CHAPTER I

1. INTRODUCTION

Background

Nepal is a small country of 147, 181 sq. km. in the South Asia region having 885 km in east-west direction and with a mean north-south width of 193 km. Two great neighbors border it, the People's Republic of China in the north and India in the south, east and west. The country is located between 26°20′ and 30°10′ north latitude and 80° 15′ and 88° east longitude and presents a unique transition zone between arid, cold and sparsely populated Tibetan Plateau of China in the north and humid, hot and densely populated India in the south. The Great Himalaya Range, bordering along the northern line along the eastern half of the country, towers to the height of 8848 meters. Along the western half of the country, Nepali land is extended beyond the north of Himalayas as well. That is, in the west, the Himalaya Range passes from within Nepal. High altitudinal variation along less than 200 km north south expansion of the country which is more than 8000 meter at places has resulted in great physiographical, environmental and cultural variation in the country. As a result of several physical and historical factors, numerous natural and socio-cultural patterns are developed in the country, making it immensely rich in Bio-diversity and natural as well as cultural resources.

The idea of "Sustainable Development" (SD) was introduced and intensively discussed at the conference on Human Environment held in Stockholm, Sweden in 1972. The conference recognized that the environment is in risk and government and industry has to collectively make an effort to change the situation. Widespread poverty hunger, diseases and illiteracy among people have contributed to cause environmental degradation and the loss of the earth's bio-diversity. The underlying theme, here, is to transmit the world, the country or our own place where we live in to the next generation making it greater, better and more beautiful than it was transmitted to us. Then the issue of sustainable Development comes forward. When we talk about sustainable development, environmental, cultural, societal and human dimensions are important. Emphasizing this aspect world commission (1987) on Environmental and Development states that sustainable development is for enriching the present living standards of people without compromising the needs of the future generations.

In this connection, the threshold to sustainable development is better to be sought in the process of educating the society and imparting knowledge and awareness to the present generation. The type of education to address the problem of sustainable development would need to integrate environment, society their culture and life skill, and economy. Therefore, "educating is an indispensable element for achieving sustainable development". (UN 2004)

Both the Rio and Johannesburg summit recognize education as the foundation of sustainable development. Education is an

important tool for global development and the most effective way to address poverty alleviation, as well as human rights issues, gender equality and cultural diversity, and to promote international understanding and peace. Realizing the value of education for Sustainable Development, the United Nations (UN) General Assembly, at its 58th session in December 2002, adopted a resolution 57/254 to launch the Decade of Education for Sustainable Development (DESD) spanning from 2005-2014. The DESD has been implemented in relation to other international initiatives that are already in place, in particular the Millennium Development Goals (MDG) process, the Education for All (EFA) movement and the UN literacy decade (UNLD).

It can be elicited from above definitions that ESD is an empowering process in which the individual and community learn the connectivity among the three "E's" together with three "R's" (reading, writing and doing arithmetic skills) and use this knowledge to improve the quality of life of humane. The core strands of ESD embrace the following.

- ESD is considerably broader in scope and complements the adjectival educations.

- It is a new model of education that builds on the existing good practices.

- It puts emphasis on practical skills that are good for self-employment and are increasingly sought by employers.

- It also involves learner until their behaviors are changed and new values and ethics, formed.

- It goes beyond knowledge, skills and attitudes and blends them together.

-Further it is context-oriented and emphasizes on learning, action, reflection and action research to respond to the local issues etc.

Therefore, the sustainable development programs are closely associated with education and its patterns, ways and methods imparting or educating among the people of rural sector to sustain them. The basics of this study are to examine and analyze the education pattern of Nepal in the Sustainable things required for Mankind's.

1.2. Statement of Problem:

So education for sustainability is about learning to prevent the destruction of ecosystems, biodiversity threats, loss of forests and fisheries, air and water pollution but also addresses issues of intellectual property rights, over-consumption, increasing poverty inequality, exclusion and alienation, social conflicts and violence, aids, health, trade and aid as well as cultural erosion. In order to improve our quality of life we need to reflect not only upon human-environment relationships but also on human-human relationships.

The concept of ESD has been transpired from sustainable development, which means meting human needs of present and future generations, while preserving and replenishing natural resources. However education for sustainable development is learning the values, skills, knowledge and attitudes that will

enable us to meet the needs of both present and future generation. ESD is life long process. It begins at home when child is still young. The child learns a way of life and attitudes from the parent's examples. The home plays an important part in the formation of the child's later way of life and attitude. ESD plays an imperative role in an individual's way of life and attitudes through education, work and leisure activities at different ages, time and place. It vitally concerns people's personal life styles. One's everyday choices of life have direct indirect effect on their whole life. Therefore Education for Sustainable Development should offer them the choice, the choice of quality education, the choice of integrated culture, the choice of prosperous and progressive economy and the choice of preserved and protected environment to enjoy their life.

Education for sustainable development is based on ideals and principles that underlie sustainability such as intergenerational equity, gender equity, social tolerance, poverty alleviation, environmental preservation and restoration, natural resource conservation and just and peaceful societies (UNESCO 2005)

This is what is to be called education for sustainable development (ESD). It differs from the other educations because it is radical in nature, and it does not subscribe to technocratic interpretation of sustainability. Rather, it is rooted in eco-centric view.

ESD holds the prominence of a more coherent, far-reaching and integrated responses than other adjectival educations but it has to be manifested and meaningful. Approaches and intentions of

these paradigms are different. The contexts under which they emerged vary greatly. Their pedagogies differ from each other. Yet, their ultimate goal remains the same i.e. to develop the full potential of an individual so that he/she become competent in promoting sustainability in the society. Due to time and space constraints, it may not be possible to dwell on these paradigms and is left up to the reader to explore. Instead, ESD will be explored and discussed in detail. The primary purpose of the paper is to outline the concept of ESD as a framework to refocus the education system to achieve the goal of a better future so that the present generation is engaged adequately for their own well-being while ensuring even better quality of life for the successive generations.

While recognizing that meeting basic education needs is critical to sustainable development, concerns arise when education for sustainable development is interpreted solely as basic education. To reach the Millennium Development Goals, recent efforts in education for sustainable development have been focused mostly on improving literacy in developing countries and often fail to address unsustainable consumption and lifestyle patterns in developed nations. They omit consideration of content and approaches, which are necessary to assist people to make changes towards sustainable development and often give the impression that developed nations, do not need education for sustainable development.

1.3 Objective of the study:

The general objective of ESD is to integrate the principles values and practices of sustainable development into all aspects of education and learning.

- to examine the distinctive features of ESD.

- to find out male-female enrollment ratio after accessing the factors responsible of their involvement in primary education.

- to elucidate rural-urban disparities in education.

1.4 significance of the Study:

The Education for Sustainable Development (ESD) is equally relevant and important for both developed and developing countries. It has some essential characteristics that can be implemented in many culturally appropriate forms so that the resulting ESD program reflects the unique environmental, social and economic conditions of each locality.

This study will seeks to empower people of all ages to assume responsibility for sustainable future. On the course of this universal program public awareness and understanding access to quality basic education and reorienting existing education in all level, and training and capacity building programs for all sectors are foremost essential.

