

Human Rights Education Curriculum, Methods and Materials for School Level Education in Nepal: Status and Issues ¹

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Since time immemorial, children in Nepal have been taught to respect older persons, especially their parents and teachers. They were taught to remain disciplined at all times. Children were taught to be considerate in their treatment of others and be helpful to those in difficult situation. These teachings occurred without specifically mentioning "human rights." Subjects of studies like philosophy, history, civics and moral education prepared students to become responsible citizens. In the modern day school curriculum as well, students continue to receive human rights education primarily through subjects like social studies (all grades), civic and moral education (grades VI-VIII) and environmental education (all grades). Various government agencies, national and international non-governmental organizations (NGOs) and community-based organizations (CBOs) have been organizing education and training programs on human rights education.

As early as 1948, the United Nations General Assembly (UNGA) adopted and proclaimed the Universal Declaration of Human Rights (UDHR) drawing the attention of nations around the world to consider education as everyone's right. Article 26 of UDHR states:

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.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Progress towards the achievement of the UDHR objectives in Nepal has been rather

slow. To date, primary education in Nepal is neither compulsory nor completely free. Moreover, according to 2004 data, net enrollment was 84.2 percent at primary level and literacy rate in 2001 was estimated at 53.7 percent. Performance of majority of community schools is considered poor. Repetition and dropout rates in primary grades, especially in grade I, are high.

The Convention on the Rights of Child (CRC), adopted by the UNGA in 1989, reiterated the rights of everyone to receive education free of cost at primary level. Articles 28 and 29 of the CRC include clauses to ensure continuity as well as human rights education components in the education of children. Some of the more relevant sections of these articles are quoted below:

Article 28:

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of dropout rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's

human dignity and in conformity with the present Convention.

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.

Nepal became a party to CRC in 1990. Nepal is also committed to the Millennium Development Goals² and Education for All.³

Human rights education and the school curriculums

The last major revision in school curriculums took place in 1992. The seven broad national objectives of education are the following:

1. Education should help to flourish the potentiality and the prospects of personality development in everybody
2. Education should help in the development of a healthy social life by inculcating in the

individual universal human values as well as by enhancing national and social norms

3. Education should strengthen social unity by helping in an individual's capacity to socialization
4. Education should help an individual in living a harmonious life in the present-day world by maintaining its own identity in the national as well as international scenarios
5. Education should develop human resources required for building the nation by helping in the modernization of the society
6. Education should help in the conservation and proper utilization of natural environment and national heritage
7. Education should help the backward section of the society to join the mainstream of the nation.

Most of the national objectives of education relate to human rights education. Many of the statements included in the objectives above like development of a "healthy social life," "strengthen social unity," "help an individual in living a harmonious life," "conservation and proper utilization of natural environment and national heritage," and "help the backward sections of the society to join the mainstream of the nation" are the objectives of human rights education as well.

The following is an analysis of the existing school curriculums in Nepal. The objectives and content areas in the existing primary, lower secondary and secondary curriculums related to human rights education are highlighted in the paragraphs below.

Primary education curriculum

The main objectives of primary education include development of fruitful values, norms and faiths and development of civic, scientific and environmental awareness by inculcating qualities like honesty, self-help and industriousness in the students. The courses of study

offered at primary level, spanning grades one to five, are:

1. Nepali Language
2. English Language
3. Mathematics
4. Social Studies
5. Environmental Education
6. Health Education
7. Physical Education
8. Creative and Expressive Art.

Two of the nine specific objectives for primary level relate to human rights education. Objective 7 states: "to develop in them a cooperative and responsible character by arousing respect for social values and norms." Objective 9 states: "to assist them in growing into proud and disciplined citizens with a view to enhancing nation, nationality and national integrity."

It is primarily through their Social Studies lessons that the students acquire some knowledge about and have the opportunity to develop sensitivity towards human rights issues. Social values and norms and civic sense are the two broad areas covered. In Grade I, students are taught to respect one's elders, to love younger ones and to cooperate with friends. They are also explained about the importance of listening to others attentively. They are taught that it is not right to use others' belongings without their permission. They are explained about the need to stand in queue and wait for their turn in school, at the temple, bus stops, shops and so on. In Grade I, students learn that they should follow traffic rules while walking along the path. With a view to inculcate the habit of conserving national heritage, students are asked to remember the name of the forest, wells, inns and temples that lie in their surroundings or neighborhood.

