Process Report On Child Led Research On Inclusion And Safety In School

Loo Niva Child Concern Group
Lalitpur, Nepal

List of Abbreviations

CBR	Community Based Rehabilitation
CC	Child Club
FGD	Focused Group Discussion
ILO	International Labour Organization
IMR	Infant Mortality Rate
MMR	Maternal Mortality Rate
NGO	Non-Governmental Organization
PTA	Parents-Teachers Association
SMC	School Management Committee
SS	Secondary School
UNCRC	United Nations Convention on the Rights of the Child
VDC	Village Development Committee

Acknowledgements

It was a matter of pride and pleasure to take the assignment for preparing a research report on the Child Led Research: Inclusion and Safety in School.

I would like to thank Loo Niva Child Concern Group for trusting me and my team to take this assignment. The role of the program officers and coordinators in facilitating and guiding this research throughout and their involvement in the data collection process is quite appreciable.
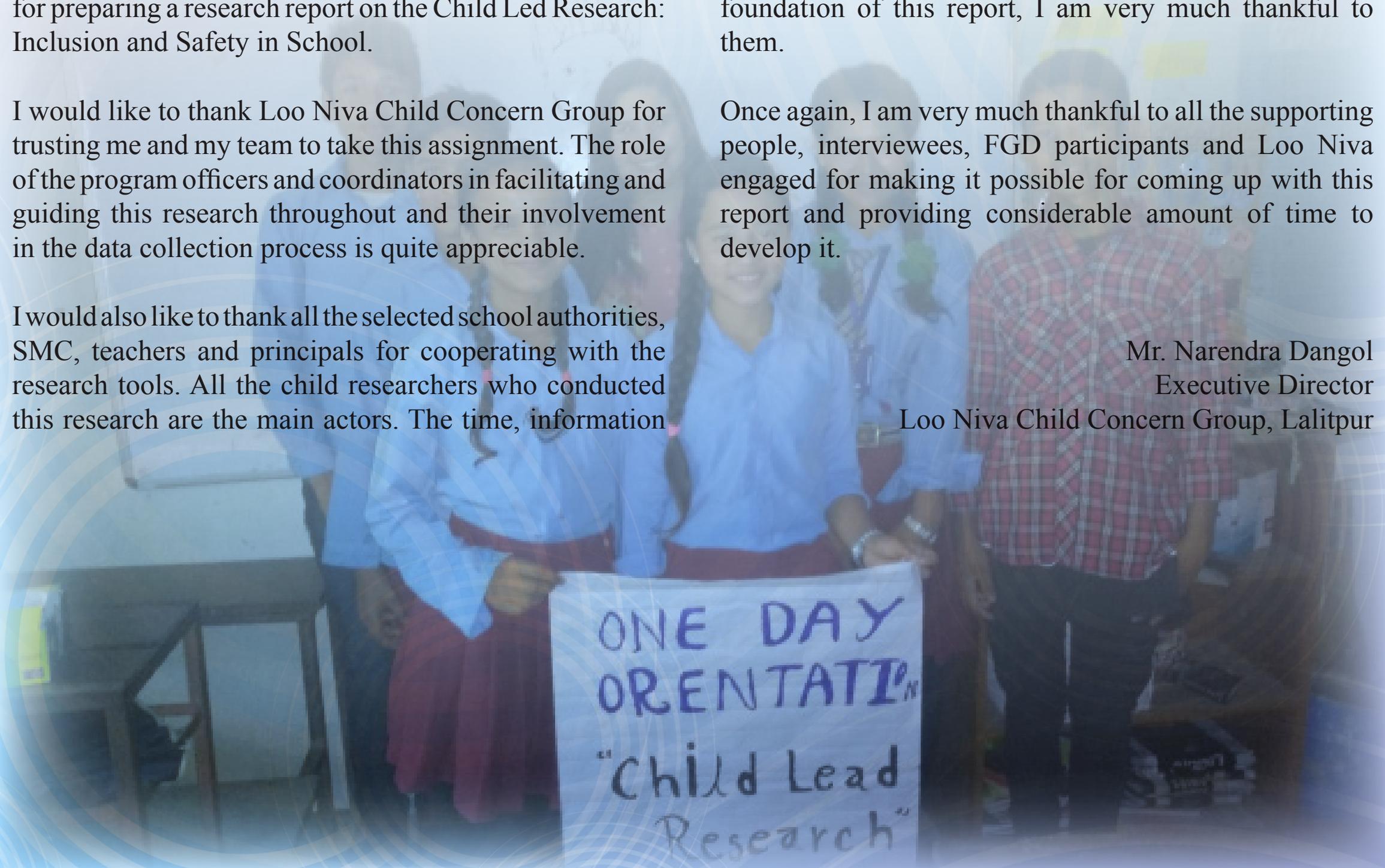
I would also like to thank all the selected school authorities, SMC, teachers and principals for cooperating with the research tools. All the child researchers who conducted this research are the main actors. The time, information and insights provided by all child respondents are the foundation of this report, I am very much thankful to them.

Once again, I am very much thankful to all the supporting people, interviewees, FGD participants and Loo Niva engaged for making it possible for coming up with this report and providing considerable amount of time to develop it.