1.5 Limitation of the Study:

This study basically attempts to 'access and promote life long learning.' ESD is based on principles and values that underlie sustainable development which deals with the well-being of all three realms of sustainability - environment, society and economy. Unfortunately, the role that education is supposed to play in this regard has not been effectively designed in our country Nepal. It is a country with a long history of education with the Hindu and Buddhist traditions.

In fact the study will not be based on particular regions or territory but country as a whole.

1.6 Organization of the study:

This study is composed of Five Chapters. The first chapter is about introduction which includes background, statement of the problems, objectives of the study, significance of the study and limitations of study. The second chapter is about literature review, which deals with the review of literature available in the field of study. The third chapter is about methodology which includes research design, selection of the study area, method of data collection, sample procedure and sample size, tools and techniques of data collection and methods of result and decision. The fourth chapter is about data presentation and analysis of education for sustainable development. The fifth chapter includes summary, conclusion and recommendations which summarizes the findings of the study and give some recommendations.

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual Review

In this chapter the core concept of the study is review in detail in order to make the dissertation work translucent. The evaluation themes are discussed below.

2.1.1 Origin of Sustainable Development

In simple term, sustainable development may be understood to mean the capacity for the current state or condition of development to be continued more or less indefinitely. According to the Brundtland Report, which detailed the urgent need for achieving global sustainable development, sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This definition contains within it two key concepts: (a) the concept of "needs," in particular the essential needs of the world's poor, to which the overriding priority should be given; and (b) the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs. It should be emphasized that the concept of sustainability concerns itself with maintaining development on some steady state for the future.

It is against this background that the Rio de Janeiro Accord, known as Agenda 21, of the UN Conference on Environment and

Development (UNCED) came into being. The Agenda 21 action plan for sustainable development concluded that the major cause of the continued deterioration of the global environment is the unsustainable pattern of consumption and production, particularly in industrialized.

The relationships between education for sustainable development and current international educational priorities, especially the Dakar Framework for Action adopted at the World Education Forum and the UN Literacy Decade (UNLD). The Executive Board of UNESCO ratified the Decade of Education for Sustainable Development at its 166th Session in April 2003 with the activities to support the Decade incorporated into UNESCO's operational plans of the next biennium This paper presents a framework upon and from which a draft international implementation scheme for the United Nations Decade of Education for Sustainable Development can be prepared through consultations with UN and other partners-. Section I elaborate the nature of education for sustainable development and clarify its links with other major international educational processes and priorities. This serves to highlight the synergistic nature of sustainable development and education and the priority areas of poverty alleviation, gender equality, health promotion, the conservation and protection of the natural resource base upon which social and economic development depends, rural transformation, human rights, peace, international understanding, cultural and linguistic diversity and the potential of ICTs. Section II describes a partnership approach to the development of a draft international implementation scheme for

the DESD. This identifies a range of partners at the sub-national, national, regional and international levels who will need to be involved to ensure the successful implementation of Decade activities and that these activities have maximum impact upon education policy, programmes and practice around the world. It also outlines a range of possible strategies for enhancing participation, ownership and commitment by partners in the Decade. Emphasis is placed upon supporting initiatives at the local level and ensuring that structures at the national, regional and international level provide direction and guidance for local initiatives.

The Millennium Development Goals provide a pathway to attaining sustainable development. Sustainable development is a dynamic and evolving concept with many dimensions and interpretations and reflects locally relevant and culturally appropriate visions for a world in which development "meets the needs of the present without comprising the ability of future generations to meet their own needs". The Millennium Development Goals provide targets for international actions to bring such visions into reality by: overcoming poverty; improving child, maternal and sexual health; expanding educational provision and redressing gender inequalities in education; and developing national strategies for sustainable development. While considerable progress has been made around the world, it has been uneven, with regions such as sub-Saharan Africa, South Asia and many small island states yet to see the benefits promised by globalization. Thus, despite many notable achievements in improving health, new problems such

as HIV/AIDS have reversed hard-won gains in infant survival and life expectancy in a growing number of countries and communities worldwide. And around the world, unsustainable processes of development maintain pressure on natural resources while unsustainable patterns of production and consumption, especially in developed countries, threaten the fragility of the natural environment and intensify poverty elsewhere. Thus, the current Secretary General of the United Nations, Kofi Annan, has argued that: "Our biggest challenge in this new century is to take an idea that sounds abstract — sustainable development — and turn it into reality for all the world's people.

2.1.2 The four domains of education for sustainable development

Education for Sustainable Development has four major domains, reflecting diverse goals and audiences: promotion and improvement of basic education, reorienting existing education at all levels to address sustainable development, developing public understanding and awareness of sustainability, and training.

<u>Basic Education:</u>

The content and duration of basic education differ greatly around the world. Access to basic education remains a problem for many, especially girls and illiterate adults, the majority of whom are women. However, simply increasing basic literacy and numeracy as currently taught will not significantly advance sustainable development. Instead, basic education needs to

focus on sharing knowledge, skills, values and perspectives throughout a lifetime of learning in such a way that it encourages sustainable livelihoods and supports citizens to live sustainable lives. This approach to basic education also supports public participation and community decision-making, which in turn, help communities to achieve their sustainability goals.

The focus of Decade of Education for Sustainable Development (DESD) activities will be advocacy, communication and networking directed at facilitating all educators to include sustainable development concerns and goals in their own programmes are key activities of the Decade. UNESCO currently has the responsibility for coordinating two major world initiatives in education: Education for All (EFA) and the United Nations Literacy Decade (UNLD). Coordination of EFA was established at the World Education Forum in 2000, but has roots in the previous decade, following Jomtien (1990). The UNLD started in 2003 and is in the initial stages of implementation. Thus, in terms of efficient management and maximizing impacts, it is essential that the DESD is coordinated in conjunction with both EFA and the UNLD. There is clear basis in the WSSD Plan of Implementation for linking the aims and strategies of these initiatives with the DESD. Firstly, the WSSD Plan of Implementation endorses the EFA goals and cites the Dakar Framework for Action as the point of reference for educational development. Secondly, it endorses the two education-related goals of the Millennium Declaration. The Dakar Framework for Action sees education as 'the key' to sustainable development, especially in the areas of poverty reduction or alleviation. Citing

the role of education as the key to equitable and sustainable development, the International Strategy to put the Dakar Framework for Action on Education for All into Operation, published in 2002, sees education as part of the basic economic and social infrastructure for sustainable development". It also called for broad-based co-operation between all concerned partners so that educational strategies build peace, hope, stability, tolerance and mutual understanding as a platform for sustainable development"

Similarly, the UN General Assembly resolution and plan for the UNLD both state that "literacy for all is at the heart … of ensuring sustainable development, peace and democracy." These references establish clear common ground. Whether from the point of view of sustainable development, or from that of EFA and the UNLD, education is a central strategy for sustainable development. Key Themes in Education for Sustainable Development Common ground also exists in the critical issues that underpin ESD, EFA and UNLD. These issues constitute the priorities for planning programmes and activities that will support the objectives of DESD, and it include:

Overcoming Poverty:

It is obvious in all three initiatives that poverty alleviation is key in development efforts. However, there is an important distinction to be made. While EFA and UNLD see poverty alleviation as the framework within which action for development is undertaken, the DESD sees it as one of the key pillars (appropriate economic development) by which sustainable development will be supported. There is room therefore for ESD

to work with EFA and UNLD so that this broader view of development becomes the norm. All three initiatives should advocate for education that recognizes the complexity of poverty and its alleviation and refute a view of education as merely a means to increase income. Beyond that, poverty alleviation is central to all Millennium Development Goals that recognize the importance of gender issues, education, health and environmental protection to sustainable human development. This makes gender equality, health and protecting the resources base upon which social and economic development depends important educational concerns.

