

# Participation

A Nepalese Journal of Participatory Development





# Participation

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# CONTENTS

Editorial	4
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## Articles

1. Safer Communities Through Disaster Risk Reduction (DRR): Strategic Program Linkages That Support Overarching Safer Outcomes <i>EARL JAMES GOODFAR, PhD</i>	5
2. A Review of ICT Impacts on Socio-economic Development <i>ANIL CHETTRI, PhD</i>	12
3. The True Gift of Education for Development: A Feminist Perspective <i>R. MICHAEL FISHER, PhD &amp; DEEPA SHARMA</i>	29
4. The Status of Early Childhood Development Centers in Nepal <i>MEENAKSHI BAHAL</i>	38
5. Situation of Child Marriage and Education in Satar Community in East Nepal <i>MANITA SITA ULA</i>	47
6. Evolution of Special Need Education: Segregation to Inclusion in Mainstream Education System <i>KRISHNA BHADUR THAPA, PhD</i>	57
7. Children's Educational Rights in Nepal: Rhetoric and Reality <i>DURGATI LAMICHANE</i>	58
8. Life-skills Based Education for HIV Prevention in South Asia <i>JOHANNA B. BANERJEE</i>	62
9. Towards Inclusive Growth: Is it Possible to Achieve Government Targets without Effective Role of Private Sector in Nepal? <i>RAJ KRISHNA SUDHAR SHARMA</i>	67

10.	<i>Evaluation of Street Children and Vulnerable Families in Nepal</i> NUP BIKRAM THAPA, PhD.....	73
11.	<i>Effect of Public Expenditures on Literacy and Poverty Evidences from Nepal</i> DEEPA RUP PANDIT.....	89
12.	<i>Nepal's Tourism and Knowledge Infrastructure: Some Perspectives</i> CMET RATNA KUMAR.....	99

#### **Regular Features**

New Arrivals at NEPUN Resource Centre .....	104
---------------------------------------------	-----

#### **Book Reviews:**

• Indra Mani Rai (Yamphu) .....	105
• Mukti Raj, PhD .....	108
• CN Kandi Basit .....	111

Peer Review Policy .....	114
--------------------------	-----

Editorial Policy .....	115
------------------------	-----

#### **Letters to the Editor:**

• Ramesh Singh .....	116
• Sandip KC .....	116

#### **Additional**

Monitoring & Evaluation (M&E) related articles published in <i>Participation</i> from Issue 1 to 16 .....	117
-----------------------------------------------------------------------------------------------------------	-----

# EDITORIAL

This 17th issue of *Participation* covers multidisciplinary fields of development. In this issue, professionals involved in participatory development have reflected their thoughts and experiences useful to replicate and reflect both at policy, tactical and operational levels.

An article on UNDP/Government of Indonesia Safer Communities through Disaster Risk Reduction Program appears most relevant to ongoing Post-earthquake reconstruction activities in Nepal. The author has presented a review of current disaster risk reduction initiatives in Indonesia with expected outcomes to contribute substantial reduction of disaster losses in lives and in social, economic and environmental assets of targeted communities and the nation. Similarly, an academic article on a new social philosophy of fearism has argued that a new consciousness is required to re-evaluate the critical nature and role of fear in educational and development agendas. Offering a particular "fearist perspective," authors talk of the vision of a whole education must be based on the right to grow and develop in freedom from fear as well as being free of a basic fear of freedom that is inculcated in oppressive societies.

On similar note, some articles on contemporary development fields such as impact of information and communication technologies (ICT) on social development; gender equality and social inclusion (GESI) perspective; situation of child marriage and education in a traditionally marginalised group, effect of public expenditure on literacy rate and poverty, children's educational rights; segregation to inclusion in mainstream education system, tourism & knowledge

enhancement correspond with ongoing public discourse in the changing context of Nepal.

NEPAN as a network has comparative advantage to leverage expertise from its wealthy members in terms of exposure, skills and knowledge on the contemporary issues of development and contribute to commitments of Nepal Government on inclusive economic growth. NEPAN believes that *Participation* as a Journal of participatory development themes directly relevant to the targets of Sustainable Development Goals (SDGs) can be an effective vehicle to drive like-minded people and provoke thoughts and ideas for Nepal to graduate itself from the status of least developed country by 2022 and move towards a middle income country by 2030 addressing targets of SDGs. NEPAN would like to express solidarity, commitment and engage itself in promoting participation of people in the development efforts put forward by the Nepal Government and international community in line with the 14<sup>th</sup> National Periodic Plan and SDGs. Hence, the articles published. In this issue would explicitly contribute to the inclusive growth as reflected by the plan and contribute to the attainment of SDGs in the longer term.

The editorial team would like to thank all authors and reviewers who contributed generously to this Journal with their inputs. We also avail of this opportunity to extend best wishes to those who have been badly affected by the April 2015 earthquake in their recovery efforts and express solidarity for peace and development through participatory and democratic mechanisms. Happy, peaceful and prosperous festivities ahead.

**Editorial Board**

**Participation Annual Peer Reviewed Journal**

# Safer Communities Through Disaster Risk Reduction (DRR): Strategic Program Linkages That Support Overarching SCDRR Outcomes

EARL JAMES GOODYEAR, PhD

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## Abstract

*As a consultant to the UNDP/Government of Indonesia Safer Communities through Disaster Risk Reduction Program, the author presented a review of current disaster risk reduction initiatives in Indonesia with expected outcomes to contribute substantial reduction of disaster losses in lives and in social, economic and environmental assets of targeted communities and the nation. The threefold purpose of this review was to present a thoughtful perspective of specific cross cutting issues (multi-hazard approach, gender perspective and cultural diversity, community and volunteer participation and capacity building and technology transfer) while addressing strategic goals of (a) The integration of disaster risk management principles into national, regional and community level development planning and policies, (b) The establishment and strengthening of institutions, mechanisms and capacities to build resistance to national hazards and (c) The creation of timely, appropriate and systematic disaster management structures for the initiation of emergency preparedness, response and recovery interventions. The examination of ongoing initiatives by a variety of national and international disaster risk management stakeholders lent support to the formulation of priorities for action, including (i) Disaster risk reduction is established at the national and community level as a priority, (ii) Identification of hazard risks and systematic monitoring is part of a effective early warning process, (iii) Ensure knowledge, innovation and resources are employed to create a culture of disaster resilience at all levels of society, (iv) Create mechanisms to reduce the underlying causes of disaster risks and (v) Ensure that disaster risk response mechanisms are incorporated into the lives of respondents.*

**Keywords:** Indonesia; Disaster Risk Reduction; Integration DRR into National Development; Climate Change Adaptation into DRR; Peace Building and Conflict Resolution.

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## 1. Introduction

Successful solutions to disaster risk management problems are often attributed to the capacity of local communities to prepare for, respond to, and mitigate disasters of all types. This contrasts with earlier beliefs that international responses to address disaster management issues through response mechanisms would be the essential ingredient to protecting and “rescuing” communities from calamities. In this paper, one should consider adopting the attitude that the first and best line of defense against disasters is the local community’s knowledge and awareness of disaster reduction activities. Prior to the rise of international response to disasters in the early 1970s, national governments and local communities were the only sources for disaster management support, including all aspects of preparedness and response. As each successive major disaster brought more and more donor governments and non-governmental organizations into the process, the notion that outside resources were responsible for meeting the needs of disaster survivors increased and a sense developed that the international community would solve the problems of disasters through more efficient humanitarian responses.

The international response to natural disaster episodes, for example, in Indonesia – from tsunamis to earthquakes and floods – have shown that a proliferation of external relief and rehabilitation assistance can disrupt natural coping and response mechanisms. There is now, however, a growing awareness that this approach is not possible and creates dependency. External agencies often are not well equipped to identify priority needs and solutions that best support capacity building and disaster resilience. The pendulum must swing

back to the earlier model of self-reliance and motivation, while acknowledging that the era of the “global village” can bring supportive outside concern, information, and resources.

The purpose of this paper was to identify selective initiatives that offer innovative processes that may be expanded and/or adapted by the Government of Indonesia and its disaster risk reduction partners to build and expand local capacities to address hazards and vulnerabilities in a socially sustainable manner.

The following is an abbreviated summary of the programs and projects identified by the author that lent them to enhance the connection between the Government of Indonesia and their partners to allow for stronger and more appropriate support of national priorities to reduce disaster risks.

### **Integrating Disaster Risk Reduction into Long-Term Development Planning**

The United Nations Development Program is committed to support the Government of Indonesia to ensure the recovery and rehabilitation measures in Aceh and Nias address disaster risk reduction principles and needs. The Disaster Risk Reduction Project was designed to promote efforts for making disaster risk reduction a normal part of the development process established in core functions of government and its public and private partners at all levels, especially local communities where the most effective actions may be taken to reduce the physical, economic and social vulnerability to disasters. The ultimate aim of this project was to ensure that, over the long-term, development takes place in a way that disaster risks are considered and accounted for and a culture of safety



becomes the norm in Aceh leading to sustainable development.

The project produced five key outputs:

- Output 1: Establish an institutional arrangement and an enabling environment to facilitate the participatory and concerted implementation of DRR measures.
- Output 2: Demonstrate gender-sensitive projects in selected locations to test and improve measures for reducing risk from natural disasters.
- Output 3: Local institutions were strengthened to provide science-based information, service and knowledge assistance to the local government and other DRR proponents in implementing their DRR activities.
- Output 4: DRR public awareness programs implemented to promote a gender-sensitive “Culture of Safety”.
- Output 5: Project is effectively and efficiently managed, monitored, evaluated, and audited.

The Aceh Government implemented this project with oversight by the Ministry of Home Affairs (MOHA). Strategic partnerships were established with other relevant GOI ministries and agencies and with public and private partners at different levels and implemented in alignment with the national program of “Safer Communities through Disaster Risk Reduction in Development”, for a three and a half years implementation period.

### **Disaster Preparedness and Response**

**International Organization for Migration Facing Reoccurring Natural Disasters: How to Rebuild Better.**

In the aftermath of the natural disasters in Aceh and Nias, IOM’s rehabilitation programs expanded significantly across the

province, with thousands of new homes, schools, clinics and water supply systems constructed, in addition to effective livelihood support and health education initiatives. In response to the severe flooding in Aceh’s Central Highlands in remote areas, parts of the Gayo Lues district, completely inaccessible as a result of heavy landslides triggered by deforested slopes, IOM, under its Flood Response in the Highlands of Aceh project, helped to reconstruct essential infrastructure such as bridges and water-supply systems. Safe water supply had been provided to 350 households, and six bridges, two culverts, one river crossing and five irrigation systems rehabilitated. The project also helped to improve the livelihood security of farmers through emergency supply of agricultural input and equipment. Agricultural support in the form of land clearing, tools and seed kits were provided to 700 households to immediately restore and strengthen food levels in households and income security. In the aftermath of the natural disasters that hit Aceh province, the affected population was also in need of safe water and sanitation.

Collaborating with community committees, IOM determined the most appropriate and sustainable water and drainage solutions. The quality of septic systems was improved and this helped to reduce potential environmental impact. Considering the high seismic risk in Indonesia, IOM used a building design that provides a secure, earthquake-resistant structure (Earthquake Zone 6). IOM utilized a certified locally available shelter solution (RISHA – Indonesian Research Institute for Human Settlements) under the supervision of the Public Works Department’s laboratory

tested design. This design incorporates a 38 square meter to 44 square meter modular reinforced pre-cast concrete structure and septic system design that can deal with the high water table found in most coastal communities. The same certified model was also applied to the construction of public buildings accommodating community activities such as schools, clinics (108 sqm), student dormitories, community centres (180 sqm), and administrative offices (90 sqm). The model was also adapted for unconventional site conditions such as hillsides and flood (swamp) areas.

Together with Muslim Aid and Andalus University's Department of Civil Engineering, IOM conducted a series of training and awareness-raising campaigns on safe earthquake construction practices across 80 West Sumatran villages. IOM completed three years of sustained efforts in post-tsunami and post-earthquake reconstruction in Aceh and Nias. A total of 4,448 transitional shelters and permanent houses were built, along with 388 public buildings such as schools, clinics and community centres where the potential to replicate "building back better" programs is being assessed.

In partnership with local NGOs, IOM also developed and field-tested income-generating initiatives that have reached a total of 3,400 earthquake and tsunami-affected households along the coast. This support-to-livelihood component, ranging from fisheries and agricultural support activities to micro-financing support for small businesses, was integrated into the IOM housing and reconstruction program in order to rebuild household economies and ensure overall community stability

and rapid return to normalcy. The changing role of women in light of the destruction of livelihoods was recognized as a priority. Thus, IOM has supported 19 communities of women to establish female-managed savings and loan cooperatives and one secondary woman's cooperative. The loans that have been made through this project enabled almost 4,000 women, who would not have had access to credit otherwise, to start or expand their businesses, diversify their sources of income and recover from economic shocks resulting from natural disasters.

### ***Lessons Learned and Sustainability: The importance of quality assurance***

Building in earthquake-prone environments naturally bears a huge risk of failure. Therefore, quality assurance during the construction process is an important issue. In order to ensure quality throughout its shelter support programs, IOM opted for a pre-fabricated system. In addition, it trained all of its local contractors and staff on sound seismic construction. To ensure the sustainability of its intervention, IOM believes that investment in local construction workers is also a key factor, as trained construction workers can transfer their knowledge to their colleagues and their community. In that context, whenever possible, local knowledge should be used and fine-tuned.

Environmental sustainability calls for alternative choices. As part of the Flood Response in the Highlands of Aceh project, IOM identified alternative cash crops that could prevent farmers from logging. Ginger, patchouli, cacao and coffee were already being harvested

by local farmers, but for private or local consumption only. IOM provided technical training and support to enable farmers to grow such crops on a bigger scale. Whenever possible, intercropping was applied. If fields had to be cleared, bigger trees would not be chopped so that they could help to stabilize soil.

## 2. Climate Change Adaptation into Disaster Risk Reduction

**Indonesian Red Cross (PMI)/International Federation of Red Cross/Red Crescent (IFRC) Societies** – Integrated Community Based Risk Reduction/Climate Change Project in East/West Jakarta.

The overall goal of this initiative was to strengthen the capacities of vulnerable communities at risk to cope with natural and man-made hazards, including the negative impacts of climate change. Two project objectives are: (I) Develop and strengthen the capacities in two urban districts of the Jakarta Province, East Jakarta and West Jakarta, to undertake integrated community-based risk reduction activities including climate change adaptation and (II) Learn about integrating risk reduction, climate change adaptation and micro finance in one holistic project. The four urban areas are described as being flood prone slum areas (Kelurahan level), have experienced high incidence of dengue fever and sanitation related problems and high population density and lack of sanitation facilities.

Expected outputs for this initiative included; (i) PMI's Integrated Community Based Risk Reduction (ICRR) program capacity have been developed and implemented; (ii) Community based risk reduction activities have been

undertaken, including community empowerment; (iii) Comprehensive public awareness and advocacy campaigns on the risks people are dealing with have been developed and undertaken; (iv) The awareness of the importance of ICRR within the targeted communities has increased, leading to improved preparedness and the active involvement of communities in advocacy campaigns with stakeholders like the local governments; and (v) Local governments have recognized the holistic ICRR approach leading to enhanced program support.

After five years the target population (121,163 persons) representing the most vulnerable people in East and West Jakarta shall have:

- Access to safe water;
- Access to safe health and hygiene facilities;
- Learn how to live in and maintain a clean environment;
- Uplift their economical level (micro finance) resulting in a significant change in their life and living style, in their knowledge, attitude, awareness, action, behavior, practices and adaptation, in handling all aspects of daily risks;
- Have high risk awareness (including climate change) within their community

Activities undertaken during the first two years of the project cycle included:

Safer Communities Through (DRR): Strategic Program Linkages That Support Overarching SCDr Outcomes	<p>Building bridges with PMI and targeted communities;</p> <ul style="list-style-type: none"> <li>• Community organization and mobilization (creating Village Committees);</li> <li>• Strengthen/reactivate targeted community structures/Village Committees;</li> <li>• Support Village Committee to form community volunteers and self-help groups, formation of Community Based Action Teams;</li> <li>• Training/orientation of Village Committees, Community Based Action Teams and self-help groups;</li> <li>• Hazard, Vulnerability Capacity Assessment (HVCA)/Risk mapping;</li> <li>• Develop community risk reduction plan;</li> <li>• Mass community awareness raising on risk reduction measures (i.e. hazards, health, water and sanitation, livelihood/safe economy, environment, climate change, social risks.)</li> <li>• Self-help group formation to improve economic conditions;</li> <li>• Teacher training and school children-education program including best practices of risk reduction measures at targeted school levels;</li> <li>• Reactivate multi-hazard community early warning system and linking it with the local government/PMI initiatives;</li> <li>• Install community risk reduction funds/in-kind community pre-position emergency stock;</li> <li>• Drill/simulation and best practices of indigenous knowledge and coping mechanisms;</li> <li>• Encourage safe community livelihoods and environmental initiatives.</li> </ul>
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### 3. Peace Building and Conflict Reduction

The United States Agency for International Development has several projects where the strengthening of partnership relations to address peace and conflict resolution is a key factor. These programs include:

#### **Mitigation of Conflict and Support for Peace:**

USAID is a key donor working to mitigate conflict and build peace in post-conflict areas, such as Aceh, Papua, Central Sulawesi, and Maluku. Assistance activities focus on: conflict resolution/mitigation; civilian-military affairs; livelihoods development in conflict areas; drafting and monitoring of relevant legislation; and

emergency and post-conflict transitional assistance to conflict-affected persons.

#### **Local Governance Strengthening and Decentralization Support:**

This activity supports Indonesia's decentralization through assistance to more than 60 local governments to increase governmental accountability and transparency, strengthen the local legislative process, promote citizen engagement, improve the planning and budget process, and promote more responsive public services. At the national level, USAID supports the Government of Indonesia and civil society to improve decentralization policies.

**Promoting Democratic Culture:** USAID supports civil society organizations and government institutions to strengthen democratic civic culture, respect for pluralism, religious diversity, and the rights of women and minority groups. Activities under this program include civic education, advocacy, engaging traditional leaders, building networks to support tolerance and pluralism, and assisting the government in reviewing policies that conflict with the constitution and human rights standards.

**Strengthening Capacity and Governance:** USAID is providing assistance to restore local government services in Aceh, working to increase governmental accountability and transparency, strengthen the local legislative process, promote citizen engagement and civil service reform, and improve the delivery of basic services.

#### 4. Conclusions

Considering the risk profile of Indonesia where hazard occurrences are increasing while a large number of populations

become more exposed and vulnerable, development investment targeting different aspects of risk reduction are urgently required.

Four key issues will be addressed in the proposed scaled-up GFDRR Track-II funded program, including: 1) the need to follow through the National Action Plan for DRR into key targeted sectoral and regional investments, 2) the need to further strengthen disaster management agencies at the central and local levels in building the appropriate risk analysis and risk-response systems, 3) the need to devise a more comprehensive risk financing strategy including to develop concrete risk reduction measures (e.g., insurance linked to the application of disaster resistant building standards), and 4) the need to showcase the importance of investing in ‘no regret’ solutions for DRR and climate adaptation (e.g., improving the quality of urban drainage and sanitation to prevent flooding and water shortage).

# A Review of ICT Impacts on Socio-economic Development

ANOJ CHHETRI, PhD

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## Abstract

*This paper attempts to review available literatures on roles of ICT on development which highlight contribution of ICT on social and economic development. It presents succinctly impact made by information, communication technologies (ICT) on social development and poverty reduction. This paper outlines ICT spillover effects through its roles in education, literacy, acquisition of knowledge and skills, and the development of human networks. It talks about ICT contributions to social development (education, health, culture, sports), thereby to overall human development and poverty reduction processes through contribution to the Sustainable Development Goals (SDG).*

**Keywords:** ICT, Social Development, Education, Impact

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## 1. An Overview

The information communication technology (ICT) and 'Development' are two domains of thought and practice. Each domain contains its own differences of opinion and each is understood and experienced in widely different ways, even by those who work within it (ITU, 2011: p. 125). Nonetheless, it is now a widely accepted fact that Globalization, deregulation and innovation propelled by ICT are key forces shaping the economic landscape. So, ICT constitutes basis of development both at macro and micro level and hence those actors who fail to participate in development

risk increasing marginalization (Spanos, et al 2001: p. 659). ICT fundamentally challenges traditional ways by which firms/ organisations work and it enables and in many cases drives many changes in the structure and operations of organization.

The European Union (EU) and its member states have recognized for some time the central role that ICT plays in economic growth, especially in creating future jobs. The European Commission has underlined the importance it attaches to ICT by defining a new portfolio called the 'Digital Agenda' (Oxford Economics, 2012: p. 19). On 21 December 2001, the United Nations General

Assembly approved Resolution 56/183, endorsing the holding of the World Summit on the Information Society to discuss the opportunities and challenges facing today's information society. According to this resolution, the General Assembly related the Summit to the United Nations Millennium Declaration's goal of implementing ICT to achieve Millennium Development Goals (MDG). It also emphasized a multi-stakeholder approach to achieve these goals, using all stakeholders including civil society and the private sector, in addition to the Governments. Over the years, Nepal Government has also placed a priority on ICT penetration, but the quality of service and digital dividends are still unevenly distributed.

## **2. ICT for Rural Development**

Rural development is the process of improving the quality of life and economic well-being of people. Rural livelihood has traditionally centered on the exploitation of land-intensive natural resources such as agriculture and forestry. Rural livelihood opportunities are enhanced by improving the access of small-scale producers and small businesses to markets for goods, services and commodities, to basic services (e.g. education, vocational training or finance) and to information on market conditions. Improving the business environment for rural producers in a way that allows them to participate in and benefit from local, national and international markets is a key driver for rural economic development. Improving access to markets, however, requires overcoming a number of challenges that frequently prevent rural producers from being competitive, including: a) insufficient market orientation of their production and dependence on

a small number of economic activities, b) remoteness and sparse population density, c) lack of transport infrastructure, d) insecurity and lack of effective rule of law, e) inadequate infrastructure and basic services, f) dysfunctional land and property ownership structures. Over the past decade, ICT applications have demonstrated across the developing world that they can be powerful tools to bridge the economic gaps. Moreover, they can play significant role in fostering efficiency, productivity and innovations in rural areas (GITZ, 2010).

Poor people in rural areas have lack of opportunities for employment because they often do not have access to information about them. One use of ICTs is to provide on-line services for job placement through electronic labor exchanges in public employment service or other placement agencies (Singh, 2010: p. 82 and ESCWA, 2013: p.1. Communities and farmer organizations can be helped through the use of ICTs to strengthen their own capacities and better represent their constituencies when negotiating input and output prices, land claims, resource rights and infrastructure projects. ICT enables rural communities to interact with other stakeholders, thus reducing social isolation. It widens the perspective of local communities in terms of national or global developments, opens up new business opportunities and allows easier contact with friends and relatives. A role is also played by ICT in making processes more efficient and transparent. It helps in making laws and land titles more accessible. Global Positioning System (GPS) linked to Geographic Information System (GIS) digital cameras and Internet, help rural communities to document and communicate their situation. Rural communities benefit from better access

to credit and rural banking facilities (Singh, 2010: p. 83).

### 3. ICT Spillover Effects

A study found that the R&D spillovers from the communications equipment industry have contributed significantly to productivity growth in the manufacturing sector – about 8.5% of the average annual rate of productivity growth in manufacturing resulted from spillovers from the communications equipment industry (Gera, et al 1998: p. 4). Many studies have categorized ICT spillover impacts in economic, social or (less frequently) environmental sectors. The use of ICT can enhance human capital in a number of ways through its roles in education, literacy, acquisition of knowledge and skills, and the development of human networks. Economic and social benefits will usually accrue to individuals who are gaining skills and knowledge by using ICT (UNCTAD, 2008: p.2).

ICTs also serve non-farming rural people with information and advice regarding business opportunities relating to food processing, wholesale outlets and other income-generating opportunities. In the case of non-agricultural rural development interests, a communication for rural development policy would aim to promote diffusion of information about non-agricultural micro-enterprise development, small business planning, nutrition, health (Rivera and Qamar 2003: p. 27 and Harhoff, 2000).

### 4. ICT for Socio-economic Development

The impact of ICT on socio-economic development cannot be over emphasized (Olaniyi, 2013: p. 362). The advantages of previous decades, i.e. abundant natural

resources or cheap labor, are no longer the advantages in the newly emerging 'Information Society' or 'Knowledge Economy'. Developing countries can no longer expect to base their development on their labor advantage. Therefore, the application of knowledge has now become the critical competitive advantage (Greunen: p. 4 cited by UNCTAD, 2008: p. 2).

### 5. ICT for Human Development

ICT can be used as a means, but is not an end. People do not need word processing to survive, but they may need efficient ways of sharing information about livelihoods and employment. ICTs for human development are not about technology, but about people using the technology to meet some basic needs. Understanding human requirements takes time and effort (Greunen: p. 4 cited by UNCTAD, 2008: p. 2).

The most significant and long-term impact of ICTs lies in their ability to directly expand human choices through increased access to information and knowledge. Knowledge plays a critical role in people's ability to process, interpret, evaluate and deploy information in their own context and in the pursuit of their own interests. Knowledge empowers individuals, organizations and communities by providing them with choices far beyond those that may be available to them otherwise. These choices generate opportunities for increased participation – economically, socially, politically and culturally. ICTs enable the flow of knowledge across geographical, political, economic and social borders, thereby breaking earlier forms of knowledge monopoly which led to the marginalization of large sections of the world's population (HDR, 2005: p. 63). ICT as a means of enhancing



capabilities, especially by increasing access to information and knowledge that directly enlarge people's choices and by facilitating the formation of groups and networks that contribute to human development advance (HDR, 2005: p. 61).

In India, use of ICT for human development is offered by an 'Information Village' experiment being conducted by the M.S. Swaminathan Research Foundation in ten villages in Pondicherry. The experiment seeks to electronically deliver knowledge that can prove productivity and improve earnings. Knowledge from external sources is selectively compiled and reformulated so that it can be integrated with local knowledge (Kaddu, 2011: p. 41).

ICTs can facilitate poverty mapping and help evaluate the impact of poverty reduction strategies and mediate enhanced support to the poor (HDR, 2005: p.25). ICTs can decrease the vulnerability of deprived people and improve poverty mapping, particularly at times of drought and famine. The effectiveness and impact of development programs in the affected regions can be increased through the use of ICTs. More generally, ICTs can assist in mitigating poverty and hunger by providing systems that improve the provision of public services and enhance access to the Government programs (e-Government) for the poor community.

## **6. ICT for Sustainable Development Goals**

The possibilities of applying ICT towards realizing SDGs are numerous but the role of Governments will continue to be central in deployment and facilitation of ICT initiatives. Civil society groups are emerging as important stakeholders, particularly to complement the efforts of

Governments. The trend of deregulation of ICT industries is also increasing the role of industry in ICT. The challenge is to channel this for human development initiatives (HDR, 2005: p. vii). Even though in some areas the first-order causal relations between ICT use and the realization of the SDGs is limited, the growth-inducing effects of ICT use can indeed be substantial (HDR, 2005: p. 1). The focus on ICTs is imperative because of their tremendous potential to increase productivity, expand communication possibilities, build networks, ensure inclusion and facilitate delivery of services. This makes the technology an exceptional tool to enable human development policies, especially by enabling greater access to education and knowledge, health services and better livelihood opportunities in rural areas where the majority of the population lives (HDR, 2005: p. 9).

Telecommunications/ICTs will be the driving force of the new green economy/ circular economy. LDCs should be assisted to embrace these technologies for their developmental needs such as recycling of resources and play a catalytic role in the attainment of the beyond Millennium Development Goals (eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, Malaria and other diseases, ensure environmental sustainability, and develop a global partnership for development. Particular areas in which the development of ICTs will be important include health (ICT-enabled health applications such as mobile services and remote monitoring, increased information);

education (educational methods, improving the educational performance of children, enabling remote education); and promoting gender equality by helping women into economic activity (for example through ICT-enabled telework). More generally, ICTs also have a wide range of different economic effects which, either directly or indirectly, can enhance welfare or facilitate social and economic development. In particular, the economic impact of ICTs will often materialize in the form of productivity gains resulting from the development and deployment of ICTs, and the development of new, related technologies.

## 7. ICT for Poverty Reduction

HRD (2005, p. v) states that we can – and must – commit more time and resources to solving the problems of poverty, deprivation and inequality. The World Food Summit held in Rome in 1996 committed FAO Member States to the 2015 goal of reducing food insecurity by half. It is estimated that approximately 800 million people in developing countries – representing about 20 % of their total population – and 34 million in developed countries, are chronically undernourished (ITU 2013: p. 19). With the rise of ICT revolution, a paradigm shift is taking place in the course of human development. The material development of a country is no longer judged by what natural resources a country possesses but by the quality of the human resource it has (Olubamise, 2010: p. 1 and HDR, 2005: pp.14-41).

