Nepalganj, Banke
3	Tolnath Kaphle	Janata Multiple Campus, Itahari	Lecturer	Dhankuta, Dhankuta

Questionnaire for Teachers

Informal Sector Service Center (INSEC) A Study on the Situation of HRE in School Curriculum and its Implementation Survey Form for Teachers 2012

Informal Sector Service Center (INSEC) is a non-government organization that has been working on human rights and social justice for twenty years in Nepal. This organization has been working on HRE and sensitization of rural people since its establishment. INSEC believes that information on HRE should reach all level and class of people. It has been advocating for the inclusion of HRE into school curriculum and been launching programs accordingly for the purpose for long. It is in this context that INSEC has attempted to carry out a survey among teachers and students from different districts in the country on the present status of inclusion and implementation of HRE related contents into school curriculum and textbooks. This questionnaire has intended to collect information on the level of knowledge and access of HRE among school teachers and students. Hence, the information provided by you will be used for the objective of this study only and personal details will be kept confidential. INSEC requests you to be a part of this study by replying the questions included in this questionnaire.

Section I: Personal and Basic Information of the Respondent

101. Name (Optional)
102. Sex: Female1, Male2, Third Gender3
103. Caste/Ethnicity..... Code of Caste/Ethnicity:
104. Age:
105. Qualification:
106. Level of Teaching:
107. Teaching Subject:
108. Name of School:

109. Type of School
 Government/Community:1
 Private/Institutional:2
 110. District:
 111. Total Duration of Teaching (Year/s):

Section II: *Human Rights, HRE in School Curriculum and Teachers' Perception*

201. Did you study the subject matters on human rights and HRE while completing your formal (school and higher level) education?

Yes.....1
 No.....2 ⇨ 203

202. If yes, please provide the medium of study (maximum three).

Self-study.....1
 Training.....2
 Workshop/Seminars.....3
 Newspapers.....4
 Radio/Television.....5
 Others.....6

203. How is the level of inclusion of human rights related contents in your teaching subject?

No contents at all on the issue.....1
 A little inclusion.....2
 So so.....3
 A lot of inclusion4

204. Do you think the following issues fall under the scope of HRE?

Issue	Yes	No	I don't Know
Environment Protection	1	2	3
Education	1	2	3
Accommodation/Housing	1	2	3
Health/Reproductive Health	1	2	3
Food Security/ Sovereignty	1	2	3
Women Empowerment, Gender Violence	1	2	3

205. How is the level of inclusion of human rights related contents in the teachers' training course

- Adequate.....1
 So so.....2
 Inadequate.....3 } 207
 Not included at all..... 4
206. If not included at all, do you think these contents should be included in the training course?
 Yes.....1
 No.....2
 I am not sure of it.....3
207. Have you consulted any reference materials for teaching human rights related issues included in the textbooks?
 Yes.....1
 No.....2
208. If yes, where did you receive the reference materials from?
 1.....
 2.....
209. With which realm of child development should the HRE included in the school curriculum be more related?
 Transformation.....1
 Norms and consciousness.....2
 Accountability.....3
 All of the above.....4
210. What is your opinion about the inclusion of human rights issues in the school curriculum?
 A promise that cannot be fulfilled.....1
 Entry of a luxurious issue.....2
 Foundation for the consolidation of democratic process.....3
211. Which level of school education, do you think, is appropriate for introducing HRE in school curriculum?
 Primary Level.....1
 Lower Secondary Level.....2
 Secondary Level.....3
 All of the above.....4

212. Why, do you think, is the level you chose is suitable for introducing HRE in school curriculum? Could you please give any two reasons?
 1.....
 2.....

213. Do you think human rights and child rights related contents should be included in the subjects other than social studies and moral education?
 Yes.....1
 No.....2
 Not sure.....3

214. Which one of the following processes will be more effective for teaching HRE?
 Formal.....1
 Informal.....2

215. Of rights and duty, which one should be emphasized more by curriculum for the human rights friendly education?
 More emphasis on rights.....1
 More emphasis on duty.....2
 Equal emphasis on rights and duty.....3

216. Do you think it is necessary/ possible to introduce HRE as a separate subject at school level education?

Answer	Necessity	Possibility
Yes	1	1
No	2	2
Not Sure	3	3

(Go to Q. No. 218 if answers are 1 and 3)

217. If not necessary and possible, what are the reasons?
 Lack of time.....1
 Curriculum will be overloaded.....2
 Teachers lack knowledge on the issue.....3
 Schools do not have positive attitude towards the issue.....4
 This subject is over ambitious.....5

218. Which of the following aspects should the contents of HRE to be included in the school curriculum be most related to?
 Individual aspect.....1

