

Books Details:

Working Together Unleashing and Promoting Human Capacity for Sustainable Development

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Welcome Message

Dear Conference Participants and Supporters,

On behalf of Institute of Cultural Affairs Nepal (ICA Nepal), I would like to thank all of you for your active support and participation in the 8th Global Human Development Conference that was organized and hosted here in Nepal from Oct. 29 to Nov. 2, 2012. We were very proud to welcome you to Nepal and hope you had a wonderful time here. Being a part of ICA International, hosting the global conference in Nepal had been our dream for many years. We feel very honoured to have hosted this conference in Nepal.

I feel that for all the ICAs, the conference has enabled us to unite under the umbrella of ICA International with new spirit, focus and strategies for the future. I hope that, for others who do not belong to ICA but care for worldwide human development, this conference provided a global forum to share their work and design their activities for the future.

ICA International, which is a global network of ICAs working worldwide in both the developing and developed countries has over 40 years of experience of building human capacities through participation, training and facilitation activities, and setting up community development programmes. ICA International is concerned with the human factor in development.

I am glad to share with you that with your active support ICA Nepal, as a part of ICA International, is emerging as one of the leading NGOs in Nepal. Since its inception, it has carried out massive development activities transforming thousands of lives in Nepal.

I am sure this conference allowed you to discuss and develop new wisdom, knowledge, skills, and understanding of various issues: the role of leadership on individual organizational and community transformation, education, peace and governance, environment, comprehensive development, etc. The conference also allowed us to discuss the need for empowered individuals catalyzing changes in society by sharing exemplar cases of global human development activities.

Our main aim of the conference was to design strategies to make the world a livable planet! We believe that by implementing sustainable strategies for global human development, we may achieve this goal in the 21st century. The discussions, opinions and resolutions that were interdependently created during the conference will have a long lasting impact on a more sustainable future for the Common Good and for all of life.

We would like to thank all who contributed morally and financially to this conference. We received support from many ICA colleagues and well-wishers. The following colleagues who enabled us to host the conference deserve special mention: Dick and Gail West, Ken Hamje (ICA Peru), Lawrence Philbrook, Jean Houston, Janet Sanders (through Jean Houston Foundation) and Robertson Work. We hope this kind of support and solidarity remains forever in ICA family.

I would also like to thank Mr. Tej Bahadur Karki, Programme Manager of ICA Nepal, for coordinating the task of publishing the conference report. Plenary

Tatwa P. Timsina, PhD Chairperson, Conference Coordination Team, ICA Nepal

Message Forward:

ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

Since 15 years, ICA Nepal as a national member of ICA International is continuously contributing in human capacity building through training, facilitation, research and community development. The 2012 is undeniably a memorable year for ICA Nepal and ICAs worldwide as ICA Nepal, as a national member successfully maintained the legacy of ICA International to host a global conference. ICA Nepal became the privileged host to welcome 350 participants across the nations worldwide to participate the conference from 29 Oct to 2 Nov 2012. Through this, I take this pride to acknowledge and express my sincere gratitude to everyone including our respectful key note speakers, outstanding national and international theme leaders, brilliant team who worked day and night to make the event grand, volunteers, supporters, and sponsors. I believe each one of us had a great time and enjoyed our stay in the land of Himalayas.

I strongly believe that the 8th Global Conference provided a platform for development workers, activists, academicians and community workers to come together, on an eye-to-eye level and from an interdisciplinary and multi perspective approach, and work together on challenges and solutions in the field of human development.

As a pre-conference activities, ICA Nepal, for the first time in history of ICA conferences, effectively conducted international youth conference on human development. On this occasion, more than 150 national and international youths from all over the world participated in the event. The youth conference coordination team deserves a sincere congratulation and applauds. In addition, three different international trainings were conducted simultaneously where internationally renowned trainers facilitate the programs. Furthermore, the post conference event organized at Nagarkot allowed us to revisit the conference activities, explore the opportunities and challenges of ICAs and ICAI while working in human capacity building.

The experience that I accumulated during the conference, during the preparation of conference, as a member of national host of an international event, as an organizer, as a participant has taught me a lot in the field of development, capacity building and personally helped me to grow as a better citizen. The memories of conference will always remain fresh and cherishing.

My honest thanks goes to Mr. Juju Raj Tuladhar, Ms. Ishu Subba, Ms. Anita Shrestha, Mr. Tej Karki, Ms. Manju Parjulee, Mr. Bishal Tamrakar, Mr. Dilli Upadhayay, and Mr. Deepak Adhikari for making the event a grand successful. I express my sincere acknowledgement to all Evelyn Philbrook, Lawrence Philbrook, Janet Sanders, Lloyd Philbrook and all the international team who supported us physically and virtually in making the event a milestone in the history of ICA.