There is some evidence that the development of a strong ICT sector has led to poverty reduction, although there are few targeted studies on this (UNCTAD, 2010). Opportunities exist, not least in ICT microenterprises, such as very small

businesses providing mobile phone and internet services, ICT repair and ICT training. While not in the ICT sector, businesses retailing ICT goods, such as used mobile phones and recharge cards, will also be created as a consequence of increased ICT penetration in society. Banking services related to ICT, such as mobile money, are also activities suited to small businesses in low-income countries. Much of this activity is in the informal sector and, while the activities are not well measured, anecdotally they provide benefits for proprietors and customers and occupy niches in which larger formal businesses are not interested (UNCTAD, 2010 cited by UNCTAD, 2008: p 9).

It is expected that ICT will contribute significantly to addressing international poverty alleviation goals by harnessing the potentials of technologies to improve the quality of educational outcomes; transcending the usual barriers to the empowerment of poor people through social networking and greater accessibility to information; and increasing the productivity of marginalized groups and their inclusion into the labor market (UNESCO Institute for Statistics, 2009: p.13).

Poverty reduction will be possible only when small and marginal farmers, farmers from rainfed areas and women farmers participate fully in economic growth (National Planning Commission, 2007: p. 10). Farmer-to-farmer learning and technology transfer is most frequent and is found to be reliable. Farm schools at the farms operated by farmer-achievers should be established in large number in different agro-climatic zones and farming system regimes (National Planning Commission, 2007: p. 13).

Nepal has been successful in steadily reducing poverty from 25.2 % in 2011 to 23.8 % in 2013. The remittance sent by Nepali migrant workers has played an instrumental role in slashing the poverty figures. But the numbers belie a harsh reality: they come at high social costs and are ultimately unsustainable if not managed properly. Huge disparities and inequalities exist between regions and social groups (HRD 2013: p 3 and Shrestha, 2008:p. 1).

It is expected that ICT will contribute significantly to addressing international poverty alleviation goals by harnessing the potentials of technologies to improve the quality of educational outcomes; transcending the usual barriers to the empowerment of poor people through social networking and greater accessibility to information; and increasing the productivity of marginalized groups and their inclusion into the labor market (UNESCO Institute for Statistics, 2009: p. 13).

Additionally, the poverty can be adequately addressed by effective use of e-governance and ICT application in environmental management. Improved governance by using ICT can have direct impact in reducing poverty by improving the environment. ICT can contribute in a large way in making Government processes more efficient and transparent by encouraging communication and information sharing among the rural and marginalized people (Singh, 2010: p. 82).

## **8. ICT for Education Sector**

ICT intervention can promote social capital building process, which in turn encourages collective action that can create collective and individual capabilities (Thapa, 2013: p. 1). Many people think that the ICTs

can bring positive impact in health and education (Obijiofor, and Inayatullah, 1999: pp. 6-16). ICT based rural education may have a significant role to play in adult education, ranging from basic literacy to very specific skills for those who have received a conventional school education (Singh, 2010: p. 137 and Cor-Jan).

For publishers, ICT lowered printing costs, improved information flow, and decreased the number of unsold books. For retailers, the implementation of computer checkout systems and sophisticated enterprise software permitted real-time information on the quantity of the books sold and the geographical distribution of sales as well as background information on customers (The Conference Board, 2011: p. 14).

It is believed that ICT can have a monumental impact on the expansion of learning opportunities for greater and more diverse populations, beyond cultural barriers, and outside the confines of teaching institutions or geographical boundaries. Technologies can improve the teaching/learning process by reforming conventional delivery systems, enhancing the quality of learning achievements, facilitating state-of-the-art skills formation, sustaining lifelong learning and improving institutional management (UNESCO Institute for Statistics, 2009: p.11 and Toki and Pange: p. 53). Interesting example of an e-education program are in Jordan and South Africa, in partnerships with local communities, CISCO and IBM has implemented labs in schools and associations that use a free web-based program called Reading Companion (World Economic Forum, 2010: p.65 and UNESCO Institute for Information Technologies in Education 2011: p.1).

As an example, Singapore double the value added of the ICT industry to \$17 billion, to triple ICT exports to \$40 billion to achieve a household broadband penetration rate of 90% and ensure that every household with school-going children will own a computer with connections to the Internet. The Singaporean Government is working on stimulating the demand for ICT services by sponsoring a broad range of programs such as e-learning, e-health, and e-Government. It is creating initiatives to put several sectors of its economy at the global technological forefront. The e-logistics program, for example, aims at orchestrating supply chain processes in the logistics industry, which includes the busiest port (World Economic Forum, 2010: p. 66 and Susan, 2011).

Moreover, appropriate use of ICTs in the classroom fosters critical, integrative and contextual teaching and learning; develops information literacy (the ability to locate, evaluate and use information). Thus, it improves the overall efficiency of the delivery of education in schools and educational management institutions at the national, state/provincial and community level. The use of ICTs in education aims to improve the quality of teaching and learning as well as democratize the access to education (Singh, 2010: p. 82). Experiences from the field suggest that ICT enables skills and access to knowledge in enhancing the capacities of local actors and empowering marginalized groups. We may conceive this role in relation to the cycle of experiential learning that, according to Singh (2010), involves four elements: concrete experience, reflective observation, abstract conceptualization and active experimentation. ICTs can particularly

facilitate reflection and thinking—the key constituents of systemic feedback—but will impact the whole cycle (Singh, 2010: p. 86 and Kelly, 2000).

By sharing observations and reflections through ICT tools (e.g. blogs, wikis, environmental observations and monitoring), users foster new ways of assimilating or translating information (e.g. changes in their natural environment), which can be shared through wider networks, and then influence action (e.g. encourage testing or experimentation), enabling new experiences/practices to take place. This generation of new and broader learning cycles will in turn strengthen systemic resilience (Singh, 2010: p. 86).

## 9. ICT for Public Health Sector

ICTs allow Government, cooperatives, civil society organizations and the private sector to offer better and more easily accessed services in even remote locations. These could vary from simple user charge collection services to sophisticated health services delivered by specialists to patients in remote locations.

The literature review shows that the use of ICT in care at home has rapidly increased. Studies of means of supporting people with chronic illnesses were common, and heart and lung diseases were the most common diagnoses. Video equipment was commonly used, with a focus on communication between nurses and patients (Nilsson, 2012: p. 1). Over the last decade, the use of ICT has helped develop new ways of providing efficient and secure healthcare. This has resulted in a rapid increase in the use of ICT applications in health care, collectively, commonly referred to as e-Health.

The use of ICT for health (e-health) has the potential to transform healthcare by efficiently connecting people and improving information sharing. Currently, e-health is predominantly seen in developed countries. But as the availability of ICT spreads rapidly in the developing world, there is an opportunity to expand healthcare access to areas where distance, poverty, and scarce resources are currently barriers to even basic care. Doctors can access patients' medical records more easily, have immediate access to test results from a laboratory, and deliver prescriptions directly to pharmacists. Patients with heart problems can carry monitors, which alert their doctors if their conditions change yet allow them to continue with their daily lives as usual. Denmark is a leading country in national healthcare information exchange, with the successful development of its national e-health plan. Another example is a major hospital chain in India, Apollo Hospitals. In collaboration with a leading provider of telecommunications and data communications systems, they are providing basic diagnostics (blood pressure), medical check-ups, and consultation via mobile services. This project will enable the provision of affordable and accessible healthcare to millions of people in remote areas (World Economic Forum, 2010: p. 65).

Physicians believe that ICT has a neutral impact on diagnosis, causes increased workload, and results in deterioration of the scope of services offered and the doctor-patient relationship. On the other hand, patients value the reduction in waiting times that more efficient scheduling allows. The Conference Board (2011: p. 18) has outlined the following e-health:

- e-health use is positively correlated with national health care expenditures in the multi-country dataset, indicating that simple expenditure-reducing efficiency gains may not be significant;
- lifestyle and diet overwhelm e-health as a determinant of health outcomes;
- telemedicine has not grown as fast as other e-health applications, perhaps because of cultural resistance and procedural roadblocks;
- doctor-patient relationship has changed as a result of medical information from the Internet, which has greatly empowered and emancipated patients. Patients most concerned about their own health are the most avid users of such information and the group that mostly closely questions doctors' quality of diagnosis and treatment.

The health care field provides numerous examples of how ICT is changing the balance of power and expertise due to increasing access to knowledge. Advances in ICT, combined with advances in genomics, nanotechnology, robotics, molecular diagnostics, and micro-fluidics, are driving a shift in health care away from a centralized model that puts the physician at its core to a more decentralized approach centered on the patient. "Patients Like Me" is a networking site that was established to collect data directly from individuals with similar ailments. Individuals put their own individual symptom-related data into the network and also record any medicines or supplements they are taking, the doses, their reactions, and other pertinent medical information (The Conference Board, 2011: p. 23).

Delivering health care with ICTs enables health care professionals and institutions to address the critical medical needs

of rural communities, especially those in remote locations and those that lack qualified medical personnel and services (Singh, 2010: 83). It is important for basic medical information to be made available in local languages, but it is more likely that this would be a tool for rural medical practitioners (Singh, 2010: p. 137).

## 10. Conclusions

The differences of opinion and understanding about "ICT for Development" are attributed to globalization, deregulation and innovation propelled by ICT. However, this is undoubtedly that ICT can be powerful tools to bridge the economic gaps. Moreover, they can play significant role in fostering efficiency, productivity and innovations in rural development. Poor people in rural areas have lack of employment opportunity because they often do not have access to information about jobs. ICT plays pivotal role in diversifying employment opportunity. The use of ICT can enhance human capital in a number of ways, including through its roles in education, literacy, acquisition of knowledge and skills, and the development of human networks. ICTs also serve both farming and non-farming rural people with information and advice regarding business opportunities in the emerging information society.

Impacts of ICT on citizen participation occur as a result of greater communication and information dissemination offered by ICTs, through the use of social networking sites, e-mail and mobile phones. On the negative side, there is increasing concern about the impact on children of Internet use, for example, exposure to undesirable content and the overuse of Internet applications such as online games.

The most significant and long-term impact of ICTs lies in people's ability to directly expand human choices through increased access to information and knowledge. Knowledge plays a critical role in people's ability to process, interpret, evaluate and deploy information in their own context.

These choices generate opportunities for increased participation – economically, socially, politically and culturally. ICTs can decrease the vulnerability of deprived people and improve poverty mapping during natural calamity such as drought and famine. The effectiveness and impact of development programs in the affected regions can be increased through the use of ICTs. The first-order causal relations between ICT use and the realization of the MDGs is limited, the growth-inducing effects of ICT use can indeed be substantial.

ICTs will therefore be a great driving force of the new green economy but LDCs should be assisted to embrace these technologies for their developmental needs. ICT play a catalytic role in the attainment of MDGs (now SDGs as context has changed) as the development of a strong ICT sector has led to poverty reduction, although there are a few studies on this aspect. The businesses retailing ICT goods, such as used mobile phones and recharge cards, will also be created as a consequence of increased ICT penetration in society increasing the productivity of marginalized groups and their inclusion into the labor market. ICT intervention can promote social capital building process, which in turn encourages collective action that can create collective and individual capabilities.

Overall, ICT can have a significant impact on the expansion of learning opportunities for greater and more diverse populations,

beyond cultural barriers, and outside the confines of teaching institutions or geographical boundaries. ICTs allow Government, cooperatives, civil society organizations and the private sector to offer better and more easily accessed services

even at remote locations. These could vary from simple user charge collection services to sophisticated health services delivered by specialists to patients in remote locations.

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# The True Gift of Education for Development: A Fearist Perspective

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## Abstract

*This article has argued that a new consciousness is required to re-evaluate the critical nature and role of fear in educational and development agendas. Offering a particular "fearist perspective," in the positive sense, also called "fearlessness perspective," the vision of a whole education must be based on the right to grow and develop in freedom from fear as well as being free of a basic fear of freedom that is inculcated in oppressive societies. Fear, when not understood in its full complexity, and thus, not managed well individually and/or collectively, leads to the source of all other oppressive ism's like classism, racism, sexism and so on. This progressive and evolutionary article proposes rationale and initial suggestions for how curriculum and design of development education projects ought to integrate a philosophy of fearism in whole or part. Introducing basic concepts of a revised imagination, in a pedagogical alignment with Paulo Freire, the authors present their newest book as an East-West dialogue on fearism. They believe the notion of raising "fearless children" is an important goal to liberation in future societies, which may then guide us to transform what the authors call our current Extreme Fear Age into an era of a Fearless Age.*

**Keywords:** Fearist Perspective, Education, Development, Consciousness

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In these challenging times of extreme fear and global terrorism and continuing domination of the world's economies by a smaller and smaller handful of international elite corporate billionaires, any one of us involved in development projects is aware of a lurking question: If we are developing ourselves and our nations

through building economic infrastructures for health, education and prosperity with a hopeful sustainable future, do we have an adequate critical lens that will truly transform the *status quo*, or are we going to only re-create more of the same problems of what development and "progress" has so far brought?

How do we advance our consciousness to think in truly new and better ways? Albert Einstein long ago challenged us in this regard (paraphrasing): We cannot solve our worst problems by using the same level of thinking and consciousness that created those problems in the first place.

As philosophers of fearism (Subba, 2014; Fisher & Subba, 2016) and as educators wishing to help others develop effective means of participatory action and their full-potential, we ask the same question as Einstein regarding our views of development and teachings. We also contemplate the challenging and controversial vision the philosopher Bertrand Russell (1872-1970) set out some decades ago in the quote above. Do we really want to raise fearless children? (Russell, 1985, p. 56) and/or create a "fearless society" (Fisher, 2000; 2010, Chapter 4) for a "Fearless Age" (Subba, 2014, pp. 300-01). What would that look like? How would we individually and collectively accomplish it? Who is qualified to design and teach such a liberation curriculum? We also have to ask: Why one might even take up these questions seriously in our development projects?

We wish to address some of these questions as inquiry not with fixed answers. In this brief article we introduce our basic philosophy regarding development as a balancing act—one which must integrate experience along a spectrum between two poles: the easy to grasp visible realities (i.e., exterior world) with a balanced attention to invisible realities (i.e., interior world). With a unique emphasis on *fear itself*, we focus discussion primarily on the interior world of motivation and

consciousness as a gift of development education.

In *Participation 16*(1), Kanel (2015) reviewed Subba's (2014) book *Philosophy of Fearism*. Kanel explained the key features of this Nepalese-created new literary and social philosophical movement and its general possibilities for the future. Subba (2014) claimed that a positive lens(p. 332) called a *fearist perspective* looks at history and evolution as primarily motivated by fear (p. 11); and thus, the better we understand fear the better we'll manage and transform fear into productive growth and development. Unfortunately, he claims no past philosophies have given fear its due attention on this broad and deep of scale as a philosophy of fearism does (p. 333). He also suggests that today humans are generally living in an "Extreme Fear Age" (p. 44). However, if humanity radically improves the understanding of fear in new ways, we can transform the current era into a "Fearless Age" (p. 45). It is upon this historical, developmental and evolutionary macro-context, we as authors proceed to ask challenging questions of education initiatives of all kinds.

In the international collaboration of Subba (Nepalese) with Fisher (Canadian) in the new book *Philosophy of Fearism: A First East-West Dialogue* (Fisher & Subba, 2016), we argue, like Russell and other scholars of fearlessness like Vinobd Bhave (1895-1982) (in Bhave's words), "... our whole education should be based on fearlessness... The goal of education must be freedom from fear... Until education is really based on fearlessness there is no hope of any [positive transformational] change in society" (edited in Shriman Narayan, 1970, p. 125).

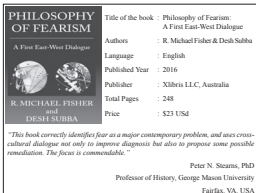


Figure 1: Recent Book, *Philosophy of Fearism* (2016)

With acknowledgment of the many questions and challenges in all collaborative developmental projects, and education programs *per se*, we focus this article on one important motivational axis or context—and, that is, our praxis via a fearist perspective. Everything in this article is more or less shaped by a fearist perspective. It is best to study how we shape and understand the quality of this unique critical perspective. If you want to learn more in depth, as participative co-inquiry and action, you can study our books (e.g., Figure 1) and those of others (Subba, 2016)—and, engage us in dialogues, and/or form study groups yourselves as you explore how to apply this new philosophy for our 21<sup>st</sup> century.

We offer a fearist perspective (sometimes called fearlessness perspective; see Fisher,

2010) as guidance that you may find it useful in your own work, including creating policies for development overall. We believe families and teachers nurturing children from cradle to grade school and beyond ought to have some kind of conscious critical thinking and emancipatory pedagogical framework regarding how a culture both creates and manages fear/terror. For now, we turn to the question: Why, is there a need to produce a generation of fearless children? The simple answer is because we believe in liberation (e.g., freedom from fear) as the only way for any society to truly and ultimately progress.

Everyone probably has their own ideas of what “liberation is” and Bhabe and Russell, for example, shared their views in the quotes above. We embrace their views and we extend their thoughts further for the complex

challenges of the 21<sup>st</sup> century. For myself (Fisher) as a professional critical educator and curriculum designer (Westemer), the most poignant critical context I have found, that speaks with great truth in challenging Western modernist ideas of “progress” through knowledge, comes from the existential philosopher Albert Camus (1946):

The 17<sup>th</sup> century was the century of mathematics;

the 18<sup>th</sup> century that of physics;

the 19<sup>th</sup> century of biology; and

the 20<sup>th</sup> century is the *century of fear*.

It is probably accurate to say the 21<sup>st</sup> century, especially in a post-9/11 era, is shaping up to be the *century of terror*. This contextual indictment by Camus holds great sway from a fearist perspective and one could argue Camus’s statement is a good application of a fearist and postmodern perspective, pointing out that progress of knowledge based on contemporary thinking is not enough, and is likely unethical, if we are creating a world more fearful than our ancestors had experienced.

The historians may debate how fearful our predecessors were, but Subba (2014) has made the case that people in the highly industrialized and so-called “First World” have way more fears plaguing them daily than people with less knowledge development. And we both believe that the West has a chronic higher level of fear than those in the East, in general (pp. 36-37). Of course, there are exceptions, especially when peoples in the East are living under regimes of oppressive dictatorial governments and military juntas. Yet, all of the world, arguably is facing unprecedented crises cascading in combinations like global warming and its

massive destruction and global economic collapses due to globalization and elitist predatory capitalism and terrorism because of long histories of war and trauma, never mind the superbug plagues and pollution and poverty effect and nuclear war always pending. There are many real and perceived threats to living in these times.

## 1. Re-Imagining Fear Itself: Towards a New Praxis of Fearlessness in a Culture of Fear

So why do we need to overhaul our socialization and educational agendas? Because it seems that *fear itself* has got ahead of us, which Camus pointed to nearly 70 years ago. We certainly wouldn’t want Eastern parts of the world, or anywhere else, still in the early to middle-stages of their industrialization and developmental stages, to end up with the same negative consequences of First World “progress,” whereby societies create more fear and thus a “culture of fear” (and terror) as we have seen take over much of the Western world (Furedi, 2006, Gardner, 2009, Glassner, 1999). Recent analysts, like Mosi (2009) have argued that the geopolitics motivating the world’s growth and collapses is due to “cultures of fear, humiliation, and hope”—of which, he classifies the West (America, UK, Europe) as “cultures of fear.” So, if fear has got ahead of us, meaning we have not kept up with the best fear management/education for the challenges/risks of the times, we are going to have to start to reclaim our socialization policies and practices by changing the very way we see the world. That’s the philosophy of fearism. Changing in a big way has to begin with a change in our understanding of fear itself and that involves a change in consciousness.

We recommend many things in our writing about how to re-orient and re-educate ourselves, similar to Freire’s notion of

conscientization, on the path to creating that fearless generation of children some day. In Fisher and Subba (2016), we stated:

The problem is not all our diverse fears, or the more crucial understanding of fear itself, but more critically, it is the inhibition to develop a fearless imagination for fear that harms us most. (p. xxi)

Our initial advice is to begin dialogue in small groups and communities, on what has happened in the ‘name of progress’ in your nation and societies. Has fear increased with “growth,” as defined by the *status quo*? Has fear taken on new forms; for example, the “culture of fear” can become the entire background of a society’s very formation of itself. Such a state condition of brain manipulation and propaganda (i.e., fear mongering) in a culture of fear (e.g., Gardner, 2009) is ethically unjustifiable and results in great loss of physical, psychological, social and spiritual health and well-being. Young people especially, as well as traumatized people, are highly susceptible to trance-like authoritarian control due to mis-use(s) of Fear (Four Arrows, 2016, Chapter One).

We recommend studying articles, books, videos, movies on these topics, and also engaging the philosophy of fearism with its new fearist perspective to construct the Fear Problem. Ask how one’s imagination is perhaps stuck and habitual, immature, and lacks a good imagination of possibilities to understand fears and fear it from multiple perspectives. We promote an integral-holistic-fearist perspective on fear, via a critical literacy, to ensure we embrace the complexity of fear appropriate to the 21<sup>st</sup> century. We cannot simply rely on taken-for-granted old folk tales, myths, religious or secular traditions, or even common sense alone, as adequate for fear management/

education today. We ought to be critically-informed and aware that all authorities will have a vested interest, more or less, to keep us afraid of them so they can control us. Thus, we ought not believe everything they say about fear and how to manage it, especially if they ask us to believe them without questioning.

Our new book, not unlike the critical liberation pedagogy of Paulo Freire, provides ample suggestions on “how to know fear” and to critique how we know it, as it has been commonly taught by our societies. Freire (1970) was adamant that educating ought to help free peoples from oppression. He knew through his experience teaching, and following Fromm’s (1941/69) insights, that the biggest interior obstacle is often the oppressed’s *fear of freedom* (p. 19) combined with what others have argued is the core of liberation work—whereby, we must include pursuit of *freedom from fear* (e.g., Kyi, 1995; Pyszczyński, Greenberg & Amdt, 2011). Fortunately, at least humanity has come together and recognized the universal nature of the fear problem we face, whereby “freedom from fear” is recognized as the most essential of all rights as founded in the 1948 United Nations Universal Declaration of Human Rights.

Fisher (upcoming) has argued that Freire’s liberation pedagogy of dialogue is ultimately based on Freire’s idea of “radical love” and yet, effectiveness of that notion, according to Fisher, is dependent on understanding the complex dialectics of love and fear (Fisher, 2012), which includes fearlessness. Subba (2014) writes about the various evolutions of major historical eras of fears that humans have had to encounter and grow beyond. He optimistically concluded these eras with the possibility that, “the last stage of fears

is fearlessness" (p. 45). The Dalai Lama has recently been teaching us "Don't fear fearlessness." (Ferguson, 2005, p. 154). And General U Tin U, Deputy Chairman of the National League for Democracy, of the opposition to Myanmar's ruling dictatorship, once said, "Fearlessness must become a habit" (Clements, 1997, p. 291). This is an exciting time to begin a high quality "fear education" analogous to "sex education" or "moral education," etc. We posit that there is value in naming a basic human aspect called "fearfulness" (e.g., Fisher and Subba, 2016, pp. xxi, xcvi, 158) just like with "sexuality" or "spirituality" and so forth. This fearfulness conception may help us better value the deep motivations of human nature in our development work and education goals. What would it mean if we set within a development project some emphasis in the areas upon at least improving sexual development and fearful development together, rather than exclude the latter completely as is typically done?

Ask yourselves if your way of living right now is based on fear? Why? Is it real fear and/or is it charged with inflation of perception of fear and risk that aren't very real or aren't that important? Who has implanted excess fear(s) in you for their advantage, not yours? We have to prioritize our fear(s) but more than that we have to be critical of what everyone is telling us about *fear itself* and how best know it and then to manage and transform it. That is what a philosophy of fearism offers where other understandings and perspectives lack the historical and cultural depth of analysis that fearism does. At the same time, as we think our work is the best available to analyze and redesign "fear education" everywhere, we also ask that people critique our work and improve on it and make it more practical.

## 2. Concluding Remarks

We are convinced that fear, in one form or another, is at the base of all our other major problems as human societies, example, classism, racism, sexism, terrorism and wars of all kinds. We believe fear is the motivational principle behind excess greed, but only when fear is in excess itself. And, we are convinced that with good education, healing through our traumas, improved critical literacy, and better philosophies that focus attention on fear and its role in human evolution and development, that humanity will come out with a greater self-esteem, less self-abusive behaviors—and, ahead of fear-based motivation—well on the way to moving toward our basic natural desire for a love-based motivation (cooperation) where true justice and true freedom from fear and its limitations will flourish. With realistic optimism, we urge all to be aware that the human Fear Problem did not begin over night. It is ancient and is not going to go away over night. We'll require the "gift of fearlessness" (Heim, 2004) emancipatory education, patience, and persistence to turn around the growing culture of fear/terror. It is time we focus on the roots of our bigger problems and not just on the symptoms.

We have to work together and bring all our wisdom, from our diverse traditions and experiences. And, simultaneously, we believe that we need an overall new guiding philosophy of fearism to create the methodologies to ensure we are no longer operating in fear-based means to try to manage fear itself—they won't work in the long run. Feel free to contact the authors for further information and support in your endeavors. We also, can use your support to get the fearism message out there.

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# The Status of Early Childhood Development Centers in Nepal

MEENAKSHI DAHAL

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## Abstract

*This article assesses current status of Early Childhood Development (ECD) Centers with respect to quality and access. With the help of the secondary data, current status of the ECD centers, roles of facilitators, and the effectiveness and quality of ECD programs are analyzed. The quality ECD program provides development opportunities to all children, including children in difficult circumstances, with adequate care, support and protection. It can be achieved only by coordinating and consolidating the efforts of various key stakeholders, increasing investment in ECD, and by promoting its development agenda. The parents' family have to be given special prominence in the interventions because it is the first point of entry to ECD. Communities too can play an important role. ECD needs to be delivered using decentralized institutions at all levels. Quality will be the result of coordinated inputs in various aspects.*

**Keywords:** Early Childhood Development, Quality Education, Facilitator, Communities

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## 1. Introduction

Early Childhood Development (ECD) is an integral component of the educational development of the country. ECD programs are the foundation of the human development and early investment lays sound foundation stone for the later life. It is considered to be one of the issues being addressed in the field of childcare, development and education (Evans et al, 2007). It is believed that 80% of children's brain is developed within the first three years of life (Young, 2002). Therefore, children need special care and stimulation during their early days. ECD

centres are providing such opportunities in the community/schools according to children's age specific requirements.

The ECD programs aim at increasing understanding among parents and stakeholders collaborating for sustainable early childhood care and development. The programs focused on enabling the community with knowledge, skills and attitude for the holistic development of the children at family level, community level, utilizing locally available human and other resources integrating with existing functional institutions and authorities.



Children at the ECD centre must have opportunity to their own learning, choosing among the sections of a well-structured and stocked classroom including practical life (fine and gross motor skill development), sensorial (sensory and brain development), language, math, geography, science and art. This will be obtained only when community members and parents will understand the importance of ECD and support taking ownership of the programs and the well trained facilitators will conduct activities.

Research has shown that the first eight years of life are crucial for optimal development (Tagama, Litjens, & Makowiecki (2012). It is therefore imperative that deliberate efforts are made to give children the chance to grow up in an environment conducive to the development process. A comprehensive approach to providing this environment is the early childhood care and development program. This is concerned with the child's holistic development and therefore covers not only early learning and stimulation, but also other areas including health, nutrition, hygiene and sanitation (Young, 2002; Barnett, & Norez 2012). Early childhood is the period of growth and development that children go through from the time they are in the womb until they are about eight years old (Evans et al, 2007). This is because the unborn child is affected by everything the mother experiences while she is pregnant and this often continues to affect the child's growth and development even after birth.

The experiences children have and the care and stimulation they receive during early childhood lay the foundation for every aspect of their lives in the future including their health, nutrition, growth, learning, thinking and reasoning abilities, as well as their behavior with other children and adults (The

Consultative Group for Early Childhood Care and Development, 2013).

Scientists now know that the quality environment at early childhood period will affect the life of children including their growth and development. Research shows that the brain grows the most during these early years. Therefore, children learn best and fastest at this time. Children who get high quality care and stimulation during early childhood are healthier, get along better with others, learn faster and do better in pre-school, primary and high school (ELO Framework, 2015). When children have a high quality early childhood environment they become educated, productive, well thinking individuals. As a result, the whole society benefits from better educated citizens, a more productive labor force and less crime and violence. Fewer persons will therefore need to depend on social services as more persons would have good jobs and earn better wages.

In this background, Government of Nepal (GoN) has implemented ECD programs. To regulate ECD interventions, GoN launched the National Policy on Early Childhood Development in 2004. The goal of the policy is to promote a comprehensive approach to ECD programs for children aged 0-5 years to safeguard their rights to fully develop their physical, socio-emotional, cognitive, spiritual and moral potential. The National Strategic Plan for Early Childhood Development in Nepal (2004) has been developed to speed implementation of the National Policy on ECD, and ensures that it is in line with education for all (EFA) program. It is a statement of intent underlining what should be done to ensure that Nepali children are given a fair chance to survive, grow, develop and participate. SSRP (School Sector Reform Program, 2009-2015) also prioritized ECD

with the objective of fostering children's all-round development, laying a firm foundation for basic education. The objective of the ECD in SSRP was to expand access to quality ECD services for children of four years of age to prepare them for basic education. However, the SSRP couldn't manage to address all the issues to meet its goal and objectives.