Through their Social Studies course in Grade II, students learn to respect their relatives and guests. They are taught to obey their elders and request them for help. They are told to help the helpless and the handicapped and be cooperative with friends. By the end of Grade II, students

are expected to tell about the life and main achievements of poet Bhanubhakta. They are to participate in national festivals and other occasions. As part of their Environmental Education subjects students in this grade are also required to make a list of the public properties of their community such as forests, rivers, inns, resting places, and temples, and so on, and utilize them properly. They are told to love and show tender care towards the domesticated animals and also take care of the plants at home and school.

After completion of Grade III, students are expected to tell the reasons for observing certain festivals in different religions and castes. They are to utilize common objects (shared by all) with cooperation among all. They are encouraged to read the notice boards, sign boards, traffic signs, pamphlets, posters and notices given at public places and follow accordingly. Students in Grade III are taught to conserve and utilize properly the natural resources available in one's district and tell about the efforts being made to protect them through barrage, wildlife reserves, and control of soil erosion, and so on. They are also to learn to help in the conservation of such public properties as temples, resting places, spring spouts, lakes, wells, forests and roads available in one's district and help others to protect them. Students are to express their opinion to the elders politely.

Through their social studies subjects in Grade IV, students are encouraged to participate in the extracurricular activities of their school. They are taught to appreciate good work done by others and to thank others for their help. They are to tell about the consequences of indecent behavior (teasing, making noise, shouting, using vulgar words, scattering litter, defacing objects and avoid doing these). The fourth graders are enabled to describe the religions in practice (Hinduism, Buddhism, Islam, and Christianity) and tell the importance of religious tolerance. They are to talk about child rights. They are to talk about the disadvantages of smoking cigarette, tobacco, and the like.

Students in Grade IV are expected to tell

about the importance of natural resources like soil, water, forest and minerals and describe simple techniques of their conservation. They are also to tell about the importance of religious, historical and cultural properties in one's development region. Students are expected also to take care of all the animals, show love and affection towards them and protect them. They are to plant saplings, protect and take care of them.

The Social Studies subject in Grade V aims at preparing the students to take responsibility of doing something at home with cooperation and help in the roles of one's family in social life. Students are expected to differentiate between the good and bad aspects of traditional social norm, to adopt only good ones, and express one's own views. They are to respect everyone equally without discrimination in favor of any religion, sex and caste.

Through their Social Studies course the fifth graders are to remain conscious of their fundamental rights and tell others about one's own rights and duties. They are to utilize and help in utilizing services offered by local organizations. Students learn about the loss to the society resulting from bad habits like drinking, smoking, gambling and playing card and to describe ways of protecting one's self and others from them.

The fifth graders develop an understanding of peace and cooperation at the international level. They acquire basic information on SAA-RC (South Asian Association for Regional Cooperation) countries including their economic, social and geographic situation and tell the areas of cooperation among them. They are also to familiarize with United Nations Organization (UNO) and its main functions.

Through their environmental education course students are expected to be able to show relationship between living beings and plants. They are to make a list of various human activities that effect the environment.

Lower secondary school curriculums

The objectives for lower secondary school (Grades VI-VIII) include preparation of citizens with positive attitude towards labor, self-reliant and high moral character. The subjects taught at this level of education are:

1. Nepali Language
2. Mathematics
3. English Language
4. Social Studies
5. Science
6. Health and Physical Education
7. Sanskrit/Civic and Moral Education
8. Population and Environmental Education
9. Art or Pre-vocational.

While Population and Environmental Education (fifty marks) course includes some components of human rights education, it is the Social Studies course carrying one hundred of the total of seven hundred marks and Civic and Moral Education carrying the weight of fifty marks which contain the heaviest components of human rights education.

A specific objective for this level of education is to prepare students who are conscious of citizens' rights and responsibilities and are able to tell functions, duties and rights of the constitutional bodies by enhancing their knowledge and awareness about citizenship.

Human rights content areas in Grade VI

Through the Social Studies unit on Nepali traditions, social norms and values, students in Grade VI are taught not to discriminate on grounds of caste, sex and occupation and treat all on an equal basis. They are encouraged to participate in their religious rites and festivities. They are to express respect towards those whom they should respect.