Kushendra B. Mahat

Executive Director

Key Note Speech

Waking Up on Planet Earth

Keynote for the ICAI 8th Global Conference on Human
30 October 2012, Kathmandu, Nepal

Robertson Work



Development

Nameste!

Please relax your body and focus your mind on your breath, just sitting, just being, just enjoying this moment.

“I teach only suffering and the relief of suffering.” The man who said these words 2,500 years ago was born not far from here in Lumbini, Nepal. His name, *Siddhartha Gautama* of the Shakya clan. We know him as the Buddha, the one who woke up – the awakened one.

Suffering – 2.5 billion people live on less than \$2 per day. 2.6 billion lack access to sanitation. 1 billion have no access to safe water. 10 million preventable child deaths occur each year. We cannot escape old age, sickness and death, but we can relieve our suffering in so many ways.

I am grateful to the great people and land of Nepal, the birthplace of Lord Buddha, the roof top of the world, for welcoming and hosting us in this global human development conference. Thanks especially to Tatwaji for your vision and commitment to make this event a reality and for asking me to speak. The work of ICA Nepal that I have witnessed is impressive, including village development, model schools, a Masters curriculum on training and development, social artistry and business job training, HIV/AIDs mitigation, and much more. Thanks to Larry Philbrook for your consistent, energized leadership of ICAI. Thanks to the conference organizers, sponsors, theme leaders, sherpas and facilitators for your creative, hard work – especially Kushendra, Ishu, Juju, Nimesh and many others.

Please turn to someone near you and share your name and what in your opinion is the most critical challenge facing humanity on planet Earth today.

My resume is simple: ICA – 21 years; and United Nations Development Programme and New York University – 22 years; I began working on local projects of community, organizational and leadership development; then, global policy advice on decentralized governance; and now teaching and consulting on innovative leadership for sustainable human development.

This is my sixth time in Nepal, the first being 43 years ago when I traveled around the world with a few ICA colleagues and fell in love with planet Earth, her mountains, oceans and living beings. In Nepal I have witnessed a live goat sacrifice, meditated in ancient temples, flown by the face of Mt. Everest, travelled to the Eastern region, met with villagers on a hilltop, launched a UNDP project on Decentralized Approaches to HIV/AIDS Mitigation with Tatwa and Jan Sanders and, as a Fulbright specialist, designed with Tatwa, Kushendra and others a Masters curriculum on training and development. Nepal and I have changed since then. I now have two beautiful grandchildren.

And you are here! Let's see the hands of the women. The men. The young ones. Who is the youngest? The elders. Who is oldest? Who is from an NGO? Government? Business? Academia? Media? Intergovernmental? Others? Who is here from – (mention each country, one by one, and ask people to raise their hands.) Who is with ICA? Other than ICA? Who came the longest journey here?

There are also virtual participants around the world who are online. Who are some of them? From where? Our space is here, and now is our time. These are indeed the times!

What has brought us to this moment? Scientists tell us that around 14 billion years ago there was a great flaring forth of time, space and energy, coalescing in atoms, light and dark matter, evolving into galaxies and stars, then into planets and finally into plants and animals. And here we are today on our gorgeous planet Earth. What will be going on in another 14 billion years?

Historians tell us that there are around 5,000 years of recorded history. What do you dream will be going on in another 5,000 years?

The industrial age began 250 years ago. What could be happening in another 250 years?

Well, for me, we are living in the most critical decade and century in all of human history – a moment of crisis and opportunity. Why do I believe that?

Everything is changing, everything. This is a time of whole systems transformation and “raplexity” – rapidity plus complexity. Life on Earth is in mortal danger and therefore we have the possibility and necessity to reinvent the human enterprise.

Let's listen to the words of the great Nepali poet **Laxmi Prasad Devkota** writing about our time:

Look at the strumpet-tongues advancing of shameless leadership!
 At the breaking of the backbones of the people's rights!
 When the sparrow-headed bold prints of black lies on the papers,
 Challenge the hero in me called Reason,
 With conspiracy false,
 Then redden hot my cheeks, my friend,
 And their colour is up.
 when the unsophisticated folk quaff off black poison with their ears
 Taking it for ambrosia,
 And that before my eyes, my friend,
 Then every hair rises on end,
 Like the serpent-tresses of the Gorgons,
 Every one so irritated!
 When I see the tiger pouncing upon the innocent deer,
 Or the big fish after the smaller ones,
 Then even into my corroded bones, my friend,
 The terrible strength of the soul of Dadhichi--the sage,
 Enters and seeks utterance.
 Like a clouded day crashing down to earth in the thunderbolt,
 When man regards a man as no man,
 Then gnash my teeth and grind my jaws, set with the two and thirty teeth,
 Like Bhimsen's teeth, the terror-striking hero's,
 And then,
 Rolling round my fury-reddened eyeballs,
 With an inscrutable sweep,
 I look at this inhuman human world
 Like a tongue of fire.
 (From "*The Lunatic*")