## 2. Present Status of the ECD Programs

The ECD/Pre-primary class (ECD/PPC) is regarded instrumental for the physical, intellectual, social and emotional development of children. As such it helps to improve the internal efficiency of primary and basic education. One of the main strategies taken to achieve the EFA goals is to increase the number of ECD centers to ensure access for the most vulnerable and marginalized children. According to flash report (2014-15) a total of 35,121 ECD centers are operating within Nepal. Out of these centers, 30,034 (85.5%) ECDs are running as community-based ECDs and community schools based ECD/PPCs. Consequently, the remaining 5,087 (14.5%) of the ECD/PPCs are operating under institutional schools. According to the national population census 2011, there are 18,09,867 children in Nepal between 3 to 5 years, with 555,884 of 3 years, 592,825 of 4 years and 661,158 of 5 years of age (CBS, 2011). Among them 925,083 are boys and 872,766 are girls. It covers approximately 6.8% of the total population of Nepal. Though the trend shows increase in numbers of ECD/PPC (DOE, 2015), the access and the quality of the ECD program is still in a question.

## 3. National Initiatives in ECD

The educational policy in Nepal has been reviewed several times to develop high quality public schools with equity and accessibility (Bhatta, 2009). The periodic

revision of the education act tried to address the situational political demands of the education. National Education Commission (NEC) report in 1992 mentioned that the situations of teaching learning in primary schools are not supporting to develop their competency. There is high rate of drop out and grade repetitions in the early grades. The Ministry of Education, under its Basic and Primary Education Program (BPEP) in 1997 started to take initiatives to open pre-primary classes in order to separate the under-age children from grade one and improve the teaching and learning situation in primary grades. Initially, the emphasis of pre-primary classes was not on the holistic development of the children. After inclusion of early childhood care and education as the first goal of EFA, the concept on PPC has also been changed. The focus has been shifted to the holistic development of children at ECD programs. The concepts and practices regarding ECD and pre-primary education are emerging as important foundation for further education and developments, but they are still not the part of the formal education structure.

The EFA National Plan of Action and the EFA Core Document 2004-2009 programs in Nepal made commitments to expand the ECD provisions and improve the quality throughout the country in order to achieve the goals. Apart from this, an ECD Strategic Plan was developed in 2004 and implemented in 2005 by the then Ministry of Education and Sports for supporting the learning of primary grades. The country set a target to provide ECD services to 80 percent of children aged 3 – 5 by the year 2015. Similarly, it also targeted to have 80 percent of the children will enroll in grade one with ECD exposure by 2015. The Tenth Five-Year Plan and the

Three-Year Interim Plan clearly mentioned that the ECD center was the one of the strategies for increasing school enrollment, retentions and reducing the repetition and dropout rate of the children. The Department of Education (DOE), with the increase of significant numbers of ECD centers, has now started to focus on improving the quality of ECD centers, by supporting in learning materials, infrastructure and facilitators training.

However, there are still questions regarding the access and the quality of the ECD centers. The DOE has formulated the minimum standards, and the early learning and development standards for the ECD centers to upgrade its quality. Moreover, most of the ECD centers are not aware of the standards leading children to have poor development opportunities and preparation for the formal school. The facilitators training package was revised and implemented but because of the high transaction of ECD facilitators most of the ECD centers are having untrained facilitators.

A baseline study of quality mapping of ECD services (UNICEF, 2014) shows that the ECD programs are targeted to the children aged between 3 to 5 years; however it is more focused in 4-year-old children. Most of these programs (community-based ECD centers) are merged in the schools and skewed towards the formal reading and writing rather than on the aspects of holistic development (socio-emotional, physical or cognitive) with little to no inputs on health and nutrition. The facilitators were focusing on the formal reading and writing in a rote learning ways ignoring the child friendly activities. Thus ECD-center and PPC which educate children aged 3 to 5 were not included in the education (school) structure. As a result, the ECD/

PPC centers have shown poor quality, low investment and lack of proper accountability.

To address all these problems, very recently the ECD/PPC are included within the school structure in the Education Act, 8<sup>th</sup> amendment 2016. The implementation plan is yet to be developed.

#### **4. Analysis of the Quality of ECD/ PPC Centers**

Even though Nepal has an excellent ECD policy, there has not been sufficient implementation to address the development requirement of children aged five and below. The analysis below are the result of consultations with various stakeholders at district and grassroots levels. Present status has been analyzed in terms of access, quality and other key components of the ECD.

The quality of the ECD centers is always in a debate. DOE has developed minimum standards to maintain quality of the center and the early learning and development standard (ELDS) for the quality of the learning and development of the children. However, quality has not been achieved for several reasons. Most ECD centers currently lack adequate facilities with limited capacity of the service providers. The quality of the learning and development is directly affected with the quality of the facilitator and the infrastructure. The centers are not meeting minimum standards. Even ELDS is not applied till date. There is no provision of monitoring and support for the quality program. The quality is not an abstract term, it is a contextual as time passes. Quality needs to be addressed as per the context that is socio-culturally, politically, economically and geographically. The blanket approach in training and operation without proper support and monitoring didn't work well.

**4.1. Access:** As it is clearly mentioned in the ECD Strategy, 2004 and EFA goal, "ECD centers will be established with program assistance in the areas with the most vulnerable and disadvantaged groups that include 'D' and 'C' districts classified by the NPC" the expansion of ECD has taken place. However, distribution of the ECD centers as quotas couldn't reach the need of vulnerable and disadvantaged groups. Though the numbers are increasing there is uneven distribution of the ECD centers in the districts. Fair access has not been achieved for several reasons, including too few service delivery points, unavailability of appropriate services, cultural barriers to using services, poor quality services, geographical barriers and limited capacity of service providers (NCE, 2015; UNICEF, 2014).

**4.2. Quality ECD Service to Children (3 to 5 years):** There are center-based ECD services implemented through community-based ECD centers, school-based pre-primary classes (PPCs), pre-schools, daycare centers, Montessori schools, Madarsa, kindergartens and other centers. However, access to all children is limited and quality of the service is in question. It is estimated that only 39.5% of the children (Flash report, 2014/015) between 3 to 5 years of age currently attending these ECD centers (DOE, 2014; CBS, 2011). The situation is worse for girls, children with special needs, orphans, children on the streets, and other vulnerable children. Most ECD centers currently lack adequate facilities like classroom, toilets, safe drinking water, play grounds, etc. These issues are

not addressed as these factors make a positive impact on the education and socio-economic development agenda.

It is also found that there are no provisions of midday meal for the children. However, under-age children (two years and above) and also bigger over-age children (five years and more) are enrolled in private schools, kindergarten and public schools. There are no age appropriate facilities for these children at schools (PPC and Kindergarten) and no parenting awareness programs conducted to support these children at home. Also ECD programs are not linked with grade one, creating a gap in teaching learning approach in ECD centers and grade one.

**4.3. ECD center infrastructures:** Infrastructure is one of the indicators for the quality ECD. Many community-based centers have poor infrastructure and are mostly inappropriate for young children. Those in public schools are also characterized by poor ventilation, dusty rooms, poor lighting, temporary structures and the absence of child-friendly sanitary facilities (toilets and clean water). Very few ECD centers had maintained the minimum standard of size and space of the classroom in terms of sitting arrangement, cross ventilation and display boards, etc. Many ECD centers did not have minimum number of learning corners with sufficient materials. They lacked locally made learning materials as well (UNICEF, 2014).

**4.4. ECD management:** The ECD Operation Guidelines (2062) clearly mentioned the formation of management committee in both

school and community-based centers. Almost all the community-based ECD centers have their own management committee but many school-based pre-primary classes have not formed a separate committee. The school management committees have taken the responsibilities of the management of the PPC as well. Those who are taking responsibilities of the management committee, most of them are not aware of the roles and responsibilities. Capacity building of the management committee is not the priority of the government. Provision of mother school has been made for monitoring and supporting the community-based ECD centers. Because of the lack of clear guidelines for the mother schools regarding the management of the affiliated ECD centers the role of head teacher is limited to certify the facilitator's attendance without supervision and monitoring. They are not supporting for quality enhancement.

#### 4. 5. Facilitators (teachers) competency:

The qualification of the ECD facilitator has been mentioned as a grade eight pass with pre-and in-service trainings. There are facilitators with high academic qualification as well, ranging from grade 6 to Master's degrees. The drop-out of the facilitators is extremely high which lead to growing entry of new comers, and most often they start serving without training. Many teachers responsible to teach nursery and kindergarten in the private schools are untrained. Even if facilitators/ teachers have been trained, most

have attended short courses; and is not adequate for the development of productive competencies.

There is low level of motivation to the facilitators. Low remuneration and temporary nature of job (without long term benefit, provident fund), facilitators were not developing their professionalism. The tendency of irregularities in work also found in some cases and there is no proper and timely monitoring to the facilitator's performance. *Adhoc* academic qualification, absence of training and low motivation of the facilitators are the major reasons for inadequate productive competencies.

#### 4. 6. Curriculum and curricular materials:

Center-based ECD programs are very popular throughout the nation. Curriculum and the curricular materials are the key aspects for quality enhancement. The teaching learning approach is not following the ECD philosophies. ECD curriculum was prepared in 2004 and is applied till date without modification. Even though there is curriculum, most of the ECD centers are not following the ECD curriculum (UNICEF, 2014). Early learning and development standards are not used to assess the children's progress. There are curricular connections between grade one and ECD, however, teaching learning approaches are not found linked with grade one, creating a gap in teaching learning approach in ECD center and the grade one. The conventional approach of teaching learning is adapted in most of the ECD/PPC and private schools.

#### 4.7. Resources and capability:

There are limited resources for the ECD programs. A key one being the absence of both human and financial resources adequately in national and the district level. Despite the availability of ECD minimum standards covering quality and relevance of services, the standards are not reinforced, and service providers are not properly coordinated or regulated. There is a lack of coordination for resource allocation and minimizing duplication. There has been adhoc allocation of budget from Ministry of Federal Affairs and Local Development (MOFALD) via DDC, Municipality/VDC to support ECD programs, but these have not been properly designed or implemented. Owing to the lack of resources, the whole ECD system relies heavily on unqualified or under-qualified volunteers; and thence, quality is obviously compromised by this arrangement.

#### 4.8. Institutional arrangements (leadership):

ECD is a multidisciplinary program that requires multi-sector approach. The key ministries responsible for ECD services are Education (MoE), Health and Population, and MOFALD. Other stakeholders include the private sector, international organizations (INGOs), NGOs, community based- organizations (CBOs), non-state actors and the communities themselves. MOE is the lead ministry for ECD even though the latter is not included in the education structure. The DoE has the key role to bring

all these line agencies under an umbrella. The National Council for ECD has been formed under the leadership of National Planning Commission (NPC), but it has limited human resources to take a lead and speed-up the process.

In the district, bringing together different line agencies is the task of the DEO. However, DEO does not have a robust and visible ECD section. It also lacks adequate staffs and specific resources for the program. Therefore, DEO is unable fully to carry out its leadership and coordination roles. The district ECD board, which is responsible for networking and collaboration between ECD implementers, has neither the mandate nor its own resources to steer ECD activities or to bring its plans into operation. This clearly reduces its effectiveness. ECD coordination and networking structures at community and district levels are weak and inadequate, which in turn leads to low quality at implementation levels.

Several development partners have been supporting ECD programs. Their efforts and resources are not fully coordinated, because DOE/DEO do not have control over the issues on how partners allocate their resources. As a result, there are duplications of efforts and a concentration of services in limited areas only, leaving other areas poorly serviced. Many children are thus denied access to good-quality ECD services. Basket funding of ECD services and good coordination mechanisms would improve this situation.

**4.9. Advocacy and awareness:** ECD service is the basic need for all children. But due to lack of awareness and advocacy, many parents and key stakeholders are not giving proper attention towards the need and quality of the ECD services. Early stimulation and holistic development are like abstract ideas for many parents. People rely on early reading and writing rather than holistic development. One of the factors hampering the delivery of ECD is its low visibility. Many people still cannot internalize the long term benefits from ECD programs. The ECD Policy and Guidelines have not been widely disseminated. Only few people appreciate the importance of ECD in a country's development. There is no budget line for ECD in the district budget (DDC and VDC), and there are no events dedicated to ECD only in the district. As a result, the level of ECD awareness is very low throughout the nation. This resulted in low level of supports for this important (human) development intervention directly affecting the quality. Urgent action is needed to develop a communication strategy that will lead to public awareness on the vital importance of the early childhood years and the value of investing in ECD at household, community, district and national levels.

**10. Age group of the children:** The dual structure in the ECD programs is adding confusion to the public in general. The community-based ECD program is a two- year-program enrolling the children of three years

of age and the school-based PPC is a one-year-program has to enroll the children with four years of age. However, underage children (two years and below) are enrolled in ECD/ PPC and private schools' kindergarten classes. There is also the practice of making academically weak students enrolled in grade one to participate in ECD programs despite being older in age. There are no age appropriate facilities for these children at schools (PPC and kindergarten) and no parenting awareness programs conducted to support these children at home. This also affects the teaching learning approaches and the quality of the services.

**4.11. Monitoring and evaluation:** Constant monitoring and support is needed to improve ECD services from community to district level. It is found that the monitoring system for ECD programs is yet to be formed. However, there are some practices of ECD supervisors in I/ NGO supported programs. The District ECD Board along with DEO has not yet developed the monitoring and evaluation (M&E) system for the ECD program.

ECD is an evolving discipline which can be integrated to each specific agenda. Constant monitoring and support is needed to improve the quality ECD services at community, district level to national level. Good M&E system provides the basic information for evidence-based decision-making and for designing demand driven ECD programs.

## 5. The way forward

Based on the review and the reflections of the present status of the ECD programs the way forward is provided below:

### 5.1. Enhance access and quality of ECD services

The overall objective is to ensure that every child is given a healthy start in life. Increasing access to ECD will entail building structures in both urban and rural areas. These should be accessible to all (marginalized, deprived, disabled) people and fairly distributed geographically. The needs of marginalized children, such as orphans and street children should also be taken into account. Both home-based and center-based programs need to be implemented. It is recommended that the ECD center must be included within the school structure. To increase fair access, baseline mapping has to be done and the distribution and reallocation of ECD centers is required based on the recent data.

### 5.2. Increase competency of facilitators, care-givers and teachers (private schools)

The facilitators are the responsible frontline workers to enhance quality services. It is recommended to increase the minimum academic qualification of the facilitator to be grade twelve pass. All the ECD facilitators, care-givers and teachers have to have pre- and in-service training along with periodic refresher training. The training package has to be revised and should maintain a blend of

knowledge and skills. Periodic evaluation of the facilitators, care-givers and teachers need to be done, and refresher trainings should be provided as per the requirements. It is recommended to start discussions for motivational packages like exposure, meetings, supportive supervisions, reward and punishment, and additional remuneration to the facilitators.

### 5.3. Allocate resources and enhance capacity

Department of Education is the coordinating body at national (central) level. DOE needs to reform ECD network comprising of development partners, ECD experts and practitioners, academicians, and implementing I/NGOs representatives. DEO has to coordinate and initiate training programs through which professional people at district and community levels can be available. DOE in coordination with MOFLD, should mobilize DDC to initiate allocation of budget and create an ECD Fund in the district. The fund can be utilized for the advocacy, quality and support for infrastructures, learning and play materials, which are appropriate developmentally and culturally.

### 5.4. Raise advocacy and awareness

It is necessary to develop advocacy and communication strategy to raise awareness at national, district and community levels, from the general public to authorities and



corporate/business people. This can also be an important tool for advocacy with other line ministries (Health, Local Development, Women, Children and Social Welfare), line agencies, local authorities, corporate sectors and international organizations for financial and resource investments in ECD. The advocacy and awareness raising activities can be complemented by special events and activities dedicated to children's development.

### 5.5. Strengthen collaboration

Leadership, partnership and coordination can be strengthened by creating forum for key stakeholders (including government, civil society and development partners). The capacity of the ECD council and district ECD board needs to be strengthened periodically to play lead role for policy development, coordination and collaboration. Sharing and joint planning of the programs need to be started in coordination with I/NGO and civil societies for the ECD services and advocacy. ECD Council has to take a leadership role for the upgrade, update and periodic revision of the policy, strategy and operational guidelines.

### 5.6. Enhance monitoring and evaluation, and research for ECD

M&E of ECD is key priorities for effective delivery of evidence-based ECD services. A strong M&E system with clear targets and indicators need to be

established to track and document implementation. ECD is an evolving discipline which is also related with different sectors. Thus, periodic multi-sectoral planning and reviews should be conducted every year to inform progress. Constant research is needed to improve ECD services, coupled with good M&E systems. These activities provide the basic information for evidence based decision-making and for designing demand-driven ECD programs. A national research forum can be created to set the research agenda and disseminate results.

## 6. Conclusions

The main purpose of this paper is to raise the issues to enhance effectiveness and quality of ECD programs so as to provide development opportunities to all children, including children in difficult circumstances, with adequate care, support and protection. It will be achieved by coordinating and consolidating the efforts of various key stakeholders increasing investment in ECD and by promoting its development agenda. The family is given special prominence in the proposed interventions because it is the first point of entry to ECD.

Communities too can play an important role: ECD will need to be delivered using decentralized institutions at all levels. Quality is the result of coordinated inputs in various aspects. The ECD needs to be included in the school structure (as a downward extension) and resources (financial and human) should be allocated to enhance quality.

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# Situation of Child Marriage and Education in Satar Community in East Nepal

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## Abstract

*The main purpose of this article was to focus on the issue of child marriage and how it tends to hamper the education of girls in Satar Community. Satar belongs to a Dalit community found in a few areas mostly in Jhapa District of Mechi Zone in Nepal. The Study Area I had selected to carry out my research is Mansapur-6 which is a part of Kankai Municipality of Jhapa District. The study has been designed as a qualitative study to find the information of the whole phenomenon regarding the influence of child marriage causing problems in continuing the education of girl child in Satar Communities. The study is mainly a literature based analysis where different literatures have been reviewed to analyze the prevailing problem of child marriage in this community. Along with this, some primary data have also been used to reveal the present context of child marriage and education. The study also incorporates some case studies.*

**Keywords:** Child Marriage, Education, Satar, Poverty, Empowerment.

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## 1. Introduction

It is often believed that marriage is an eternal partnership between two consenting adults who are willing to stay together with their own consent. Child marriage, on the other hand, can be described as a marriage which involves one of the spouses who is a child under the age of 18 years and may take place under various circumstances as civil, customary laws or religion, with or without

formal registration. It is against the law. According to the Nepal Demographic & Health Survey (NDHS), 28.8% of females and 6.9% of males are married by the age of 15-19 years [MoHP (Ministry of Health & Population), 2012] still in our country. Some of the causes of this system are castes, socio-economic conditions, lack of education and awareness, old-aged traditions and customs, superstitions religions etc.

The issue I have explored here is the problems caused by early marriage of Satar girls which has a direct bearing on education of these girls in Satar community. The theme that I have chosen is "when marriage starts, education ends" [as cited in International Center for Research on Women (ICRW), 2012] which explains about the stories of *"early marriage and its impact in educational life of girls in Satar community"*. Child marriage is closely linked to various consequences as girl's dropping out of school, their non-participation in community, denying children their right to the education they need for their personal development and well being, their no-preparation for adulthood, and their inability to contribute to their family and community as a responsible citizen. It leads to the end of education for girls which not only hampers their educational life but also creates a turning point in their career which is against human rights.

With this concept in mind, I have done a research on Satar Community to find out how Satar girls are affected by this practice and what their educational journey is about. Satar community is a marginalized Dalit community found in Nepal mostly in Jhapa District. According to Nepal Human Development Report (NHDR, 2014), the discrimination regarding caste, and ethnicity has been found from the very first report of NHDR (1998) in case of human development in Nepal. Satar communities fall under the category which is discriminated by caste and ethnicity. They are often called in Nepali as *"Pani Nachalne Jati"* or *"Untouchables"*. My study area covers Mansapur of Jhapa District. Satar community living here are more disadvantaged, underprivileged,

discriminated, from the mainstream. And on top of that, inside Satar community also, girls are discriminated against boys in every aspect along with education on the top priority. The education access of girls in this village as against boys is only 1:5 ratios in current situation. Only 20 % of girls go to formal school. And most of the girls are married by the age of 13 at very early. Mostly school going girls study till grade 8 to 10 which is maximum level for them. But in many cases girls now-a-days have been continuing higher education mainly because of awareness. Very less Satar girls continue to higher education. One of the main reasons behind child marriage is poverty in Satar community because; poverty is higher in this caste than all other groups (Adhikari, L.M). Their living standard is very low. It can be explained in terms of educational status, food, landownership, human development index, occupation, income and expenditure etc (USAID, 2012).

There is always a relation between girl's early marriage and education. A global analysis of data by the International Center for Research on Women (ICRW, 2013) found that girls' education is "the most important factor associated with child marriage". In Nepal, girls' education and gender equality have been mainstreamed into national plans since the early 1970s with the express purpose of increasing girls' participation in school. Also, the Ministry of Education (MoE) instruments like School Sector Reform Program (SSRP), Millennium Development Goals (MDG)'s Goal number 4 and Education for All (EFA) has stated that equality and girl's enrollment to schools has been the new agenda for effective implementation of 100 % of literacy rate.

It is the responsibility of the government, state, policy-makers and other stakeholders to change the mindset of people, make awareness about the causes and consequences and practicing new ways of thinking to eradicate this system of early marriage. So, there is need of education for girls of all castes and minorities groups because from the various studies it has been found that education is the best way to eliminate child marriage.

## **2. Objectives**

Like in many other sectors of the society, it has been found that education is also male dominated activity from the early of the human civilization. What we have always observed and felt from the beginning is how girls are discriminated from the boys before they come to this world, even before they are born. It is often felt and perceived that, for a girl, discrimination starts from very early even before she is born. A simple medical test, an ultrasound (a sex determination technique), is all that is required to stop her from coming into the world. In my research on the Satar community of Mansapur, the case is a bit different. They welcome their girl child to be a part of their family but one thing is common is that, girl child marriage in most of the cases still exist. Though education is not considered important in either cases, neither boys nor girls; girls are married much earlier than boys.

A report published by 'Water Health and Sanitation (WASH)' has clearly mentioned that, still in Nepal, half of the women of reproductive age marry before 18; 16 % of them even their 15<sup>th</sup> Birthday (2015). Among school going age, only 86% attend primary or secondary education.

According to the report of United Nations Educational Scientific and Cultural Organizations (UNESCO), "Almost two-thirds of the world's 862 million illiterate people are women, and the illiteracy rate among women is expected to increase in many regions, especially in several African and Asian Countries" (UNESCO, 2005; World Bank, 2007). Married young girls are frequently taken out of school, are at a higher risk of various biological problems and diseases like HIV infection, early pregnancy and various other health issues.

The research has been conducted to find prevailing scenario of child marriage and the major causes and consequences of girl child marriage and its impact in their educational life of Satar community in Jhapa District. Along with this the other objectives emphasizes on any policy or technical interventions from the side of national and international institutions for eliminating this prevailing child marriage in this community.

## **3. Literature Review**

It is often perceived that, in the 21<sup>st</sup> century also, women are still discriminated. There are various studies which have found that there is an equal contribution of male and female to the development of any country (Bradshaw, Castellino & Diasp, 2013) and the most important aspect is men and women should have equal access to education.

Maswina, Richter, Kaufman, Nandi (2015) states, that child marriage often means the end of education for girls which is closely linked to girls dropping out of school. Marriage frequently follows school leaving where it is found that girls who have low education level are frequently taken out

of school. According to the authors, child marriage is a forced marriage under the age of 18, which is a violation of human rights. Child marriage is a major barrier to progress on girl's life creating to, too many problems like girls' low status in the society, low participation, denying girls their right to use of resources, gender inequality, leading to poverty and deprivation. When girls are married early, they often have to bear the bigger role and responsibilities at a very young age. This not only deprives them of their childhood enjoyment and freedom but also deprives them of basic rights like right to education, education for all and their part of being treated equally as boys in the society and community where they live.

Evidence shows that South Asia is the second region relating to experiencing the issue of child marriage the most, first is West Africa. According to Maswiwa, Richter, Kaufman, Nandi (2015), the prime concern of many humanitarian organizations such as UNICEF is more focused on studying the cause and effect relationship of child marriage more in South Asia than any other countries. According to the study conducted by UNICEF, 46% girls in South Asia are married before the age 15 to 24, as compared to 37% in Sub-Saharan African countries. This is regarded as an imposition of forced marriage on innocent children who are not even aware of their existence. This not only cause a problem in their mental well being but also deprives them of freedom, opportunities for personal development, good health, doing good for oneself.

Girls who are married early tend to realize the fact of being discriminated from the freedom of having their right to education which is regarded as human basic right.

And the consequences that this tradition is bringing is in the form of polygamy, health related problems, infant mortality which has more severe harmful effects resulting into macro level problems. Walker (2012) clearly states that when we think about child marriage, we think about how women and girls are compelled to live a forced life against their will. In a developing countries, different social practices like polygamy is being the main factor amongst others for forcing girls in being the victim of child marriage resulting in domestic violence, various biological problems and diseases like HIV infection, early pregnancy and other health problems. So, what I think is, it is not a new issue but a very important one to be taken into consideration by the different stakeholders involved in it directly and indirectly.

Marrying after 18 means being more literate and educated which has a direct impact on health. Apart from this it is often viewed that marriage after 18 means being married with your consent and choice which may result in less divorce and unsuccessful marriage. Therefore, Santhya, Ram, Acharya, Jejeebhoy, Ram & Singh (2010) have clearly explained that early marriage and being married after 18 has a lot of difference to do with one's health related problems consequently affecting one own's health and the health of the child being born. In their literature I have found that, there is difference in early marriage and late marriage in relation to using contraceptive (3% vs. 11%), first delivery (45% vs. 70%) and stillbirth (17% vs. 9%). This literature will also help me to see a very important aspect in my study. One of my respondents is a lady who was married as a child; she was thrown out of her husband's house, got divorced and again was into a successful marriage with her own consent.

### **Case 1 : 'Girls have to face lots of discriminations'**

One of my respondents who was married as child bride at the age of 13. After two years at the age of 15, she gave birth to a baby boy. The baby could not survive. Se was sent back to her father's home. Then she got divorced. At the age of 17, she fell in love with one person, and then they got married with their own consent. This person is her second husband. They have two children and both of them are girls who go to school. She is now happy with her life partner and two daughters. When asked why she want to educate her girls, she says that she was married as a child, she could not study. She saw lots of discrimination being born as a girl. Now she does not want the same situation to be faced by her daughters. She wants them to be educated, self-made. She herself wants to be an example in her community so that everyone may learn lesson from her good deed.

*(Source: Author's field study, 2016)*

Dahl (2010) states that there are other various factors that have direct influence on a girl's early marriage which has a negative impact on girl's education. One of the most important is the living standard of people. It is basically found that teen marriage or child marriage is caused due to the lower income status, underprivileged up-bringing, poverty etc. Child marriage and a lack of education for girls are both underpinned by girls' low status. Participation of women in the total education system is very poor. It is the same in the whole structure of the state (Election Commission, Central Bureau of Statistics: 2005). One of the very important variable that cause parents to marry their girl child are low economic status and mostly in a developing country like ours. This is one interesting factor that still exists in the study area where my research was conducted. From the various literature reviews, I came to know that parents are compelled to marry their daughters early because this would save them from giving huge dowry later on if they marry them at older age.

There are various factors that have

direct consequences on being married as a child (especially in case of girl). As we know that, in countries like Nepal people are more uneducated. May be due to low education level, there is low economic status, are more conservative. So, there is high rate of child marriage. Dahl (2010) also revealed the fact, that early teen marriage is associated with various problems like economic, societal, health related etc. Child marriage is such marriage in small age so chances of getting divorced are very high than in the marriage which takes place after being adult. This directly affects children's dropping out of school, very less chances of being graduate or gaining secondary education (as cited in U.S. census data tabulations; Klepinger, Lundberg, & Plotnick 1999; Ribar 1994). Literature suggests that child marriage associated with low education restricts one's earning power leading to higher unemployment rate (as cited in Katz & Autor 1999), deteriorating health issues (as cited in Berger & Leigh 1989), resulting to negative impact on psychosocial and mental well-being (as cited in Lochner & Moretti 2004).