Through the unit on society, social problems and deviations, the sixth graders learn about evolution of society, its development, signs of social problems, social problems and deviations,

and ways of resolving social problems.

In the unit entitled citizens' obligations, the students learn about the meaning of being a citizen, ways of securing citizenship, rights of a citizen, protection of citizens' rights, and about citizen's obligations.

Through the unit on human civilization and Nepali past, children learn about social, economic and political reforms during Kirat and Lichhavi eras. They also learn about social reforms and about world civilizations such as the Egyptian and Indus civilizations. The students are exposed also to social, political and economic structures in ancient Nepal. They acquire knowledge about art and culture of Nepal in ancient times.

The optional course on Civic and Moral Education carrying fifty marks at the lower secondary level complement the human rights education components of the Social Studies course. After the completion of Grade VI, students are expected to take pride in being a Nepali, be able to tell about the constitution and democracy, tell about one's duties within one's family. Additionally, students are expected to familiarize with the various religious practices in Nepal, meaning and importance of moral duties and self discipline, meaning of social values and norms, and art and artifacts.

The Population and Environmental Education Curriculum for Grade VI aims at enabling the students to explain about the concept of environment and its importance. They are to point out the present status of natural resources and cultural heritage. They are to acquire knowledge about environmental degradation, effects of such degradation and methods of conserving environment. Students are required to learn also about the efforts of local agencies in environmental conservation.

Human rights content areas in Grade VII

The knowledge that the sixth graders gained on human rights issues through their

social studies subject is further consolidated in Grade VII. The objectives for this subject are to make the students respect all ethnic groups' languages, culture, religious festivals, nation and nationality. The students are also to familiarize with social workers of national and international stature and social organizations. With regard to social problems, the students are to identify the causes of social problems, ways of keeping themselves away from bad habits and the role of individuals, family and school to prevent social ills.

Through the unit on citizens' obligations the seventh graders learn about the qualities that citizens should possess, proper use of citizens' rights and adherence to obligations.

Through the course on Civic and Moral Education, the students in Grade VII are taught about the basis of Nepali national unity, equality, non-discrimination, citizens' obligations towards the nation including obligation to pay taxes, protection of national wealth and adherence to the country's laws, rules and regulations.

The unit on constitution and democracy intends to make the students become aware of the fundamentals of child rights, rule of law and constitutional provisions. The students learn about the role that citizens should play in a democracy. The students are encouraged to get themselves involved in social work, be helpful to others, get used to manual work and be aware of such socially discriminatory behaviors as exploitation of child labor, trafficking of girls and exploitation on the basis of caste.

The course on Civic and Moral Education in Grade VII also exposes the students to the concept of religion and religious tolerance. The students are taught that "god" is common to all. They learn that people following a particular religion should be tolerant of other religions.

The unit on morality aims at explaining the students about moral obligations, moral qualities and self-discipline. The content areas covered under moral obligations include meaning and importance of moral obligations,

not to lie, not to steal and not to indulge in corruption, drug use, drinking alcohol, smoking tobacco, and other bad habits. The topics covered under moral qualities include kindness, humility, tolerance, patience, cooperation, social services, courtesy and healthy living. The aspects covered under self-discipline include truth, courtesy, loyalty, unselfishness, humility, not to be arrogant and jealous, forgiving, trustful and innocent character. The students learn about such personal benefits of self-discipline as physical development, mental development of good social behavior, development of self-confidence and self-control. They learn that self-discipline helps in the development of a good and peaceful society.

Through the unit on social values and norms the students in Grade VII learn about the importance of respecting one's parents, teachers, guests and being helpful to the elderly, the disabled, and children. The students are made aware also of the need for social coexistence, not to believe in superstitions and learning to live without hatred and enmity. They are to develop respect toward labor. Finally, the students are taught that citizens should play an important role in making the best use and conservation of such national heritage as temples, palaces and other monuments of national importance.