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Executive Summary

Child-Led Research is relatively a new approach in research in Nepal. The main aim of child led research is to involve children in the research in the subject matters related to them. This approach provides opportunities for children to raise their voices and contribute their views. It also provides children opportunities to influence decision-making by using their findings to put pressure on stakeholders and decision-makers on issues that are relevant to them. Instead of being just the subject of research, they can actually conduct their own research.

Loo Niva Child Concern Group in collaboration with Patan CBR and Interpedia Finland has carried out the Child Led Research in the topic "Inclusion and Safety in School" in the Southern part of Lalitpur. The process involved children from the same area as the lead researchers who were involved in the identification of issues, data collection, data analysis, and presentation. The process was supported and facilitated by the adult facilitators. The process started with the training and selection of the facilitators followed by the selection and training of the child researchers. 30 child researchers carried out this research in 31 schools. The issues on inclusion and safety were identified by the child researchers. Similarly, FGD, Observation, Interview and Case Study method were applied for the data collection process. Analysis workshop was separately held to verify and consolidate the findings from the field.

Some of the crucial findings were derived from the process of identification of issues on inclusion and safety in school and all the other methods applied in the field. The respondents have shared about the safe and unsafe places, positive, negative and expected behaviors and the recommended actions for safer and more inclusive practices and environment in the school. The children themselves shared that their confidence level has increased by getting involved in the research process. Previously, they could not talk to the principals and SMC about the problems of their schools. But now, they can put forward their issues and contribute in solving them. Some of the recommended actions for the future shared by the child researchers were that Loo Niva should conduct more child led research activities in future and the programs should aim at encouraging school teachers, principals and SMCs to conduct such research activities in their own initiation too.

Furthermore, the children shared that they clearly understood the forms of discrimination, issues of safety, violence and inclusiveness after being part of the research. Many children suffer from violence and discrimination in school. Similarly, many are excluded on the basis of their caste, religion, gender or simply the color of their skin. While the children observe these unfair practices happening in their day to day lives, they do not think much about it until they participate in the process of identifying such issues by themselves.

Introduction

I.   Child Rights Status of Nepal

Nepal has adopted various measures in child rights since the ratification of UNCRC in 1990 including formulation of National Plans of Action for Children (2004/5-2015), Children's Act (1992), The Child Labor (Prohibition and Regularization) Act (1999) and other plans of action related to child labour and trafficking in children. National Plans of Action for Children identified child rights as a major cross cutting issue in other sectoral activities.

There were significant achievements in the areas of education and health development of children from the year 1990 to 2014. The decreasing Infant Mortality Rate (IMR), under 5 Mortality Rate and Maternal Mortality Rate (MMR) and increasing trend of students' enrolments and gender parity in schools and gradual reduction of school drop outs are considered as critical impact of systematic planning for children (Norwegian Embassy, 2015). There have been some improvements in the education sector like increase in enrollment, but the quality of education is still in question. Since the education is not completely free, the affordability and accessibility is also the matter of concern.

There have been six constitutions over the past 60 years in the history of democratic movement of Nepal. The first five constitutions did not recognize child rights as fundamental rights. Thus, we can say that child rights have not been given high priority by the state. The situation is changing, however, with the recent constitution (2072) recognizing child rights as fundamental rights. Similarly, with the continuous efforts of the development partners and civil society organizations, the current local government operation act 2074 has special child friendly arrangements.

According to the statistics from a recent survey conducted by the ILO, 9% of the total child population have never attended school and 59% have not even completed their primary education[1] . The gender gap is an issue to be addressed as many girls are deprived of education due to the patriarchal norms that want girls to be married at a very young age. Similarly, the safety and protection of children from different kinds of violence, discriminatory behaviors and unsafe environment is a matter of concern. Inclusion and safety is still an issue in the education and child rights sector of Nepal.

[1]Essays, UK. (2013). The Status of Children's Rights In Nepal. Retrieved from https://www.ukessays.com/essays/young-people/the-status-of-childrens-rights-in-nepal-children-and-young-people-essay.php?vref=1

II. Loo Niva Child Concern Group and its Efforts

Loo Niva is a non-government organization working in the areas of child participation, protection and inclusion. It started its activities from erstwhile Khokana VDC of Lalitpur. It currently works with 38 public schools in Kathmandu and 24 public schools in four erstwhile VDCs of Dadeldhura. Loo Niva Child Concern Group together with Interpedia with financial support from Ministry for Foreign Affairs of Finland have been running Concern for Education Project in four villages of far western district of Nepal. The project aims to contribute on the improvement of enrolment, retention and progression of children in 24 schools of project area through improving quality of teaching learning practices, provision of scholarships, parents and community awareness, networking and wider campaigning together with other NGOs in the district and at national level. Similarly, another effort is in inclusive education. It is carrying out a project Inclusive and Accountable Schools in coordination with Patan Community Based Rehabilitation (CBR) and Interpedia Finland Ry. The project, running from 2017 to 2020, works in South Lalitpur, which suffers from a low rate of public schools and was hard hit by the earthquakes in the spring 2015. This project is focused on promoting inclusive and accountable schools as well as advancing the realization of the right to education for marginalized children, who face discrimination particularly due to disabilities or the caste but also due to gender and ethnicity.