Gender Equality:

This forms the basis for one of the EFA goals, and is elaborated in one of the twelve EFA strategies. The General Assembly also identified it as one of the motivating reasons for establishing the UNLD. In the WSSD Plan of Implementation gender equality is seen as both an aim and a pre-condition of sustainable development. Gender equality in formal education is also the main objective of the UN Girls' Education Initiative (UNGEI). All these initiatives emphasize the need for gender-sensitive approaches and materials, and for the integration of gender perspectives into all educational activities.

Health Promotion:

The issues of development, environment and health are closely entwined, reflecting the complex links between the social, economic, ecological and political factors that determine standards of living and other aspects of social well-being that influence human health. A healthy population and safe

environments are important pre-conditions for sustainable development.

However, the education of many children and young people around the world is compromised by conditions and behaviors that undermine the physical and emotional well-being that makes learning possible. Hunger, malnutrition, malaria, polio and intestinal infections, drug and alcohol abuse, violence and injury, unplanned pregnancy, HIV/AIDS and other sexually transmitted infections are just some of the health problems we face that have enormous implications for health. The WSSD Plan of Implementation, EFA and UNLD embrace health education activities to achieve their goals, with Schools acting not only centers for academic learning, but also as supportive venues for the provision of essential health education and services.

Environmental Conservation and Protection:

There can be no long-term economic or social development on a depleted planet. Education to develop widespread understanding of the interdependence and fragility of planetary life support systems and the natural resource base upon human well-being depend lies at the core of education for sustainable development. Key resource priorities identified by the World Summit on Sustainable Development include: water, energy, housing, agriculture and biodiversity – the issues that came to be known at Johannesburg as the WEHAB Agenda. 'Environmental literacy" depends upon such understandings – and EFA and UNLD are central to developing the capacity for such learning. It also entails the capacity to identify root causes

of threats to sustainable development and the values, motivations and skills to address them.

Rural Transformation:

The challenge of education to serve rural transformation is one of the main themes of the Education for All effort. The problems of poverty and deprivation in rural areas, and their spill-over into urban areas, cannot be solved by preventing urbanization and keeping rural people confined to rural areas. Rather, many, if not all, of the EFA and Millennium Development Goals require special attention to the situation of rural populations.

Education for sustainability is about learning to prevent the destruction of ecosystems, biodiversity threats, loss of forests and fisheries, air and water pollution but also addresses issues of intellectual property rights, over-consumption, increasing poverty inequality, exclusion and alienation, social conflicts and violence, HIV-Aids, health, trade and aid as well as cultural erosion. All these issues are very realistic in the present condition of Nepal and other south Asian country.

In order to improve our quality of life we need to reflect not only upon human-environment relationships but also on human-human relationships.

2.2 Review of related studies

There are some important studies which are relevant to help and assist the present study. They have been reviewed in this context.

Niraj Khanal (2-3rd JUNE 2005.)

Youth of Nepal in decade of education for sustainable development (DESD) and Millennium Development Goal (MDG). This presentation paper was prepared for Eco Youth Conference held in Gifu Japan.

Here the Strategies to promote ESD were discussed noticeably (Initiative through Environment Club and involvement of the youths)

The main purpose of education is to bring changes in attitudes and behaviors of the youths through the school-based environment clubs so that they become the catalysts to raise voice to support conservation of the biological diversity, natural and cultural environment and sustainable development in which our lives are interdependent.

The activities of the environment club have given the students and teachers the opportunity to understand the environment better in which they live. These activities help the students to practically understand the curriculum of Environment, society and culture. It has also observed that the members of the school-based environmental clubs show more responsibility towards the environment.

With proper training, guidance and inspiration the teachers and students are mobilized to raise awareness conservation and sustainable development in their respective areas. They are also mobilized to gain public attention on the environmental and sustainable development issues that needs to be addressed at present to conserve the biological diversity and acquire sustainable development.

For the establishment of such environmental clubs different INGOs and NGOs are playing a significant role. Organizations those are dedicated towards education and conservations are providing trainings to the youths and those trained youths are involved in the establishment of such clubs. Volunteers, who are generally under graduate students, are involving very impressively and showing their dedication, on those kinds of activities. They are carrying research activities interlinking the clubs activities and ESD. Youth are involved in the network for conservation education which is one of the important contents of the ESD. Some suggestions in this paper were described as:

Youth participation in the decision making process is immerging which is highly appreciable. Youth involvement in the development project is also growing slowly. Participation of Youth should be more emphasized in the plans and policies of the state. Youth, as being a vital and vigor if mainstreamed, achievement of sustainable society would not be far away. The emergence of school based environment club is contributing to achieve education for sustainable development a lot. Similar kind of institutionalization is very much necessary among the youth

who are perceiving higher education. This kind of activities would broaden the knowledge of the youth and understand the objective of the ESD and MDG. Now its time for the government to focus on such clubs' activities and should try to empower them.

Bishnu B. Bhandari and Osamu Abe. (2003)
'Education for Sustainable Development AN Emerging Paradigm

In this Study various efforts are underway to characterize sustainable development; some of the major ones are given below.

- It is an interface of the three "E's" as in. They are inter-connected and Inter-dependent. They are not mutually exclusive. They should go together and cannot be separated and divided.

- It is an enlarged view of development that extends beyond simple measures of "growth". It raises quality of life (happiness, satisfaction, secured and descent life, fair, equitable and accessible).

- It is a long-term thinking with a commitment to social equity and fair distribution of benefits and costs, both geographically and across current and future generations.

- It is about ecological equity (between human and non-human beings) on the Earth.

- Its vision is simple: a society in which people understand the world they live in; that possess rich biological diversities and cultural heritage; that has stable and well-informed population, and that has sustainable production and consumption within the carrying capacity of the Earth.

It means living in a way to create lasting economic prosperity, environmental health, and social justice for current and future generations. It means humans would enjoy a secured, decent quality of life, and that has a fair, equitable access to the Earth's resources.

Thus the society would enjoy universal equity among all living creatures. It means that we must reinvent the world socially, economically and environmentally, if we want to achieve this stage. This vision of a sustainable society requires a Herculean task.

Daniealla Tilbury (2004) 'Emerging Issues in Education for Sustainable Development': In his book he described Education is seen as vital to enable public engagement in sustainability issues, to enhance people's abilities to find solutions to unsustainable practice as well as to envision sustainable futures. It is also critical to strengthening governance and global partnerships which build institutional support allocate rights and enforce responsibilities towards sustainable development.