From the course on Population and Environmental Education the students learn about natural and humanmade environment and about the status of natural resources and cultural heritage. They acquire knowledge on Nepal's national parks and reserves, water sources and watersheds, wildlife, forests, herbs, flowers and fruits. The students learn about the causes of environmental degradation such as destruction of forests, floods, landslides, erosion, urbanization, industrialization, pollution and misuse of pesticides. They are made aware about the socio-cultural, natural and economic effect of environmental degradation. The students learn that the environment can be conserved and promoted by conserving water and soil, controlling pollution, environmental sanitation and

conservation of cultural heritage. They learn also about the efforts of national agencies, related ministries, departments, hospitals, clinics, Red Cross Society, and Scouts.

Human rights content areas in Grade VIII

Just as in Grade VI and Grade VII, the students in Grade VIII also acquire further knowledge on various aspects of human rights through their Social Studies course. They are first introduced to the need for and importance of development regions. The students consolidate their knowledge of Nepal's socio-cultural and religious traditions. They learn more about Nepal's national heritage and social organizations involved in their conservation. Here the students learn also about the existing inequalities in Nepali societies. They are required to think further about social problems and the role of NGOs and CBOs to resolve those problems.

Through the unit on citizen's obligations, the students learn about the children's rights and duties. They develop understanding about citizens' obligations toward the children. They also learn about Nepal's legislative, executive and judiciary systems.

Under the unit on "human civilization and our past," the students of Social Studies in Grade VIII acquire information about the developments during Shah and Rana eras. They gain knowledge about Roman Civilization and Renaissance.

The final unit on "our international relations and cooperation" intends to introduce the students about Nepal's relationship and cooperation with China, Japan, France, Germany, the United States and the United Kingdom. They are also familiarized with Nepal's contributions to the international community.

Through the course on Civic and Moral Education the students in Grade VIII are expected to consolidate their attitude towards nation and nationality. They are told that it is the obligation of every citizen to pay taxes to the

nation, to conserve national property, to abide by the set rules and regulations and to involve in activities that benefit the country.

The eighth graders acquire information on voting rights, parliamentary rule, constitutional monarchy, and multi-party democracy. They also learn that those eligible to vote should vote so that appropriate candidates are selected. They are made aware of the fundamentals of child rights. The students are encouraged to be helpful to others, be active in social work, and have respect for labor and refrain from discriminatory practices (e.g., exploitation of child labor, exploitation of women, trafficking of girls and exploitation on the basis of caste and ethnicity). The students are encouraged to be convinced that god is common to all so there should be religious tolerance and a close relationship among all religions.

Through the unit on "morality" the students further consolidate their knowledge acquired in previous grades. More specifically, they learn about various aspects of self-discipline and the benefits of self-discipline.

In the unit on social values and norms the students are explained that it is important to maintain social harmony, not to be superstitious, not to hate or be jealous of others and have respect for labor. **The students also learn to appreciate art and the importance of conserving temples, palaces and national monuments.**

From the course on Population and Environmental Education the students in Grade VIII learn that human beings are dependent on the environment and human activities can adversely affect the environment. They acquire knowledge about the nature of change in natural and cultural heritage due to human interference. They learn about Nepal's world heritage sites as well. The students learn about the main causes of environmental degradation in Nepal and also about the extent of pollution in the country. They are made aware about the importance of maintaining environmental balance to bring an improvement in the quality of life. They are explained that such programs as awareness-raising,

forestation, environmental sanitation and renovation, and preservation of cultural heritage are helpful for the conservation of the environment. Finally, the students gain knowledge about the efforts of such organizations in conservation of the environment as Food and Agricultural Organization (FAO), United Nations Environment Programme (UNEP), the International Union for Conservation of Nature (IUCN) and World Wildlife Fund (WWF).

Human rights curriculums in secondary schools

Human rights education at secondary school level is offered primarily through the compulsory courses on Social Studies, Science and Health, Population and Environmental Education. The optional courses entitled Civics, Sociology, Health and Physical Education, History and Environmental Science also include some components of human rights education. The following paragraphs provide grade-wise description and analyses of these components.

