

# Dream Learning Environment

मैले चाहेको सिकने वातावरण



## FOREWORD

Every child has inborn rights to education. Basic education has been accepted as a fundamental right in the 2063 Interim Constitution of Nepal. Statistics of the last 3 decades show considerable progress in the education sector. The collaborative efforts of the government and non-governmental institutions towards achieving the Education for All Goals are remarkable. According to the government statistics, 95.3% of primary school aged children have been enrolled in school and the enrolment rates in higher grades are also in increasing trend. However, there is still a big responsibility for the government to bring in 4.7% of primary school aged children to school and retain a large number of children who drop out without completing the education. National Campaign for Education (NCE-Nepal), a coalition of 52 national and international non-governmental organizations, teachers' organizations and educational media houses launched the Dream Learning Environment Campaign in partnership and support of UNICEF and in collaboration with its coalition members, UNESCO, Government of Nepal Non-Formal Education Center and other stakeholders. The campaign was launched on the occasion of International Literacy Day and International Day for Girl Child 2013 with the slogan "Our Requirement, Girl Child Friendly Learning Environment".

With the aim of creating an environment for bringing the out-of-school children to school and retaining those who are enrolled in school, the opinion survey was undertaken in 35 districts of Nepal by the partner organizations of National Campaign for Education-Nepal (NCE- Nepal). Opinions of over 50,000 boys, girls and adults were collected. A booklet has been prepared by analyzing and integrating the opinions received from all the respondents. The opinions contained in this booklet are expected to be useful in drawing attention of the government, policy makers, teachers, parents, development partners and other stakeholders on what kind of dream learning environment the boys, girls and adults have and what kind of obstacles and problems they have in achieving those dreams. Moreover, this booklet is expected to be useful in developing necessary strategic planning, taking collaborative steps for bringing the out-of-school girls and boys in school, and ensuring quality education in school.

In addition, we also believe that this booklet was a good reference for initiating dialogues and discussions on the occasion of International Day for Girl Child and also for many more future forums among the partner organizations related to the education sector of the Government of Nepal, various associations and schools. Finally, on behalf of NCE-Nepal family, I would like to highly appreciate UNICEF Nepal for their valuable support and financial contribution for this campaign. Similarly, we would like to express our gratitude to the Government of Nepal Non-Formal Education Center, UN agencies, District Education Offices, NCE-Nepal's partner organizations and other stakeholders including Dr. Kishor Shrestha for their continued cooperation, support and partnership. My acknowledgements also to the entire NCE-Nepal secretariat staff whose efforts made this initiative a success.

**Babu Kaji Shrestha**

**President**



National Campaign for Education (NCE-Nepal)

## Background

Every child has inborn rights to education. Basic education has been accepted as fundamental right in the Interim Constitution, 2063 of Nepal. While observing the educational history of the last 3 decades, educational sector has made a considerable progress. In the past, the education which was accessible only to a handful of rich people and those living in the urban areas has now been expanded to all the common mass.

The policies and plans developed by the government and the collaboration among the government institutions, UN Agencies, Non-Governmental Organizations (NGOs), International Non-Governmental Organizations (INGOs) and private sectors have been instrumental in expanding the access of educational services to all the children in the country. This has also been instrumental in achieving the educational goals set in “Education for All” and “Millennium Development Goals”. However, in Nepal, there is still 25.5% literacy gap between male and female population.

In Nepal, 95.3% of primary school aged children are enrolled in schools and the enrolment rates in higher grades are also in increasing trend (Flash 1 Report, 2011/12). However, there is still a huge responsibility to bring 4.7% of primary school aged children in school and retain those who are likely to drop out without completing the education by identifying the root causes of this problem. The civil society, private sector and all other stakeholders should play affirmative role in this regard.

Keeping these things under consideration and with the slogan “Our Requirement, Girl Child Friendly Learning Environment”, National Campaign for Education (NCE-Nepal) in collaboration with its coalition members, UN agencies (UNICEF, UNESCO and WAFP), Child Consortium, Government of Non-Formal Education Center and other stakeholders, launched the Dream Learning Environment Campaign on the occasions of International Literacy Day 2013 and International Girl Child Day 2013.