Community aspect.....	2
Intervening at the time of human rights abuse.....	3
Complaining the abuses of human rights abuse.....	4
Providing material supports to the victims of human Rights abuse and violations.....	5
219. Does your school have library?	
Yes.....	1
No.....	2 ⇌ 221
220. If yes, does it contain books and other reading materials on human rights, HRE and child rights?	
Yes.....	1
No.....	2
221. In your opinion, who should be more responsible for teaching and disseminating HRE?	
School teachers.....	1
Human rights activists.....	2
Media.....	3
222. Are you informed about the policy of the government of Nepal that intends to increase awareness on child rights and human rights?	
Yes.....	1
No.....	2
223. Do you have knowledge on local language?	
Yes, local language is my mother tongue.....	1
Yes, I was born and brought up here.....	2 } 225
I learnt it later on, so know a little.....	3
I understand but can't communicate with.....	4
No knowledge at all.....	5
224. Have you experienced any difficulty while teaching due to little knowledge on local languages?	
Yes.....	1
No.....	2

225. Have you heard of or seen discriminations between girl and boy students at your school?

No discrimination.....1 ⇌ 227

Exists to some extent.....2

Not sure.....3 ⇌ 227

226. If yes, can you exemplify some of the discriminations that take place at your school?

1.....

2.....

3.....

227. How have you perceived the racial/ethnic congeniality between students and teachers, between teachers and also between students themselves?

Relation	Very Good	Good	So So	Bad
Between Students	1	2	3	4
Between Students and Teachers	1	2	3	4
Between Teachers	1	2	3	4

228. Do the students with disabilities study at your school?

Yes.....1

No.....2 ⇌ 233

229. If yes, how are they treated at school?

Both teachers and students treat them as other students.....1

Teachers behave well but students tend to discriminate.....2

Students behave well but teachers tend to discriminate.....3

Not sure.....4

230. The government of Nepal has declared “Schools as Zones of Peace “. Are you informed of it?

Yes.....1

No.....2

231. What do you mean by “School as Zones of Peace”?

1.....

2.....

3.....

233. What, do you think, are necessary for the effective implementation of the human rights related contents included in the school curriculum?
- 1.....
- 2.....
- 3.....
236. What do you think are the major human rights related problems of Nepal? Could you please provide for three problems?
- 1.....
- 2.....
- 3.....

Section III: Human Rights Friendly Environment at Schools

301. How often, during the meetings organized for improving teaching learning activities, have your head teacher or the head of particular levels or the figures form the school management committee discussed the need of teaching in a human rights/child rights friendly way?
- Frequently.....1
- Depending on the context.....2
- Very rarely.....3
- Not raised so far.....4
302. Generally it is believed that teachers are with the notion that teaching human rights and child rights will make students uncontrollable and teachers and guardians face problems due to this at the same time. Is it true?

Affirmation/ negation	Reasons for affirmation/negation
True.....1	
Partially true.....2	
Untrue3	

303. Besides regular teaching learning activities, does your school organize any programs on HRE?
- Yes, it organizes every month.....1
- Yes, it organizes every two months.....2
- Yes, it organizes twice a year.....3

Yes, it organizes annually.....4
 No.....5 ⇌ 305

304. If it does, what types of programs does it organize?

Type of Program	Yes	No
Debate	1	2
Quiz Contest	1	2
Drama	1	2
Poem	1	2
Other	1	2

305. Are there any children's clubs/groups in your school for the purpose of environment, discipline, wall magazine etc?

Yes.....1
 No.....2

306. Are there any programmes or facilities provided to the students based on their demands?

Yes.....1
 No.....2 ⇌ 308

307. If yes, please give some examples.

1.....
 2.....
 3.....

308. Has your school posted any posters related with human rights, child rights or HRE within your school campus or inside classrooms?

Yes.....1
 No.....2

Section IV: Knowledge on Human Rights Related International Instruments

401. "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". Do you agree with this statement?

Yes.....1
No.....2

402. Which international human rights instrument is this statement taken from?

1.....

403. Have you heard of the UN Decade on HRE?

Yes.....1

No.....2

404. The World Program on HRE, as declared by the United Nations General Assembly on December 10, 2004, is running its second phase (2010-2014) now. The program has also focused on HRE for teachers. Are you aware of this?

Yes.....1

No.....2

405. How would you prioritize the following issues to be included into school curriculum?

Aspects of Rights	First Priority	Second Priority	Equal Priority
Right to Life	1	2	3
Right to Freedom	1	2	3
Right to idea and conscience/ religion	1	2	3
Right to food security	1	2	3
Education/Health	1	2	3
Accommodation/ clothing	1	2	3
Participation(Social/Cultural)	1	2	3

406. What is your level of understanding on the following issues?

Issue	Level of Understanding		
	Good	So So	No
SAARC Decade on the Rights of the Child	1	2	3
National Human Rights Commission	1	2	3
UN Decade on HRE	1	2	3

407. How would you rate yourself in relation to your understanding on the following human rights related international instruments?