### Case II: 'I'll be a teacher ...'

One of my respondents Champa Soren (name changed) is an 11<sup>th</sup> grade student at Kailash Kuti Bahumukhi campus, Kathmandu. She is working as a maid in Kathmandu, for a family that she has known since her childhood from Jhapa. She scored 61% in SLC (School Leaving Certificate) in 2013 and has recently completed grade 12. She wants to train and become a teacher in the near future. When asked why she wants to be a teacher, she mentioned that she wants to set an example for other girls in her community (Satahi) and inspire and help them to live their dreams, contribute to the growth of their society and contribute to the upliftment of their community.

(Source: Author's field study, 2016)

Comparison between Western and Eastern socio-economic contexts relating to early marriage and its impact in education has been made. It is indeed a very difficult job for a woman who is married early to continue education and balance her family, household chores and while trying to be a part in nation's development. It is always a main conflicting agenda or imagination or may be called as confusion, that whether girls who are married as teens are really getting support, financially or emotionally from their in-laws regarding to continue their education, manage family and to grow as a responsible adult (Ji 2013; as cited in Thornton & Fricke, 1987). Findings from different research studies explain that, in developing countries like ours, more than sixty percent of child brides are not facilitated from gaining even basic education. Many girls are not getting education because schools are inaccessible or expensive or may be because parents do not want their daughters to be married as they think that daughters are born to do household chores, marry and have kids.

According to Walker (2012), it is often believed that, when girls stay in education for longer they are likely to get married at an older age. Different humanitarian organizations such as United Nations have been contributing to emphasize

in promoting gender equality, women empowerment and to eliminate gender disparity from all levels in schools, to ensure 100 percent enrollment rate and to minimize dropouts of girls' children through its different instruments like Millennium Development Goals (MDG), Education for All (EFA) etc. It has been felt that different humanitarian organizations have been helping in reducing the evil effect of child marriage through different ways. We have already known that organizations like Plan International in Asia have been helping by introducing the concept of "Because I am a girl" to create awareness in individuals about the importance of girl child's education. In the same way, there has been tremendous effort from various organizations as well to promote the awareness.

Ji (2013) highlighted that, though globalization and modernization is heavily felt, in the context of Nepal, traditions and customs plays a very important role in the formation of societal framework. Early marriage system was practiced from very beginning right from the time of our ancestors and it is followed till now. These old practices like girls marrying early than boys, pre-marital sex etc cannot be changed very easily. This is because of the mind set of people; they are used to all these age-



old practices (as cited in Choe, Thapa, and Mishra 2004; Yabiku, 2005).

High rate of early marriage is caused due to low level of female literacy and low status of women (Sharma, 2003; UNICEF, 2001). In a country like Nepal, females are not aware of their right to education. This has direct link to education of daughters because women who are themselves exploited and oppressed cannot speak for their daughter's rights also. In society like ours, men are given priority. So, whatever they think is correct is accepted by the females. There is a patriarchal type of system still prevailing in our society which cannot be changed easily.

Santhya, Ram, Acharya, Jejeebhoy, Ram, & Singh (2010) clearly mentioned the need of policy interventions regarding the provision of education for girls because studies had proved that getting and keeping girls in school may be one of the best ways to foster greater gender equality in everything including rights to education, resources, and awareness of their existence and contributing to the development. Government, state, international and national organizations (INGOs) jointly can play a very important role in raising awareness through strict implementation of the acts about preventing early marriage and its negative consequences in health and education.

#### **4. Determinants of early marriage**

There are various factors that have direct influence in a girl's early marriage which have a negative impact on girl's education. Given below are some such beliefs and practices that influences early marriage in the context of Nepal.

#### **4.1. Traditions and customs**

Traditions are beliefs with particular consensus through time which is practiced from very beginning in any society where it exists. Custom is a practice followed by people of a particular group or a pattern of habitual activity and is given priority generation to generation. In the context of Nepal also, this traditions and customs plays a very important role in the formation of societal framework. Early marriage system was practiced from very beginning right from the time of our ancestors and it is followed till now in some villages today. These old practices cannot be changed very easily. This is because of the mind set of people; they are used to all these age-old practices.

#### **4.2. Lack of Education**

In the report of UNICEF (2001) & according to Sharma (2003), the main cause of early marriage is due to lack of education to females and their low level of representation as a responsible citizen as compared to male counterpart in the society where they live. In a country like Nepal, females are not aware of their right to education. This has direct link to education of daughters because women who are exploited and oppressed cannot speak for their daughter's rights also. So they follow the same treatment that they have been experiencing throughout their lives. The male dominated society establishes the trend of not educating their girl child.

#### **4.3. Childhood Residence**

The place of birth has direct influence on early marriage and its impact on education. Nepal is such a country where most of the people live in rural areas and their means of livelihood is agriculture based. Urban

living is very rare and only educated people live in urban areas for fulfilling their professional dreams. Nepal is a developing country and has low level of success to education by every citizen. This causes problems in the living standard of people. People living in rural areas are not educated so they do not want to educate their children especially girls. They think that girls should get married very early to looking at the family and household chores.

#### 4.4. Caste

The caste has immense control over the social and economic life of people wherein the traditions and practices of castes are immensely followed by them generation to generation. The caste hierarchy also has a great influence in the happening of early marriage. And amongst the various castes, Hinduism is the one which prefers early marriage compared to different caste system. Since Nepal is a Hindu dominant country, the impact upon early marriage is quite obvious due to the religion and caste that is being practiced from the beginning.

#### 4.5. Socio-Economic Status

Caste, occupation, income and educational background of the people are considered as the important socio-economic variables to assess the socio-economic status of the people in the society. These socio-economic differentials significantly affect the age of marriage in developing countries due to various prevailing reasons.

### 5. Major Findings

This study was a research based on literature review analysis and some first-hand data collection process to find out the consequences of early child marriage in girls of one of the marginalized community called

Satar community in Nepal and the negative impact on their education. From the research study, it was found that early child marriage significantly affect the education of girls in Satar community which means that if there is the situation of early marriage, there is the possibility that education is to be hampered significantly. Overall scenario says that early marriage means lack of education and lack of education means lack of life satisfaction and freedom, discrimination, oppression, violence and abandonment, less personal development and inadequate socialization, exploitation of girl child as a loss of adolescence and lower level of life satisfaction. Apart from this personal development is also affected by this along with impact on socio-economic status of the girl child.

### 6. Implications of the study

Present study has shown psychological consequences of early marriage on girls of Satar community where parents are found to show interest in marrying off their daughters as soon as possible due to many factors like, poverty and deprivation, negative traditional or religious practices, superstitions, conflicts, disasters and emergencies etc.

It is the due responsibility of parents to empower their daughters with life skills and enhance their self-esteem so that they can be empowered to raise their voice against any discrimination and can find their way to lead a happy and normal life. For this parents should help their daughters with all the financial and emotional support they need.

Community leaders, policy makers and social workers have to reform the social system for the rights of girls regarding all facilities that they need including a good education system. For these new

policies have to be implemented in the name of human rights favoring the rights to education for girls. People's mind set has to be changed so that everyone in the community and nation as a whole can support female children go to school.

Government, state, international and national organizations (INGOs) jointly can play a very important role in raising awareness through strict implementation of the acts about preventing early marriage and its negative consequences in health and education.

Apart from all these areas, families and communities responsible for early marriage should be given legal and non bail able punishment and social boycott.

## **7. Research Gap**

It is true that a number of significant studies have recently been done on the issue of early marriage and its impact on various development areas of a female child in our present context but it has always been neglected as to how we can find a solution to this problem. Once married, girls are rarely permitted to continue their education, live their life on their own except in a few families. However, there is no adequate provision for girls regarding the choice of life they want to live, permission of the family is required, and girls are restricted from moving freely. So, whatever studies have been done till date about these issues, it has remained within itself. There are no proper implications of principles so far.

Most studies have been focused on the impact of early marriage various issues like psycho-social consequences, fertility, health and other mental problems rather than education. The present investigation was planned to examine the marital problems

and its consequences on the educational life of a female child which further has impact on overall development to lead a healthy life. From the cited literature and personal observations, it was found that early marriage was more common in small villages and rural areas like my study site, Mansapur of Jhapa District where this study was conducted. There is a vast difference between what is found from the previous researches and what is expected.

Many researches has also been conducted in Nepal( different parts of the country) regarding the issue of early marriage and its impact in education of female children but still interventions are needed as to why this is happening. A serious study from the side of the state is felt so far.

## **8. Conclusion**

There is a patriarchal type of system still prevailing in our society which cannot be changed easily. Males still hold the supremacy of power and rights in comparison to females. So, whatever they think is correct is accepted by the females. And this system of supremacy has given birth to the cruelty of system where girl child is married very early which is called child marriage. This is one issue I have tried to explore here in my article. And this issue is explored in the prevailing living situation in Satar Community of Mansapur of Mechi Zone. On one side the community is a marginalized, very small number of people, and on the other side, there is this problem of non-education to female child and early marriage. Government, international and national organizations (INGOs), and private sectors jointly can play a very important role in raising awareness through strict implementation of the policies to eradicate the problem of child marriages in Nepal.

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# Evolution of Special Need Education: Segregation to Inclusion in Mainstream Education System

KRISHNA BHADUR THAPA, PhD

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## Abstract

*Exceptionality has bilateral meaning, one of which is disabilities that need special way of behaving, supporting and strengthening their potentiality through different ways. Such ways of behaving include formal/informal educational therapy conceptualized as Special Need Education (SNE), and the person with exceptionality is considered as one who requires special needs education. During the quarter of 18th century, efforts were made in the identification of person who needs to acquire special needs and other services as well as special education were institutionalized at some level. However, SNE even in an informal way has been traced back to 384-332 BC when Greek Philosopher Aristotle mentioned about persons with disabilities during his period and he used to stress encouraging such persons so that they would be able to adjust themselves in the society. The growing concept of SNE in the history is stated based on four different models, known as the charity model, the bio-centric model, the functional model and the human rights model. Elaboration is presented with the purpose of disseminating information about the evolution of SNE.*

**Keywords:** Disability, Evolution, Special Education, Special Need Education, Inclusive Education

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## 1. Introduction

In some context, exceptionality and Special Needs Education (SNE) are used interchangeably. However, these are considered as independent terms and carry different meanings overall. The term 'exceptionality' refers to uncommon characteristics, behavior or ability that may be

either at the level of extraordinary or feeble-minded. On the other hand, Winzer (1993) defines that 'Special Needs Education' denotes an attempt of educating children/students with any form of disability in a way that concerns and focuses on each individual's learning needs (p. 1). In this article, exceptionality is coined to refer disabilities that acquire

special way of behaving, supporting and strengthening their potentiality in a different way. Such way of behaving including formal/informal educational therapy conceptualized as SNE, and the person with exceptionality is considered, as one who requires special needs education.

## 2. Evolution of SNE

Exceptionality starts from the origin of human race and social life whereas SNE is a concept and program formally developed and imposed during the 19<sup>th</sup> century with the aim of dropping down the number and rate of people with special needs education through the approach of identification, diagnosis and treatment of disabilities to help them turn into normal social life (Moray, 2013, pp. 19-24). In the history, any level of disabilities have been attempted to treat. For example, Greek philosopher Aristotle mentioned about persons along with their disabilities (namely exceptionality) during his time (384-322 BC), and he used to stress encouraging such persons so that they would be able to adjust themselves in the society (Winzer, 1993, p. 1). Additionally, he advocated for progressive legislative provisions addressing individual's disabilities which would have created society without any person with any form of disabilities. Furthermore, Aristotle assumed that there would have a relationship between speech and neurons. Similarly, the father of medicine 'Hippocrates' attempted to cure various disabilities. He recognized visual impairments, epilepsy, deafness, mental retardation etc as major disabilities. It was indicated that the children were considered as the properties of the state and they were kept in regular health check-up as compulsory provision. On the basis of their health status, they were either accepted as citizens or discarded. On the dark side, those who were

idiotic type or had physical impairment, deaf or blind were thrown into a small island or somewhere else in remote place since they were not qualified to be citizens. Romans also followed similar codes practices by Greek ones.

It is traced back to 3rd BC when Christianity began. The devotees extremely used to believe in god and serving people with disabilities was to serve god. It is evidenced that a deaf person, namely Quintus Pedius, was taught painting during 34<sup>th</sup> BC. Such initiatives continued until 17<sup>th</sup> century (Winzer, 1993, p. 1). The light of hope in the field of special need education turns on during 17<sup>th</sup> century when the scholars and researchers of Europe began to educate children with special needs in a various way, and it was widely expanded during 18<sup>th</sup> century.

During the quarter of 18<sup>th</sup> century, the efforts were made in the identification of person with special needs and other services as well as special education were institutionalized at some level. For example, Braille script or code was developed in 1824/1815 by a 15-years blind person named Frenchman Louise Braille that is acknowledged as a novel work in the field of special education to visual impairment or blind people (Hutchison, 2007). On the same way, some special schools were established during first and second decades of 18<sup>th</sup> century for both deaf and blind people. Instantly, the first special school for deaf was established in Massachusetts State of USA. Similarly, a special school for idiotic and feeble-minded children was established and run in 1830 in the same state while another special school for mental retarded children was established in 1854 in New York. Below table presents the attempts of special schools established across different countries (Table 1).

**Table 1: Typical progression of special education**

Nation	Year of schooling firstly started		
	Deaf students	Blind Students	Mentally retarded students
France	1848	1782	1832
Great Britain	1760	1802	1832
United States	1817	1832	1854
Canada	1848	1872	1873

*Source: Winney, 1993*

Nineteen century became a potential period when many institutional and legal provisions were made in the field of special education. In the first-three decades of this century, quantitative growth in the number of special schools was initiated across different countries. The efforts were made in the identification of disabilities and their leveling, following research-based and scientific approaches. Rights based movements took place particularly in American continent. It emphasized not only on school access and participation, but ensured their rights by legal provisions. During 1945-50, the concept and wave of human rights encourage not only to protect and enjoy the basic human rights of ordinary people but also the rights of people with special needs. Some global initiatives and declarations like Universal Declaration of Human Rights – 1948, UN Convention on the Rights of the Child – 198), World Declaration for Education for All –1990, Standard Rules on the Equalization of Opportunities for Persons with Disability –1993, UNESCO Salamanca Statement and Framework for Action – 1994 (UNESCO, 1994), Dakar Framework for Action – 2000 have added the building blocks in the field of special needs education. Additionally, the Civil Rights Movements-1969 of the USA was one that also strengthened the initiatives

towards the rights of people with special needs. It obligated the state by law to accept the rights of people with special needs and education within the framework of state's liability and responsibility.

In understanding of children with special needs towards assessment, diagnosis and service delivery, two models are defined in the sense of state role and responsibilities. Firstly, disability is conceived as an individual pathology, and secondly disability as a social pathology (NCERT, 2011). The first conceptual model emphasizes disability is an individual's problem and it concerns only at the level of individual whereas the second one concerns not only at individual's level but it correlates between individual and social ecology. Thus, it is acknowledged that individual's disabilities impact on social structure, phenomenon and dynamics.

### **3. Models that evolved SNE**

At this context, four models are formulated regarding the evolution of special need education that cover the attempts to understand the causes of disability, its impact and real ability of people with disability (are they really disable or differently able) (NCERT, 2011):

**(i) The charity model:** In traditional concept, disability is the consequence of sine acts thus people with any form of disability were excluded from social inclusion and leaded extreme isolation. They were used to keep in custody, locally made-prison with high walls or room, fenced wards and lock cells etc.

According to this model, the person with disability is in need of special care and to serve such people is to serve to god. Therefore, some persons and philanthropic institutions started to initiate escaping the people with disability from any custodial bans. Additionally, they started raising awareness in the community that stressed such people really need additional attention and care to eradicate such type of anti-humanitarian acts.

**ii) The bio-centric model:** The model of bio-centric model suggests that disability is the condition of medical or genetic endowment. Any form of disability can be cured through medical treatment that takes the person with disability into normalization (Bailey, 1998, pp. 44-60). According to this model, policy, legal provisions and education does not have any significant impact on the level and intensity of disability.

**iii) The functional model:** This model assumes that the educational and learning needs are not ensured only in provisioning education rights and school physical facilities. But, the physical and organizational structure should set according to the nature and forms of disabilities of the children. This model stresses special and integrated education and classes (Reindal, 2008). Additionally, it emphasized on implementing special need education consequently special schools

and residential facilities for visual and blind including teaching-learning in using brail script were provisioned. Similarly, special schools started teaching-learning in sign language for deaf children. On the other hand, this model also emphasizes on identification, diagnosis and classification of disabilities of the children so that appropriate educational services and other facilities can be provided in best way.

**iv) The 'Human Rights Model':** This model of the human right is contemporary foundation of special education in an inclusive structure. This model is conceptualized after the worldwide human rights waves during 1945-50 or after Second World War. There were some declarations that made possible to plan and implement this model in the field of inclusive education (NCERT, 2011). These were Declaration of Human Rights – 1948, UN Convention on the Rights of the Child – 198), World Declaration for Education for All –1990, Standard Rules on the Equalization of Opportunities for Persons with Disability –1993, UNESCO Salamanca Statement and Framework for Action – 1994 (UNESCO, 1994), Dakar Framework for Action – 2000 which contributed to rights and legal provisions of children with special needs.

The human rights model adheres that the persons with disabilities should not be excluded from social ecology, but it suggests that they should be included in a mainstream schools with other normal students in an inclusive way conceiving as education and learning rights are their fundamental human rights (Reindal, 2008). Consequently, inclusive education is in trial instead of special education in the contemporary practice all over the



world. Additionally, it is prioritized that teaching children with disability with their normal peers should not be the essence of inclusive education, but learning materials, resource materials, pedagogical strategies, trained teachers and appropriate (inclusive) organizational structure are ensured as the fundamental educational and learning rights. To meet such protocols, each country should be obliged to ensure legal provisions, national policy and strategies based on the international treaties and promises. The human rights model primarily focuses on the following:

- Diversity
- Breaking down barriers
- Equality and non-discrimination
- Reasonable accommodation
- Accessibility
- Equal participation and inclusion
- Private and public freedom

#### 4. Conclusions and Educational Implications

The concept of special needs education in an inclusive setting was started from the late 19th century. However, special education in different ways has been traced back to the period of before Christ. In the current time, global human rights based initiatives have yielded the educational and learning needs of each individual with disabilities in an inclusive education system. However, the concept of inclusive education in developing countries like Nepal is still in infant stage due to lack of adequate resources as well as expertise at some level. Thus, it may be suggestible to all stakeholders that children with special needs education should be identified firstly and ensured their universal rights to education.

Equally, applied research and policies are imperative to inclusive education that may contribute to equilibrium of social integration and ecology.

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# Children's Educational Rights in Nepal: Rhetoric and Reality

DURGA LAMICHHANE

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## Abstract

*This paper aims to present the current scenario of children's situation specially related with their education in Nepalese context. It specially highlights the different provision and practices that Nepal is practicing. It also attempts to highlight different initiative taken by the State specifically in the context of children's education. It also figures out different status of children in the context of that directly hinders for their educational development. And finally, it tries to conclude the overall barriers which hamper on children's overall development and educational achievements. Finally, it gives a scenario of existing situation and gives some recommendations to way out from this reality.*

**Keywords:** Children, Education, Rights, Nepal, MDG

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## 1. Introduction

Children represent both present and future of the Nation. The future well being of a nation depends on how its children grow and develop (OECD 2013). They are zones of peace, and beautiful creation of the world. Childhood is the most significant and sensitive phase of human life that requires love, affection, play and family environment from parent, guardian, peer, school, state and even from the international community (Unicef 2006). Child rights are one of the significant parts of the human rights, which should be protected and promoted on the basis of children's interest.

Education is the only one machine to reduce the child illiteracy that spark and machine for development and transmission of knowledge, skills and information for social change (Shukla, 1998). It opens up a new horizon of life that helps children to expose their talents. Child development is more than development of the child as an individual means the development of an integral part of the whole of human society (Pradhan, 1994) and children are central creations and hope for future to the community, family, society and nation (Pradhan, 2013).

The relation between Child Rights and Rights to Education is inter-disciplinary fact and the

reality, which is the basic fundamental human right of the people that should be promoted, protected, fulfilled and respected by every nation. Different national and international treaties and convention held on different time is the milestone for that provision. Universal Declaration of Human Rights, 1948 and Child Right Convention 1989 are the vital international instruments for the protection of this right.

In spite of all those significant legislations and treaties, we still see the educational rights of children and its status in Nepal is measurable. Though there have been some changes and some positive aspect but achievement is not as expected compare to investment. In regards of this, this paper attempts to examine the education status from right-based approach in Nepal with reference to its existing status and challenges.

## 2. Nepal Context

In Nepal, the government has made serious efforts over the years to improve access to education and able to create an enabling environment for quality education. However, government support alone is inadequate for achieving the school educational goals, particularly in the case of the children of socially excluded and vulnerable groups. Though Nepal has made excellent progress in primary education incorporating the agendas of IEFA, SSRP, MDG, Thirteen Development plan and increasing the educational status significantly but still, low participation, low internal efficiency, high school dropout rates and low level of continuation in education are the consequences of inadequate access, poor school management systems and weak parent-teacher relations are among the multifaceted problems of our education.

In one hand, Government has emphasized

on increasing schooling facilities, expanding opportunities for transitioning to higher grades, reduce the direct and indirect costs of schooling through free basic education and targeted incentives and train teachers are demanded to build their competencies while management committees are strengthen as the same time. In other hand if we compare our achievement to investment it is not satisfactory, for instance: if we see the budgetary allocations for the public schools comprises of around 16% of the annual budget, only 28% pass in SLC in public school whereas 85% students are in community school. In other hand private school has 15% students and 82% pass in SLC (MOE 2014). It clearly shows that education is good in private school than public school. But private school is not affordable to most of parents. In this way there are many practical challenges in our education.

## 3. Objectives of the Study

This study is an attempt to explore the rights to education of Nepalese children and critically analyse the current situation of child education. It also examines the national legal provisions for child education. Furthermore, the study has also attempted to find out the gaps regarding the educational achievements and prevailing barriers to the Nepalese children. The paper is based on secondary sources.

## 4. Policy level issues

Children's rights were recognized after the First World War with the adoption of the Geneva Declaration in 1924, which Nepal ratified the UN convention on the right of the child, 1989(CRC) on 14th September 1990 & subsequently enacted the children's Act, 2048 B.S. Nepal is a State party to International Bill

of Right and many international human rights laws including the International Convention on Economic, Social and Cultural Right (ICESCR, 1966) and the Convention on the Right of the Child (UNCRC, 1989) as well, the right to education is mentioned in Article 13 and 14 of the ICESCR and article 27 of UNCRC which made the state obliged and accountable for availability and accessibility to quality education along with equality for all school aged children in Nepal without any discrimination.

Likewise, Constitution of Nepal included education as one of the fundamental rights of the citizens. This comes across as an important development in acknowledging the role of education in the lives of citizens, particularly for the children. Under the Article 39 of the constitution of Nepal, rights of children have been protected. Similarly, The Children's Act, 2048 BS purpose of defining legal provisions to protect the rights and interests of children and to ensure their physical, mental and intellectual development. Where, section 4 relates to the right to maintenance and upbringing, education and health care. The *Mahuli Ain* has also provided few provisions concerning to child rights and juvenile justice in a scattered form. The case of a child is given priority for hearing under no 11(2) of the Chapter of court management. Similarly No 24, No 40 No 83 and No 118(4) and (10) provision concerning to children.

Based on the UN concentration on the right of the children 1989 that basically summarizes the four sets of basic rights like; right to survival, right to protection, right to development and right to participation (UNCRC 1989). Likewise, it has basic four principles which contain: principle of non-discrimination, principle of best interests, the right to life, survival and development and principle of participation.

### 5. Status of children in Nepal Child development

The term "development" in this context should be interpreted in a broad sense, adding a qualitative dimension: not only physical health is intended, but also mental, emotional, cognitive, social and cultural development, this study attempts to connect child development with child education, where CRC concentration has provided at least free and compulsory education unto basic level, that have been incorporated in MIDG and SSRP as well. Regarding this, table below shows the current scenario of SLC result status of Nepalese students. Since it is taken an iron gate of every child in its further education.

Table 1 clearly shows the decreasing trends of succession rate of the SLC result, which could be the measurement instrument of our school education. In other way though government is allocating the increasing the budget but achievement is in decreasing trend, which is the serious issue for our education system.

**Table 1: No of SLC passed children**

Year (BS)	Total participant	Pass number	Percentage of succession
2066	385221	250220	64.95
2067	397633	222568	55.95
2068	419121	199714	47.65
2069	404009	169161	41.87
2070	394933	173436	43.92

Source: Government of Nepal/Exam Controller's Office, 2070

**Table 2: Number of children enrollment at primary, lower secondary and basic levels by sex**

Level	Girls	Boys	Total	% of girls Enrollment
Primary (1-5)	2229916	2171864	4401780	50.7
Lower secondary (6-8)	925033	903316	1828351	50.9
Basic (1-8)	3154951	3075189	6230141	50.6

Source: Ministry of Education (2013-14)

Table above shows the number and share of girls in total enrollment by level in the school year 2013/14. Overall the share of girls at all level have slightly increased in the current school year, which are 50 percent (compared to 50.5 percent in last year) at primary level and 50.9 percent and 50.6 percent in boundary and basic level, the data shows an increasing trend in girls' enrolment in school education.

Table 3 explicit the Gross enrollment and Net enrollment Ratio of students in Primary, Secondary and Basic level, which seems satisfactory with comparison to the past. But it shows that drop out is increasing along with the grade. As the same time it presents the scenario that still 4.4 percent of children are out from school. This is the serious issue to be

considered.

Table 4 tries to display the pattern of child labor engaged in economic activities in both urban and rural areas of Nepal. Though it is not directly connected with education but involving in labor in early childhood directly hampers children education. This is severe issue that needs to be sort out to reduce their vulnerability and deliver quality education.

According to Child Right Act 2048, parental affection and right to live with family is basic human right of each child as the same time child protection is the family responsibility but in the context of Nepal there are many children who are deprived from this right and education is far from their imagination. This number is going to be even higher due to earthquake

**Table 3: Gross enrolments rate and net enrolment rate by levels**

Level	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Primary (1-5)	142.4	131.6	136.8	95.0	96.2	95.6
Lower secondary (6-8)	86.2	82.4	84.3	71.3	71.7	72.6
Basic (1-8)	119.6	111.9	115.7	86.3	86.4	86.3

Source: Flash Report 2070 (2013-14), Ministry of Education

**Table 4: Child labor participation in domestic work**

Area	Total household	Approximate domestic child labor
Rural	14,13,628	61,471
Urban-oriented	11,17,478	48,052
Urban	11,17,478	62,579
Total	36,49,984	1,72,102

Source: World Education/Plan International Nepal, 2014

**Table 5: Children in care and protection of family**

Status	Female	Male	Sex not identifies	Total
Total children without family protection	1583	1843	1720	5146
Children house head without adult member in the family	2522	2482	184	5188
Child with protection of relatives	569	472	0	1041
Children left behind by parents	11	29	0	40
Total	4685	4826	1904	11415

Source: 15-District Child Welfare Community, 2071

devastation in 2015. This is a serious issue, which should be considering from responsible stakeholders to protect and promote child rights from the grass-root level.

Contemplating at the general scenario of different aspect of Nepalese children, we could conclude that though education enrollment is improving significantly the quality and achievements are not as expected, as the same time children have been affected from multiple vulnerabilities and hinders in their early childhood, which are crucial barriers on their development. In spite of good policy and provision still there are many practical problems, which are obstacles in the phase of practice. For instance: though our constitution has provision of equal opportunity of education to all children but in reality many of our children are far from this opportunity. There are many reasons behind this for example family matters, home environments, poverty are main leading factors which need to be addressed firstly to provide proper environment.

## 6. Conclusions

Looking at the overall consequences, there is a strong need of making respondents aware about rights-based education through

raising awareness, initiating parental education and conducting capacity building programs. Though, ICESCR has identified accessible as a component right-based approach. It means, there must be equal access for all to education, especially for the most vulnerable groups in society. But real vulnerable groups have still less access in education. Nepalese education history is itself an example of not being proper accessible from the beginning of education system in Nepal. Though Nepal government provides the basic education free, children continue to drop out from the school because of poverty. This is a serious problem as it directly violates the rights of the children to be able to enjoy their childhood, study and develop.

In regards of all those crucial aspect, education must address the need of children or students within their diverse social and cultural setting. However, huge budget has been poured on education by Government of Nepal but results are not as expected level. In other hand, we have good plans, policies and provision, but still a lot of challenges are facing by children in education attainment due to weak management, and monitoring aspect. As the same time our planners and policy makers are not as aware as they should be.

Likewise we have been failed to address the cross cutting issues which may hamper child to attain education.

In conclusion, in spite of all programs and policies like; EFA, SSRP, MDG, Thirteenth Development Plan and Provision, still Nepalese children's right in education

is a rhetoric but in reality acceptable and adoptable components are still a big challenge to education. Although our education system is good but while at implementation level this is weak. In a nutshell, we could say, right to education has still been a dreams to many.