## Campaign Objective

The main objective of this campaign is to help create an environment for bringing out-of-school children to school and retaining the ones who are enrolled in schools.

## Process of Opinion Collection and Analysis

The opinion survey was undertaken in 35 districts of Nepal by the organizations associated with National Campaign for Education (NCE, Nepal). The survey guidelines and tools were pre-tested in some of the schools in Kathmandu. The guidelines and tools were revised and finalized based

on the results of the pre-test. The survey campaign was then carried out in 4 Lower Secondary and Secondary level Community schools and 1 Community Learning Center of each district. A total of over 50,000 boys, girls and adults took part in the campaign by responding to two questions—1. What is your dream learning environment? 2. What are the obstacles, hindrances and problems to achieve your dream learning environment? The campaign was undertaken with the active involvement of District Education Offices, partner NGOs and various community groups. A formal request letter to all the 35 District Education Offices was sent by the Government of Nepal Non-Formal Education Center for necessary support in undertaking the survey.

In the process of opinion collection, 2 different pictures of trees were used. Out of 2 pictures, 1 tree represents an ideal teaching environment, which has leaves, flowers and fruits. The participants were asked to write their dreams, wishes and imagination using various colorful papers and stick them on the tree. In the process of collecting opinions in different places such as schools and community learning centers, the girls and boys, and men and women participants used different color papers in giving their views. The opinions expressed by each participating group were compiled in separate boxes.

The next picture of the tree, which had dried branches, was considered as the one having obstacles, obstructions and problems in achieving Dream Learning Environment. The participants were asked to write the obstacles and problems that they foresee in achieving their dreams in colorful papers and paste on the dry branches. As in the case of the first activity, the participants used different color papers in putting their views and opinions. The opinions were then compiled in separate boxes.

Once the survey was completed, the survey responses were compiled by each district and forwarded to National Campaign for Education (NCE-Nepal). The opinions received from all 35 districts were then analyzed and interpreted.

## Participants on the Campaign

School going children and youth

Neo literate, Adult from Community Learning Centers

Out of school children and youth





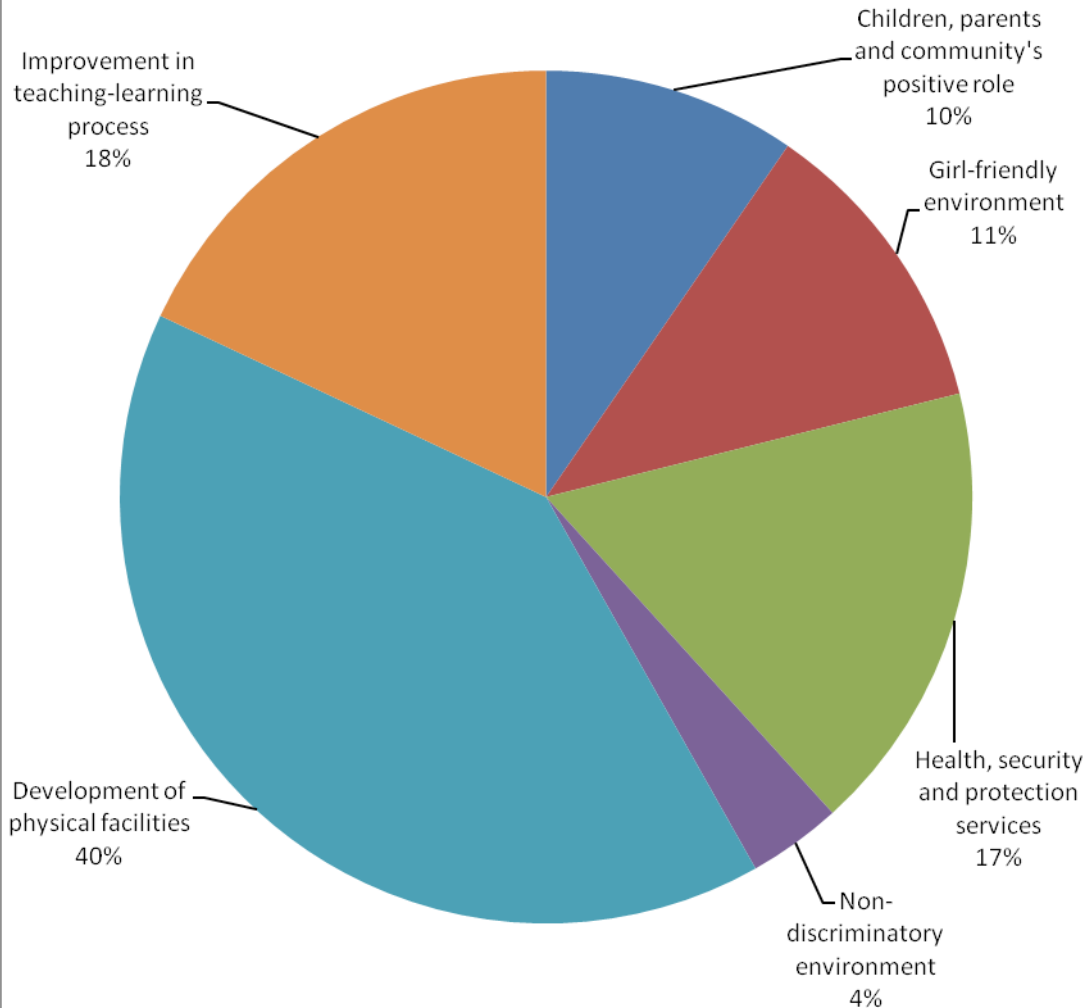
## Map of Nepal showing the districts where campaign was conducted