To achieve sustainable development we need critical reflective models which will help learners 'not only think critically but also culturally' clarification is a process that can help learners uncover the layers of assumptions and deconstruct socialized views. It can help them engage in a critical review of their own environmental and political values as well as help them comprehend that other complex cultural perceptions exist. It has been used extensively in environmental education but originates from the global studies and development education

movement of the 1970s that developed alternative and interactive approaches for teaching for a better world. Values clarification resists the reduction of complex situations into simplified binary oppositions that often develops when controversy arises. It can develop learners who are aware and critical of cultural perceptions and processes that lead us to unsustainable development.

Uncovering the layers of assumptions which inform our actions, is a critical first step to educating for sustainable development. Critical reflective thinking and values clarification must, therefore, be key components of learning for change towards sustainable development in the next decade.

Tirtha B. Shrestha (2004) Education for the Sustainability of Biological Diversity
'Sustainable development and environmental education'

Sustainable development is still a debated doctrine in spite of its being explained and defined in various international for a including the Earth Summit. It may mean different things to different people. However a common understanding underlying the notion is that "humanity must take no more than nature can replenish". Nepali society and their culture have a long tradition of respecting this notion, especially in the harvesting of forest resources. However the disparity among people and their relations in terms of economic development, consumption patterns, and environmental pollution hinders sustainable development of non-industrialized countries. Widespread poverty, hunger, diseases and illiteracy among people have contributed to cause environmental degradation and the loss of

the Earth's biological diversity. The initial concept of sustainable development as defined by the Brundtland report in 1987 that reads; "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" has opened up avenues for global alliances to overcoming interdependent problems of environmental sustainability. The threshold to sustainable development is better to be sought in the process of educating the society and imparting knowledge and awareness to the present generation. The type of education to address the problem of sustainable development would need to integrate three main components; environment, society and economy.

Environment as the resource for development would need effective conservation efforts. Nepal has set aside over 18 per cent of its territory as protected area to conserve rare and threatened biodiversity. Empowerment of people through community forestry programs has illustrated environmental revivals of degraded areas.

Raman Raj Misra (2003) Depoliticizing Education
The acceptance and verbal importance given to universal education after 1950 by the State has not produced the desired effect up to date. Hence, this paper deals primarily with one of many causes that seem to adversely affect the education system in the country. The problems in the educational sector, both public and private, are no doubt many. Scarcity of good teachers, financial limitation of subsidized education, problems associated with management, lack of requisite infrastructure,

scarcity and cost of textbooks, etc. do provide many hurdles. However, politics in education have had more a damaging effect than the restrictive effects from other constraints within the education sector. Hence politicization of educational institutions is considered here as the primary problem not only restricting the growth of quality education in this country, but also retarding the whole education system.

The focus of public sector education should be oriented towards results. Perhaps, political parties can be made to be responsible and not to exploit the various unions and organizations for their partisan politics. Let, as many have already said, the educational institutions be declared a zone of peace. For this public opinion must be created to make the political parties responsible. Here again the roles of intellectuals and civil societies have scope for action.

Chandra P. Gurunga and Ms. Neelima Shrestha (2005) School-based Environmental Clubs "An Initiative towards Education for Sustainable Development in Nepal"
The purpose of this paper is to explore possibilities to promote the same through curricular and extra curricular activities in schools in line with His Majesty's Government Nepal's (HMG/N) school course on Environment, Health and Population. The opportunities and findings written down in the concept paper is based on the experience and findings of WWF Nepal Program and its partners namely, schoolteachers, school students, both government and non-government organizations working towards improving the environmental education in Nepal.

WWF Nepal Program and its conservation partners have jointly implemented school based environmental education programs through the formation of Eco Clubs in Nepal since 1994. There are currently around 228 Eco Clubs formed under WWF NP and its partners in 16 differnt districts of Nepal namely, Banke, Bardiya, Bhaktapur, Chitwan, Dang, Dolpa, Jhapa, Kailali, Kanchanpur, Kathmandu, Lalitpur, Morang, Palpa, Solukhumbu, Sunsari and Taplejung with over 30,000 members.

The objectives of Eco Club are:

- to raise conservation awareness among the students, teachers and youths

- to encourage them to participate in the conservation of natural and cultural environment at local and national levels and

- to mobilize those students, teachers and youth to raise conservation awareness in the communities

The Eco Club members carry out various curricular and extra curricular activities to enhance their knowledge on environment and its conservation namely, study tours, plantation, cleanup campaigns, awareness campaigns in the locality, recycling and reuse of waste materials, various competitions like essay, quiz, poetry, sports, song, etc.

Finally the conclusion of this report was many present efforts to guard and maintain human progress to meet human needs, and to realize human ambitions are simply unsustainable - in both the rich and poor nations. They draw too heavily and too quickly on already overdrawn environment resource accounts … They

may show profits on the balance sheets of our generations, but our children will inherit losses" (World Commission on Environment and Development, 2002). Therefore, organizations both government and non government should work collectively to promote education for sustainable development.

Hridaya R. Bajracharya (2002)
Making Education Responsive to the Local Context Experience from Bungamati
Education commissions constituted at different times ever since 1954 emphasized on the need for providing basic and primary education for all citizens. All the changes on the basic policy have remained the same: universal access to quality basic and primary education, vocational and skill-oriented secondary education and academically competent and development oriented tertiary education.

This Project is an ongoing attempt to understand the community dynamics in Bungamati, i.e. the dilemma of living traditional way of life in a modern day. It also attempts to understand the educational needs of the youths so that they can take up the challenges of living in the modern world with dignity based on their social and environmental reality. Ultimately the Project aims to evolve education for sustainable development. The Project is run under the leadership of CERID and the Industrial Entrepreneurial Development Institution with support from the Bungamati Co-operative Society, the Tri-Ratna Co-operative School, and the Bungamati Village Development Committee and other industrial and commercial organizations. The Project brings

the school and community together through activities such as blending nature and culture at their real life situation.

The final conclusion of this study is discussed below:

This project emphasizes on Participatory Action Research (PAR) method. Central to the PAR technique is to have faith in people and in their abilities to find solutions. The role of professional institution like CERID is only to facilitate the process. This approach has special importance in Nepal which is at the moment facing social issues that have cropped up due to defective practices, shortcoming and others. Building trust and mutual confidence which this method emphasizes, is the primary step to learn and experience for institutions like CERID and the community together, i.e. build trust and work together for betterment of the environment

The main strategic approaches of the Project are;

- Forming a stakeholder group/facilitating team
- Developing key contacts in the village through local community organizations
- Conducting regular group meetings with the community people to identify topics for discussion, research and action
- Orienting/enabling the community to express their concerns, needs and development
- Taking meaningful initiatives

Uddhab Karki (2005) 'Parental Participation in Children's Learning Process'

Teaching learning process includes several factors. Though educationists may have different opinion on these factors, they

can be classified into context factor, input factor, process factor and output factor. The context factor contains a number of variables such as educational policy, home and school characteristics whereas the input factor encompasses teacher characteristics, student characteristics and others. The process factor includes characteristics of teacher and student, teaching-learning activities and other factors and the output factor leads to the performance of learners, change in behavior and practices, both tangible and intangible. There is close interrelationship among these factors and one influences another in the teaching learning process. Among these factors the roles of the school management, parents and students are more important in learning process. When school works together with parents, children are likely to succeed in their present and future life. Research studies show that parental participation in schooling improves student's learning. The studies further state that parental participation is essential not only in the very beginning of educational process, but throughout the child's academic career. In this regard, sustainable development of education is possible if we can increase the parental participation in teaching learning process.