Human rights content areas in Grade IX

a. Compulsory subjects

The course on Science covers content areas in biology imparting knowledge to students on selected plants, animals and ecosystem. Through the course on Social Studies the students are provided with the opportunity to consolidate their knowledge gained in junior grades in such areas as "our tradition, social values and norms," "citizens' awareness," and "international understanding, peace and cooperation." The students are taught about the importance of religious tolerance, respect for labor, respect for governance and government, national and international personalities and contributions of national personalities. The students are introduced to the Constitution, salient features of

the contribution of the political event in Nepal in 1991 (2047 B.S.) and the present Constitution. They learn also about Nepal's cooperation with Germany, Canada and Italy. The nature and extent of cooperation with SAARC countries is also explained to the students. They are made aware also about Nepal's contributions in maintaining peace in the world as a whole.

The course on Health, Population and Environmental Education familiarizes the students with the concept of natural resources, types of natural resources and their status and the need for and principal conservation-related activities. In similar manner, the students are introduced to cultural and religious heritage by geographical region. They are made aware about the relationship between people and cultural heritage. They learn about Nepal's cultural heritage listed in the World Heritage Site. They acquire knowledge about the various agencies involved in conservation of cultural heritage. They learn about the impact of degradation in values and norms and relationship between cultural heritage, religion and environment.

The textbook for Nepali Language reinforces contents covered by Social Studies and Health, Population and Environmental Education. Lesson 12 is on a debate entitled "Our responsibilities towards disabled." Lesson 18 is in the form of an appeal to District Forest Officer to conserve forest in Dhungrebas area of Sindhuli District. Lesson 5 is on a national hero, Lesson 8 is on a Nepal's national flag and Lesson 13 is on the biography of a well-known Nepali female writer.

b. Optional subjects

The curriculum on History highlights the achievements of various dynasties and also provides brief biography of a few noted political figures. The curriculum also introduces the students to some of the major civilizations on earth.

The curriculum on Sociology contains a substantial amount of concepts and contents

indirectly related to human rights. Topics covered under "fundamental concepts of sociology" include society, community, culture, social organization, social structure, social values, social rules, castes and sub-castes and ethnic groups, social class, and custom, morality, social rewards and punishment, and social behavior.

The curriculum on Health and Physical Education exposes the students to the concept of environmental health, and food and nutrition.

The curriculum on Environmental Science provides the students with the opportunity to learn more about natural resources and environment. The content areas include air, water, forests, land, and people and environment.

Human rights content areas in Grade X

a. Compulsory subjects

In the course on Science, students learn to classify plants and animals. They also learn to prepare a list of animals found on land and in water. Students are required to study the history of the earth to gain insight into the evolution of species. They acquire information on atmosphere and learn about ozone layer, effect of chloro-floro-carbon on the ozone layer and greenhouse effect on the natural environment.

Through the course on Social Studies students undergo a comparative study of the five development regions of the country. They acquire knowledge about the difficulties of the development regions and ways to resolve them. Under the sub-topic "our traditions, social values and norms," they develop an understanding about the importance of selfless service and leadership. They acquire the concept of self-confidence, self-control and patience. They familiarize themselves with Nepal's dance, songs and music. They acquire knowledge about Nepal's national festivals and about national and international figures. The students get informed about the agencies involved in resolving Nepal's social problems. The students are introduced to

constitutional bodies, principal political parties of Nepal and their role, election and the role of citizens in an election. Through the sub-topic on international understanding, peace and cooperation, students learn about the benefits Nepal has derived from the various United Nations agencies. They learn also about the financial management of SAARC and its achievements.

Through the course on Health, Population and Environmental Education, the tenth graders consolidate their learning about natural resources and their importance. In addition to that, they learn about linkage between environment and population. They familiarize with the concept of quality of life, environment and development and sustainable development. The students are made aware of the environmental status of Nepal, biodiversity and the need to take a good care of the earth. They learn to appreciate interrelationship between cultural heritage, religion and environment.

b. Optional subjects

Students who take the optional course, Sociology, are informed about such social problems as drug abuse, child labor, illegal trade, prostitution and HIV/AIDS. They learn also about the agencies involved in controlling these problems. The students are introduced to some of the contemporary social traditions in Nepal considered as social problems. They familiarize also with the ethnic communities of Nepal.

From the course on Environmental Science, students learn about greenhouse effect and efforts to resolve this problem. They acquire information on wetland ecosystem, ozone layer, energy, birds and animals.