■ The opinions received from 50 thousand youth and adults covering 35 districts, 140 Schools, 35 Community Learning Centers.

## Process of Opinion Collection and Analysis

### Dream Learning Environment (Categorised Responses of All Participants)



#### We need

- School building and classrooms
- Adequate number of desks and benches
- Drinking water
- Toilets
- Play ground
- Play materials
- Adequate number of teaching-learning materials
- Books in the library
- Computers



## Development of Physical Facilities

In Nepal, within the last three decades huge amount of money has been spent by the government and non-governmental organizations in the development of physical infrastructure in schools. In spite of this, 40 percent of the respondents in the current survey considered that some kind of physical facilities should be improved or developed in their schools for creating a better learning environment. According to their opinions, they need more school buildings and classrooms, adequate number of desks and benches, facility of drinking water, toilets, playground, play materials and adequate teaching-learning materials. Some of them mentioned that they needed school library whereas others said that they needed adequate number of books in the library. Some participants from some of the districts also pointed out that they needed computers.

## Provision of Health, Security and Safety Devices

According to 17 % respondents, in order to create dream learning environment in their schools, there should be provision of regular health check-ups for the students, provision of treatment in case of sickness and availability of a first-aid box with required medicines and basic materials. Some of them mentioned that there should be provision of regular cleaning, pure drinking water supply, drainage and toilets with sufficient water. Some of them also mentioned that there should be prohibition in the use of physical punishment, use of dirty and unsuitable words, misbehavior and smoking as well as use of tobacco and narcotic drugs. They also said that schools should

## Management of Physical Facilities in School

- School buildings with playground and compound walls
- Toilets on the basis of number of students with sufficient water supply.
- Furniture in every classroom appropriate to the age and height of the students.
- In Classroom: one rack to keep books, a blackboard or whiteboard, one rack for keeping teaching-learning materials, provision of displaying teaching-learning materials and adequate number of desks and benches to meet the requirement of all the students.
- A library with adequate number of reference books on the basis of the number of students.

Source: *School Sector Reform Plan, Government of Nepal, Ministry of Education, 2066.*



ban those who use such drugs in the school premises. Similarly, classrooms should not be too hot or too cold, there should be sufficient light, proper air ventilation, walls or fence around the school premises; and the school buildings should be earthquake resistant.