III. About Child Led Research

Child-led Research is a participatory project that aims to engage with children and young people to conduct pieces of research on related issues that matter to them[2] . This approach provides opportunities for children to raise their voices and contribute their views. It also provides children opportunities to influence decision-making by using their findings to put pressure on stakeholders and decision-makers on issues that are relevant to them. Instead of being just the subject of research, they can actually conduct their own research.

This approach is helpful in enhancing children's learning capacity and confidence as well. They get to participate in meaningful activities and learn the skills of interaction, presentation, exploration through this approach. This also gives them the sense of responsibility as the member of a society to contribute something for mutual benefit. It helps to create sense of belongingness and accountability among the children towards their own issues as they are directly involved in problem identification process. From

[2] World Vision (2017) Child Led Research- An Essential Approach for Ending Violence Against Children.

the experience of other child led studies conducted in other developing countries, the conclusion has been derived that when conducted correctly, it can yield rich findings about the extent of power and participation enjoyed by the children. The obtained data can constitute an excellent source of insight which complement and enhance the statistical findings[3].
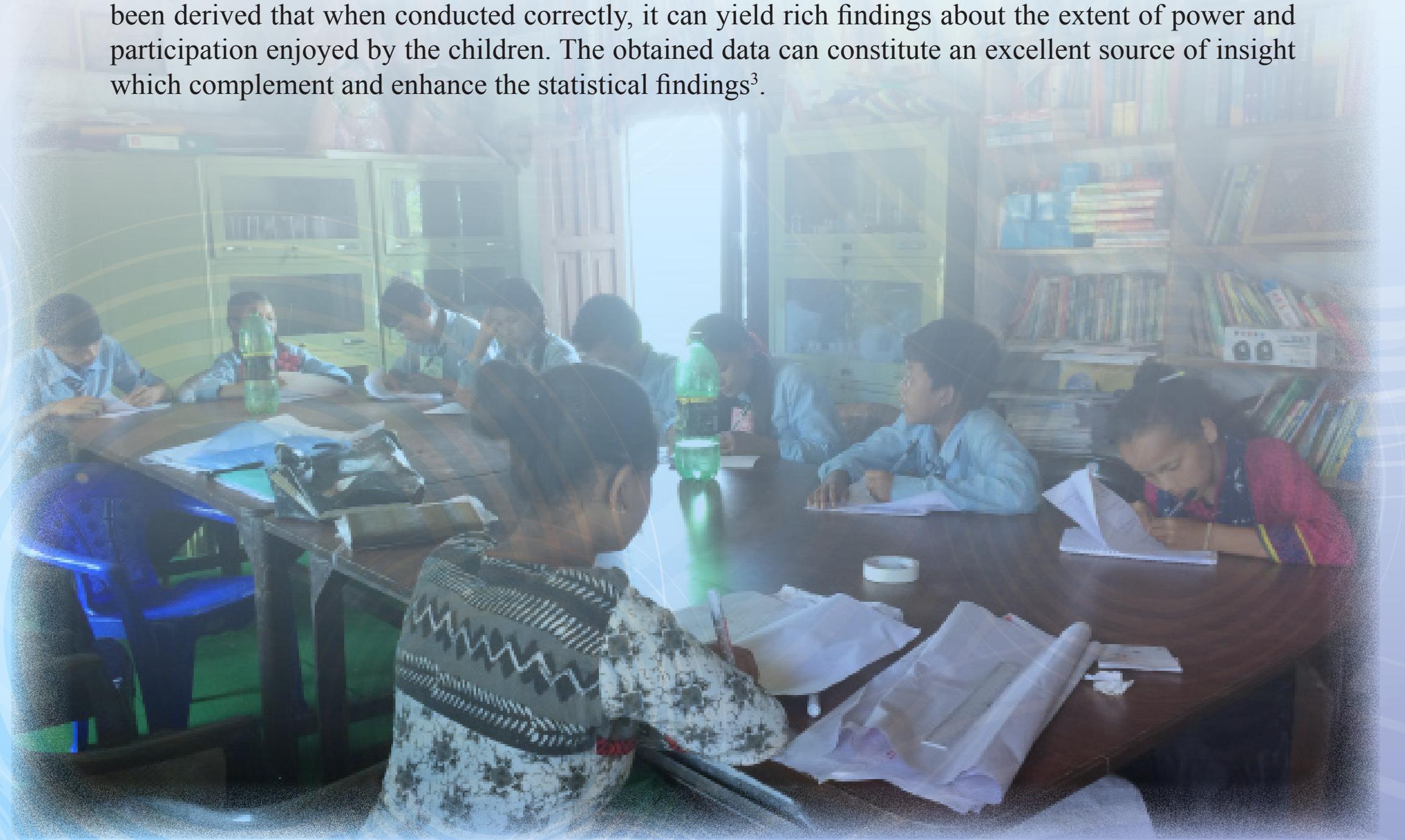
The Process of Child Led Research

I. About Child Led Research: Inclusion and Safety in School

Child Led Research is relatively a new approach in the child related research sector in Nepal. The onset of the child led research had emerged with the strong sense of need of child participation. It would also help draw better evidence as the children themselves could bring out the realities. Child rights in Nepal has carved its own niche if we go through its historical evolution from being a marginalized issue to being included in the new constitution as the fundamental rights and being recognized as the major cross cutting issue of the development sector. As child participation is one of the major principles of child rights, Child Led Research encourages child participation and projects children as both the subject and the actors of the child-related interventions. Therefore, the approach in itself is quite relevant and pragmatic.