The course on Education has a unit on child development that provides information about the children's physical and mental development during infancy and childhood. The students learn about teaching techniques as well. This course is useful for those who opt to teach at primary level after getting through their School Leaving Certificate (SLC) examination. The

course also gives a brief description of the various agencies of the Ministry of Education and Sports.

The course on Civics introduces the concept of sovereignty and explains to students what freedom and equality meant. The students also learn about ethnic concept and the purpose of law, election, referendum and local self-governance. The students familiarize themselves with SAARC, its objectives and functions. They learn about such bodies of the United Nations as the General Assembly, Security Council, Economic and Social Council, International Court of Justice, and the UN Secretariat.

The optional course on History traces historical developments in Nepal dating back to some two hundred years when Bhimsen Thapa served as Nepal's Prime Minister. The students learn about major developments in the country after 1951 when the Rana rulers were thrown out of power. The course covers the period up to 1990 when democracy was restored in the country with people's revolution. The second part of the curriculum is on world history covering major events in Asia and Europe dating back to evolution of democratic practices in the United Kingdom.

Human rights education content areas and adequacy of methods and materials

The issues

A series of meetings with the concerned officials of Curriculum Development Centre and National Centre for Educational Development of the Ministry of Education and Sports, the UNESCO Country Office and consultative meetings with the representatives of community and private schools, District Education Offices, Teacher Unions and human rights NGOs unfolded many issues and problems with regard to human rights teaching in the schools of Nepal. Some conclusions on the adequacy, and methods and materials of human rights educa-

tion in Nepali schools based on consultations with the concerned individuals and review of school curriculums and textbooks are summarized below.

1. Inadequate coverage of human rights contents in school level curriculum

The school curriculums in all levels of education (primary, lower secondary, secondary) include human-rights-related contents ranging from respect for the elderly, to child rights, to international cooperation. However, these content areas are not arranged in a logical and sequential manner. Moreover, important topics like confidence-building, resolving conflict, building trust, protecting life, war, peace and human rights, the right to privacy, confronting discrimination and the right to education are missing altogether.

2. Lack of basic facilities in schools to make learning meaningful

Many schools in Nepal are devoid of basic physical facilities necessary to make learning productive and joyful. Classrooms lack adequate desks and benches, they have inadequate ventilation, rooms are frequently dark and damp, and roofs leak. The school physical facilities are not fit for students with disabilities. Student needs regarding health, hygiene and academic deficiencies are hardly cared for. There is no adequate provision for co-curricular activities so that students enjoy learning. Games and sports materials are lacking and students have limited opportunity for other amusements.

This is partly responsible for lack of attraction to get enrolled in schools in the first place and high drop-out and repetition rates once the children are enrolled.

3. Lack of awareness on the part of parents and guardians about child rights

Some parents, mostly in rural areas, do not

see the value of getting their children enrolled in school. They see it more important to have their children attend to their siblings and care for domestic animals. Even when the children are sent to schools, the parents hardly try to meet their stationery and clothing needs and give enough time for homework. In urban areas, many children attending schools work as domestic helpers in other people's homes. These children also lack basic facilities and time to do well in their studies. The parents and guardians hardly raise voices if the children are physically punished and mentally harassed in school by teachers and school administrators.

4. Lack of child rights in school

Children in community as well as private schools are sometimes physically punished for not finishing homework or violating school rules and regulations. They are mentally harassed for similar reasons. Such harassments can have long-term physical and mental effects on children.

5. Lack of qualified and trained teachers

Only about a half of the teachers have received any kind of training. Those trained have little or no exposure to human rights education contents and methodology. The teachers would not have had any formal degree or training program solely focused on human rights education. This is the reason why a number of teachers are reported to have employed physical punishment on their students for not completing homework on time or not following the rules and regulations set by the teachers or school administrators.

Endnotes

¹ The author prepared this report for the National Human Rights Commission of Nepal and the UNESCO Nepal Office.

² Adopted as a global blueprint by heads of State and Government (United Nations Headquarters, New York, September 2000) to substantially achieve by 2015 seven major global goals including eradication of extreme poverty, halting the spread of HIV/AIDS and achieving universal primary education. United Nations General Assembly Resolution number 55/2 (2000).

³ The concept of "Education for All" was adopted at the World Conference on Education for All on 5-9 March 1990, Jomtien, Thailand.