## Improvement in Teaching and Learning Process

In almost all the districts, the children mentioned that in order to create dream learning environment, it is important to improve various aspects of teaching and learning processes. In this regard, about 18 % of children said that the teachers should come to school regularly and teach full time. They should use teaching-learning materials. They should be well trained. They should organize extra-curricular activities on regular basis, check students' homework regularly, use discussion and practical teaching methods while teaching, consider children's psychology while teaching, and should give special attention to the weak students. Some children also mentioned that they should be taught in their mother tongue.



## Girl Friendly Environment

A total of 11 % respondents, mostly school-going and out-of-school girls, mentioned that in order to create their dream learning environment, there should not be gender discrimination. For this purpose, according to their views, it is important to have separate toilets for girls and boys; and girls' toilets should be girl-friendly.

Some girls mentioned that in order to create their dream learning environment, female teachers should be appointed. According to their views, it would be easy for them to discuss their personal problems with the female teachers without any hesitation. They also want the presence of female teachers because female teachers understand the girls' problems better than male teachers. Some girl students said that there should not be any discrimination between boys and girls while teaching and they should be involved in other activities in the school equally. They demanded a ban to bullying practices of girls and sexual harassment in and outside the school premises. Some girl students and adults from Community Learning Center pointed out that "child marriage" should be completely stopped.

Stop teasing and misbehaving girls.

They also mentioned that children should not be over burdened with household chores but rather, sufficient time should be allowed to study at home. Congenial environment should also be created for girls so that they will be able to attend school regularly.

### Positive Role of Children, Parents and Community

10 percent of the participating boys and girls stated that they should themselves be disciplined. They should come to school in time and abide by the rules and regulations of the school. Some of the boys and girls mentioned that a “child club” must be formed in their schools, whereas others said that the child clubs formed in their schools need to be active. Some respondents said that there should be good relationship between parents and teachers; there should be good family relationship; and the parents should visit school from time to time to check the progress of their children. Some of the boys and girls mentioned that there should not be loud noise and quarrels in the community. Moreover, there should be good relationship between school and community.

### Environment without discrimination



4 percent of the respondents mentioned that there should not be any discrimination against Dalits, ethnic minority, physically and mentally differently-abled, children from economically poor background and other children.

### Girl-Friendly Programs

- Scholarship for all girl students up to grade 8 (Budget announcement, 2013).
- Scholarship for all girl students in Karnali region.
- Special provision to enroll female teachers in teaching profession.
- Separate toilets for boys and girl students.

Source: *School Sector Reform Plan, Government of Nepal, Ministry for Education, 2066.*

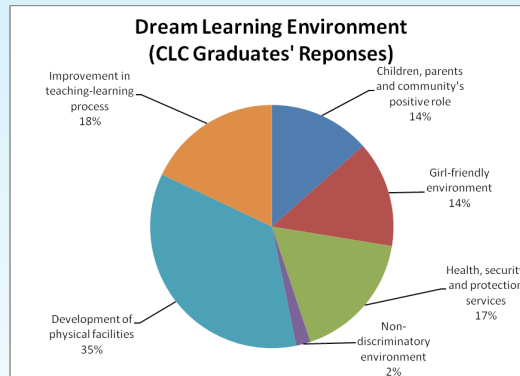
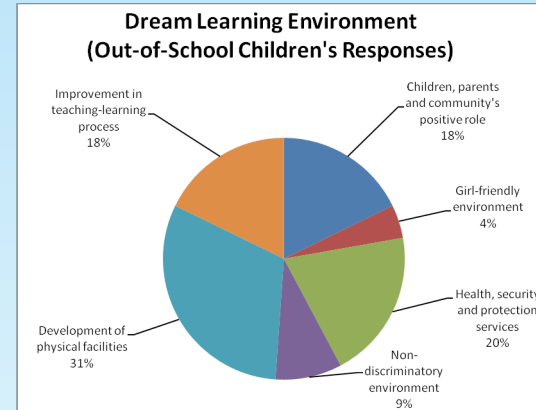
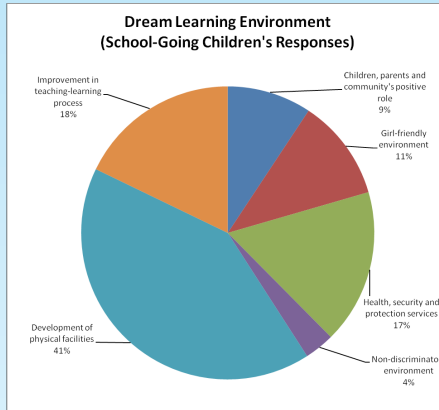
### Research findings related to gender issue