Loo Niva Child Concern Group in collaboration with Patan CBR and Interpedia Finland has carried out the Child Led Research in the topic "Inclusion and Safety in School" in the Southern part of Lalitpur. The process involved children from the same area as the lead researchers who were involved in the identification of issues, data collection, data analysis, and presentation. The process was supported and facilitated by the adult facilitators.

The overall objectives of the research are as follows:

- To help children understand the situation of their and other children's inclusion and safety in school and provide recommendations to the policy makers.
- To prepare children as the active change makers for the assurance of inclusion and safety in school.

II. Training and Selection Process

a. <u>Selection of Facilitators and Trainers:</u> In the research, two female and one male facilitators were selected for the purpose of facilitating the child led research. Facilitators were chosen on the basis of their knowledge and experience in child rights, protection, participation and inclusion issues and level of child friendly approach in their behaviors. They were provided one day training on how to facilitate child led research. The selected facilitators were supposed to s upervise and facilitate the whole research process.

b. <u>Selection of Municipalities, Wards and Schools</u>
The details of the selected Municipalities, wards and schools are given below in a table:

Table no. 1. Details of Selected Rural Municipalities, Wards and Schools

S.N.	Municipal	Ward		Schools		Researchers(CC Network)	
		Ward Name	Ward No.	Secondary	Basic	Age	Grade
1	Bagmati Rural Municipal	Former Malta	3	1	4	From 12 to16 years	From 7 to 9
		Pyutar	4	2	5		
		Asrang	6	3	4		
		Gimdi	7	2	6		
2	Mahankal Rural Municipal	Thula Durlung	6	1	3		

The above table shows that total 27 number of schools were selected from Bagmati rural municipality, out of which 19 are Basic and 9 are Secondary Schools. Similarly, 4 schools are selected from Mahankal rural municipality, out of which only 1 is Secondary School. The rest 3 are Basic. This makes the number of total selected schools from both the rural municipalities (Bagmati and Mahankal) to be 31. The selected child researchers belonged to the age group 12 to 16. They were from the grades 7 to 9. These researchers have been selected from the child clubs and child network of their respective wards and municipalities.

c. Selection of the Researchers: In every ward, children from the age 12 to 15, who are actively involved in child club networks were selected for the purpose of the study. A group of children was formed in every ward. Likewise, 35 child researchers were selected in 5 wards altogether. Social mobilizers from Patan CBR were also involved in this process. All the mentors consulted with the social mobilizers of the respective areas for the purpose of selecting child researchers.

The key criteria for the selection of the child researchers were as follows:

- The age of the selected child researcher had to be from 12-15 years and the number of male and female had to be equal.
- The selected child researcher had to be from the place where schools are located.
- The child researchers had to be from child clubs or child club network.

The details of the children selected per ward is given below:

Table no. 1. Details of Selected Rural Municipalities, Wards and Schools

Rural Municipalities	Ward Name	Number of Child Researchers
Bagmati	Malta	8
	Gimdi	6
	Ashrang	6
	Pyutar	8
Mahankal	Thuladurung	7
	Total	30

Since it was the new experience for the selected child researchers, it was important to train them on how to conduct research and provide them necessary information about the inclusion and safety issues. Therefore, with the purpose of training and preparing the child researchers before they went to field for data collection, a one-day group discussion and training program was held by Loo Niva. The training was managed by the social mobilizers. The main aim of the whole day training was to build capacity of the participants (selected child researchers) on research skill, concept and methodology. So, the facilitators conducted the training by applying both theoretical and practical methods. The nature of the training was interactive. The training and group discussion was facilitated by the 5 selected facilitators of Loo Niva. There were altogether 35 participants (17 boys and 18 girls) in the training. Mentors explained the subject and objectives of the research in detail and also repeatedly confirmed whether the participants were able to understand properly. All the participants practiced the researcher methodologies at the program hall.

The challenges faced by the mentors during the training program were:

- Linguistic barrier was one of the main problems. Some of the participants could not understand Nepali as Tamang was their mother language.
- Some of the participants were quite shy and hesitant to open up.
- There was social audit program in one school (Bidhyadishwori SS). So, it was difficult to take permission from the principal.

For the linguistic barrier, the mentors asked the other participants who were good in both Nepali and Tamang to help their friends. Proper time and space was provided for them to understand and internalize the contents delivered in the training. Similarly, for the hesitant students, lots of ice-breaking games and exercises were conducted. They started opening up after participating in the games. Likewise, the principal of the school with social audit was convinced by the mentors during a consultation meeting with him. The mentors got him convinced after explaining them the importance of the program.

The first session of the training was on the identification

of issues and their prioritization. After explaining about inclusion and safety, the participants (selected researchers) were asked about the types of discriminations in their schools and people who discriminate. They were provided a form to fill to obtain the information about it. The mentors collected the filled-up forms of the participants and corrected the parts with mistakes.

Similarly, another discussion was facilitated on child protection and violence against children. The participants were requested to fill out a form listing issues about child protection and violence against children in their schools. After obtaining the information from them, on the basis of the provided list, maximum 5 issues were to be prioritized on the basis of following criteria:

    a. Issues listed by everyone,
    b. Issues listed by most of the participants,
    c. Issues faced by many children,
    d. Issues that have serious effects on the children.