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# Life-Skills Based Education for HIV Prevention in South Asia

JHABINDRA BHANDARI

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## Abstract

*Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. In South Asia, life-skills based education have been effective in HIV prevention specially among adolescent and youth. However, the methodological challenges for life skills based education need to be critically reviewed to respond to socio-cultural context and needs of the communities.*

**Keywords:** Life-skills, Positive Behaviour, HIV Prevention, Critical Thinking

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## 1. Introduction

Over the years, there is increasing priority and focus on life skills to young people, partly due to the perceived limitations of information-based HIV/AIDS education. However, implementing life skills education in schools to-date has proved to be problematic, especially in circumstances where approaches to teaching are very formal.

Since HIV/AIDS was first identified, some very distinct schools of thought have emerged in the area of sexuality and relationships. One of the issues under dispute is based on the extent to which an individual has control

over his/her actions and the extent to which this control is 'rational'. Academics in this camp are sometimes known as rationalists, or bounded rationalists.

To date, most HIV/AIDS prevention, including life skills work, have been conceptualised within a rationalist framework. The assumption underlying much life skills education is that a person is somehow lacking in certain skills (for example, assertiveness) which, if taught and learned, they would be able to apply in different situations, thereby reducing their risk of HIV infection.



The conceptual basis for most of the life skills has been presented by WHO. (WHO, Skills for Life, Geneva: 2001, p.8) as below:

*Life-skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner.*

Across South Asia, life skills-based education is experiencing a rapid growth, involving both the creation of new programs and the integration of life skills into existing ones. Given the diversity of regional needs and conditions, it is not surprising that this programming has responded with a similar diversity of methods and objectives. It is also not surprising that several challenges are common to most South Asian countries, including a reluctance to acknowledge adolescent sexuality, education sector capacity issues, limited access to child friendly services, and difficulties articulating and measuring behavioural outcomes.

In South Asia, life skills programming is either general in nature, helping learners to make better choices, or specific, targeting risk behaviours and situations. This dichotomy, which usually defines the difference between in-school programming and programming for those especially vulnerable who are not in school, has occurred because of a societal reluctance to accept the existence of certain behaviours, particularly sexual behaviours, among school students, and because those who are

especially vulnerable need more explicit interventions. (UNICEF 2005)

It is also unfortunate that many in-school life skills programs do not question the societal structures underlying the vulnerabilities and risks they seek to reduce, and have difficulties linking the development of knowledge, attitudes and life skills to the practice of positive or protective behaviours. For example, although life skills are often taught with an objective of preventing HIV, this is frequently done separately from awareness sessions on HIV/AIDS or sexual and reproductive health (SRH).

The assumption is that students will independently connect information they learn in one class or module with skills they learn in another, and spontaneously practice a desired behaviour. With regard to societal structures, life skills like negotiation or communication are frequently taught without reference to the inequities and discrimination which impede young people from using these skills outside of the classroom.

In Non-Formal Education (NFE), life skills can be combined with literacy, numeracy, and livelihood training, as in Bangladesh's Basic Education for Hard to Reach Urban Working Children Project. However, in South Asia, most government-supported NFE does not teach life

skills. Outside of the education system, life skills are usually taught by Non-governmental Organisations (NGOs) to especially vulnerable children and adolescents, as with the UNICEF-supported Child Protection Project in Pakistan and Out-of-School Program in Nepal. It is noted that such programming is usually delivered on a project basis and with limited government involvement, raising questions of long-term sustainability.

## 2. Methodological approach

It was a review of relevant reports, publications and articles related to life-skills based education in the context of health and HIV prevention. The review was mostly focused on life-skills based education and its implications on HIV prevention in the context of South Asia.

## 3. Results

The introduction of life skills as a method to prevent HIV has raised a number of conceptual and practical challenges. First, there are difficulties in the definition of life skills – in terms of defining which skills should be taught, and how they should be understood and taught in terms of pedagogy. Second, the introduction of life skills into the formal education system frequently creates problems due to the inherent conflict in educational approaches, and the reality of many schools in poorer country settings.

Finally, certain assumptions underlying life skills education need to be assessed with respect to local contexts. Life skills education is based on a notion of reasoned action. While this may make sense in an economic and rationalistic culture, it does not in contexts where people, especially young people, can exercise very little choice. The concept of skills in life skills, moreover, assumes that individuals have access to the resources and power they need to change their lives. Life skills education may also ignore the local contexts in which young people live their lives.

### *The Trans-Theoretical Model of Change*

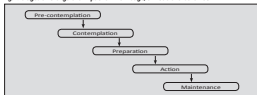
There are different theories related to life-skills based education on health promotion and HIV prevention among young populations. One of the theories based on a model developed by Prochaska (1979 & DiClemente, 1982), describes stages that identify where a person

is regarding her change of behaviour. The six main stages are pre-contemplation (no desire to change behaviour), contemplation (intent to change behaviour), preparation (intent to make a behaviour change within the next month), action (between 0 and 6 months of making a behaviour change), maintenance (maintaining behaviour change after 6 months for up to several years), and termination (permanently adopted a desirable behaviour).

The Trans-Theoretical Model of Change, also commonly referred to as the Stages of Change Model, was developed to explain how problematic behaviour is modified. It has been applied to a wide range of health-related problems, for example smoking cessation.

According to this model, an individual progresses through five stages when attempting to alter a particular behaviour: pre-contemplation, contemplation, preparation, action and maintenance. Smooth progression through each stage is rare. It is more likely that a person will progress sequentially and slowly through each stage with occasional relapses back to earlier stages. It is important to recognise that successful efforts to change behaviour are frequently followed by periods of relapse.

The model explains why knowledge change may have little impact on behavior change and offers insight into the complex nature of behavioural change for problematic health related behaviours. It is argued here that knowledge change may move an individual from pre-contemplation to contemplation. Attitude change may shift the individual into the preparation stage. Ongoing support and reinforcement may facilitate entry into the action and maintenance stages and hence result in behaviour change.

**Fig. 1: Stages of change and impact of knowledge, attitude and behaviour**

The Stages of Change Model highlights the need to move beyond simply providing information to young people on drug-related issues, which is unlikely to exert a significant impact on behaviour. Rather, the model identifies several important strategies to be incorporated into peer education initiatives which include practical strategies for implementing change, use of credible peer educators and information compatible with the experience of the target group to influence attitudes and provide ongoing reinforcement and support to encourage long-term behavioural change. The Stages of Change Model indicates the importance of assessing the current stage of target group members, in relation to change, in order to tailor peer education.

A literature review on life skills education for HIV prevention in young people (E Yankah and P Aggleton) revealed that life-skills training as a component of the overall education strategy. Programs worked best to positively influence knowledge, attitudes, intentions, skills, and abilities in Africa, Latin America, Asia, and the Pacific. These interventions rarely produced consistent effects on sexual behavior. Also, life skills, training had little effect on biological outcomes. The narrow focus on achieving behavioral outcomes may be at the loss of

documenting other positive impacts.

A life-skills-based HIV/AIDS prevention education for rural students of primary schools in China (Liao W, Jiang JM, Yang B, Zeng X, Liao SS) revealed that students tended to score higher in areas of HIV/AIDS related knowledge and attitudes, if they were younger than average, lived in the county seat, had access to the internet, and their parents had completed higher levels of education. Path analysis showed that, after controlling for characteristics such as family and community factors, the total effects of curriculum on knowledge in the short-term model increased remarkably compared with the baseline, and maintained major contributions to knowledge in the mid-term model. The positive effect of knowledge on attitudes was significantly improved in the short-term model as well.

The study on life skills: evaluation of a theory-driven behavioral HIV prevention intervention for young transgender women (Garofalo R, Johnson AK, Kuhns LM, Cotten C, Joseph H, Margolis A) aimed at assessing the feasibility of a small group-based intervention with the study population and examining participant's engagement in HIV-related risk behaviors pre- and 3-months-post-intervention among young transgender women enrolled in the study. This revealed that small group-based HIV

prevention programs for young transgender women are both feasible and acceptable. Trends in outcome measures suggest that participation in the intervention may reduce HIV-related risk behaviors.

Literature suggests that communication is a protective factor against high-risk sexual behavior. This study entitled "communication as a protective factor: evaluation of a life-skills HIV/AIDS prevention program for Mexican elementary-school students.

Multi-level analyses demonstrated the program's statistically significant positive impact on communication about attitudes, self-efficacy, intentions, and behavior; perception of sociocultural norms regarding communication transformed as a result of the program. Gender significantly predicted differences in communication: with respect to attitudes, self-efficacy, and intentions. The results show that early intervention programs targeting communication about difficult subjects can prevent risky sexual behavior

and its consequences (e.g., HIV/AIDS) and influence perception of norms and gender.

A systematic review of reviews of behavioural HIV prevention interventions among men who have sex with men (Lorimer K, Kidd L, Lawrence M, McPherson K, Cayless S, Cornish F) show that Men Having Sex with Men (MSM) remain one of the groups most at risk of HIV. The growing evidence-base on behavioural HIV prevention interventions includes systematic review-level evidence, including who reviews specific to MSM populations. Skills-building, trained professionals delivering the training and theory-based interventions were also consistently effective.

#### 4. Conclusion

Life-skills based education have tremendous potential to reduce the risk behaviour of adolescents and youths in the context of HIV prevention. So, life-skills interventions need to be prioritized as priority interventions for HIV prevention in the national response.

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# Towards Inclusive Growth: Is it Possible to Achieve Government Targets Without Effective Role of Private Sectors in Nepal?

BALKRISHNA SILWAL SHARMA

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## Abstract

*Now the nation is concentrating towards successful implementation of decentralized federal mechanism in Nepal. It is obviously challenging job to do restructuring and meet the expectations of people at a time. The approach paper of 14th periodic plan of Nepal has highlighted the inclusive growth and has targets of 7% economic growth and put the country in the league of developing nations by 2022 and transform Nepal into a middle-income country by 2030 (14<sup>th</sup> Periodic Plan, 2016). It will be almost ambitious and impossible until and unless women of the country do not come in frontline of economic sector and eventually population at the bottom of the pyramid are mobilized for economic enhancement. The goal set by the government is not possible without proper mobilization of private sectors and their lucrative contributions. It is not easy process to identify and understand the barriers faced by both private sectors and the Gender Equality and Social Inclusion (GESI) target groups as well as to ensure the interventions in an innovative and effective way. Private sector will only succeed when they will able to consider women and disadvantaged groups (DAGs) as their central clients for future outreach. For this, private sectors and intended GESI beneficiaries are incentivized through the government policies. Here in this article, some of the dimensions of it are tried to explore and suggestions have been made on how it can happen in future through various projects working with private sectors.*

**Keywords:** Private Sector, Poverty, Gender and Social Inclusion.

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In Nepalese society, male members of the household in almost all caste and social groups are considered as the bread earner. In the other hand, women have to content with poorer remuneration such as part-time, casual, irregular, seasonal and often home-based activities. The level and quality of participation, business networking, as well as their sense of self-worth and/or confidence are weak. These cleavages are even more pronounced in the economically poorer and socially discriminated segments of the society. 'Gender and social exclusion have been found to be drivers of poverty'. Inequalities are pronounced, and it is clear that poverty continues to affect social groups to differing degrees. A report on gender disparities concluded that Nepal is one of the least equal countries in the world-ranking 110th out of 1450<sup>1</sup>.

Women face many of the same problems as in other countries of the world, but experience them differently due to its socio-economic and geographical context. While we focus on gender aspects, we must understand the diversified social dynamics. Women often suffer a double burden of oppression due to their caste/ethnicity and gender. In most castes and ethnic groups, Nepalese women have both a lower social status and heavier workloads than men. Nepalese women, especially those from rural communities, typically lack access to and control over resources, including property rights and accessibility to health and education services. Socially, traditional family expectations of early marriage and children continue to determine life options for women. Other traditional practices have been reinforced, such as dowry/talak (cash or kinds providing

to boys family from girl's family), male child preference, tolerance of domestic and public violence against women, polygamy, and associated exclusion. Further, practices like Chaupadi, Deuki, and Badi in far-west and mid-west continue to cause suffering to women. Chaupadi is a tradition practiced for centuries that banishes females during their menstruation period from the house. Deuki is a system of offering a girl child to the temple to collect religious merits. Similarly, badis are the so called untouchables among the untouchables who have for decades been doomed to supporting their families through Prostitution. The multiple forms of oppression facing women have contributed to a cycle of multidimensional poverty in Nepal.

Similarly, social exclusion in Nepal is seen as one of the root causes of poverty. People are excluded as per their social identity (for example race, gender, ethnicity, caste or religion), or due to social location (for example in areas that are remote, stigmatised or suffering from conflict etc.). Hence it is important to identify major characteristics of target areas and target group, understand GESI mainstreaming/entry point and apply GESI checklist to identify GESI issues/problems and solutions.

The essence of sustainable development is inclusiveness. That means that without policies that promote gender equality and social inclusion, we will not achieve sustainable development. The government has amended several discriminatory laws and provisions which has shown its commitment signing a number of international conventions. Moreover, it has recognized that the barriers to inclusion are due to not only gender, caste, and ethnicity but also to language, religion,

1 Human Development Report, UNDP, 2015

2 The global gender gap index, World Economic Forum 2015

disability, geography, and regional identity. However, unless socio-cultural norms and attitudes toward gender equality and inclusion change, there will be limited real change in discriminatory practices"<sup>3</sup>. Gender Equality and Social Inclusion (GESI) is a key development priority for the Government of Nepal (GoN). The goal is to transform the country into an inclusive state, where existing power relations are restructured to ensure equitable rights for all citizens regardless of their caste, ethnicity, religion, age or class. It has been reflected in constitutions, regulations, guidelines of ministries and their departments. GoN is guiding private sectors in this very important area to overcome.

But there are so many barriers of service providers, particularly private sectors to reach such place and people even if they are incentivised. On the other hand, it is equally difficult to identify and address major characteristics of target areas and barriers of GESI target group. There are barriers in ensuring equal access and enjoyment of full economic rights such as "structural barriers women entering the market, wage discrimination, concentration at the lower end of the labor market continues; women and girls continue to face discrimination in access to services and resources at home and in the community and inequality among various groups of women is increasing; intersectionality of vulnerabilities and identities are not addressed adequately"<sup>4</sup>. Clearly, gender norms as well as men's and women's attitudes toward gender roles in relation to both social and economic performance need to be change. Women face challenge to develop greater market linkages due to male dominated market system and cultural norms and values

that expects women to maintain their cultural behaviours – caring roles for children and other family members, restriction on mobility without seeking male or in laws permission.

The economic empowerment of women and DAGs is one of the important tools for mainstreaming GESI. In order to empower women for economic activities, intervention is required to reform the deeply rooted beliefs held by the community that women are unsuited for business, leading to many women finding themselves left out of business circles, including associations and trade fairs. The result of this network exclusion is that they cannot learn about new ideas and trends in the markets and they are consequently prevented from tapping into new markets. Existing networks also tend to be male dominated and sometimes unwelcoming to women. Most of women and people from DAGs still go to informal lenders like landlords, friends and relatives for loan although their interest rate is higher than financial institutions. Local money lenders sometime hesitate to lend women and marginalised groups and provide high interest rate, doubting their capability of pay money back. Similarly, male migration is causing significant household stress, increased burden on women, elderly and children and significant psychological strain on the household, particularly on children. It has conclusively been shown that women business owners encounter more obstacles, and face more risks, financially, socially- economically, culturally and legally than male business owners.

Hence, mainstreaming gender in Nepal within the private sectors is very important and must be a systematic process of assessing the implications of women and

3 Overview of gender equality and social inclusion in Nepal. Mandalayong City, Philippines: Asian Development Bank, 2010

4 Progress of women in Nepal(1995-2015), 2016

men belong to different class, castes, ethnicity, religion, and geo-ecology for any planned actions; then plan for proper inclusion/integration of sets of activities which will address the issues into the program. It is important to identify potential excluded groups residing in a specific geography, giving priority focus on the women from the disadvantaged groups/ caste groups and then other women from the community. At the same time, private sectors should also be incentivised.

Private sectors can contribute in economic empowerment through various projects. Mainstreaming gender in a project requires incorporating gender along with social inclusion aspects at every stage of development, from identification and understanding of project beneficiaries and their opportunities and barriers, intervention design and implementation, to monitoring and evaluation. For this, projects have to integrate gender equality and social inclusion at all stages, using gender-disaggregated data, and results that include sex-specific indicators. "Programs explicitly integrate women's economic empowerment into all aspects of the program cycle. Examples include: conducting gender-responsive market research, gender-responsive sector and intervention selection, identifying key entry points for women in targeted value chains, strategies for enhancing women's participation and leadership, and a gender-responsive results measurement system. Interventions aim to facilitate change for female and male beneficiaries".

The projects working with private sectors and private sectors alone need to have specific interventions to address constraints

women and disadvantaged groups face because of the cross-cutting factors of gender and ethnicity, as well as effective interventions targeting the economic, social and political causes that inhibit women from participating in input, production and output markets:

#### **I. Sector selection-**

- Have we selected the sector where the majority of women and disadvantaged groups are being involved and are comfortable to continue?
- Have we selected the sector that is relevant to disadvantaged groups and women and is feasible to intervene to address system-level constraints to access and inclusion?

#### **II. Constrains analysis**

- What are the specific constraints and opportunities faced by men and women and people from disadvantaged groups in their respective positions in the value chain?
- Do women and people from disadvantaged groups rely on specific livelihood options? What are they? How could this be improved?

#### **III. Intervention design**

- Are there target beneficiaries disaggregated by gender, poverty status, disadvantaged groups and location?
- Is the intervention chosen purposively to overcome the barriers that disadvantaged groups, men and women face?

#### **IV. Intervention Implementation**

- Are women and disadvantaged groups involved in the implementation? Is the workload and time of women and disadvantaged groups reduced?
- Are the poor, women and disadvantaged groups entering more profitable markets?



## V. Monitoring and result management

- What are the gender and social inclusion-related disaggregated indicators?
- What about the report against the disaggregated target?

Apart from the questions mentioned the checklist accompanying this piece, there are some other barriers or constraints for women and disadvantaged groups in terms of uneven power relationships or gender-related discriminations/exclusions. For example, property/asset ownership - including land ownership, access to information of product market prices, negotiation capacity for pricing and selling, awareness and empowerment. Constraints in these areas need to be explored so that adequate interventions can be planned. While designing the interventions, it is important to consider that there is no need for separate information about inequalities in terms of access to resources, roles, needs, and control over assets are identified as a part of the planning and design of the activity and the data are used for the design of the activity disaggregated by sex. The main challenge at the implementation stage is to develop the system and capacity of the stakeholders. In addition, effective targeting requires a solid understanding of – and an ability to communicate – who is being targeted and why targeting is needed.

It also requires organizational and interpersonal skills. While targeting women, projects should give priority to Dalit (So called lower caste) women from rural and poor family first and then women from ethnic and other vulnerable groups (priority to poor HHs), women headed household from the rural areas (priority to poor HHs) and lastly rural women (priority to poor HHs) as a whole. There should be more active follow up on target achievements and inputs and

reporting against GESI target against women specific intervention is much essential. It is always good to flag and discuss GESI concerns during meetings, follow up with partners for the progress on any GESI plan of action and a more robust application of GESI lens to all documents such as manuals, curricula, policy guidelines, reports issued by projects/stakeholders. In general, research on barriers of both service providers and beneficiaries during interventions and ways to address the issues are much more effective providing input to laws/regulations and norms and values.

There are various elements that needs to be included for the GESI mainstreaming such as capacity development, collaboration, coordination and linkages development, communications and dissemination for enhancing outreach, feedback loop for policy reform implementers, monitoring, evaluation and reporting.

Though it is not easier to private sector to create an enabling institutional environment for GESI, they need to have special human resource policy that may include hiring local staff that is representative of the target groups, training of staff on GESI and holding them accountable for achieving the overarching program goals by effectively facilitating a common understanding of GESI issues among all program partners and their beneficiaries. Along with this private sector may also develop a compliance framework with partners that would include GESI in a communication strategy; strengthen partners outreach of GESI in the project districts to ensure that target groups are informed about opportunities and developments. Project has to explore and address the interests, needs, potentialities, and constraints/barriers to

the rural poor, women and disadvantaged groups in specific financial access and value chain initiatives. Sensitizing and empowering GESI targeted households for equitable benefit sharing through meaningful participation is one of the most important aspects of capacity building of beneficiaries. For this, project should ensure target group friendly economic empowerment training to women and disadvantage groups for improved income from their agricultural enterprises so as to address the social hazard and minimize discrimination. While conducting training at local level, it is always admiring to apply a transformative leadership approach by developing "champions" and support at a community level to improve the status of women and DAGs. Maximum use and disseminate technology that benefits the outreach and impact to women and DAGs, use of local languages by local resource persons are also crucial while considering GESI at local level. All the interventions in favour of women and DAGs should ensure that it should help reducing dropout rates among girls and combating the harassment of students from communities facing discrimination on account of their descent. Now there is trend of good volume of remittance pulled in most of the household and so that it is also important to facilitate target groups, specially to women for proper utilisation of remittance obtained.

GESI is definitely cross-cutting and hence project should identify further possibilities for collaboration with relevant government and nongovernment organizations working

with women and DAGs in order to leverage program interventions, explore opportunities for replication, ensure sustainably and to reduce gaps and overlaps in GESI approaches in project areas.

Communication and dissemination for enhancing outreach is crucial for the project. Project need to inform target groups of GESI-sensitive publications and communication and provide information in different languages and formats (e.g. brochures, charts, pictures, posters, audio-visuals).

To ensure adequate monitoring of the GESI impact the monitoring mechanisms should include data disaggregated by sex, caste, ethnicity, age, disability. The ability to gather and report GESI data should be a part of the partner selection process (If partner exists) and GESI data should be gathered from the beginning of the partnership. Along with data base, all program documentation and knowledge products should contain analysis that is disaggregated for GESI and all program-related studies, surveys, analyses, and reports must include a discussion of GESI-related concerns and issues.

All projects should produce progress reports which should highlight on the ways how GESI has been integrated measuring shifts in incomes of target groups before and after project interventions and provide effective feedback to policy reform as needed and support stakeholders to simplify policies and procedures to make it more favourable to rural poor, women and DAGs.

# Evaluation of Street Children and Vulnerable Families in Nepal

NAR BIKRAM THAPA, PhD

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## Abstract

*The study focused on reintegration of former street children and their economic development. The participatory approaches and methods were used for the evaluation of the street children project has found efficient, effective, having high impact, highly relevant and sustainable. There has been found satisfactory achievement of the project's outputs and outcomes as planned. Implementing agency has developed good linkages and coordination with government agencies, civil society networks etc to highlight the issues at local, national and international level. Large majority of the people (97 %) has been found satisfied with this project because of successful reintegration of street children and economic development of former street children, vulnerable urban families and committed staff members. This project has contributed to poverty alleviation in the poorest areas of Kathmandu valley. The study also reveals that the living conditions of vulnerable families (96 families) and youths comparatively have been improved and children found to be living in protective environment. The reintegration program is harmonized in line with national and international human rights instruments in order to claim the rights of street children with duty bearers.*

**Keywords:** Reintegration, Vulnerable Family, Economic Development, Street Children, Protective Environment, Duty-bearers.

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## 1. Introduction

### 1.1 Background

Nepal has a very young population with children (under 18 years) accounting for 44.4% of the population; most of these children have been forced to worst living

conditions due to poverty (a third of Nepal's children are among those living below the poverty line) and due to dysfunctional family. Moreover, during the period of armed conflict 150,000 - 200,000 families were displaced and many children were forced on the streets and have been victims

of violence, abuses and harassments. It is to be noted that nearly half of the sex workers enter the sex industry as children. Another major factor forcing children in worst conditions is migration of families which is as high as 25.42%. All these factors are responsible for poor family environment, lack of attention, abuses, exploitation, poverty and urbanization leading more and more children towards worst living conditions.

UNICEF distinguishes between "children of the street" and "children on the street". Children of the street are homeless children who live and sleep on the street in urban areas. For these children, family ties may exist, but they are tenuous and maintained occasionally. Children on the street earn their living or beg for money on the street and return to their home at night. They are likely to hand over all or part of their earnings to the economic survival of the family, thus contributing to the economic survival of the family unit. The parents often encourage their being in the streets. The distinctions between the two groups is important because children on the street have families and homes to go to, whereas children of the street are alone and lack the emotional and psychological support normally provided by parents (UNICEF 2001 a).

UNICEF emphasizes that life on the streets impinges upon the inherent right to life, survival, and development of the child. It adversely impacts to education, rest, and appropriate leisure, and protection against economic and sexual exploitation. It has a negative effect on the child's right to participation and access to information (UNICEF,

2001 d). ILO is concerned with street children because they represent one of the largest and most visible groups of child labourers. The circumstances of the work and the risk involved in many causes make these activities worst forms of child labour, which, according to ILO Convention 182, must be eliminated as rapidly as possible.

According to ILO, sustainable abolition of child labour on the street or elsewhere requires the reduction of poverty through the creation of quality jobs for adults, improved access to quality education, good governance, and effective enforcement of labour laws ([www.ilo.org](http://www.ilo.org)).

Wilson (2007) stated that the essential to the successful design of projects is the involvement of all of the key stakeholders (children, families, community actors, government, and frontline youth workers) in the design process-drawing from each their strengths and aspirations, and addressing with each key gaps or areas for capacity building and support. Key areas to focus on are four-fold:

- Identifying assets as well as needs among street children
- Engaging key government actors
- Close consultation and intentional collaboration with other service providers
- Focused investment in staff development and institutional capacity building (Wilson 2007).

Recent international discussions have reemphasized that the ideal situation for the growth and development of a child is to be raised within a family unit. Estimates suggest that there are at least 24 million children living without parental care

worldwide; approximately 12-34% of children in Sub-Saharan Africa live apart from parents and evidence suggests that these figures are growing rapidly. A large group within this category is children living and working on the streets. Whilst international organizations and countries are acknowledging the challenges street children face, there is still a belief that these children are difficult to work with and cannot be reintegrated into a family setting. Retrak's experience shows that this is not the case: over one thousand children have been returned to the care of family members through Retrak's work in Ethiopia, Kenya and Uganda. What is needed is a commitment to this goal and the dedication of time, resources and a skilled social workforce (Smith & Wakia, 2012).

The United Nations Human Rights Council states that, "The family being the fundamental group of society and the natural environment for the growth, well-being and protection of children, efforts should primarily be directed to enabling the child to remain in or return to the care of his/her parents"(UN 2010).

Dave (2008) pointed out that the population of Kathmandu is approximately 3.5 million (2008), of which there are reportedly over 1,000 homeless street children out of a national 3,000. The vast majority of these children are illiterate boys aged between 10 and 18. Most are addicted to some form of barbiturate. The most common usage surrounds solvent abuse. Solvents are widely available, cheap and offer children a communal bond along with a brief respite from their pain. Others intravenous drugs are also abused and the spread of HIV/AIDS

is becoming rampant due to drug and sexual abuse on the streets. 75% of street boys in Kathmandu are victims of sexual abuse at the hands of foreigners, locals and their peers. Here are some worrying and disturbing figures.

### **How children end up homeless on the streets of Kathmandu?**

- 41% of children leave home due to family violence
- 27% due to peer influence
- 19% due to economic factors
- 15% due to disintegration of the family (Dave, 2008).

According to the International Labour Office, the estimated number of orphans in Nepal in 2010 was 804,000. Many of these children end up on streets, exposed to high-risk activities such as injecting drug use (IDU), random sexual encounters and engage as sex workers. Though, there is no recent research on street children, we estimate around 5000 children live in worst conditions in the streets of Nepal with 1500 in Kathmandu valley and around 300 in each of the major cities. The number of new children coming to street from dysfunctional family is about 400 to 500 a year. VOC confirms 100% street children smoke and 95 % are found sniffing glue (CPCS and VOC, 2008).

### **1.2 Intended Rightholders of the Project**

The street children and the vulnerable families are regarded as the intended right-holders of this project. The project has been implemented in Kathmandu valley and in other parts of Nepal. Prevention related activities were carried out in the slums and low rented

areas of Kathmandu and Lalitpur District while reintegration related activities were taken place where the families of street children live.

### 1.3 Objectives

The evaluation took place with the following objectives:

- To map-out the progress and outcomes of the activities related to reintegration and economic development projects;
- To assess, in the context of closure of the children homes by the Government, if performed project activities related to alternative care enabled a sustainable reintegration of the children and youth within the society; the strong points and weaknesses of 'Alternative care' approach and identify the missing components for a better success;
- To assess the economic development project in terms of how do the collaboration with the training centres enable to improve the access to vocational training by the most vulnerable persons, the factors of success enabling the access to vocational training, the success to the training, the access to a job and the attainment of the personal objective of each right-holders, and involvement of the stakeholders for a better sustainability of the action;

## 2. Approaches and Methodology

### 2.1 Approaches to the Study

The evaluation team followed a participatory process involving the project stakeholders primarily the direct rightholders in general using a combination of qualitative and quantitative tools for data collection. A greater focus however was put on the qualitative methods regarding primary data collection. Appreciative inquiry

was also adopted while discussing with rightholders to dig out the positive aspects of the project's outputs, outcome, impact and social status and position of vulnerable families and their children. The triangulation methods have been used to verify the information.