- Gender issues existed more at higher levels (lower secondary and secondary) of schooling than at primary level.
- Female teacher is one of the attractions for the enrolment and retention of girl students.
- Girls’ regularity and study were affected due to the lack of separate toilets for girl students.
- Lack of fencing and compound walls in school premises also hindered girls from receiving education in school because they felt insecure.

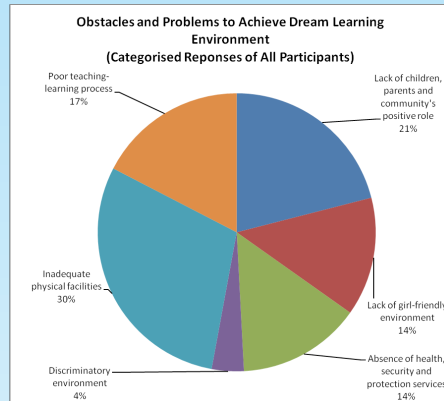
Source: *Gender issues in school education, CERID, 2005*



## A Comparison of Opinions on Dream Learning Environment by Group of Respondents



## Obstacles and Problems to Achieve Dream Learning Environment



## Children's expectations from community

- Do not make noise in the community
- Do not smoke and drink alcoholic beverages
- Do not close school
- Develop good relationship between school and community
- Repair bridge and road to school
- Organize cleanliness program in the community to keep good environment
- Show concern in the development of school and take community responsibility

## Obstacles and Problems related to Physical Facilities

An analysis of the responses revealed that 30% of the respondents identified the lack of proper physical facilities such as inadequate number of classrooms, toilets, electricity, play and teaching-learning materials, computers, school uniform, drinking water, transportation facilities, library, laboratory, mid-day meal etc. as the major hindrances to achieve their dream learning environment. They also mentioned that inactiveness of the relevant authorities and saving of money are the two major problems in this regard.

## Children's expectations from teachers

- Teach all children with love
- Stop corporal punishment
- Do not smoke and drink alcoholic beverage in school
- Attend school regularly
- Teach full time
- Use teaching materials while teaching
- Give proper attention to weak students
- Use discussion and practical teaching methods
- Do not discriminate between boys and girls
- Involve girls in extra-curricular activities

## Obstacles and Problems Related to Health, Safety and Protection

According to 14% of the participants, teachers resorting to corporal punishment, no proper restriction to smoking and drinking alcoholic beverages, closure of school for long time due to strike(bandh) and other reasons, writing vulgar words on school walls, not doing regular cleaning, making loud noise and unavailability of the first aid kit and lack of other medical services in the school are the major obstacles and obstructions in having their dream learning environment.

## Obstacles and Problems Related to Teaching and Learning Process

According to 17% of the participants, the interruption of the classes due to the absence of teachers and teachers not being punctual; lack of competent and subject-specific teachers; not using teaching-learning materials in teaching; not using discussion and practical methods; and absence of special attention towards weak students are the major hindrances to achieve their dream learning environment. Furthermore, the participants mentioned that the lack of regular monitoring from District Education Offices and absence of any action against those teachers who do not teach are the key problems associated with the teaching and learning process.

## Obstacles and Problems related to Girl-Friendly Environment

According to 14% participants, gender based discrimination, child marriage, unavailability of separate toilets for girls, girls getting burden due to household chores including looking after their younger brothers and sisters at home, and lack of female teachers are the main obstacles and obstructions to meet their dream learning environment. Moreover, conservative concepts in society, males not understanding female's problems, uneducated parents, and lack of knowledge amongst them etc. have been the huge problems towards eliminating gender discrimination.

### School girls are having problems of:

Encountering with vulgar words written on school walls, lack of regular cleanliness, disturbances, harassment from boys, lack of first-aid treatment and separate girl-friendly toilets.