Study tools and methods were formed on the basis of the prioritization of the issues after that.

III. Research Design

A. Research methods and Tools

The research adopted four major qualitative methods: Focus Group Discussion, Field Observation, Interview and Case Study.

a. Focused Group Discussion: Children of certain age groups were divided into small groups for the focused group discussion. There were 8 to 12 children in each group. The FGD guideline questionnaire was developed as a tool and provided to the researchers beforehand. Students from different areas, grades and castes were selected to participate in FGDs. FGDs were conducted by the child researchers with the students from Basic (1-8) and Secondary (9-12) levels in 31 schools of two rural municipalities; Bagmati and Mahankal of Southern Lalitpur. Many students were interested in participating. It was not possible for the researchers to include all of them. So, the researchers consulted with the principals for the solution. In the areas with Tamang as mother language, teachers helped in translating while conducting FGDs.

The details of focused group discussion are provided in the table below:

Table no. 3. The Details of Focused Group Discussions

Rural Municipalities	Type of Schools	No. of Schools	Total no. of FGDS	Total No. of FGD Participants		
				Boys	Girls	Total
Bagmati	Basic	20	23	87	99	186
	Secondary	4	17	87	85	172
Mahankal	Basic	3	4	19	21	40
	Secondary	1	2	10	14	24

In Bagmati rural municipality, 23 FGDs were conducted in 20 Basic Schools in which 87 were boys and 99 were girl participants. The total no. of children who participated in FGD from Basic level was 186. Similarly, 17 FGDs were conducted in 4 Secondary Schools in which 87 were girls and 85 were boy participants. The total no. of children who participated in FGDs from Secondary level was 172. In Mahankal rural municipality, 4 FGDs were conducted in 3 Basic Schools in which 19 were boys and 21 were girl participants. The total no. of children who participated in FGD from Basic level was 40. Similarly, 2 FGDs were conducted in 1 Secondary School in which 10 were boys and 14 were girl participants. The total no. of children who participated in FGDs from Secondary level was 24.
b. Interview: Interviews were conducted with the school principals and SMC chairpersons. This method was used for obtaining information about the problems and issues related with inclusion and safety issues in the schools. Two researchers were given the task of conducting one interview. Principals and SMC chairpersons were cooperative and kind enough to encourage the nervous child researchers. Predesigned questionnaire was used to conduct the interview. The detail information on the interviews are given below in the table:

Table no. 4. The Details of Interviews

Rural Municipalities	Type of Schools	No. of Schools	Total no. of Interviews	Total No. of Interview Participants		
				Male	Female	Total
Bagmati	Basic	20	36	30	6	36
	Secondary	4	9	9	1	10
Mahankal	Basic	3	5	5	0	5
	Secondary	1	2	1	1	2

In Bagmati rural municipality, 36 interviews were conducted in 20 Basic Schools in which 30 were male and 6 were female participants. The total no. of respondents who participated in interviews from Basic level was 36. Similarly, 9 interviews were conducted in 5 Secondary Schools in which 9 were males and 1 was female participant. The total no. of respondents who participated in interviews from Secondary level was 10.

In Mahankal rural municipality, 5 interviews were conducted in 3 Basic Schools in which 5 were male participants. There was no female participant in basic level. Hence, the total no. of respondents who participated in interview from Basic level was only 5. Similarly,

2 interviews were conducted in 1 Secondary School in which there were 1 male and 1 female participants. Hence, the total no. of respondents who participated in the interviews from Secondary level was 2.

c.   **Observation**: Observation method is applied to gain information about the situation of classroom and school environment. A checklist was developed to refer for the observation purpose. All the researchers were provided the list beforehand. The task of observation was carried out by two researchers in each ward. In the beginning, researchers observed the premises of the schools only. Immediately, the facilitators guided them to observe classrooms as well. After that, they started finding the issues on violence, safety and inclusion in the classroom[4] . The researchers listed down the findings of their observation.

The Major Areas of Observation:	
• School Premises	• Playground
• School Building	• Toilet
• Class Room	• Drinking Water
• Class Room Furniture	Supply
• Teachers' Behaviors	• Cafeteria/Food
• Students' Behaviors	Eating Places
• Stairs	• Way to school
• Terrace and Roof Top	

[4]According to the experiences shared by the facilitators in their reports.

d.   **Case Studies:** Child researchers prepared their own case studies on the basis of respondent's experiences based on incidents of any violence, discrimination or lack of safety. The researchers were provided proper format of case study. The criteria was set that the cases from the particular locality should not be older than six months. Altogether 20 case studies were recorded by all the child researchers. All the case studies are related with the inclusion and safety issues of the school. For e.g.: prevalence of corporal punishment, risky and slippery paths causing accidents, incidents of bullying, cases of sexual harassment, hazards of construction materials kept haphazardly in the school premise, etc.