### 2.2 Methods of the Evaluation

#### 2.2.1 Review of Project Documents

Review of project proposal, annual plans, annual reports, process documents and other relevant documents was done. In addition, the review of children's file, database and activity schedule was carried out.

#### 2.2.2 Semi-structured Interviews

The semi-structured schedule was developed. The questions were designed based on project indicators. From an evaluation perspective, semi-structured interviews regarded as critical for developing an in-depth understanding of socio-economic issues in particular. These tools were used to collect the information during evaluation process. A total of 64 respondents were interviewed during the evaluation process.

#### 2.2.3 Focus Group Discussion

FGDs and individual meetings were conducted with selected rightholders relevant to the project to find out the issues and dig out the people perceptions etc toward project processes, impact, challenges and lessons learned. These tools were used particularly to collect the information from children in preparation centre, reintegration, foster, vocational training, job placement and children/youth who were not following anymore, also from the families who were following and

selected families who were not following anymore.

#### **2.2.4 Mood Meter Mapping**

Mood meter mapping tool was adopted to measure the happiness towards street children project with direct rightholders, community members/other stakeholders.

#### **2.2.5 Score Ranking**

Preference/score ranking of Participatory Learning and Action tool was used to find out the effective program activities of the project.

### **2.3 Analysis of Data**

The quantitative data was taken from project related documents and there was no need of high level of statistical analysis as these are presented in simple frequency tables. Qualitative data collected; using field information through interaction/group discussion/interview and observations were made ready in word processor. For the analysis purpose, different headings according to study inquiry were created and related information from the spreadsheet was put under the appropriate headings.

## **3. Key Findings**

The evaluation study was focused on reintegration and economic development project. The evaluation was carried out based on efficiency, effectiveness, impact, relevance and sustainability parameters. The project's progress analysis and evaluation of various activities on the basis of target, achievements, review of literatures, program progress reports, mood meter mapping, score ranking, direct participants' observation, case studies, focus group discussion, and interview with key informants etc have been presented below.

### **3.1 Efficiency**

A total of seven full time staff members have been working in VOC for the reintegration and economic development project. All the staff members received various training as planned that enabled them to deliver the project plans and programs. The capacity of the staff members have increased in terms of lobbying with government line agencies, reporting, record keeping, project management etc.

The project management seems to be efficient to utilize the budget as planned and social mobilization aspects as well. The budgeted amount of the project has been fully utilized during three year period. Almost all project activities have been completed until August 2014 as planned. The reintegration and economic development project was highly efficient as planned due to good performance.

#### **3.1.1 Preparation Center**

The Preparation Centre is the core of street children reintegration that accommodates and follows children individually during their rehabilitation process. The socialization process takes place in the preparation center. After stabilization in welcome centre, the children are transferred to the preparation centre to change their attitude and behaviors. They participate in NFE (Non-formal education), education activities, sports and the reintegration team starts the process of reintegration in family or within the community. The children get psychological support with the perspective of preparing the child for family reunification or community reintegration through school or vocational training. The average length of stay inside the Preparation Centre is six months and the

maximum could be one year. During their stay, family visits are regularly conducted by the field workers with coordination of reintegration unit aiming at family reunion as much as possible. It was observed that the long term institutional care home created the dependency to the street children. However, there was a need of transit home for the socialization of street children. There is no dependable state owned street children friendly care home by focusing the family reintegration.

The evaluation team has visited the Preparation Center, Lubhu, Lalitpur where a total of 29 children were present. There is well managed and well equipped center having six rooms owned by VOC. Since the beginning of this Center a total of 333 (90%) children reintegrated out of 370 children from this center. The Preparation Center has maintained good personal record of the children, regular meeting/interaction and prepare daily note. The before and after situation mapping have been done during the evaluation (Table 1).

### 3.1.2 Reintegration Project

Family Reintegration focuses on facilitating the reintegration of children into their families whenever possible by conducting regular family visits before and after the reunification. It provides individual follow-up, guidance and socio-economic support to the families so that children can receive proper education. The families are supported and counseled to develop self-reliance and therefore improve the family environment for the child.

Voice of Children introduced the alternative care for reintegration of street children that include foster family, kinship family and community reintegration with vocational training. The strengths of the alternative care approach noted as having family like environment, opportunity for community interaction and psychosocial support to the children whereas the weakness reported as no direct contact with their own families etc. There is no law for alternative care of children in Nepal as a missing component. This is an

**Table 1:** Main Document Only: Before and After Situation Mapping of Street Children at Preparation Center

Before	After
1. Hard to involve in extracurricular activities.	1. Started to participate in extracurricular activities.
2. Poor personal hygiene and health.	2. Started to care about personal hygiene and health.
3. Addictions of smoking and sniffing glue etc.	3. Prepare the action plan by them to change the bad habit.
4. Use of vulgar words while communicating with others.	4. Started to politeness while communicating with others and perform their own responsibilities.
5. Mostly illiterate.	5. Started reading and writing in Preparation Center.
6. Quarrel among the friends.	6. Increased friendship with others.
7. Did not care about the family.	7. Started to contact and visit family members at weekly interval.

Source: Key Informant Interview, August 2014



opportunity for lobbying and advocacy with government agency to influence policy and practice. There was also less field monitoring by Government official in this. However, VOC in coordination with other likeminded organizations have submitted the draft Alternative Care Guidelines to Government of Nepal through Central Child Welfare Board.

VOC has started the Foster Family Project, which has made possible the de-institutionalization process. Foster family is a family which provides family like environment to children who live with other family in a support of organization. This is an alternative way to reintegrate children in a family those who don't have their own family and are not ready to settle independently in the community. The main aim of foster family project is to develop children in family environment where they can learn the role of each member in the family while living in the society.

VOC has piloted an innovative foster care approach at community level, something very new in Nepal. Hence, VOC is working hard in coordination with local authority towards developing foster care law & environment in Nepal by assessing the children & family for the foster care and lobbying with concerned stakeholders for formulating foster care policies in Nepal.

As far as the foster family reintegration is concerned that there is the lack of awareness on social responsibility in the society to take care the child being foster family. This is the temporary management of children until the age of eighteen. A total of five children (2 %) have been taken care by foster families in the project period.

The children without parental care are reintegrated into the community. VOC reintegrated them in community by providing vocational training, formal or technical education, accommodation, job placement etc. Until they are not self reliant, VOC supports for their rented room including other necessary stuffs, food, transportation, etc. In this way somehow they come to more familiar with the community and being socialized that helps to make them a responsible person. In the community, a total of 63 street children (30%) were reintegrated whereas 12 street children (6%) reintegrated in kinship and nuclear family.

As children understand the importance of family and show their interest to reunite with their family, they are reintegrated in their family. When children come into Drop in Center, the reintegration unit starts to track families from that day. They do regular follow up and visit their home to make such families enable to care of their children after reintegration through psychosocial counseling/ support, legal support, income generation support etc. On the other hand, children are prepare to understand the importance of family and make them self reliant through life skills/vocational trainings, non formal education/awareness activities, etc while in the rehabilitation process. A total of 133 street children (62%) out of 213 reintegrated with their families during the project period. The reintegration is long process oriented; needs patience, psychosocial counseling and regular follow-up for the positive impacts in the life of street children /youths.

### 3.1.3 Economic Development Project

Vocational Training opportunity is provided to the children living in Drop in and Preparation Centre especially to those who are not interested to continue their study

because of their age gap. It also involves youth from vulnerable families and sexually abused children. The vocational training program networks with different training centres in order to join them for various training opportunities. Regular follow-up is conducted during their training to know the condition of their progress. Upon the completion of the training program, youth are assisted to job placement opportunities as well.

This project focuses the major economic development of the street children and families to increase employment opportunities and the income level. The project contributes to transform the street children into normal life. This is regarded as the good approach to change the street children economically and socially viable through skill transfer training and supporting them to job placement. Under this project, the following activities have been planned that include:

- Networking and coordination with the training centers
- Support the youth in vocational training
- Follow-up of the youths
- Support and follow up of the youth in job placement
- Saving group formation and linked with micro credit institutions

Around 90 per cent of 180 street children/youths were going to school or engaged in a vocational training against the 80 per cent target. Cent percent youths have completed their vocational training and found a job after six months. This was very good achievement of the project. The economic development component was important aspect for the sustainable reintegration of street children. The reintegration and economic development

of street children has found positive relationship to make a significant difference in the life of street children. However, there is a need of market survey for job sustainability before the arrangement of vocational training for the street children/youths.

According to field observation there was effective partnership with the training centers enable to improve the access to vocational training by the most vulnerable persons. The selection of most vulnerable and needy participants focusing to women has found successful factor of the training. Every participant has access to a job and met the personal objective as set during the training that increased the social respect of trainees within their family and the community as well. Every participant has earned at least NPR 250-300 per day after receiving the vocational training and job placement. There was positive attitude of the community, local authorities and other stakeholders towards the economic development activities of the VOC. It could be linked with other stakeholders like municipalities and Village Development Committees, financial institutions for access to credit and related organizations for the sustainability of the action through proper linkage and coordination during planning, budgeting and implementation process. The dress making training and plumbing training has found popular among women and men respectively to get job easily with satisfactory income.

### 3.2 Effectiveness

There has been found very good achievement of the project outputs and outcomes during the period as planned. The VOC- an implementing partner team has found to be active and closely working with rightholders (street children and their families), District Development Committee, government line

agencies particularly with District Child Welfare Board, Municipalities, District Children and Women Office, Hospitals, Village Development Committees, Police Offices, Central Child Welfare Board etc. Government of Nepal has given the priority for children's rights. GoN ratified the United Nations Child Rights Convention (CRC) in 1990. Subsequently, GoN formulated Children's Act in 1992, Children's Regulation in 1995 and Juvenile Justice Procedure Regulation in 2006. It has also enacted the Child Labour (Prohibition) Act 1999 and Labour Regulation 1994. The state has also enacted Education Act and its Regulation to provide education for all school age children.

### 3.2.1 Governance System

There exists a seven member Executive Committee in VOC of whom three are females. EC meets once in two month. Voice of Children is governed with its own constitution. The Executive Committee held General Assembly annually, which endorses the annual plan and budget of the organization. The members of the Executive Committee are elected for three years. The necessary policies, program operational manuals, monitoring & evaluation system, reporting and multi-year organizational strategy (2012-2014) are in place to run the program and regular administration. VOC has started to organize annual social audit from last year to promote transparency and good governance. The annual review & reflections event also organized to share ideas and experience among the staff members that contributed to increase capacity of staff members and update institutional memory. However, there is a need of documentation of good practices and lessons learnt of the program in order

to influence policies and practices in favor of street children and vulnerable poor people of Nepal at local, national and international level.

The long term partnership between VOC and funding agency is satisfactory in terms of organizational understanding, values alignment, and commitment to the cause. There is no major problem noted in operational and strategic partnership between VOC and funding agency. There is a need of long term support of funding agency to VOC for the capacity development in lobbying and advocacy, documentation of best practices and sharing of experiences and knowledge of other country programs etc.

### 3.3 Impacts

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and also included the positive and negative impact of external factors, such as changes in political, social, technological and financial conditions. The following impacts and outcome of the project particularly qualitative aspects including unintended results has been figure out as per the specific objectives and major project activities:

#### 3.3.1 Before and After Situation

##### Mapping of Reintegration and Economic Development Project

The before (baseline) and now (end line) situation mapping of street children Project has been done which is as follows (Table 2):

**Table 2: Before and After Situation Mapping of Street Children**

Before (October 2011)	After (August 2014)
<p><b>1. Condition of Street Children:</b> Insecure livelihoods that include food, health, shelter, clothes, drug addictions, socially excluded, weak psycho-social condition, etc. They lived in the group.</p>	<p><b>1. Conditions of Street Children:</b> Secured livelihoods including food, health facilities, shelter, clothes and education, contacted with their families etc with the support of VOC. The socialisation process taken place among the street children.</p>
<p><b>2. Family Support:</b> Detached from the family.</p>	<p><b>2. Family Support:</b> Established relationship with families, raising awareness and increased access to local resources etc.</p>
<p><b>3. Community Reintegration:</b> Excluded from the society and drop out from school.</p>	<p><b>3. Community Reintegration:</b> Accepted by the society, started the vocational training and enrolled in the school for education and started extracurricular activities in the school.</p>
<p><b>4. Family Reintegration:</b> Lack of trust with family.</p>	<p><b>4. Family Reintegration:</b> Established trust with their families, good support system linked, and good relationship established with neighbours and started to take the responsibility in family as member.</p>
<p><b>5. Vocational Training:</b> Lack of vocational skills.</p>	<p><b>5. Vocational Training:</b> Received vocational skills through training, joined in job for regular income, developed the budget management skills and started to financial support for their families.</p>
<p><b>6. Saving &amp; Credit Scheme (Family level)</b> Not involved in saving scheme and no access to credit for them.</p>	<p><b>6. Saving &amp; Credit Scheme (Family level)</b> Participated in regular saving scheme, access to credit in place, started the small business like vegetable farming, tea shop, mobile shop, etc resulted satisfactory financial position.</p>
<p><b>7. Change in Attitude and behaviour:</b> Instability, hyperactive, restlessness, highly ambitious, aggressive and emotional, entertain in own circumstances, inferiority feeling, narrow minded and fearlessness etc.</p>	<p><b>7. Changed in Attitude and behaviour:</b> The following attitude and behaviour observed that include stability, normal behaviour, limited ambitions, developed the adjustable attitude, confidence built and adopted social norms and values etc.</p>
<p><b>8. Job Sustainability:</b> Insecure job, irregular earning and worked as informal way.</p>	<p><b>8. Job Sustainability:</b> Received secure job, started regular income, formally employed in the work place and developed the network with the employers etc.</p>
<p><b>9. Self-esteem:</b> Low self-respect happened among the life of street children.</p>	<p><b>9. Self-esteem:</b> Increased self-respect, self-confidence built and participated in community activities among the life of children.</p>

Source: Field Survey, August 2014

### 3.3.2 Positive and Negative Impacts

The following positive results of the project were observed by the consultants during the evaluation:

**Result 2: Former street children are successfully reintegrated and are self-reliant**

- A total of 213 children and youths have entered into reintegration process against the plan of 180.
- 90 per cent reintegrated children received vocational trainings and enrolled at schools against the plan of 80%.
- 100 per cent youths have completed their vocational training against the plan of 70%.
- 94 per cent of the reintegration processes are being positively assessed against the plan of 70 %.
- 96 families have started the saving scheme in four groups.
- VOC developed the alliance among civil society organizations to influence policy and practices.
- Developed linkage and coordination with Government agencies like Central Child Welfare Board, municipalities, Cottage and Small Industries, Hospitals, Police Stations, Schools, Colleges, Village Development Committees, I/ NGOs, Training Institutes, Job placement Centers, Saving & Credit organizations etc.

**Result 3: The technical and management capacity of the local partner is strengthened.**

Around 100% of the technical staff receives trainings and continuous support in working with vulnerable families and children:

Almost all staff members received

capacity building training like report writing (2 days), basic counselling (2 days), family counselling (10 days), psychosocial counselling (10 days), stress management (5 days), facilitation skills (2 days), appreciative inquiry (2 days), Child protection training of trainers (15 days), leadership and team building (3 days), family strengthen & child protection (16 days), foster care (1 days), English language training (30 days), HIV/ AIDS (7 days), Care giver (6 days), Data management (1 days) human rights (2 days) etc.

- >60 % of the support staff receive trainings and continuous support that enhance their capacity to implement, monitor and evaluate programs;
- All staffs have received the technical training
- Operation manuals and monitoring tools are available, updated and used;
- Reintegration Program and Economic Development Program have OPERATIONAL MANUAL;
- Monitoring tool is available and updated annually as and when necessary.
- The family follow up information system (ACCESS database) is available and operated
- The local organization has implemented its multi-year strategic planning and is able to assess the progresses

The local organization-VOC has reduced its dependency i.e. 36 % budget come from current donor.

The following outcomes have been achieved through training among the staff:

- Increased/developed knowledge & skills on child protection, children family counseling, child rights, report

writing, English language, human rights, facilitation, team building, self confidence, networking, economic development, case management, group mobilization, self care that improved the quality of programming.

- Regular monthly sharing of experiences and knowledge among the staff members and solved the problems with participatory discussion.
- Prepared and updated the operational manual monitoring tools that guided the staff to ensure the quality of programming.
- VOC implemented FDP (Family Development Project) multi country three years project that contributed to improve the living standard of urban poor families.
- VOC has reduced funding dependency from current donor through funding diversification with other support agencies.
- VOC image has been significantly increased where VOC received the Star impact Award from Stars Foundation, UK in 2012 that worth 15,000 USD.
- VOC has submitted Alternative Care Guideline for children to Central Child Welfare Board-Government of Nepal in collaboration with other likeminded organizations.
- VOC is the founder General Secretary of National Child Protection Alliance (NCPA), nominated the member of District Child Welfare Board, Lalitpur, Nepal.
- VOC serves as the founder Treasurer of NAOSC - National Alliance of Organization Working for Street Children during the project period.

The dependency has increased in some family members and street children as negative outcome. This was observed the general tendency of some families in rural areas of Nepal.

### 3.3.3 Mood Meter Mapping of Rightholders' Perception towards the Project

The evaluation study reveals that the respondents-street children, vulnerable families, VOC staff and staff from Government line agencies have scored 2653 (82 %), 492 (15 %) and 86 (3 %) for the very happy, happy and unhappy performance respectively of the reintegration and economic development project.

The large majority of the people (97 %) have found very happy and happy mood with this project. In particular for the reintegration of street children, the economic development of ex-street children and vulnerable urban poor families, the commitment of staff members and the good linkage and coordination with Government line agencies and civil society organizations. The mood meter mapping tool was used to map out the perceptions towards happiness of the people (Table 3).

A total of 50 corn seeds were given to every individual (64 persons were involved in the mood meter mapping exercise) in order to scoring towards the performance of the reintegration and economic development project implemented by VOC. The community perception was map out based on the judgment of the respondents. This is being measured in relative terms.

**Table 3** Perceptions Mapping of Stakeholders towards the Project

Mood Meter	Frequency	Percent	Respondents
Very Happy	2653	82	Beneficiaries, staff and Government line agencies
Happy	492	15	Same as above
Not Happy	86	3	Government line agencies and Staff
Extremely Not Happy	00	00	-
No Response	00	00	-
Total score	3231	100	

Source: Scoring Field Exercise, 2014

### 3.4 Relevancy

The project was highly relevant to address the issues of street children particularly the reintegration and economic development of the children/youths and the vulnerable urban poor families. The project's goal, objectives and activities were consistent with the Interim Constitution, Children's Act-1992 and the Thirteenth Three Year Plan (2013/14–2015/16) of the Government of Nepal in terms of promoting and protecting child rights to reduce violence and abuse against the children. The implementation approaches and key strategies of the project were properly designed and suited with the expectations of the government, key development actors and rightholders. It addresses the needs and priorities of the street children focusing in Kathmandu Valley. The reintegration program is harmonized in line with national and international human rights instruments.

#### 3.4.1 People's Perceptions towards the Project

The perceptions of rightholders (street children and vulnerable families) and duty bearers were mapped out by using

score ranking. The following results were found as effectiveness of major project activities (Table 4). The respondents ranked first for parameter one, ranked second for parameter four, ranked third for parameter two, ranked fourth for parameter three, ranked fifth for parameter five, ranked sixth for parameter seven and seventh for parameter six according to the judgment made by different respondents. These were identified as the objective level intended and unintended qualitative indicators of the reintegration of street children project. A total of 70 seeds of corn were distributed in every respondent to judge the project parameters. It was noted that higher the score greater the performance during the score ranking by respondents.

There have been significant changes observed in terms of attitude and behavior and increased level of participation and empowerment of street children in different stage of development. This has found great success in the issue of street children reintegration process. Similarly, there have been observed greater equity between street children and other groups of the society in the project areas.

**Table 4** Score Ranking of the Reintegration and Economic Development Project

Parameters	Resp-1 Gov't Staff	Resp-2 NGO's staff	Total Score	Rank
1. Significant changes observed in terms of attitude and behavior among street children	34	151	185	I
2. What greater equity between street children and other groups have been achieved	36	116	152	III
3. What changes in policies and practices have happened	19	128	147	IV
4. What is the level of participation and empowerment of street children in all stages of development	30	129	159	II
5. Are the changes which have been achieved likely to be sustained?	32	108	140	V
6. What cost-effective has the intervention been?	21	79	102	VII
7. To what degree have we learnt from this experience and shared learning?	36	79	115	VI

Source: Score Ranking Exercise, August 2014

### 3.5 Sustainability

Sustainability is a major issue of most of the development projects in Nepal due to high incidence of poverty, weak management capacity and poor governance system. In this project, the implementing partner organization has taken measures for the continuation of the street children issues in the future. The vulnerable family group and child clubs have been formed in the project areas. Government of Nepal has provisioned the formation of Village Child Protection Committees in each Village Development Committees. Similarly, Government has already formed District Child Welfare Board in each district and Central Child Welfare Board at the national level that facilitate the Child rights issue to promote, protect and fulfill the rights of children as duty bearer.

Government of Nepal and NGO Sector has provisioned the following program to protect, promote and fulfill the human rights of the children:

- Establishment of Women, Children and Social Welfare Ministry
- Formation of Child Welfare Board at Central level and offices in district level
- Establishment of Human Rights Commission with a Child Protection Unit
- Juvenile Justice System
- Child Care and Rehab Center initiated by the Government
- Child help line (Toll free Phone number 1098)
- Scholarship program for vulnerable children
- Education for all
- Emergency Child Rescue Fund
- Quality Child Care Center by NGOs initiative (Ryckmans, 2012, P226)

VOC has submitted the alternative care guideline to the Central Child Welfare Board in collaboration with other likeminded organizations. Lalitpur Sub-Metropolitan City and other municipalities have initiated the campaign against child labour free at household level by putting green flag for monitoring purposes. VOC has built the alliance/networking



with other likeminded civil society organizations to influence policy and practice at local, national and international level for lobbying and advocacy with Government of Nepal, donors and political parties etc.

VOC has currently received fund from other five external funding agencies. The process of reintegration and economic development issues may continue in the future as well if stop the funding from current funding agency in the years to come. However, it may not continue the similar activities in the same pace and same intensity as earlier. VOC has established an infrastructure in Lubbhu (0.5 ha land) as Preparation Center that is good asset for the organization. However, the sustainability of alternative care approach is challenging due to involvement of high cost and long process involvement with the resources of VOC.

#### 4. Conclusions

The evaluation was focused on reintegration of former street children and economic development of them and the vulnerable urban families. The project on empowering children and vulnerable families in Nepal has been successful to meet the aims and objectives set in the project. The project's rate of return is highly efficient to achieve the stated outputs during the project period due to capable, experienced and committed staff member in Voice of Children. The set objectives have been fulfilled and to greater extent the outputs have supported to it. The high positive impacts in the lives of former street children have been observed through effective socialization process, reintegration into families and communities. The economic development

project was focused for secure livelihoods of former street children through six months long vocational training/school education and job placement after receiving training. This has significantly contributed to make a difference in the lives of former street children due to generation of regular income. It is learnt that the reintegration is long process oriented and involves high cost. The ladder approach demands series of socialization process from street work to preparation center, skill based training, job placement and regular follow-up with street children and their families with long time.

The overwhelming majority of the right-holders and duty bearers have found very happy with this project because of successful reintegration rate of street children and economic development of former street children and vulnerable urban families including job placement for regular income that contributed the secure livelihoods options and transformed the lives of street children with human dignity and high self-esteem. This project was highly relevant to address the issues of street children and vulnerable families. Three year plan and programs of GON and child related act of Nepal. The issues of street children particularly the rights of the child and the positive results after completion of the project will be continue. However, it may not be run the activities in the same pace and same gravity. This project is successful as stated aims, objectives and set results. The implementing organization has the challenges to run the programs for street children within the organizational own resources in the days to come. The overall project performance is rated as satisfactory.

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# Effect of Public Expenditures on Literacy and Poverty: Evidences from Nepal

DEEPAK RAJ PAUDEL

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## Abstract

*Developing countries, including Nepal and development partners are intensifying their joint efforts in the effective utilization of the resources in order to achieve the development objectives. Nepal has also aligned its periodic plans and sectoral programs towards Sustainable Development Goals (SDGs) and education for all. However, development outcomes are not attained as planned and targeted. With this context, this article investigates the effectiveness of public expenditure on literacy and poverty rate in Nepal during 2011-2013 using the data from various sources like Central Bureau of Statistics (2012), Central Bureau of Statistics & World Bank (2013), National Planning Commission (2013), Department of Education (2012), and National Planning Commission & United Nations Development Program (2014). Descriptive statistics and multiple regression analysis were employed while analysing the data. This study reveals that public expenditure in student's education has negative impact on the development indicators of Nepal. Controlling for several confounding factors, public expenditure has negative impact on literacy rate and poverty rate. However, the factors such as net enrollment rate in basic education, student teacher ratio, and district share of development budget have positive impact on literacy rate indicating that increase of Net Enrollment Rate in basic education, reduction of the student teachers ratio, an increase of the district development budget will lead to higher value of literacy. This study concludes that simply allocating public spending on student's education is unlikely to lead to better results for literacy rate and poverty rate in Nepal. This may be due to the poor governance system in Nepal. Thus, efficient mechanism of allocation of existing funds needs to be explored in order to achieve the better outcomes for literacy and poverty rate in the context of Nepal.*

**Keywords:** Public Expenditure, Literacy, Poverty, Net Enrolment Rate, SDG

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## 1. Introduction

Public expenditures have been recognized as a key aspect of fiscal outlays in most developing countries of the world (World Bank, 2003). Empirically, education and human capital have been found to have a positive and significant effect on economic growth (Barro, 1998), reduce fertility rates (Mook & Jamison, 1988), improve health and enhance social and political participation (Hill & King, 1991). According to Sen (1999), education has both intrinsic and instrumental value and it is desirable not only for the individual but also for the society as a whole. At the aggregate level, a better-educated workforce enhances a nation's stock of human capital, which is crucial for increased productivity and economic development (Ravallion & Chen, 1997). From an economic standpoint, education is associated with high rates of return, both private and social. Public intervention in education can lead to improvement in the future stream of individuals, enabling equitable distribution of wealth and help reduce poverty (Mukherjee, 2007).

Past studies exploring the issue of public expenditure and developmental outcomes have produced mixed results. Some papers such as Mingat and Tan (1992) and Flug et al. (1998) find that the relationship between public expenditure on education and educational outcomes is weak while many studies find evidence that increased public expenditure on education plays an important role in impacting enrollment rates and other key educational outcomes across countries (Gupta et al., 2002; Baldacci et al., 2008). Mehta (1998) observed that high education attainment is associated with relatively high public

spending on education and a relatively high share of education in total education expenditures.

Although there has been a fair amount of research on the relationship between public spending and socio-economic outcomes at a cross-country level, there are very few studies on educational spending and outcomes at the district level. To the best knowledge of author, there are no macro level studies in Nepal with regard to the public funding and outcomes at the district level. Each of the studies just mentioned examines a set of countries, making cross-country comparisons in the process. Although they illuminate the understanding of the effects of spending, the papers implicitly assume outcome homogeneity across entire nations when comparing the determinants and outcomes of educational spending across them. Such analysis does not account for how public expenditure affects diverse cities and districts within countries.

District-level analysis of education and development is required since different districts in Nepal have different characteristics and could therefore require unique developmental approaches. For instance, Nepal with 75 districts has diversity in terms of geography, economics, culture, and each district has a distinct identity. From a policymaking standpoint, it is desirable to see whether such fiscal decentralization has been effective in achieving better learning outcomes. However, not many studies have comprehensively examined the effect of public educational and developmental expenditure on outcomes across districts. This article contributes to the literature by investigating whether public spending on

education and development activities has been effective at achieving outcomes in a detailed district-level study of Nepal.

While the assumption of proper allocation of budget seems to straightforward and difficult to disagree with, there is lack of empirical work at the district level that has been carried out to support it in the context of Nepal. Thus, in this article, the impact of educational and developmental public expenditure will be examined on the two outcome indicators (literacy rate and poverty rate) of Nepal.