This study was conducted in three public secondary schools and one lower secondary school. They are two secondary schools from Lalitpur district (Adarsh Saral Secondary School, Patakdhoka, Gambhir Samundra Setu Seconday School, Imadol); and one secondary school (Baba Batika Secondary School, Tilganga) and one lower secondary school (Sarada Lower Secondary School, Tilganga) from Kathmandu district. One of

the sample schools of Latitpure district is situated at the core city area whereas another is far from the city. In the case of Kathmandu district both are situated at the periphery of the core city area.

The final conclusion of this research or study is presented below:

The parental participation in the learning process is low because of their busy schedule, lack of awareness of the need of their participation and not being clear of their roles.

The parental participation in the teaching learning process at primary level is better compared to the upper level of school.

The school management has been making different efforts to increase the parental participation in the teaching learning process inviting the parents at least every three-month to discuss the progress of their children, requesting them to attend school to discuss on children's learning difficulties.

There are variations on the kinds of the parental participation expected from the school management, students and parents themselves. The parental participation as expected by the school management and the student is towards improving the learning process whereas parents think of the general support to the school and children.

There is need of designing specific programs on increasing the parental participation in the learning process, especially improving the level of their awareness, getting students' support to involve the parents in the school program. The school management can develop action plan for parents on the basis of their needs and thereby increasing parental participation in the learning process.

Akihiro Nakahata (2003) Sustainable Ecotourism in the Tonle Sap Lake in Cambodia

Cambodia, a small country in the ASEAN region is a new ecotourism destination, after the long civil war and excesses of the Khmer Rogue. The country emphasizes on the development of resources for raising people's lifestyle and livelihood, together with tourism industry, particularly heritage tourism at Angkor Wat in Siem Reap Province. Since ecotourism is fairly a new thing in Cambodia, a lot of things need to be done, particularly improvements on the existing physical facilities, renovating sites, initiating tourism business for the environment, and overcoming obstacles. Its amazing natural resources and its unique environment must be managed so as to attract tourists. For this purpose, raising awareness of stakeholders and local communities about nature conservation as well as that of potential visitors are indispensable and urgently needed. Taking these points into consideration, the paper intends to give a brief overview, prospects and potentials of the Tonle Sap Lake for eco-tourism.

The Conclusion dragged in this study is as follows:

Ecotourism is different from just the nature-based tourism or mass tourism. The basic concept of ecotourism includes low-scale and low-impact tourism which benefits conservation of the area and the local community through activities such as entrance fee, food, accommodation, sale, guide, etc. Then ecotourism could show local community that a well-conserved environment

is an asset for local development, local employment, local opportunities and local innovation.

Presently, the income from ecotourism is small compared to that from fisheries. Yet, ecotourism has a great potential in the future if administration and regulations are developed well at the outset. It is, therefore, necessary to build the capacities of the staff in the Environmental Station as well as running ecotourism activities in the area. In the future, ecotourism is expected to play a significant role in Prek Toal. But the rampant destruction, people's short-sightedness for immediate and high profit, illegal activities, etc. needs to be controlled for the sake of the overall environment. Otherwise nature conservation and ecotourism will be in jeopardy.

Also equally important is the fact that every efforts should be taken to avoid the threat caused by the ecotourism activities, for which it is necessary to establish the institutions and rules in the area to reduce the impact of ecotourism on the natural resources and redistribute benefits equitably in the village, especially bird collectors and the poorest members of the villages, who are dependent upon the natural resources for their livelihoods. After all ecotourism is tourism for the environment.

Masahiro Takahashi (2002) A Glimpse at Environmental Education Activities in Japan

In Japan, the Basic Environmental Law was enacted in 1993. In this Law, three articles, 25, 26 and 27 are particularly related to environmental education and capacity building activities. Article 25 deals with education and learning on environmental

conservation, whereas Article 26 is concerned with measures to promote voluntary activities by private organizations. Within the framework of the environmental education policy, Japan tried to formulate environmental education in the school education. In the Japanese school education curriculum, there are two courses, in which the topics of environment are dealt with. One is the course Life Environmental Studies and the other is Period of the Integrated Studies.

After reviewing all the literature study above, the desired objectives of current study (Education for Sustainable Development) was not properly found or matched. Here, I can conclude with the fact that this study will accomplish or neutralize the gap between rural-urban disparities in education sector and awareness on environmental preservation and restoration.

CHAPTER III

METHODOLOGY

3.1 Research Design:

A research cannot be performed without any observation and collection of data. There are various methods of generating data or information. Generating data from survey research needs a well-prepared equipped instrument, such as questionnaire. Actually this is study and research on ESD so secondary data & information plays a vital role in preparing report and analysis. Documentary evidence (reports, records) and analyses of published or unpublished statistics are experimental.

3.2 Selection of study area:

AS mentioned earlier this research is totally based on secondary data only some relevant information is drawn from certain organizations and institutions which is working on Education & Sustainable Development sector. So there is no limitation on study area or any particular territory is observed, overall Nepal as a country is been taken as study area.

3.3 Methods of Data collection

As in every research both Primary and Secondary data is important and this is not exception to the fact, Primary data was

collected by questionnaire, interview and observation. Similarly the secondary data was collected from various published/unpublished books, magazine Internet Download and organizations. Secondary data is primarily focused in this Study & Research.

3.3.1 Questionnaire

Structured type of questionnaire had been taken in to account. That type of questionnaire had been used in interview for Students, laborers & education experts in different sites. The listed questionnaire is given in appendix.

3.3.2 Interview

With the help of structured questionnaire the direct interview was conduced on the spot with Students, laborers & expert. Other essential questions were also asked about Education for Sustainable Development in near future besides listed questions.

The interview had been conducted in Colleges, Factory and Small organizations from 2063 Bhadra to 2063 Mangsir.

3.3.3 Secondary Data Collection

In any individual research secondary data plays vital role especially in this research, here Secondary data has been obtained from Internet Downloads, newspaper, journals, municipality, Ministry of Education (MoE) and from different related organizations.

3.4   Sample Procedure and Sample Size

Total 50 people were selected as a sample size by Stratified sampling method as well as Snowball sampling method. Among them few school & college student were observed & Rest Factory worker or labor & few organizations expert were selected through stratified sampling method. Individual respondents were taken through random sampling.

3.5   Tools and Techniques of Data Collection

The primary data were collected through interview in which structure questionnaire and interview schedule were used to the sample respondent, secondary data plays vital role in this study because this "Study & Research on Education for Sustainable Development in Nepal is totally based on secondary information.