According to the experiences shared by the facilitators in their reports.
1.   Due to unwell management of all the construction materials. Mr. Abhishek got injured during the recess time on the school yard on 23rd June 2018.
2.   Due to the carelessness, Mr. Rayan got a deep cut in his feet while playing at school yard on 5th Sept. 2018.
3.   In Janak Secondary School, a teacher let a student stand outside during the class from 10th grade because of not bringing the homework.
4.   A boy student from grade nine had touched on the sensitive part of his ladies friend at their class. This incident was happened in the month of June 2018 at school. Most of the girls who do heavy make-up are suffering from sexual abuse and bad concept keeping from male friends at school. This kind of incident could be minimized if girls do less make up while coming school and pick out the bad thinking by the male friends at school.
5.   Before 6 months, a boy from 6th grade broke his tooth while playing with his friends. It wouldn't not happened if all the friends played in friendly environment.
6.   Before 11 months, a boy broke his hand inside the school premises due to fall down on slippery road of washroom. It would not happen if the roads were maintained properly.

B. Practice of Research Ethics

There are certain research ethics that should be applied in all stages of research, from the planning to the evaluation. This research also made sure that the process has been ethical during orientation, field work, data analysis and development of reports.

The research involves children both as actors and the subjects. So, the first thing to consider is their benefit. In this light, the practical ethical standards followed by this research are mentioned below:

- Obtained informed consent from all the participants of the research.
- Followed the rule of confidentiality, not disclosing the important information to other people. Names of the participants are kept anonymous.
- Took special precautions when involving the children and other elders who may not understand detail about the research.
- It has been made sure that the students recover the loss of their study hours after the research is complete.
- The children has been accompanied by the mentors during the process for their guidance and security.
- The training ended at 4 pm considering the time limitation of the children, as they lived far away.
- The languages of the children in the forms have not been edited.

C. Data Entry and Management

The format for each of the methods was provided to the facilitators in excel spread sheets. Data obtained from the field from the FGDs, interviews and observations were entered in separate sheets for different wards (all 5 wards of two rural municipalities). The enumerators entered the data under the categorized topics (on the basis of the prioritized issues in the forms provided to be filled by the respondents). Similarly, different set of excel sheet was provided to the enumerators to fill the obtained information about the response and girl's and boy's on the forms of discrimination and issues of safety and violence.

The process of data management involved data entry, checking and cleaning data, analysis, reporting and dissemination. Before analyzing data, the data was verified in the analysis workshop with child researchers involved in the research.

IV. Data Presentation

A one-day Analysis Workshop was held on 12th October, 2018 at Loo Niva Child Concern Group for the children to present their findings. Apart from the child researchers, 2 social mobilizers from Patan CBR also participated in the workshop. The workshop was facilitated jointly by the independent research consultant and the program officers of Loo Niva, who were also the facilitators of the entire process of Child Led Research. The details of the child researchers who participated is in the table as follows:

Rural Municipalities	Ward Names	Total no. of Participants		
		Boys	Girls	Total
Bagmati	Ashrang	1	1	2
	Gimdee	1	1	2
	Pyutar	1	1	2
	Malta	1	1	2
Mahankal	Thuladurlung	0	0	0

As the above table shows, there were altogether 8 participants representing Bagmati rural municipality (2 from each ward- 1 boy and one girl). None of the child researchers from Mahankal rural municipality could participate in the workshop. Among the participants, 5 were involved in the child clubs. Similarly, one girl participant was the chairperson of the child network. The main objectives of the analysis workshop were:

- To provide the opportunity to the child researchers to present their findings and share their experience from the research.
- To verify and validate the preliminary data obtained from the children.
- To facilitate children in looking deeper into their findings, exploring more about the issues they had identified and drawing recommendations from them.

After the introduction where all the participants and facilitators introduced each other, the workshop started. The workshop started on the note that it would be like an informal discussion program where children could participate and share their views without hesitation. The entire workshop can be divided into two parts;

a. Verifying, Validating and Recommending: The first half of the workshop was about verifying and validating the data collected by the child researchers. The session was led by the facilitators. The Power Point presentation as a medium was used to facilitate the session. The slides contained all the issues identified by the children and the topics within those issues. The slides also contained all the summary of the findings collected from the children right after the data collection process. The findings were about the following topics:

- Issues of discrimination
- Issues of Safety and Violence
- Findings from the FGDs
- Findings from the Observation
- Findings from the Interviews

In the beginning, the children were asked to list down all the good and bad things they have observed and found out through all the methods of data collection in the field. They were provided with newsprints and markers for this purpose. They were divided into 4 groups, 2 in each group and given around 45 minutes for listing down all the findings.

After the exercise, the facilitator started the discussion by using Power Point slides. The participants were asked to share all the things they had written in their newsprints. They shared all the positive and negative things they noticed and found out in the schools while conducting the research.

The facilitator carried out the act of pointing out all the preliminary findings listed in the slides and asking the children if they had written the issues in their newsprints as the part of verification process. He also probed further on the issues and asked for their recommendations. The children confirmed the issues of discrimination, safety and violence presented by the facilitator and shared that they had listed down the same issues. When probed further, the participants shared more about certain issues. For e.g. they shared that one of the causes behind discrimination against CWDs is the fact that they cannot perform their tasks independently; they are dependent on others.

The participants were also asked about the safe and unsafe spaces in the schools and whether they affirmed the points presented to them in the slides. They agreed with all the safe/unsafe places mentioned and provided recommendations accordingly.

b.   Report Writing: The second half session of the workshop that was held after the lunch was about report writing. The purpose of this session was to facilitate the report writing process. The children were given some questions on inclusion and safety issues of school. They were divided into 4 groups (2 in each group), provided with newsprint and markers. They listed the answers of the questions and presented in front of rest of the participants. In their answers, they provided reasons for the positive and negative behaviors and also shared what would be the ideal infrastructure and behavior in the school.