International Instruments	Evaluation		
	I have heard of	I have read	I don't know
UN Charter	1	2	3
Universal Declaration of Human Rights	1	2	3
International Convention on the Rights of the Child	1	2	3
International Covenant on Economic, Social and Cultural Rights	1	2	3
International Covenant on Civil and Political Rights	1	2	3

Name:

Signature:

Date:

Many Many Thanks for Your Cooperation!

Questionnaire for Students

Informal Sector Service Center (INSEC) A Study on the Situation of HRE in School Curriculum and its Implementation Survey Form for Students 2012

Form No.

Section I: *Personal and Basic Information of the Respondent*

101. Name (Optional):
102. Sex: Female1, Male2, Third Gender3
103. Caste/Ethnicity Code of Caste/Ethnicity:
104. Age (Completed years):
105. Grade:
106. Name of School:
107. Type of School: Government/Community1
Private/Institutional2
108. District:

Section 2: *Knowledge on Human Rights and HRE*

- 201: Do you know about human rights and child rights?
- Yes1
- No2 ⇔ 207
- 202: Through which means were you informed about human rights and child rights?
- Textbooks1
- Training/Seminar2
- Self-study3
- Radio4

Television.....	5
Newspapers.....	6
Others.....	7

203. Can you give examples of human rights and child rights? (Maximum three)

- 1.....
- 2.....
- 3.....

(If no answer at all, please skip to question no. 207)

204. Does your school teach about the issues exemplified by you?

- Yes.....1
- No.....2

205. If yes, which subject teachers teach these subject matters?

- 1.....
- 2.....
- 3.....
- 4.....

206. What is your fondness about the subject matters of human rights and child rights?

- I like these.....1
- So so.....2
- I don't like these.....3

207. Do you know about gender discrimination (making distinction in favor of or against boys and girls)?

- Yes.....1
- No.....2 ⇨ 210

208. If yes, does discrimination take place at your school?

Yes.....1

No.....2 ⇌ 210

209. If yes, what type of discriminations have you experienced or heard of between girls and boys at your school?

1.....

2.....

3.....

4.....

210. Do you know about racial discrimination (tagging as so called low and high caste)?

Yes.....1

No.....2 ⇌ 213

211. If yes, does there take place racial discrimination in your school between students, between teachers and students and also between teachers?

Yes.....1

No.....2 ⇌ 213

212. If yes, what sorts of discriminations occur? Could you please give some examples?

1.....

2.....

3.....

213. Do the students with disabilities study in your school?

Yes.....1

No.....2 ⇌ 215

214. If yes, how do teachers and friends behave them?

- 1.....
- 2.....
- 3.....

215. What is your mother tongue?

.....

216. In which languages do your teachers teach you in school?

- 1.....
- 2.....
- 3.....
- 4.....

217. Do your teachers explain the subject matters in your mother tongue in the cases of your inability to grasp the concepts?

Yes.....1

No.....2

218. Are there any clubs and groups of students in your school?

Yes.....1

No.....2

219. If yes, what do the clubs and groups do?

- 1.....
- 2.....
- 3.....

Data Collector

Name:

Signature.....

Date.....

Many Many Thanks for Your Cooperation !

School Inventory Form

Informal Sector Service Center (INSEC)

HRE in School Curriculum in Nepal: Inclusion and Implementation Status

A Study

2012

School Inventory Form

1. School's Name:

2. District:

3. Distribution of Teachers and Students:

SN	Number						Total Number
	Brahmin/ Chhetri	Janajati	Dalit	Madhesi	Muslim	Others	
Student							
Teacher							

4. Distribution of teachers and students with disability

SN	Number						Total Number
	Brahmin/ Chhetri	Janajati	Dalit	Madhesi	Muslim	Others	
Student							
Teacher							

5. Facilities available at school

Facilities	Yes	No	Remarks
Play Ground			
Science Laboratory			
Separate Toilet for Boys			
Separate Toilet for Girls			
Drinking Water			
Library			
Other Facilities			

Since 92 per cent of students liked the HRE issues included in school textbooks very much and the rest of the students moderately liked these issues, it is deducible that students are highly positive towards HRE. Eighty seven per cent of teachers reported to have gained knowledge on HRE through various means. Self-study, trainings, workshops, radio, television and newspapers were the major means in this regard. More than three-fourths (77 per cent) of teachers reported that they gained knowledge on HRE through self-study. Similarly, 72.5 per cent of teachers viewed that HRE contents are not incorporated in the teacher training courses as required. Hence, it is necessary to add HRE contents to the existing courses in such a way that the added contents are sufficient enough for the teachers to deal with the HRE contents included in the school textbooks.



For Human Rights & Social Justice

Informal Sector Service Centre (INSEC)

Syuchatar, Kalanki

P.O.Box : 2726, Kathmandu, Nepal

Tel : +977-1-4278770, Fax: +977-1-4270551

E-mail : insec@insec.org.np

Web site : www.insec.org.np, www.inseconline.org