3.6   Methods of Results and Decision

After the collection and organization of data, they were analyzed by both qualitative and quantitative method to fulfill the objectives. To ensure the quality a number of analytical tools were followed, these were frequency, percentage, mean, median, tabulation and so on. Data were analyzed and presented comparatively through the cross tabulations, Bar diagram etc. in order to explore the relationships between variables. For these purpose different programs of computer was used.

CHAPTER IV

PRESENTATION AND DATA ANALYSIS

4.1 Basic characterstic features of sample population

Basic characteristics of the respondents, as social demographic characteristics are represented in this chapter. They help to understand the individual background characteristics of the respondent.

4.1.1 Age-composition of the respondents

Age and sex structure of the population always holds a greater importance in the study of population and development dynamic. Therefore, on the basis of response made by the respondents, generally people involved in this programme are found between the age group of 15-50.
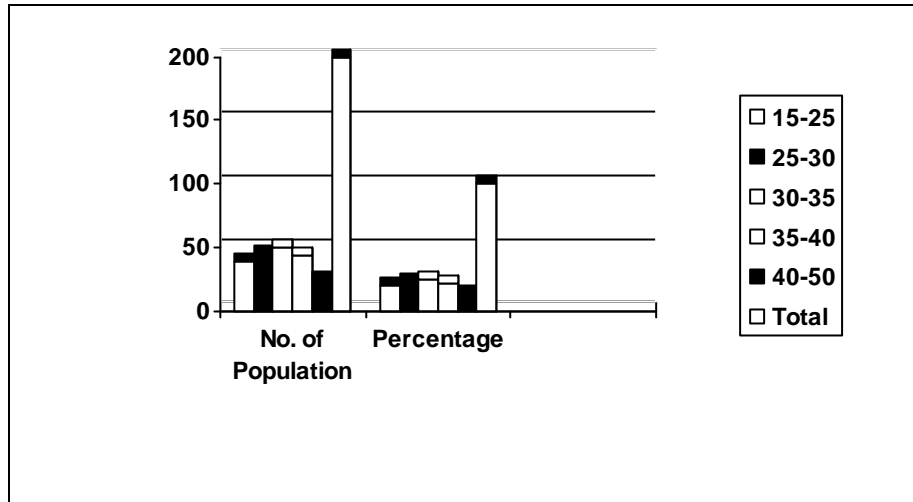
Table no. 4.1

Age Composition of the Respondents

S.N	Age-Group	No. of Population	Percentage
1	15-25	39	19.5
2	25-30	44	22
3	30-35	49	24.5
4	35-40	43	21.5
5	40-50	25	12.5
	Total	200	100

Source: Field Survey 2063

Diagramatic Representation of Age Composition of the
Respondents in Figure in 4.1

Source: Field Survey 2063

In the above table age group 30-35 shares no of population and highest no of population 24.5%. Similarly age group 25-30 shares 22% and so on.

4.1.2 Distribution of Respondent by Marital Status

Marital status of the respondents can be considered as one of the important factor for the individual background characteristics of the respondent.

Table 4.2

Maritial status of the Respondent

S.N	Maritial Status	No. of Respondent	Percentage
1	Married	38	76
2	Unmarried	10	20
3	Others	2	4
Total		50	100

Field Survey 2063

4.2 Distinctive Features of ESD

The goal of ESD is simple: to prepare responsible and caring citizens for a rapidly changing society. It empowers the student to fuse a sense of connection, purpose, relevance and meaning across academic disciplines as well as ability to think critically. It seeks to find out collaborative solutions to complex issues. ESD supports the integration of these skills, knowledge, and values. From the reviews of works and definition of ESD, it can be said that ESD is a new way (lifelong learning process) of looking at the issue in which the individual and community learn the three "Es" and their connectivity - along with the traditional three "R's"; explain the understanding of their connectivity and use this knowledge as resource to improve the quality of the present and future generations.

Some of the distinctive features of ESD can be drawn.

- ESD is context and issue-based, and locally relevant.
- ESD seeks partnership across the society.

- ESD adopts an inter-disciplinary or trans-disciplinary approach. The issue comes before the discipline.

- ESD explores links between students' personal lives and wider environment and development concerns (both horizontally and vertically).

- The pedagogy combines the best practices of content integration (the economy, the environment and equity), inquiry-based learning; and authentic assessment. It takes the deep ecology approach.

Fig.4.2 Fig: Horizontal & Vertical Linkages of ESD
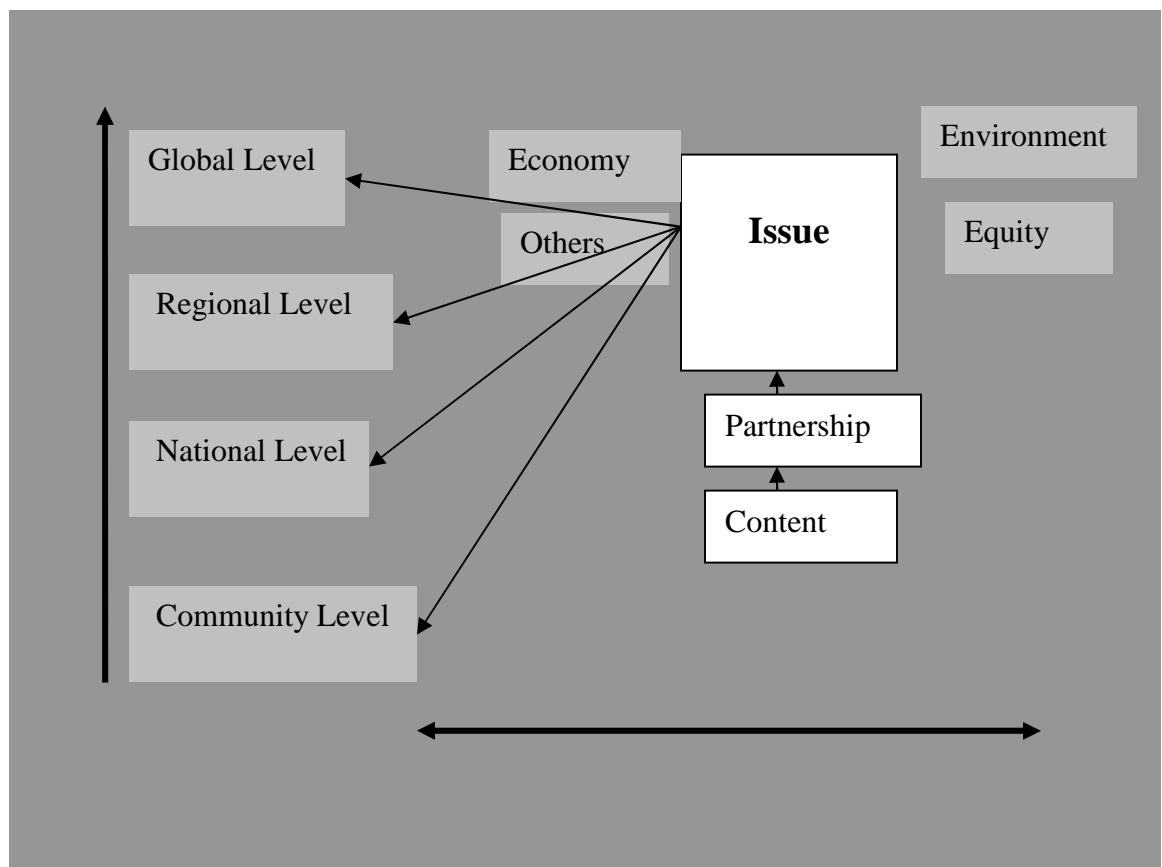
4.2.1 Contrasts from Environmental Education (EE)