3. Learning and Recommendations

The learning derived from the Child Led Research process and recommended actions based on those learning are discussed below:

A.   Increased confidence level of the children:

The children themselves shared that their confidence level has increased by getting involved in the research process. Previously, they could not talk to the principals and SMC about the problems of their schools. But now, they can put forward their issues and contribute in solving them.

Some of the recommended actions for the future would be:

- Loo Niva should conduct more child led research activities in future.
- The programs should aim at encouraging school teachers, principals and SMCs to conduct such research activities in their own initiation too.
- The recommendations provided by the children while presenting their data should be taken seriously

and shared with their local child stakeholders.

B.   Research in itself a new learning:
The children shared that they had not been involved in such activities before. It was a new learning experience for them. They learnt the importance of research. The recommended actions to be followed in future in this area would be:

- Cultivating the habit of research among the young students by engaging them in such activities as a part of their study.

C.   Learnt the difference between the issues of discrimination and safety and violence:
The children shared that they clearly understood the forms of discrimination, issues of safety, violence and inclusiveness after being part of the research. Many children suffer from violence and discrimination in school. Similarly, many are excluded on the basis of their caste, religion, gender or simply the color of their skin. While the children observe these unfair practices happening in their day to day lives, they do not think much about it until they participate in the process of identifying such issues by themselves. The extent to which such practices can hamper the children's right to education and their learning process was realized by the child researchers

after they conducted the research by themselves. The recommendations based on this learning are:

- The child researchers should put forward the identified issues and findings in their respective child clubs so that the child clubs can take initiatives in minimizing the problems related with inclusion and safety of the children in schools.

- Loo Niva can provide technical support to the schools and child clubs in creating safe and inclusive environment for children to learn. For this, they can organize training for SMC and teachers, develop guidelines and manuals in inclusion and safety issues, and mobilize children through the child network in imparting awareness in the community.

End

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Annexes

Annex 1: List of the Child Researchers

S.N	Name	Sex	Age	Class	Address
1	Purnima Waiba	F	12	7	Bakaiya Rural Municipality, Ashrang -6
2	Suman Dulal	M	14	8	Bagmati Rural Municipality, Ashrang -6
3	Bhuwan Ghimire	M	13	8	Bagmati Rural Municipality, Ashrang -6
4	Raj Kumar Gola	M	15	9	Bakaiya Rural Municipality, Ashrang -6
5	Sangeeta Moktan	F	14	9	Bagmati Rural Municipality, Ashrang -6
6	Karuna Sapkota	F	12	7	Bagmati Rural Municipality, Ashrang -6
7	Prayash Dahal	M	16	9	Bagmati Rural Minicpality , Gimdee- 7
8	Nabindra Chaurel	M	15	9	Bagmati Rural Minicpality , Gimdee -7
9	Saroj Dahal	M	16	10	Bagmati Rural Minicpality , Gimdee- 7
10	Susmita Basnet	F	15	9	Bagmati Rural Minicpality , Gimdee -7
11	Rupesh Dulal	M	14	7	Bagmati Rural Minicpality , Gimdee -7
12	Karishma Ghimire	F	15	9	Bakaiya Rural Municipality- 10
13	Samana Banjaray	F	13	8	Mahakhel Rural Municipal, Thuladurlung -6
14	Sushma Gola	F	15	8	Mahakhel Rural Municipal, Thuladurlung -6
15	Partiva Baskota	F	15	9	Mahakhel Rural Municipal, Thuladurlung -6
16	Sabak Jamkatal	M	15	9	Mahakhel Rural Municipal, Thuladurlung -6
17	Ashik chaudhary	M	13	9	Mahakhel Rural Municipal, Thuladurlung -6
18	Ram chandra Timilsina	M	15	10	Mahakhel Rural Municipal, Thuladurlung -6
19	Bibash Magar	M	13	7	Mahakhel Rural Municipal, Thuladurlung -6
20	Sandesh Thing	M	14	9	Bagmati Rural Municipality, Malta - 2
21	Rajesh Thing	M	15	9	Bagmati Rural Municiplaity, Malta -2
22	Raj kumar Bholon	M	16	6	Bagmati Rural Municiplaity, Malta -2
23	Sarala Sanjel	F	13	8	Bagmati Rural Municiplaity, Malta -2
24	Sushila Syangbo	F	16	9	Bagmati Rural Municiplaity, Malta -2
25	Sabina Jimba	F	17	9	Bagmati Rural Municiplaity, Malta -2
26	Mankumar Bholon	M	13	6	Bagmati Rural Municiplaity, Malta -2
27	Asmita Pulami Magar	F	15	11	Bagmati Rural Municiplaity, Malta -2
28	Manmaya Gola	F	14	8	Bagmati Rural Municpality ,Puytar - 4
29	Sarita Lama	F	13	8	Bagmati Rural Municpality ,Puytar - 4
30	Soniya Nyasur	F	12	6	Bagmati Rural Municpality ,Puytar - 4
31	Aasita Lama	F	12	7	Bagmati Rural Municpality ,Puytar - 5
32	Ram Silwal	M	11	7	Bagmati Rural Municpality ,Puytar - 4
33	Deepa Silwal	F	12	5	Bagmati Rural Municpality ,Puytar - 4
34	Puspa Galan	F	12	6	Bagmati Rural Municpality ,Puytar - 4
35	Asish Bomjan	M	13	9	Bagmati Rural Municpality ,Puytar - 4