## 2. Public Expenditure and Development Outcomes: A Literature Review

The association between public expenditure and development outcomes have been tremendously studied and substantially explored in the previous literature. A number of past studies, such as Levine and Renelt (1992), Mingat and Tan (1992), and Bakdadi et al. (2008), among others, have studied the relationship between public spending on outcomes such as infant mortality rate, life expectancy, enrollment rates and other outcome indicators. A number of these studies find conflicting results regarding the growth impact of different types of sectoral spending. Many researchers have examined the link between sectoral public spending and outcomes in those sectors. Most of these studies either use cross-country datasets or concentrate on a sub-sample of developing economies or on a particular region like Africa. The results of these cross-country studies are mixed. Harbison and Hanushek (1992), for instance, examined twelve studies in developing countries that investigated the linkages between public education spending and educational outcomes. Six of these studies establish a statistically significant positive

relationship between the two; others found no evidence of any measurable impact on outcomes. This, by implication, suggests the need for an in-depth analysis of the effectiveness and efficiency of public spending in educational outcomes with a view to determining whether further gains can be achieved with better use of resources with improved quality. Hanushek (1995), Mingat and Tan (1992), and Wolf (2004) also find that there is weak relationship between public education spending and educational outcomes.

Using the ordinary least square on a cross section of data from fifty developing and transitional economies Gupta et al. (1999) found that greater public spending on primary and secondary education has a positive impact on widely used measures of education attainment such as gross enrolment in primary and secondary education, gross enrolment in secondary education and persistence through grade four. This result is consistent with the findings of Mingat and Tan (1992). However, McMahon (1999) found a negative and significant relationship between per pupil expenditures and the primary gross enrolment rate, and a positive and significant impact of total education expenditure as a proportion of GNP. Furthermore, using a sample of seventy countries, Gupta et al. (2002) note that the relationship between public spending and the health status of the poor is stronger in low-income countries than in higher-income countries. Filmer and Pritchett (1999) provide a good survey of studies linking public spending with health outcomes. In their own work, they find that the two are tenuously related. According to their results, doubling public spending from 3 to 6 percent of gross domestic product

would improve child mortality by only 9 to 13 percentage points.

The negative link between capital spending and per capita growth, Devarajan et al. (1996) note a problem in the link between public spending and service delivery. They argue that while public capital stocks in developing countries have been shown to be associated positively with economic growth, it may be the case that public spending—as measured by official figures in countries' budget documents—does not create any productive capital. Surveying the literature on the link between public spending and outcomes, Pritchett (1996) stated that all of the negative or ambivalent findings on public spending could potentially be a reflection of differences in the efficacy of spending. These differences could arise due to a variety of reasons including corruption and patronage, and need not necessarily be attributed to bad economic policy. In other words, a unit's worth of public spending does not necessarily buy a unit's worth of service.

Human capital theory suggests that macroeconomic crises can affect the total amount of schooling attainment, the timing of this schooling, and the effort which is devoted to schoolwork. Generally, an adverse macroeconomic shock will depress major macroeconomic variables including current employment and wage prospects. Consequently, the opportunity cost of attending school will fall. Holding everything else equal, this should culminate in an increase in human capital investment (Schady, 2002). Galor and Zeira (1993) reveal that income and wealth distributions affect the adjustment of the economy to aggregate shocks, when this adjustment calls for investment in human capital and sectorial shifts.

### 3. Methodology

This study explores the efficacy of public expenditure on literacy and poverty rate of Nepal during 2011-13. The study utilizes the data from various sources like CBS (2012), CBS & WB (2013), NPC (2013), DOE (2012), and NPC & UNDP (2014). The study uses the district level public funding on educational and development programs. The data set contains information for selected indicators of education, public funding and socioeconomic variables capturing different district level characteristics. Table 1 depicts the definitions of all underlying variables along with their data sources.

### 4. The Regression Model

Following Baldaacci et al. (2008), focusing upon the functional forms used in previous literature, the multiple regression model (1) estimates the impact of educational and developmental public expenditure on developmental outcomes. This model is a modified function in which a series of control variables have been introduced.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \beta_{10} X_{10} + \dots \quad (1)$$

Where

Y= Outcome variable either literacy rate or poverty rate, and all others are independent variables as defined in table 1. The effect of public expenditure has been examined while controlling the effect of other possible confounding variables. The control variables included in the model are net enrolment rate in basic as well as secondary education, dropout rate in basic as well as secondary education, student teachers ratio, school student ratio, district share of development budget, and district share of education budget. is the stochastic error term.

**Table 1: Definitions and data sources of all studied variables**

Variables (Code)	Definition	Source of the data
<b>Dependent Variables</b>		
Literacy rate (LLR)	Percentage of population aged six years and above who can both read and write	CHS (2012): National population and housing census 2011, Vol. 1
Poverty rate (PR)	Percentage of people living below the poverty line in each district	CHS & The World Bank (2013): Nepal small area estimation of poverty 2011
<b>Independent Variables</b>		
Public spending on education (PSE)	Expenditure incurred by GDM on education for each student on the management of teacher's salary	NPC (2013): Development programs and allocated budget in districts of Nepal
Net enrollment rate in basic education (NERB)	The number of pupils of 6-11 years of age who got enrolled in the basic level, expressed as a percentage of the population in the 6-11 years of age group.	DOE (2012): Flash 1 Report 2012/13
Net enrollment rate in secondary education (NERSE)	The number of pupils of 14-17 years of age who got enrolled in the primary level, expressed as a percentage of the population in the 14-17 years of age group.	DOE (2012): Flash 1 Report 2012/13
Dropout rate in primary education (DOEP)	Children withdrawn prematurely before completion of primary level (1-5) as a percentage of those students who got enrolled in first grade.	DOE (2012): Flash 1 Report 2012/13
Dropout rate in secondary education (DOES)	Children withdrawn prematurely before completion of secondary level (9-10) as a percentage of those students who got enrolled in first grade.	DOE (2012): Flash 1 Report 2012/13
Student teachers ratio (STR)	STR in community schools based on reported number of teachers and students.	DOE (2012): Flash 1 Report 2012/13
School student ratio (SSR)	School student ratio in all level of education	DOE (2012): Flash 1 Report 2012/13
District share of development budget (DSDB)	Percent of district share of budget on development programs	NPC (2013): Development programs and allocated budget in districts of Nepal
District share education budget (DSER)	Percent of district share of education budget including informal education, literacy campaign and SERP	NPC (2013): Development programs and allocated budget in districts of Nepal
Sex ratio (SR)	Total number of male population per 100 female population	CHS (2012): National population and housing census 2011, Vol. 1
Population density (PD)	Number of people living in per square kilometer	CHS (2012): National population and housing census 2011, Vol. 1

## 5. Data Limitations

There are some data constraints in this study. The district level output indicators of Nepal such as literacy rate and poverty rate is only available for the period of 2011. Similarly budget allocation data for district development programs was only available for the fiscal years later than 2013/2014. In this study, researcher has

used the budget allocation data of fiscal year 2013/14 as this year is close to the 2011. Accordingly, district level indicators such as net enrollment rate, dropout rate, school teachers' ratio, school student ratio were taken into consideration for the fiscal year 2012/2013. Thus, this is a cross sectional analysis during the period of 2011-13. Furthermore, although the

net enrollment rate is a better estimator of enrollment rates than the gross enrollment rate, it is still not a completely accurate measure of the number of children who actually attend primary school. Large enrolment rates measured at the start of the school year can mask non-attendance and/or dropout later in the school year. Thus, regression results for net enrollment rate should be interpreted with some caution.

### Descriptive Findings

The descriptive statistics of undertaken variables are given in table 2. The dataset exhibits considerable variations in undertaken variables. Some noteworthy findings emerge from observing the descriptive statistics. The literacy rate ranges from 41.7 percent (Rautehat) to 86.3 percent (Kathmandu) with national average of 65.9 percent . With regard to the poverty rate, only 4 percent of people living in Kaski were below the poverty line, whereas it was more than three fifths (64 percent ) in case of Bajura. In aggregate, nearly a quarter (24 percent) of people were poor in Nepal during the period of 2011. The public expenditure per student's education for the management of teachers' salary was the least in Manang and highest in Kailali district. The net enrollment rate (NER) for both basic as well as secondary education showed the similar pattern. The highest was observed in Kaski district and lowest in Manang district with corresponding mean being 87 percent and 54 percent respectively. The mean dropout ratio (DOR) in primary education was 6 percent, highest in Manang (15 percent ) and the least in Morang as well as Kapilbastu districts (4 percent ). The dropout ratio of secondary education did not varied significantly across the

districts with highest was observed in Solukhumbu (7 percent ) and the least in Morang (5 percent ). The mean student teachers ratio was 31 with standard deviation of 15. The highest student teachers ratio (STR) was found in Sarlahi (71) and the least in Manang district (4). Regarding the school student ratio, it ranges from 28 (Manang) to 525 (Bara) with mean of 209. The share of development budget was highest in Kathmandu (4.9 percent ) whereas it was 0.11 percent in Manang. With regard to the share of education budget, the highest proportion of education budget was allocated to Kailali district (2.8 percent ) while lowest proportion in Manag district (0.11 percent ). The highest sex ratio (number of males per 100 females) was observed highest in Manang (127) whereas it was lowest in Gulmi district (76) with national average of 94. The population density (number of people living in per square km) was highest in Kathmandu (4416) whereas it was least in Manang (3) with a national average of 180 during 2011. From this descriptive statistics, we can say the most of development indicators are good in the districts such as Kathmandu, Lalitpur and Kaski, whereas they were poor in Manang and Bajura districts.

### 6. Findings from Multiple Regression Analysis

The results of the multiple regression analysis predicting the outcome variables literacy rate and poverty rate have been presented in table 3. The dependent variables in table 3 are regressed on expenditure per student for the management of teacher's salary (in logs) along with other possible control variables such as net enrollment rate, dropout rate, student-teacher ratio, school student ratio, and others. Since the



variable public expenditure on student's education did not follow the normality, logarithm transformations were carried out.

The regression results predicting the dependent variables literacy rate and poverty rate have been shown in table 3 in column I and II respectively. Both the dependent variables showed the similar pattern for public expenditure on student's education. The public expenditure on education affects negatively for each of the outcome variables included in the study.

For example, increasing expenditure on student's education by 1 percent is predicted to decrease the literacy rate by 0.029 percent while controlling the effect of other confounding variables. This result is significant at less than 1 percent level of significance. The effect of net enrollment rate in the basic level of education showed significant positive association with literacy rate. For 1 percent increase in NER in basic education, literacy rate would be increased by 0.91 percent. However NER in basic education is not

associated with literacy rate. The districts having higher share of development budget are more likely to have higher literacy rate, however education budget share was not associated with literacy rate. Student teachers ratio was negatively associated with higher the ratio, less has been observed in literacy rate. The power of undertaken independent variables in explaining the literacy rate was 86 percent ( $R\text{-square}= 0.856$ ), which is reasonably high, thus the model can be considered as useful.

The model of predicting the poverty rate has been depicted in column II of table 3. The results are surprising that public spending did not yield the expected improvement in outcomes such as poverty rate. In fact it was hypothesize that higher the level of public spending would reduce the poverty rate, however the results are contradictory in case of Nepal. For instance, by increasing the public expenditure on education per student also lead to increase in poverty rate by 0.11 percent. Other explanatory

**Table 2: Descriptive statistics of selected variables of all district during 2011 to 2013**

Variables	Mean	SD	Min.	Max.	Year
Literacy rate (percent )	63.9	9.6	41.7	86.3	2011
Poverty rate (percent )	23.8	13.3	4.0	64.1	2011
Public expenditure per student's education for management of teachers' salary (Rs)	11333	8910	0	46654	2013
Net enrollment rate in basic education (percent )	87.4	7.8	32.4	96.4	2012
Net enrollment rate in secondary education (percent )	54.4	10.7	19.9	83.4	2012
Dropout rate in primary education (percent )	6	1.33	3.9	13.3	2012
Dropout rate in secondary education (percent )	6.32	0.24	3.8	7.2	2012
Student teachers ratio	31	15	4	71	2012
School student ratio	208.9	91.7	27.8	524.5	2012
District share of development budget (percent )	1.13	0.55	0.11	4.89	2013
District share of education budget (percent )	1.44	0.33	0.11	2.83	2013
Sex ratio	94.2	9	76	127	2011
Population density	180	587	3	4416	2011

Source: Author's calculations

variables except NER of basic education were not associated with poverty rate. For 1 percent increase in NER of basic education decreases the poverty by 0.74 percent, while controlling the effect of other variables included in the study.

## 7. Conclusion and Policy Implications

This study was intended at understanding the role of public expenditure in enhancing development indicators such as literacy rate and poverty rate in Nepal. Relevant literatures were reviewed to carry out this study. From the review, one fact is obvious: there seem to be lack of agreement among researchers on the contribution of public spending on literacy on poverty. While some authors found the role of public spending is significant, the works of others identify that they affect the development indicators negatively.

Furthermore, some studies found that public spending does not have any impact on development indicators such as literacy rate. In conclusion, it can be said that the results are mixed.

This study also identified that public expenditure on student's education has negative impact for both the outcome indicator of Nepal, such as literacy rate and poverty rate. Controlling for factors including net enrollment rate, dropout rate, the student-teacher ratio, school student ratio, district share of development and education budget, sex ratio, population density, it was found that public expenditure has negative impact on literacy rate and poverty rate. The other factors such as net enrollment rate in basic education, student teacher ratio, and district share of development budget have positive

**Table 3: Regression results: Unstandardized coefficients for dependent variables literacy rate and poverty rate**

Predictors	Literacy rate	Poverty rate (II)
Public spending per student's education for management of teachers' salary (in logs)	-2.964*	11.354***
NER- Basic education (percent )	0.912***	-0.743**
NER-Secondary education (percent )	0.071	-0.107
DOR-Primary level (percent )	-0.379	0.14
DOR-Secondary level (percent )	1.769	-3.373
Student teachers ratio	-0.302***	-0.023
School student ratio	-0.004	0.018
District share of development budget (percent )	4.866**	-3.746
District share of education budget (percent )	0.404	-6.944
Sex ratio (Male per 100 female)	-0.161	0.24
Population density	0	0.002
Constant	106.483***	-246.117**
R squared value	0.856	0.579

\*\*\* $p < 0.01$ , \*\* $p < 0.05$ , \* $p < 0.10$

impact on literacy rate. The level of literacy can be increased by increasing NER in basic education, reducing the student teachers ratio and increasing the district development budget. Other variables have nothing to do with the context of literacy and poverty in Nepal.

Thus, it can be concluded that simply allocating public spending on education and development activities is unlikely to lead to better outcomes in Nepal. This may due to the poor governance system in Nepal as reported by many scholars. Evidence from this study questions the efficacy of public expenditure. The results indicate that simply

spending more on the basis of number of people and number of students will not guarantee the enhancement of development indicators. In other words, budget should be allocated as per the district indicator rather than the number of people living within it. This argument can also be supported as population density did not influence to the none of the outcome variables taken in this study. Thus, policymakers should explore other options rather than the number of people living in the district to improve the development indicators, and determine how to achieve a more efficient allocation of existing funds. The efficiency question needs to be examined in future research.

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# Nepal's Tourism and Knowledge Infrastructure : Some Perspectives

CHET NATH KANEL

Government of Nepal (GoN) is making efforts in translating this into 'action' with the preparation and implementation of a 10-year National Tourism Strategy & Action-Plan, 2015-2024 (MoCTCA, 2014b). The Plan has been formulated by the GoN-Ministry of Culture, Tourism and Civil Aviation (MoCTCA) seeking huge investments from the government, private sectors and the international investors as well.

## Nepal's Tourism Landscape

Nepal is considered as one of the most beautiful countries in the world. It is the land of Buddha and Shiva; and, it is the land of Mt. Everest (8,848 m.). Land of the lofty Himalayas and deep valleys, fertile Terai and green hills, surging rivers and placid lakes, tropical heat and piercing chill, dense forests and vast grasslands, dazzling sunshine and dark caves, torrential rain and prickly sun, colorful merry festivals and calm severe meditation, Nepal is truly the country of extremes (NTB, 2011, p. 135; Choegyul, 2011). Nepal is incomparably renowned for its tourism resources and potentials in the world. It was officially opened for international tourists since 1951 (MoCTCA, 2014a; 2014b). Since then

Nepal has been striving for developing itself as a tourist-friendly country in the globe. However, receiving one million (10 Lakh) tourists in a year has been a long 'dream' for us. Let's hope, by year 2018 we will have one million tourists.

## National income & priority

Globally, tourism is a fast-growing industry. It involves many economic and social sectors, making it an excellent development sector. Thus proper visioning, planning and implementation of tourism sector are crucial for attracting more visitors. People travel for many reasons- recreation, cultural, discovery, sports, health, business or for conventions. Tourism operates within the framework of a travel industry network,

which is not highly integrated (Seth, 1997). Nepal has 3 major resources to build up its economy: agriculture, hydro and tourism. Among them, tourism is the key industry which can effortlessly be established, promoted and developed with minimum investment and can be made an important foundation of national income (Gurung, 2007, p. 2).

After the formulation of Nepal's Tourism Vision 2020, Government of Nepal (GoN) is making efforts in translating this into 'action' with the preparation and implementation of a 10-year National Tourism Strategy & Action-Plan, 2015-2024 (MoCTCA, 2014b). The Plan has been formulated by the GoN-Ministry of Culture, Tourism and Civil Aviation (MoCTCA) seeking huge investments from the government, private sectors and the international investors as well. However, managing huge investments in tourism sector has been a challenge. It is apparent that tourist destinations like Nepal should not only aim to attract financial capital from abroad, but also human capital, such as entrepreneurs, hospitality and travel managers, and international franchises to market and develop local attractions (Basnyat, 2013, p. 80). Realising these facts, the Plan has given emphasis on developing diversified tourism products in the major 6 tourism development areas (TDAs) of Nepal putting high priority in infrastructure development, policy review; branding, promotion and marketing, human resources development, quality enhancement, and cultural as well as natural heritage conservation.

### **Knowledge infrastructure**

Tourism is managed by knowledgeable and skillful people (human resources: HR). They should also have positive attitudes, because, positive attitudes create positive behavior. As

a hospitality industry, tourists or 'consumers' always want positive behavior from the hosts (Chimariya, 2014). There are certain 'codes of conducts' (COC) in tourism, thus, the industry people must adhere these COCs. Effective and transparent communication in tourism is vital. Unless and until there is good communication among the hosts, guests and other stakeholders there will be gap in 'transactions' (Kamel, 2009). Obstructed communications and knowledge sharing process cannot produce anticipated results from tourism transactions. In this case informed communications and decisions play crucial roles. Informed communication is possible only through the aware person: aware in the local situations and possibilities, aware on the demands of the tourists, and also aware on the government rules and regulations in relation to business ethics, environment and cultural sensitivity, and so on. All these can produce better management of tourism products and services. Kunwar & Barmashkha (2014) and Basnyat (2014) also point out that well managed tourism sites have less 'tourism-related crimes'. All these are possible only through an enhanced 'knowledge infrastructure' of the people associated with local tourism. Generally speaking, 'knowledge infrastructure' covers primarily KSA (knowledge, skills and attitudes). Without proper knowledge, developing tourism sites is almost impossible (Baskota, 2012).

### **Reflections**

In Nepal's case, spreading tourism products and services in rural areas is a matter of great challenge (Grandson, 2007), where KSA, or 'knowledge infrastructure' is seriously lacking. There is high potentials of developing rural tourism in Nepal, however, due to lack of such infrastructural

base, tapping such potentials have not been possible despite efforts made for the long time. For example, based on my own experience, there is huge potential of developing rural/agro/farm/community home-stay-based tourism in Chepang areas of Chitwan Hills. Nonetheless, due to lack of knowledge and other physical infrastructure, these people have deprived of tourism development and economic prosperity in the area. Truly speaking, there is hardly a single tourism entrepreneur or community facilitator with Intermediate level pass (MoCTCA/IRPAP, 2007). Even in some villages it is difficult to get SLC graduates. This situation has barred the anticipated tourism development in the Chepang areas, not only in Chitwan, but also in Makwanpur, Dhading and Gorkha. It is obvious that these 4 districts are Chepang- populated districts in Nepal. Likewise, Far-Western Nepal, among other reasons, has less educational status (both general and tourism-related) having low tourism progress despite massive potentials (Joshi, 2014). Exploring such vast potentials obviously demand qualified human resource infrastructure (Kanel, 2016).

Similarly, I have another experience from Rasuwa, where rural tourism activities are taking momentum for the last 15 years with the brand- 'Tamang Heritage Trail' (THT) (Kunwar and Pandey, 2014). Here, as a project office, I tried to involve some Dalit people directly in the tourism enterprises. However, in the case of Dalit households' participation, success rate was low due to their existing literacy/education level. "Poor education level makes their participation and involvement poor in all spheres of hospitality businesses", shares his experience Mr Phurpa Singi Tamang, a tourism facilitator in the district, who

has tourism experiences of more than 10 years (personal communication, 20<sup>th</sup> Aug. 2016). Even if such poorly literate people get chance in tourism, they are porters, cleaners, washers, kitchen assistants, watch-person etc.

From broader perspective, it is also very important to understand the fact that tourism industry is mainly human resources (HR)-based industry needing large number of trained people in diverse areas of tourism (MoCTCA, 2014b). Tourism HR development includes both formal and non-formal education and training. Formal education is provided in the academic institutions such as schools, higher secondary schools and colleges. However, non-formal education is given by number of institutions including government, non-government and private sector institutions. In Nepal, some academic institutions are also involved in managing short-term tourism courses. Thus, for a comprehensive program for developing knowledge infrastructure or HR, wise mobilization with thorough planning of these formal and informal sectors is important. HR should be a key concern of any development intervention (NPC & UNDP, 2014; Pandey, 2014).

Likewise, efforts need to be geared towards proper identification of needs and aspirations, potentials, design of appropriate courses for enhancing KSAs and a coordinated approach to timely implement the desired plans and programs in the tourist hubs. Tourism education in Nepal is the key need of the hour. Educational and training events should be equipped with adequate exposure visits, attachments and on-the-job skills enhancement activities. These skills are also associated with the 'changing patterns of livelihoods' (Prasai, 2013).

## Conclusions

No doubt, tourism sector plays significant role in employment generation, foreign exchange earnings and gross domestic product (GDP) growths in Nepal. It also provides jobs- directly and indirectly- to thousands of people. According to a government survey, for example, 138,148 persons are engaged in tourism services in Nepal (MoCTCA, 2014a).

There are more than double of this number being 'indirectly' involved in managing hospitality sectors in Nepal. However, Nepal's knowledge infrastructure is still poor, insufficient and unplanned. Considering equally the need of physical infrastructure (Kanel, 2014) along with the 'knowledge infrastructure' is the need of the hour for sustainable tourism development in Nepal. For this, let's make concerted and coordinated efforts not only from GOs, (INGOs and Private sectors, but

also from local communities as well as the media- the fourth state. Sustainable tourism development can also support for peace (Upadhyaya, 2011 and 2014), which is a long awaited 'dream' by all Nepalese people.

The MoCTCA & NTB should take active initiatives for developing tourism knowledge infrastructures in Nepal. National-level coordination should be led by NATHM (Nepal Academy of Tourism and Hotel Management) in close partnerships with other (INGOs & private sectors. Tourism experts & HRD specialists should have effective professional ties in this regard.

Finally, I would like to conclude my article with a quote from a renowned management specialist, businessman and writer, **Mr. Harvey Mackay**: "*Your workforce is your most valuable asset; the knowledge and skills they have represent the fuel that drives engine of the business- and you can leverage that knowledge*".

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-Editorial Board

## New Arrivals at NEPAN Resource Centre

- Humanitarian Charter and Minimum Standards in Humanitarian Response, The Sphere Project, 2011 Edition
- Participatory Democracy, Issues and Reflections, Forum for Participatory Democracy, Institute of Governance and Development (IGD), Actonaid Nepal, first edition, 2013
- Reflection and Learning, Actonaid Nepal, 2014
- Reflection on Participation Democracy and Development, Conference Proceedings Report, Dec 18-19, 2014
- Participatory Democracy, Practices and Reflections, Forum for Participatory Democracy, Institute of Governance and Development (IGD), Actonaid Nepal, 2014
- Reading on Governance and Development, Vol: xvi, Institute for Governance and Development (IGD), Lazimpat, Kathmandu, 2015
- Introduction to Mediation Act of Nepal in Nutshell, Dr. Mukti Rijal, Institute of Governance and Development (IGD) and Nepal International ADR Centre (NIAC), 2015
- Participatory Democracy, Perspectives and practices on Local governance, Forum for Participatory Democracy, Institute of Governance and Development (IGD) Actonaid Nepal Dec: 2015
- Reality Check Approach Baseline Report, Nepal Rural Access Programme Monitoring, Evaluation and Learning Components, RAP3 June 2015
- Development in Practice, Stimulating Thought for Action, vol: 25, issue: 8, Nov 2015
- Development in Practice, Stimulating Thought for Action, vol: 26, issue: 1, Feb 2016
- Development in Practice, Stimulating Thought for Action, vol: 26, issue: 3, May 2016
- Development in Practice, Stimulating Thought for Action, vol: 26, issue: 4, June 2016
- Lost in Transition: Rebuilding Nepal From the Maoist Mayhem and Mega Earthquake, Kul Chandra Gautam, (2015), Nepalaya Publications.

### REQUEST

You are cordially requested to send your valuable publications to enrich NEPAN Resource Centre. We will acknowledge your contribution.

- NEPAN Secretariat

## Book Reviews

## THE RISE OF ETHNIC POLITICS IN NEPAL: DEMOCRACY IN THE MARGINS

The book is a product of extensive ethnographic field work of doctoral dissertation in Eastern Nepal concentrating more in a particular village of Ilam district. The author has analyzed and interpreted these phenomena mostly from the narratives of ethnic party leaders, cadres, supporters, and activists. She did participant observation and got sense of realities of party's vivid activities and strategies in the process research. The central concern of the book is to outline the rise of ethnic politics and the democratization process in Nepal since 1990. Further, it sheds light on how the politics in the margins in terms of marginalized and excluded indigenous peoples, peripheral location and ideological discourse took place and how people in the margins interpreted and engaged with the democratic political system.

The book gives sense of intermingling nature of social and political movements of ethnic social organizations and political parties. It tries to highlight the cultural politics adopted by the ethnic party MNO with a view to gain the support of sentiment from the people to grasp the political power. However, it has not brought the political ideologies of ethnic political parties like MNO in fullest form. It has analyzed the manifestation of democracy in rural periphery from the cultural perspective. However, the political shift in Nepal was a form of political modernization.

It provides a clear picture of more romanticized (politics of sentiments) and

radical ethnic political party Mongol National Organization (MNO) and other social organizations like Nepal Federation of Indigenous Nationalities (NEFIN), an

umbrella organization of 59 indigenous nationalities. The book has also pointed out that the politics based on ethnic sentiments or emotionality marginalizing the people from dominant culture as the major underlying cause of not getting prominence of such ethnic party in mainstreaming political spheres.

### Chapter highlights

This book is divided in 6 chapters. Additionally, there is a chapter called 'Introductory Part'. This part of the book initiates a brief scenario of political revolt of 'Second People's Movement- 2006' accompanying with the movement of



<b>Title</b>	: The Rise of Ethnic Politics in Nepal: Democracy in The Margins
<b>Edited By</b>	: Susan I. Hangan, Associate Professor, NJ, USA
<b>Publisher</b>	: Routledge, Taylor & Francis Group, London and New York

indigenous nationalities and Maoists.

Similarly in Chapter I, the author has provided the very brief review of Nepal's authoritarian political history together with movement of ethnic groups. While discussing, she has viewed the persistence of inequalities between ethnic and high caste Hindus in terms of state benefits of occupying overwhelming majorities of positions of government mechanisms and political parties. The writer has argued that the state was responsible for labeling and formation of ethnic identity treating them as a single group such as Rai. Further, the Chapter outlines the rise of the indigenous nationalities movement after 1990 and its major goals of achieving equality and identity. It compares the main types of ethnic organizations and ethnic parties. She argues that the social movements of social organizations were oriented more with political agendas in the line of ethnic parties.

In Chapter II, the author has briefly described sporadic and unorganized historical movement of ethnic groups. She has brought the movements of Limbu against their ancestral land tenure and Tamangs against unfair practices of capturing lands by high caste Brahmins around Kathmandu valley and Newars' linguistic movements as noticeable resistance of ethnic groups during the era. In addition, in this Chapter, the writer has tried to dig out the key causes of low performance of ethnic parties. She has argued that those parties continuously lose the support of people in elections because of lack of viability, lack of resources, restrictions to registration, lack of fund, lack of experience of party cadres, and lack of networks.

In Chapter III, she has highlighted the

possibilities and limitations of political actions in her study site in the 1990s by examining the operation of the MNO. She has argued that this less performance of MNO elected officials was owing to the reason that the village government did not control resources or set local policies through which they could advance radical political ideas.

The writer has coherently discussed underlying causes of low performance of MNO in local administration in Chapter IV. Here she points out the entrance of Panchayat leaders in MNO due to insecurity from communists with prominent ideologies and the people of unsatisfied due to their negative interactions with the high caste Hindus caused almost no changes in roles and responsibilities as the village chief when the political system shifted from Panchayat to multi-party system.

In Chapter V, MNO's politics of culture has been discussed. According to her, the party gave an effort to constructing a unified Mongol identity through cultural productions. Through these cultural productions, the MNO challenged the dominant construction of the Nepali nation.