Some educationists argue that if ESD is the extension of EE, then why do not we call it EE? Why do we need this new vocabulary? If it differs from EE, then what is the main difference? This is what is discussed in the following section: Firstly, EE as mentioned earlier belongs to the category of the adjectival educations. It is argued that the adjectival educations are not broad enough to include concerns other than the ones designated by their adjectives because they tend to meet the concerns of some selected interest groups only. In this regard EE is no exception. Secondly, EE views the environment within the context of human influences i.e., in terms of economics, social equity, culture, political structures, etc. In other words, EE is environment-based and attaches its values on the environment. Thus, ESD goes beyond EE to grapple the more complex issue of how to promote all three "E's" together. This is how the phrase ESD became the consensus word in WSSD and other international meetings.

Difference between ESD & EE

Table 4.3

1. Content	Knowledge and understanding of the natural environment and impact of social and political systems	Environment in the context of social, political, economic. Focus on local to global issues and their solutions. Add more content equity and technology.
2. Context	Formal and non formal mode	Lifelong learning process (any time, any where)
3. Method	Interdisciplinary, learner-centered, experiential and inquiry-based.	Interdisciplinary, learner-centered, experiential and inquiry based. Stresses on partnership and Systemic thinking.
4. Action	Environmentally sound skills and behaviors for decision making and citizen action.	Focus on citizen action skills
5. Values	Environmental protection in social and economic context	Environmental sensitivity. Inseparability of three E's.

Source: Institute for global environmental strategies, Japan.

4.2.2 Major issues

As has been mentioned elsewhere that ESD is a new "constructivist" approach. It is an emerging body of values, content and methodology that need to be "sown and grown". A balance between "top-down" and "bottom-up" approaches needs to be maintained if ESD is to realize its full potential and thereby developing a new skill and approach. Sterling (1997) reiterates that the educational system needs the wholesale reorientation if ESD is to succeed. This is possible when we understand that "… all issues connect and impact on each other and should be seen as an advantage rather than a problem. By working in one issue in one area, it is often possible to show links with and make a positive impact on other connected issues - to promote positive synergies intentionally".

4.3   Net Enrolment Ratio

Given the recent progress of the net enrolment rate (NER) in primary education, it seems less likely that Nepal will achieve the target of universal primary education by 2015. furthermore, unless special initiaves to reach children from disadvantaged families are introduces, it will be difficult for Nepal to maintain the same pace of improvement and reach 100% - the MDG target. The NER in grades 1-5 in the past ten years show better coverage and enrolment. Overall, the NER increased from 69% in 1995 to 84% in 2004 according to data from the Ministry of Education and Sports. However, recent survey data suggests

that the actual attendence rate is lower at 72% - 74%. The improvement in the enrolment rate for girls was much better than for boys, and the gender gap in NER reduced from 23% to 12% in the same period. As for youth literacy, with a steady annual increase in the literacy rate, three-quarters of the group aged 15-24 is literate as of 2001. although 76% of the children enrolled in Grade 1 reached grade 5 in 2004, a 13% jump from 200, significant sumbers of children continue to drop out of school before completing their primary education education cycle. There are no longer gender disparities between boys and girls, with girls sometimes doing better than boys. This means that if a girl start school, she is just as likely as the boys to reach Grade 5. The increase in net enrolment has been accompanied by an uneven progress across the country and among different groups. The NER in the Central Terai was 23% lower than in the highest area, the western hills, and the Central Development Region was lowest (80.4%) among the five development region, girls enrolment in three districts Mahottari, Sarlahi and Rautahat fell below 50% in recent roprts 2006. (DoE)

National Report

Table 4.4

Indicator	1990	1995	2000	2005	2015 (Target)
Net enrolment rate in Primary education (%)	64	69	81	84	100

Proportion of pupils that start Grade 1 & Grade 5	38	NA	63	76	100
Literacy rate of 15-24 years olds	49.6	56.2	70.1	73.0	100

Source a MOES 1990-1999), DoE 2000-2005 b. HMG/N-NPC National Report to the world summit for children 2001 c. MOES, school statistics, d. CBS

Diagramatic representation

Figure 4.3, 4.4 and 4.5 respectively

Net enrolment rate in primary education (%)

Ratio of girls to boys in primary education

Ratio of girls to boys in secondary education
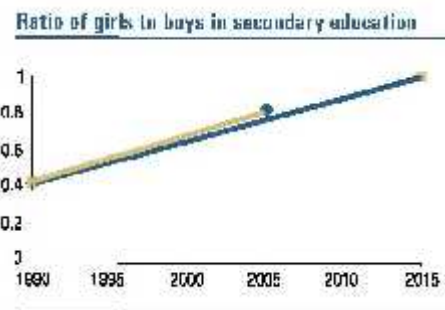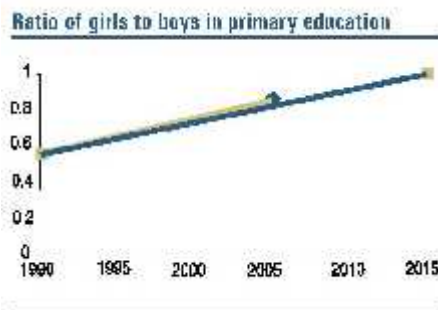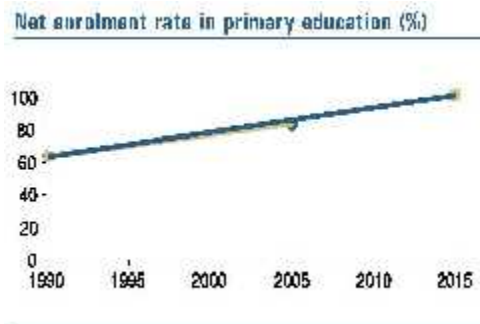
4.4   Rural - Urban Disparities

The problem of education in the rural areas still persists even after the emergence of democracy when the people in general need to be getting increased awareness about their rights and the consciousness about the role of education. People in the rural areas, where majority of them reside, still seem to prefer education lesser than anything else. The reasons for all these could be the following:

- Centralized educational administration system

- Lack of modern means of transport, easy physical inaccessibility, poverty and unaffordability among the rural masses for education

- Traditional social beliefs of the rural people
- Lack of qualified teachers and their reluctance to go and be there as depute
- Absence of physical facilities and comfort in the schools to attract teachers
- Regular mobility of the remote-rural and highland people

Due to having schools concentrated in the urban areas in the beginning people got misguided by the very concept of education. For them to give education of the secondary level was something like giving their boys a status to leave the traditional parental profession and the village itself. It was also for this

reason why qualified teachers were not easily available for the village schools, when required. Therefore, due to the causes like the lack of educational awareness, unaffordability on the part of the parents to meet their children's educational expenses, bleak job opportunities for those who graduated and also due to the long prevailed belief of supremacy of destiny, the rural people could not get benefit from education.