Annex 2: List of the Schools

Municipalities	Ward Name	Name of the School
Bagamati Rural Municipality	Ashrang	Bal Manorama Basic School
		Bidhyadishwori Secondary School
		Narayani Secondary School
		Bhagwati Basic School
		Nawa Jyoti Basic School
		Janaki Secondary School
		Bal Kalyan Basic School
		Kause Basic School
	Gimdee	Thumki Basic School
		Manakamana Basic School
		Shovani Basic School
		Bal Bhairav Basc School
		Naryani Secondary School
		Janaki Secondary School
		Shree Bal Chandra Basic School
	Malta	Shree Tri Khandi Basic School
		Shree Bhumeshwori Basic School
		Gyan Jyoti Basic School
		Kali Devi Secondary School
		Khaireni Basic School

Mahankal Rural Municipality	Pyutar	Deurali Basic School
		Dhandanda Basic School
		Chandeswori Secondary School
		Kalidevi Secondary School
		Gadibhanjyang Basic School
		Phurkedanda Basic School
		Bagmati Basic School
		Jwaladevi Basic School
	Thuladurlung	Bagmati Basic School
		Gumrang Basic School
		Shree Panch Mahendra Secondary School

Annex 3: Tools and Checklists of the Research

A. Checklists for FGD, Interview, Observation and Case Study

1. Group Discussion Form

Name of the School	
Ward no. and VDC	
Rural Municipality	
School level	
Participant group	
No. of Participant (Girls and Boys)	

Questions	Opinion of the Boys	Opinion of the Girls
What are the good behaviors from boys towards girls in your school?		
What are the good behaviors shown by girls towards boys in your school?		
What are the good behaviors of teachers towards children in your school?		
What are the bad behaviors shown by boys towards girls in your school?		
What are the bad behaviors shown by girls towards boys in your school?		
What are the bad behaviors shown by teachers towards children in your school?		
What are the good behaviors shown by children from other castes to Dalit children in your school?		
What are the good behaviors of teachers towards the children from Dalit caste?		
What are the bad behaviors from children of other castes towards children of Dalit caste in your school?		
What are the bad behaviors of teachers towards children from Dalit caste?		
What are the good behaviors of children towards children with disabilities in your school?		
What are the good behaviors of teachers towards children with disabilities?		
What are the bad behaviors of children towards children with disabilities in your school?		
What are the negative behaviors of teachers towards children with disabilities?		
What are the safe places for children in your school?		
Which places in your school children feel unsafe, scary and uncomfortable?		
Why do teachers and friends behave badly with children?		
In which condition, the teachers and friends behave nicely with children?		
What kind of behaviors do you expect from your teachers?		
What kind of behaviors do you expect from your friends?		
To make everyone behave nicely in school, what can we do from our side?		

2. Case Study Form

Age of the Participant:……………….

Sex:………………..

Grade:……………..

Case Study

What had happened? :

To whom? :

When? :

Where? :

By whom? :

Why? :

What could have saved the participant from that accident? :

3. Observation Checklist

Name of the school	
Ward no. and VDC	
Rural Municipality	
School Level	
Group of the Participants	
No. of Participants (Boys and Girls)	

Observation area and subject	Safe and Nice	Unsafe and Bad
School premises and surrounding		
School building		
Classroom		
Desks and Benches		
Behavior of the Teachers		
Behavior of the Friends		
Stairs		
Roof and terrace of school		
Playground		
Toilet		
Water facility place		
Lunch places		
Road (way) from and to school		
Others		

4. Interview

A.Principal and President of School Management Committee

Name of School	
Ward no. and VDC	
Rural Municipality	
Level of school	
Name of Participant	
Designation of participant	
Questions	Answers
Which are the safest places for children in your school?	
Which are the unsafe and dangerous places for children in your school?	
What are the good behaviours children get in your school?	
What are the good behaviours towards children with disabilities and from Dalit family in your school?	
What are the negative behaviors towards children in your school?	
What are the negative behaviors towards children with disabilities and from Dalit family in your school?	
What have you done to make the school safe and to make the behaviours of teachers, children and parents appropriate?	
What are your plans to make the school safe and encourage children, teachers and parents to behave in appropriate way?	
Have you consulted or discussed with children to make your school safe and encourage children, teachers and parents to behave in nice way?	
Others	

B. Checklist for the Identification and Prioritization of the Issues of Discrimination and Safety and Violence

1.   Checklist for identifying the issues of discrimination

School		Rural Municipality	
Ward no.		School Village	
Gender of the Participant		Age	

Issues of Discrimination	Who is Discriminated?	Who Discriminated?

2. Checklist for identifying issues of safety and violence

School		Rural Municipality	
Ward no.		School Village	
Gender of the Participant		Age	

School Issues of Safety and Violence	School Victims and Children at Risk (What kind of Children?)	Individual or Group Actors

Annex 4: Presentations

Presentation on
Child led Research c

Report Writing
Child Led.ppt

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