## Obstacles and Problems Related to Children, Parents and Community's Positive Role

According to 21% of the students, students not being disciplined themselves have been a main obstruction towards achieving their dream learning environment. Besides this, having no good relationship between parents and teachers as well as parents not regularly sending their children to school and not encouraging them to study are considered as obstructions to their dream learning environment. According to them, parents not being educated, lack of proper relationships in the family, family disputes and poverty are the main problems. For some of the participants, not having good and supportive relationship between school and community, and not having good environment in community are the hindrances to their dream learning environment

## Obstacles and Problems Related to Non-discriminatory Environment

Although various policies and programs have been implemented to eliminate untouchability and discrimination, 4% participants mentioned that still people belonging to Dalits and ethnic minorities, differently-able and poverty groups are discriminated based on their background. According to their views, this has been a major problem in achieving their dream learning environment.

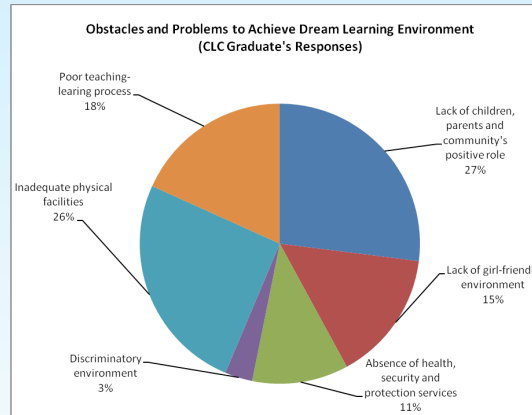
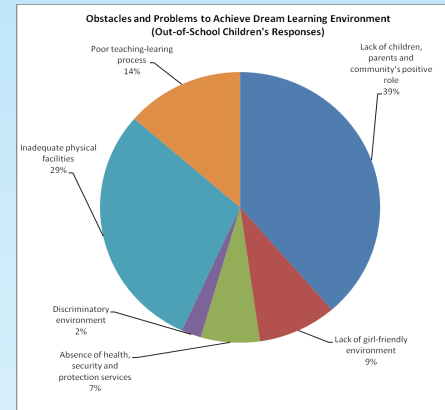
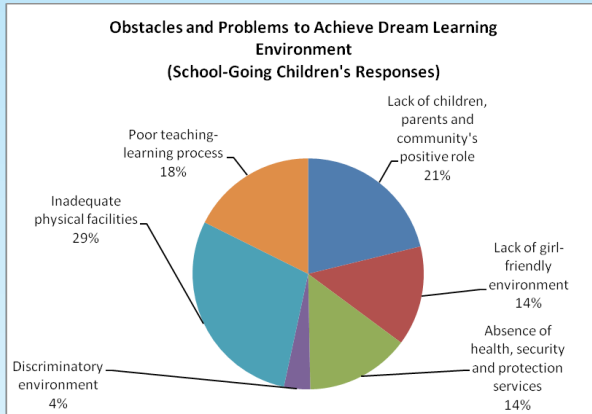


Low level of parental support, lack of good relationships, and dispute among the family members are obstacles to creating dream learning environment at home.

## Children's expectations from parents

- Do not discriminate between sons and daughters
- Stop child marriage
- Stop family disputes
- Regularly send children to school
- Give time for children to study at home
- Visit school from time to time and be informed about children's progress
- Develop good relationship with school teachers
- Prepare children for school in time

# A Comparison of Opinions Regarding Obstacles and Problems to Achieve Dream Learning Environment



## Summary

An analysis of the opinions mentioned above regarding children's dream learning environment, and their views on the obstacles and problems to achieve those dreams reveals that most of the dreams could be fulfilled without any financial investment. They can be achieved with little efforts, common understanding and active participation of the stakeholders. However, to achieve some of the expected environments, huge financial resource will be required. Hence, all the stakeholders who are directly concerned with the education of children have to take necessary steps without further delay in achieving those dreams which do not require any financial resources. In case of those dreams that require financial resources, the concerned authorities should think and discuss on those issues, and include them in future planning process.