Likewise in Chapter VI, the author has attempted to explore the MNO's involvement in cultural transformations at the village. She has presented the adoption of Buddhism by Gurungs in her study village and restriction by local state authorities to establish gumba or Buddhist temple insisting that they must register it. This was the manifestation of policy of one religion Hindu or Hindu state or an example of the Hindu bias of the state. Likewise, the writer has presented the campaign of MNO activists for everyone to boycott Dashain. These activities were against the

process of homogenizing the diverse ethnic groups in the name of religion eradicating their ancestral identities. The author has argued that the MNO aligned this case with its goals of encouraging all Mongols to abandon Hinduism, defining Mongols as not Hindus.

In brief, the writer has well examined the emergence of more ethnic political parties and hence increased politicization of ethnic movements. The book has presented good narrative discussion of the political phenomena of ethnic groups in well coherence manner. The writer has attempted to be reader friendly in terms of gender sensitive language use and in the use of other political terminologies.

### **Limitations**

The writer has concentrated more on static vision of cultural and religious revitalization of ethnic groups through the social and political movements. However, she has not touched the issues of cultural

hybridization, which is the reality of mix of global and local phenomena. Cultural sensitivity is today's notion of post-modernism.

It also lacks rigorous discussion of root causes of such time and again political movement from the ethnic perspective. It could be more relevant to setting the scene in such entry point of the book to discuss the authoritarianism, social inclusion/exclusion, economic disparities, racial and ethnic discrimination, Hinduism, cultural and social suppression and oppression and so on as the key causes of people's movement. Equally, she could not raise the critical issue of process of homogenizing diversified ethnic groups under the single ethnic identity creation ('Adivasi Janajati' or 'Mongols') and hierarchies in terms of achieving benefits within the ethnic groups. The author has also missed to generate the realities on how the radical ethnic politicians and activists perceive this issue. Additionally, she could not bring the intrinsic relations of politics and religion theoretically.

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*Reviewed by: Indra Mani Rai (Yamphu), PhD Student, Kathmandu University- School of Education*

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## **Pathways to Participation** (writeshop-based international publication)

**A joint publication from NEPAN & IDS, UK**

## Book Review

# A Very Good Gift to Nepalese Educators

There is world famous quote by Sarah Dessen, a young American writer, who says, 'The best gifts come from the heart, not the store'. This quote perfectly suits in the case of Prof. Dr. Suresh Raj Sharma, who has devoted his life in the Nepalese education system.

As a founder vice chancellor (VC) of Kathmandu University (KU) ity of community schools, Teaching profession and teachers, Analyzing the course curricula, What type of education we are looking for?, Let's appoint only those who are capable, Quality education and measuring the qualities, Morality in education and characters, Now the time for poly-technique institutes, What not to do now and what to be done immediately?, Opportunities and challenges for Nepalese youths; and, Making our education contextual and meaningful, and others.

Similarly, the second part, which is entitled as, 'Visions and Perspectives on Nepalese Higher Education', presents 24 important articles. Some of the important topics covered in this part are: Nepal's education: past, present and future; Milestones in education; Lack of serious thoughts on education; Nepal's higher education taking a new shape; Let's make Nepalese education more production-oriented; Nepalese education can also earn foreign currencies; Responsibility issues in higher education; Is our higher education in right track?; Private sector's role in the education of 21<sup>st</sup> century; How should be the higher education in

the new federal democratic system?; A framework for higher education; Educational learning from Chinese education system; Leadership issues in higher education; Need of an international-level educational academy, and others.

## Provocations

Prof. Sharma's experience-based articles are quite useful for the Nepalese educators, managers, planners and leaders. His long experience has been the main base for every word and sentence. He has provoked for so many changes in Nepalese education from his experience and from his heart. Continuous advocacy for enhancing Nepal's education quality has produced good results in Nepal.



<b>Title</b>	: शिक्षा : नेपालको संकट (Education: Nepalese Crisis)
<b>Author</b>	: Prof. Dr. Suresh Raj Sharma
<b>Language</b>	: Nepali
<b>Published Year</b>	: 2014 (2071 BS)
<b>Publisher</b>	: Ms. Urmila Sharma Bhangel, Bhulkiel, Karam
<b>Total Pages</b>	: 356 (including cover pages)
<b>Price</b>	: NRs. 300.

The KU itself is an example in Nepal and worldwide which has demonstrated competitive educational achievements for the last two and a half decades.

Focusing on the above topics, he has quite seriously raised his voices to draw attentions of teachers, education administrators, investors, policy-formulators, and very importantly the political leaders. While discussing the things, he has also illustrated good examples from within Nepal and also from the foreign countries. He has also gained good experiences from international educational discourses/ forums.

In this book he has documented his views hitting the issues related to primary education to higher education and also from a classroom, a district education room to the Education Ministry room at Singhdurbar and Kesharmahal. Some of the articles were already appeared in national newspapers; some had already been presented in national seminars/workshops, and some are undisclosed ones. But no article seems to be old. All articles have raised contemporary issues of Nepal's education system. In some points, Prof. Sharma has his personal opinions, they might oppose the government decisions or they could be anti-Acts/Rules/Regulations. For instance, in one article (p. 132-138) with the topic, "What not to do now and what to be done immediately?"; he has mentioned 6 very important points advocating for:

#### **What NOT to do now?**

Removing the SLC examination system immediately;

Expanding the technical education without ensuring and caring for quality aspects;

Not to add many universities, rather

than increasing the quality of existing universities;

Do not bring the University Umbrella Act without sufficient rationale;

Do not expand pre-primary (early childhood education system) concepts without adequate framework, infrastructures and experiences; and,

Do not expand CTEVT (Council for Technical Education and Vocational Training) institutions without capacitating and equipping it adequately.

In the same article, he has presented his succinct views on what to be done immediately. However, I am unable to highlight those all here due to time and space. The readers can enjoy reading those highlights in the book. The points are quite serious, challenging and with long-term vision. Among the above 'Not to do' points; the government has already gone ahead forgetting the Sharma-suggestions. Every Nepali intellectual can realize now what's cooking in the Nepalese educational politics. Why Dr. Govinda KC sits on-to-the death for 10<sup>th</sup> times! Let's see, let's experience how the things will proceed ahead. We are in transition.

#### **Worry for Technical/Vocational and Quality Education**

Prof. Sharma's suggestions for technical & quality education (e.g. p. 55, 95, 115, 120, 123, 126, 139, etc.) are quite sensible for Nepalese educators and policy-makers. He justifiably proposes for at least one technical institute in each Constituent Area (*Nirbachan Chhetra*). Based on such suggestions and views, the present governments are also trying to implement

such propositions from the experts. Let's be more pro-active, let's be more appreciative! Let's hope for more!

The articles are short, but seem to be very important from invoking points of views. They can be considered as policy guidelines as well. There are good visions, dreams and targets to make Nepal a well educated country with sustainable economy and employment. Prof. Sharma is against the idea of exporting youths outside the country for remittance, rather he suggests for well designed local education, training, financial support and enterprising for youths so that they could serve own nation. This is definitely a brilliant idea.

In this book, Prof. Sharma has managed to include the foreword views from different edu-veterans of Nepal including Dr. Jay Raj Acharya, Dr. Sita Ram Adhikari, Dr. Tirtha Bahadur Shrestha, Dr. Kedar Nath Shrestha. This also proves the importance and value of the book.

Everybody engaged in education, training, capacity building and 'knowledge infrastructure' must read this book. The price is fair (Rs. 500.) considering the value of the book. The size is also quite handy. There are about 350 pages. The book is published by his wife Ms Urmila Sharma. This is also an exemplary task of household participation in national issue.

### **Suggestion & Wish!**

Lastly, from improvement point of view, I would like to suggest (for 2<sup>nd</sup> edition) dividing these 47 articles in at least 5 to 6 sections to draw more attention of policy-makers/ educational leaders. Those sections could be: Pre-primary, Primary & Secondary Education; Technical & Vocational Education; Higher Education; Quality Issues; Moral Issues; Policy & Program Frameworks/Visions, Leadership in Educational Institutions, or like these.

Let's hope more books from Sharma sir. Let's wait for more hearted-gifts from him. With our congratulations and best wishes!

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## **Participation.**

co-publication from NEPAN  
for the last 20 years

## **"Sahabhagita"**

a national Nepali magazine on  
Participatory Development Process.

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## Book Reviews

## Taking a Great Leap into Future

Dr. Baburam Bhattarai's biography titled '*Abhiram Baburam*' that can be translated as '*Ever Marching or Untiring Baburam*' has been written by Anil Thapa. This book was launched in September 2016. There are 4 chapters and 16 appendices containing photos, diaries and other historic matters. The chapters include the topics such as: Baburam's ups and downs, from Khoplang to Jawaharlal Nehru University (JNU), Modes of People's War and Party politics.

This book's key message is: "Every human person is endowed with a brain having capability for creativity and creative thinking. But the society recognizes and appreciates those who use and apply their creativity and capability to respond to social needs and concerns."

Dr. Bhattarai implicitly defines himself to be among the category of the human person who has put his lifetime for creating a society for better living and justice to the poor and underprivileged people. From the book, it is noted that the earliest note (personal diary) of Dr. Bhattarai dates back 1978 (on Thursday, April 13), in which he vowed to work for searching the universal values and norms, and keep oneself committed to and be actively involved in favour of truth and justice.

### Walking edge

The most interesting part of the biography is that it contains the true print of the much coveted SLC examination's mark-sheet that gave Dr. Bhattarai the distinctive status of the SLC board-topper. In those times the marks

Dr. Bhattarai scored in the SLC examination can be said to be excellent and competitively higher because the examination system then was highly centralized and answer script assessment was



ruthlessly rigorous. However, in today's standards when the top scorers secure above 90 per cent in the SLC exams, the marks obtained by Dr. Bhattarai in the SLC examination of 1970 (BS 2026) easily pale into insignificance. However, the board-topper image of Dr. Bhattarai has given him a walking edge over other leaders of the contemporary times.

He is portrayed and appreciated as the thoughtful and intelligent politician with an introvert and intuitive personality. He has been enjoying this intellectual image ever since he entered active politics. This has always given him an advantage over other conventional and contemporary leaders both in the party and the government. Dr. Bhattarai

<b>Title</b>	: <i>Abhiram Baburam</i> ( <i>'Ever Marching Baburam'</i> ) <i>An Autobiography</i>
<b>Author</b>	: Anil Thapa
<b>Language</b>	: Nepali
<b>Published Year</b>	: 2016 (2073 BS)
<b>Publisher</b>	: Sangi-La Books, Kathmandu

holds the reputation of being a hard-working and committed leader with a vision coupled with technocratic details because of his brilliant academic track record and relatively immaculate and cleaner image.

### **Biography writing and an unrestricted access!**

As the personal and confidential papers, records and photographs have been referred to and profusely used in the biography, it looks like that biographer Anil Thapa had an unrestricted access to these materials that have helped to make the details more authentic, lively and interesting.

The biographic account of Baburam begins from the crescendo of the political life of Dr. Bhattarai when he decided to dissociate himself quietly from the Maoist party last year (2072 BS). It was an unexpected and fateful decision taken by Dr. Bhattarai that had startled, confused and caught his supporters, well-wishers, close friends and aides completely flazed and unaware. That the likes of Top Bahadur Rayamajhi, Devendra Poudel had not been informed of his decision to quit the parliament and the party speaks more about the sudden and quick decision he took to befuddle and confound all of his close aides, well-wishers and supporters.

Biswadeep Pandey, Baburam's personal secretary, who has access to him all the time and enjoys absolute trust and confidence, suggested him to take the decision only when the situation was opportune and favorable but Baburam was not persuaded and insisted saying, 'I will not desist from taking decision. This is the opportune moment to quit the party.'

### **Great Leap!**

According to Dr. Bhattarai, a time comes when one has to break from the past or discontinue the past and take a 'great leap' into future. The time for this idea has come in Nepal as many countries have taken off and achieved greater height only when they broke loose from the past and took a big and discontinuous leap into the future, Dr. Bhattarai has said.

According to the book, the launching of the *Naya Shakti Party* under the leadership Dr. Bhattarai has been interpreted as the 'necessity of the time' as the existing political parties have outlived their utility and relevance. The *Naya Shakti Party*, according to Dr. Bhattarai as highlighted in his biography, is conceptualized to usher the country in the era of prosperity and development since the country has already entered into the phase of democratic republic which can be taken as a big attainment in terms of political development and transformation amidst the poor economic base of the country.

Though Dr. Bhattarai's vision of economic prosperity and development is beyond any reproach and rebuke, and it is needed to give strong and sustained economic foundation for democracy. This however, needs to be chalked out in a very well argued and concrete economic terms. Whether it is the Nepali Congress, the CPN(UML) or the Maoist Unity Centre led by Prime Minister Pushpa Kamal Dahal they all have laid emphasis on economic prosperity as the sole goal and objective of the country itself. The *Naya Shakti Party* led by Dr. Bhattarai has to distinguish itself from the rest of the political parties by

pronouncing both in letter and conduct that it was a party with a difference. This has to be properly and effectively articulated and communicated to the frustrated and disenchanted mass that has been always duped and deceived by the rhetoric and demagoguery of the parties and their leaders.

### **Sympathetic Vein**

As the rich biographic details are doled

out in the book in a well orchestrated and sympathetic vein it would have been more credible and interesting had Dr. Bhattarai divulged the details in autobiographic form.

More than the political polemics and ideological tautologies the biographies or autobiographies should dwell at the personal anecdotes, shadows and sunshine, insights and experiences revealed and expressed in a honest and truthful manner.

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*Reviewed by: Mukti Rijal, PhD, IGD, Anamnagar (Acknowledgement: 'The Rising Nepal', Kathmandu)*

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# Participation

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We are currently receiving more submissions than we can publish. Therefore, we ask reviewers and editors to be more critical to the given manuscript. To avoid accumulation of manuscripts to-be-published and the subsequent delay of publication of valuable findings, the number of the incorporated articles has been gradually increased, with the acceptance rate decreasing during the last three years. To be published in SE, a manuscript should meet our general criteria:

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- **scientific quality:** high, good, acceptable, poor;
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Acceptance of the paper will depend upon its scientific merit and suitability for the journal. A paper may be accepted in its original form or accepted subject to revision. The reviewers' (and editor's) suggestions will be conveyed to the author without identifying the reviewers and

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Galley proofs for an accepted article will be sent to the corresponding author for correction. These should be returned to the editorial office within the requested time. The content of an article cannot be changed during galley proof reading.

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Editorial Board

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## Letters to the Editor

Dear Editor,

I'm glad to read the *Participation* of 2015 August. In 2014 one of my senior and well wisher brothers, C.N. Kandel gifted me a copy of the '*Participation*'. From that time I am used to wait for the new edition of this journal. Actually in *Participation* there is a comprehensive participation of articles raising different issues of gender, children, education, health, economic activities, elderly issues and developmental practices.

I'm glad to have the issue of '*Participation*' 2015 as well, and it's really very useful and informative for me as being a learner of Monitoring and Evaluation.

The article "Monitoring & Evaluation Systems: Measuring Development Results" from Dr. Bhola Dahal and Uttam Upadhyay was very insightful for me. This article in one hand helps to understand the development graphs of development sectors and it provides us understanding of different paradigm shifts in M&E, whereas, on the other hand it gives us detailed information on the techniques of preparing M&E plans.

Besides that all articles are very informative but the articles "Child Education and Deprivation in Nepal" written by Shiba Bagale and "Education for Girls: Can the Target be Achieved?" written by Moonakshi Dahal are more informative for me to understand the educational conditions in relation with gender.

Finally, I want to congratulate the entire team of '*Participation*' for their efforts to serve such a relevant and time demanded articles in every issue of '*Participation*'. I wish all the best for much success and popularity of the journal in the coming days.

**Renuka Singh**  
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Dear Editor,

Being a lucky person, I got chance to read 16th issue of '*Participation*'. I found it as extraordinary source of knowledge on M&E. All of the articles were highly beneficial for academicians and also a guide for M&E experts.

After reading the articles, Monitoring & Evaluation Systems: Measuring development Results by Dr. Bhola Prasad Dahal, & Uttam Upadhyay was very insightful and a best guideline for development actors to learn RHM. Moreover, articles of Chet Nath Kandel and Moonakshi Dahal were milestones from feminist and gender perspectives.

Lastly, in the coming issues, I wish to read articles related to senior citizens as well.

Best wishes for every success of the journal in the coming days.

**Sandip K.C.**  
Lecturer, Sanjivani College  
Dhulikhel



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**Monitoring & Evaluation-related articles published in previous issues of *PARTICIPATION* Journal (Issue No. 1 to 16)**

<b>Vol./ Issue No.</b>	<b>Published Year/ Month</b>	<b>Title of the article</b>	<b>Author(s)</b>	<b>Remarks</b>
<i>Year 1, No. 1</i>	1999, June	Towards participatory watershed management: An experience of Bhusunda Khola Watershed Project	Basanta Kumar Rimal	P. 9-14
<i>Year 2, No. 2</i>	1999, June	Participatory monitoring and evaluation (PM&E)	Chandi P. Chapagain	P. 27-29
<i>Year 2, No. 2</i>	2000, June	Attitude and behaviour of PRA practitioners: A reflection of Nepal's experiences	Lama Sherpa	P. 33-34
<i>Year 3, No. 3</i>	2001, June	Forest User Group development process	Jadith Van Eijndtten	P. 24-32
<i>Year 4, No. 4</i>	2002, July	Conflict analysis & impact assessment of development programmes and projects- An introductory framework to development professionals	Dr. Bishnu Raj Upadhy	p. 13-17
<i>Year 4, No. 4</i>	2002, July	Joint evaluation of micro projects: an evolving public auditing approach to strengthen forest user groups	Brahma Dhoj Gurung	p. 24-27
<i>Year 4, No. 4</i>	2002, July	Let's learn from Doon Valley	Jhabindra Bhandari	p. 28-29
<i>Year 4, No. 4</i>	2002, July	How do intermediaries complement: Experiences of Helvetas- L-Link Project	Bishal Bhakta Karki	p. 30-32
<i>Year 4, No. 4</i>	2002, July	Capacity strengthening of partner organisations: Experiences of SNV Nepal	Tej Raj Dahal	p. 33-34
<i>Year 4, No. 4</i>	2002, July	Implication of income generating programme on gender empowerment- A case study	Dr. Ganapati Ojha	p. 35
<i>Year 4, No. 4</i>	2002, July	An experience of community review process	Nara Bikram Thapa and Prakash Shrestha	P. 36-38
<i>Year 5, No. 5</i>	2003, July	From inquiry to impact: Adding an appreciative dimension to participatory planning monitoring and evaluation	Dr. Malcolm J. O'dell	p. 39-41

<i>Year 6, No. 6</i>	2004, September	A participatory approach to evaluating NGO development impacts on the lives of poor and disadvantaged people: Experiences of NGO/CBO participatory learning and advisory project NPLAP	Dr. John Cameron	p. 14-17
<i>Year 6, No. 6</i>	2004, September	Food deficit and coping mechanism: Experiences of Mid and Far Western Nepal	Shyam Adhikari Nirmal Phuyal Sangita Shakya	p. 36-40
<i>Year 7, No. 7</i>	2005, December	Breaking the vicious cycle of poverty: Field experience of a poverty reduction project	Shyam Adhikari	p. 18-21
<i>Year 7, No. 7</i>	2005, December	Using appreciative and participatory approaches to evaluation	Narayan P. Bhatta	p. 30-32
<i>Year 7, No. 7</i>	2005, December	Multi-partnership approach in community forestry: A new institutional framework to maximize the impact at the grass-roots	Brahma Dhoj Gurung	p. 33-37
<i>Year 7, No. 7</i>	2005, December	Combating xenophobia and discrimination against Dalits in Nepal- A case of social inclusion	Narvikram Thapa	p. 39-49
<i>Year 8, No. 8</i>	2006, September	Making a difference in the lives of Terai Dalits: a case of Mahottari district	Narvikram Thapa	p. 13-18
<i>Year 8, No. 8</i>	2006, September	Participation of disadvantaged groups in local development: A case of Rupandehi district	Dal Bahadur GC	p. 33-37
<i>Year 8, No. 8</i>	2006, September	Appreciative inquiry for building human capacities and achieving development missions: An innovative approach for the new millennium	Dr. Chandi Chapagain	p. 38-41
<i>Year 9, No. 9</i>	2007, August	The five "L"s: A self assessment tool for measuring NGOs development continuum	Gopal Tamang	p. 12-15
<i>Year 9, No. 9</i>	2007, August	In search of new VDC: Experiences from Dolakha district	Birika Kauty	p. 32-35
<i>Year 10, No. 10</i>	2008, August	Livelihood security of Dalits: A case of Katarje, Bhaktapur district	Purna Nepali, Kalawati Rai, Mahima Neupane, Sarana Adhikari, Shristi Singh	p. 20-24
<i>Year 10, No. 10</i>	2008, August	Mainstreaming Madarsa into formal school system: A case of Banke district	Gopal Tamang	p. 28-31
<i>Year 10, No. 10</i>	2008, August	Struggle against poverty: women reaching the destination (cases from Makwanpur district)	Shree Ram KC	p. 42-44



<i>Year 11, No. 11</i>	2009, August	Multiple perspectives of participation: A case study from Kenya	Ham Nath Gartaula	p. 2-5
<i>Year 11, No. 11</i>	2009, August	Food security in Dailekh: People are surviving with hunger	Narvikram Thapa	p. 6-11
<i>Year 11, No. 11</i>	2009, August	Social exclusion and group mobilisation in Nepal: Examples from Dhanusha district	Prof. Dilli Raj Dahal	p. 12-13
<i>Year 13, No. 12</i>	2011, July	We review and revitalize participation	Gopal Nepali, Yub Raj Guragain	p. 76-80
<i>Year 13, No. 12</i>	2011, July	Turning upside down: Impact of climate change	Kiran Maharjan	p. 81-89
<i>Year 14, No. 13</i>	2012, August	Gender relations and it's impacts on girls' education among Dalit community	Saraju Nepali	p. 29-38
<i>Year 14, No. 13</i>	2012, August	Impact of climate change on food security: A case of Dailekh district	Narvikram Thapa	p. 49-48
<i>Year 14, No. 13</i>	2012, August	Measuring quality education and learning outcomes through EGRA: A learning experience from Kenya	Gopal Tamang	p. 70-79
<i>Year 15, No. 14</i>	2013, August	Re-defining participation beyond Compulsory labour contribution: Lessons from food security projects in Nepal	Prakash Kafle	p. 16-20
<i>Year 15, No. 14</i>	2013, August	Performance-based funding in district development committees of Nepal	Dr. Krishna Babu Joshi	p. 21-28
<i>Year 15, No. 14</i>	2013, August	Evaluation of the community-led solid waste management programme in Lalitpur sub-metropolitan city, Nepal	Dr. Narvikram Thapa	p. 41-54
<i>Year 15, No. 14</i>	2013, August	Mapping health impact of climate change from global to local level: Review of Nepalese health cases	Yashoda Rijal	p. 65-76
<i>Year 16, No. 15</i>	2014, August	Health impact of climate change in Asia	Jhabintra Bhandari	p. 57-61
<i>Year 16, No. 15</i>	2014, August	An evaluation study of food and nutrition project, Dailekh, Nepal	Dr. Narvikram Thapa	p. 62-75
<i>Year 17 No. 16</i>	2015, August	Monitoring & Evaluation System: Measuring Development Results	Bhola Prasad Dahal, PhD&Utam/Uprety	p.5-21
<i>Year 17 No. 16</i>	2015, August	Community Practices in Participatory Monitoring and Evaluation System	Gopal Tamang	p. 22-30
<i>Year 17 No. 16</i>	2015, August	Monitoring and Evaluation on Economic, Social and Cultural Rights in Nepal	Prakash Budha	p. 31-37
<i>Year 17 No. 16</i>	2015, August	Role of Appropriate Technology in Reducing Women's Agricultural Workload: An Experience from Orkhaudhunga, Nepal	Lochana Shahi & Mahesh Jaishi	p. 38-47

Year 17 No. 16	2015, August	Impact Evaluation of HIV/AIDS Project in Bajhang, Nepal	Nar Bikram Thapa, PhD	p. 48-60
Year 17 No. 16	2015, August	Assessment of Knowledge, Beliefs and Attitudes towards Healthy Diet among Mothers in Kaski, Nepal	Jib Acharya, Edwin Van Teijlingen, Jane Murphy, PhD & Martin Hind, PhD	p. 61-72
Year 17 No. 16	2015, August	Assessment of the Disaster Preparedness System of Nepal Red Cross Society	Bishnu Hari Devkota	p. 85-96
Year 17 No. 16	2015, August	An Assessment of Urban Area-Based Cooperatives From Women's Perspective	Chet Nath Kanel	p. 97-110
Year 17 No. 16	2015, August	Education for Girls: Can the Target be Achieved?	Mecanakshi Dahal	p. 111-125
Year 17 No. 16	2015, August	Information and Communication Technology Potential for Development: How to Reap Benefits through Monitoring and Evaluation?	Anoj Chhetri	p. 126-130
Year 17 No. 16	2015, August	Data Quality Assessment: A Participatory Tool for Data Verification	Anita Adhikari	p. 131-133

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## Research Reports from NEPAN

1. *Poor People's Voices on Poverty*, 1999 (NEPAN & World Bank)
2. *Voice of the Elderly*, 2002 (NEPAN & HelpAge International)
3. *Governance and Citizenship from Below: Views of Poor & Excluded Groups and their Vision for a New Nepal*, 2009 (NEPAN & ODI)
4. *Social Exclusion & Inclusion in Nepal : Examples from Dalit, Muslim and Indigenous Communities*, 2009 (NEPAN & The Norwegian Institute for Urban and Regional Research- NIBR)
5. *The Effectiveness of Non-contributory Social pension in Nepal*, 2011 (NEPAN & HelpAge International)
6. *How Does Social Protection Contribute to Social Inclusion in Nepal*, 2014 (NEPAN & ODI)
7. *Assessment of the emergency top-up cash transfer programme for vulnerable groups in Nepal, 2013 (UNICEF & NEPAN)*
8. *Nepal's Child Grant- How is it Working for Dalit Families?*, 2015 (ODI & NEPAN)

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# NEPAN Ghar

(National Participatory Development Resource Centre)



NEPAN members, Old and New, always aim for developing NEPAN as a **National Participatory Development Resource Centre** in future, the long-term vision are therefore putting lots of effort to ensure that vision to be materialised. NEPAN has its own three-storied building (NEPAN GHAR) with necessary equipment, spaces, including an official training hall for workshops, trainings, meetings and other activities along with WIFI facilities. NEPAN has its own Resource Centre (RC) for promoting participatory approach in development interventions and decision making of public affairs.

# Participation

## CONTENTS

Editorial	4
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### Articles

1. Safer Communities Through Disaster Risk Reduction (DRR): Strategic Program Linkages That Support Overarching Sustainable Development Goals <i>EARL JAMES GOODYEAR, PhD</i>	5
2. A Review of ICT Impacts on Socio-economic Development <i>ANBU CHINTRA, PhD</i>	12
3. The True Gift of Education for Development: A Feminist Perspective <i>R. MICHAEL FISHER, PhD &amp; DEEW SYRRA</i>	23
4. The Status of Early Childhood Development Centers in Nepal <i>MEENAKSHI BHARAT</i>	30
5. Situation of Child Marriage and Education in Satar Community in East Nepal <i>MANITA SITAULA</i>	41
6. Evolution of Special Need Education: Segregation to Inclusion in Mainstream Education System <i>KRISHNA BHADUR THAPA, PhD</i>	51
7. Children's Educational Rights in Nepal: Rhetoric and Reality <i>BERGALANICHWANT</i>	56
8. Life-skills Based Education for HIV Prevention in South Asia <i>JHABINGRA BHANDARI</i>	62
9. Towards Inclusive Growth: Is it Possible to Achieve Government Targets without Effective Role of Private Sectors in Nepal? <i>BALAKRISHNA SILLWAR, SHARMA</i>	67
10. Evaluation of Street Children and Vulnerable Families in Nepal <i>NAR BIKRAM THAPA, PhD</i>	73
11. Effect of Public Expenditure on Literacy and Poverty Evidences from Nepal <i>DEEPAK RAJ PANDIT</i>	89
12. Nepal's Tourism and Knowledge Infrastructure: Some Perspectives <i>CHET NATH KANEL</i>	99

### Regular Features

New Arrivals at NEPAM Resource Centre	104
Book Reviews:	
- Indra Mani Rai (Yamphap)	105
- Mukta Rijal, PhD	108
- CN Kandel 'Hari'	111
Peer Review Policy	114
Editorial Policy	115
Letters to the Editor:	
- Ramika Singh	116
- Sandip KC	116

### Additional

Monitoring & Evaluation (M&E) related articles published in Participation from Issue 1 to 16	117
----------------------------------------------------------------------------------------------	-----