Since, the country's financial resources were so limited that it was very difficult for the government to provide school facilities to the villages. It did demand greater financial and moral commitment on the part of the government to sufficiently run even the primary schools in the rural areas. Not only the educational logistics were to be supplied to the village-schools from the towns, the qualified teachers also needed to be made available to those schools from the towns with 100 or more percent of extra allowances, in addition to the regular salaries. An extra effort is needed on the part of educational administrators to make sure that the teachers stay where they were deputed, on top of evaluating their job performance. The financial burden to the family, when youngsters go to the school, is far greater than most families in the rural areas could adequately afford. This is the money that the student could have saved. Not only the tuition is saved, but, expenses on books and stationery are also saved. Besides, the rural boys could earn while at work. So the huge economic back-up measure is needed to be adopted if to send rural children to schools.

Chapter V

Summary Conclusion and Recomendation

5.1 Summary

The main principle of the study was to remind 'Education for sustainability' is about learning to prevent the destruction of ecosystems, biodiversity threats, loss of forests and fisheries, air and water pollution but also addresses issues of intellectual property rights, over-consumption, increasing poverty inequality, exclusion and alienation, social conflicts and violence, aids, health, trade and aid as well as cultural erosion. The interview had been conducted in Colleges, Factory and Small organizations from 2063 Bhadra to 2063 Mangsir. Total 50 people were selected as a sample size by Stratified sampling method as well as Snowball sampling method. Among them few school & college student were observed & Rest Factory worker or labor & few organizations expert were selected through stratified sampling method. Whilst recognizing that meeting basic education needs is critical to sustainable development, concerns arise when education for sustainable development is interpreted solely as basic education. To reach the Millennium Development Goals, recent efforts in education for sustainable development have been focused mostly on improving literacy in developing countries and often fail to address unsustainable consumption and lifestyle patterns in developed nations. They omit consideration of content and approaches, which are necessary to

assist people to make changes towards sustainable development and often give the impression that developed nations, do not need education for sustainable development.

The Millennium Development Goals provide targets for international actions to bring such visions into reality by: overcoming poverty; improving child, maternal and sexual health; expanding educational provision and redressing gender inequalities in education; and developing national strategies for sustainable development.

Educational opportunities may be equalized to a certain extent by adopting appropriate methods of selection and promotion, such as 'quota system' or by improving the methods of educational finance. Broadly expanded educational facilities are simple but effective means of ensuring mass participation, particularly, in lower levels of education. This is, especially, where physical proximity is a major factor in determining the number of school goers. At the higher levels decentralization of educational opportunities is an imperative in the sense that it will control rural-urban flow of population, narrow down regional gaps and lessen disparities caused by low socioeconomic status. Therefore, in order to face the challenges of improving the access to education, improvement in the necessary mechanisms to meet certain level of educational needs, like the mobilization of national and local resources and working out effective planning in setting up education center must be taken into serious account.

The Millennium Development Goals provide a pathway to attaining sustainable development. Sustainable development is a dynamic and evolving concept with many dimensions and interpretations and reflects locally relevant and culturally appropriate visions for a world in which development "meets the needs of the present without comprising the ability of future generations to meet their own needs".

5.2 Conclusion

Every study & research has its conclusion; this is not far from its expectations some extensive conclusion drawn from this study is presented below;

Given the present scenario one can not but be pessimistic regarding the products of our educational system mediated by political parties. In this age of globalization and competition, it seems we will not be able to produce capable human resource for the future. It is said that education is the means of long-term development. If our education is of sub-standard quality this country cannot even hope for any bright future. A slight hope exists, however, due to the fact that not all students will be adversely affected by the politicized education. Those who have and those who will be receiving education in foreign countries at least will be saved. But then the proportion of such students may be too small to have sufficient impact. Hence one must explore the possibility of improvement within this country.

The remedy lies in depoliticizing our entire educational system. The other physical, financial and managerial constraints can be

managed with time and persistence. But in order to facilitate such capacity one must get rid of the political influence in the educational sector.

The private sector has shown to be relatively free of such harmful political involvement. They should be promoted. Further, as recent onslaught on private educational institutions has shown that they need protection. Protection of property, protection from harassment, and protection from extortion are needed. Such protection is the right of every citizen and organization. And therefore the private educational institutions should not be deprived of such protection.

5.3 Recommendations

This was academical research conducted by single individuals, while conducting this research the researcher have found many tribulations and blockage in the way. With my recent experience, the researcher recommend this ESD situation should be re-looked in near future. The following recommendations were put forward to achieve ESD and Millennium Development Goal.

- Education system and policies should not favor the urban population and middle and upper-income groups.
- Equalizing opportunities for the access to education is a necessary pre-requisite to ensure social mobility through education.
- Education for sustainable development is more than basic Education.

- Educators working in the field of sustainable development will need to keep poverty eradication and issues of improvement of quality of life at the core of their work and explicitly identify how these themes underpin the issues which attract social and political concern.
- To establish Environment Club which gives the students and teachers the opportunity to understand the environment better in which they live.

Last but not the least the researcher would like to add few words on humane aspects of development. The country is in need of growing number of technical and professional hands- doctors, engineers, scientists, technical hands and professionals. But just the production of such hands is not enough. In the process of their training and education it is important that they are imbibed with humane spirit of truth, compassion, right conduct, peace, non-violence and love to humanity.

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Appendix 1

Interview Schedule

(Questionnaire for respondents)

1.   Name: [ ]   Age: [ ]   Sex: [ ]

    Religion: [ ]   Marital Status [ ]

2.   Did you get a formal education when you were a child?

    Yes. [ ]   No. [ ].

3.   What was the cause for leaving school?

    a) Social   b)   Economical c)   Political   d)   Other

4.   Are parent Literate or not?

    Yes. [ ]   No [ ]

5.   Do you know about Sustainable Development?

    Yes. [ ]   No. [ ].

6   Explain in details?

7.   Do you know about ESD?

    Yes. [ ]   No. [ ].

8.   What do you know about environment degradation?

9.   Explain in details?

10.   Do you know about Primary Education?

    Yes. [ ]   No. [ ].

11.   Are you aware of Free Primary education in Nepal?

Yes. ☐   No. ☐

12. How do you go to School?

a) Walking   b) Transportation   c) Other

13. How much distance you have to travel to go school?

a) 5 km   b) 15 km   c) 20km   d) more than 20 km

14. Is there any environmental club in your place?

Yes. ☐   No. ☐

15. What do you know about Eco club?

16. Explain in detail?

17. Are you aware of current education system?

Yes. ☐   No. ☐

18. Are you happy with Recent Government efforts in Education?

Yes. ☐   No. ☐

19. Do you wish to join hands on MDG campaign?

Yes. ☐   No. ☐

Questionnaire for Key Informants

1. Are you aware of contemporary Primary education situation?

   Yes. ☐   No. ☐

2. If yes, could you tell me in details?

3. How many organizations are working on ESD?

4. Will these problems be solved till 2015?

5. How do you solve them?