### Dreams that can be achieved without financial resources

- Regular cleaning of school
- Ban corporal punishment, use of dirty words and misconduct
- Prohibit smoking, use of tobacco and drinking alcoholic beverages
- Attend school regularly by teachers and students
- Have full time studies
- Organize extra-curricular activities regularly
- Check students' homework regularly
- Use discussion and other practical teaching methods
- Give proper and special attention to weak students
- No discrimination between boys and girls
- Stop teasing girls
- Involve girls in extra-curricular activities
- Stop child marriage
- Provide proper time to study at home and send girls to school regularly
- Students should be disciplined
- Develop good relationship between parents and teachers
- Parents should visit school from time to time to know their children's progress
- Develop good family relationship
- Stop making noise and quarrelling in community
- Develop good relationship between school and community
- Do not discriminate the children from Dalit, ethnic minorities, differently-able and poor economic backgrounds
- Stop sexual violence/harassment
- Send children to school on time

# My Dream Learning Environment & Its Hindrances



International Literacy & International Girls Child Day-2013



# Girls Child's Dream Learning Environment and Obstacles to Achieve Them: Activities of Fish and Stone Method



## Conclusion

This survey has unfolded the knowledge of the school-going and out-of-school children and new graduates of Community Learning Centers towards learning environment. An analysis of the opinions shows that the participants have presented their thoughts based on their practical experiences. The responses reveal that the learning environment is not only limited to school or teaching institute but also to a great deal depend on the condition of family and community.

This survey has clearly revealed responses to the questions: “what kind of dream learning environment do they want to have?” and “what sort of obstacles, obstructions and problems do they foresee in achieving their dream learning environment?” It is expected that the opinions and views presented in this survey will be useful to bring necessary improvement in and outside the schools, and in the families and communities, which in turn is expected to help create an environment for bringing the out-of-school children to school and retaining the ones who are enrolled in school.



# Annex 1 : The Districts & The Organizations Involved On Dream Learning Campaign

Non formal education center, 35 district education offices, UNICEF, UNESCO, NCE-Nepal & Its member organizations, Schools and Community Learning Centers.

## Districts where the campaign was carryout

- |               |               |                  |
|---------------|---------------|------------------|
| 1. Jhapa      | 13. Parsha    | 25. Doti         |
| 2. Morang     | 14. Lamjung   | 26. Kailali      |
| 3. Panchthar  | 15. Parwat    | 27. Kanchanpur   |
| 4. Saptari    | 16. Rupandehi | 28. Jumla        |
| 5. Siraha     | 17. Banke     | 29. Rautahat     |
| 6. Solukhumbu | 18. Dolpa     | 30. Banglung     |
| 7. Sunasari   | 19. Humla     | 31. Dhading      |
| 8. Terahathum | 20. Kalikot   | 32. Mahottari    |
| 9. Chitwan    | 21. Mugu      | 33. Kathmandu    |
| 10. Dhanusha  | 22. Baitadi   | 34. Nawalparashi |
| 11. Dolakha   | 23. Bajhang   | 35. Achham       |
| 12. Makwanpur | 24. Bajura    |                  |

## List of organizations involved in the campaign

- |                                  |  |
|----------------------------------|--|
| 1. Aasman Nepal                  | 14. BASE Kailali                             |
| 2. Educate The Children          | 15. NNSWA                                    |
| 3. Global Action Nepal           | 16. Abhayan Nepal                            |
| 4. Educational Pages             | 17. Sagharmatha Community Development Center |
| 5. Gaja Youth Club               | 18. SAVE The Saptari                         |
| 6. Dalit Sewa Sang               | 19. Dalit Janakalyan Yuba Club               |
| 7. Seed Nepal                    | 20. Deurali Society                          |
| 8. VSO Nepal                     | 21. Mahila Jagaran Samaj                     |
| 9. Research Center for Humanism  | 22. Namuna Mahila Bidhyalaya                 |
| 10. KIRDARC                      | 23. Women Awareness Center                   |
| 11. BCDO                         | 24. Yong Star Club                           |
| 12. PEACEWIN                     | 25. LIFE                                     |
| 13. Community Development Center |  |



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