Because of the last 200 years of burning fossil fuels, massive amounts of carbon have been released into the atmosphere, now over 350 parts per million, and planet Earth is heating up. Glaciers and ice caps are melting, including here in the Himalayas. Sea levels are rising. Coastal cities and islands will be submerged. (Nepal is lucky to be "land locked"!) Oceans are becoming acidic; and there is a massive die back of species both marine and terrestrial. Mega storms are increasing. Droughts and wild fires are spreading. Water and food shortages are accelerating. These phenomena are not theoretical but observable. They are happening now. Our planet has already changed and if we humans do not alter our individual and collective behavior, our planet will soon become inhospitable to life and suffering will increase.

But we are waking up. We must stop the fossil fuel industries of oil, gas and coal (death-energy) and rapidly promote renewable energy from sun, water, wind, geo-thermal and algae (life-energy.) This is the green energy revolution. Nepal is fortunate to have an abundance of hydropower potential. There is a global environmental movement at work including 350, Green Peace and many others. It is time to embrace life or to face extinction.

Because of the last 5,000 years of male dominance (the patriarchy) women's wisdom has not played its necessary role in the design and management of our societies. Women have been kept silent, subservient, abused, trapped at home and pregnant. They have not been allowed to exercise their human rights of speech, choice, career and leadership. This has resulted in overly masculinized societies that promote and celebrate violence, harmful competition, technology without heart and warfare.

We are waking up and Improvements for women have taken place, yet we have a long way to go. And in some parts of the world there is a backlash against women's rights. That is why 14 year-old Malala Yousafzai was shot recently in Pakistan by the Taliban and why the Republicans in my country want to ban abortion. As the patriarchy dies out, some men are fighting back to control women's bodies and minds. But this must not stand. Our societies need the participation and leadership of women at every level of society and in full partnership with men. Our societies need feminine perspectives, wisdom and actions of nurture, relationship and compassion. Without gender equality and the empowerment of women we will not make it as a species.

Our modern economies are based on capital, profit, debt and interest and the global gambling casino of investing. Money accumulation for a few has become more important than the wellbeing of all people and nature. Economic enterprises, based on fossil fuel energy, pollute the air, water and soil and abuse human labor. Our economies are killing us, other life forms and our planetary ecosystems. Fiscal policy is made by global elites that control the formation and movement of capital through central banks and investment firms. The 1% has become consumed by greed and power. Austerity for the masses and opulence for the few is not the human way.

But we are waking up! Sacred economics (Charles Eisenstein) shows us that capital should not be based on debt and interest. Bartering is increasing. Local currencies are being developed. There is a global movement, including Transition Towns (Rob Hopkins), which promotes growing home gardens, buying local, using less gasoline and traveling less and buying from companies which respect nature and workers. We can and must create local, national and global economies that are pro-people and pro-planet. We must shift from an economy based on greed to an economy of generosity.

Every system of governance is in crisis. Autocracy is still with us and the democratic experiment of the past 200 years is faltering badly around the world. Oligarchy, plutocracy and corporatocracy are masquerading as democratic regimes. The elites are buying and manipulating democratic institutions (media, courts, legislatures, executives, voting) to maintain control of political, economic and military power. As Nepal knows, it is not easy to move from a monarchy to a constitutional democracy. It takes changes in mindset, behavior and culture as well as the formation of democratic institutions. And as Nepal knows, a lasting peace involves profound changes in the human psyche as well as in social organization.

But local people around the world are rising up as we see in the Arab Spring, the Occupy (Wall Street) Movement and the anti-austerity movement in Europe. People are voting with their bodies in the street. Local people are demanding a say in their own governance. Participatory self-governance can be our future if we do not give up. We can create meta-modern democracies as Hordur Torfason describes from the experience in Iceland.

We humans are still plagued by illiteracy, illness, ignorance and prejudice. Our educational systems are not adequate for all the people. Likewise, our health systems are tragically unable to provide even basic care to all people everywhere and people suffer senseless illnesses. Cultural and religious bigotry, fear and hatred are causing great harm to many.

Yet in our hearts we know that everyone deserves a quality education and good healthcare. These are part of our universal human rights. We also need social safety nets to ensure care for the elderly and the poor. We can do this. We have the capacity. We have the resources. We must mobilize the political will to do so. We can live in mutual respect with people of different ethnic, religious and lifestyle choices realizing that in diversity is richness, beauty and mutual learning.

As we look into the future two paths present themselves, either continued crisis and collapse or an emerging empathic civilization. We humans are hardwired for empathy, compassion and altruism. We must continue to evolve and manifest these qualities.

We are here this week to share and search for strategies and initiatives that will take humanity toward sustainable human development. We know that we can build a world that works for everyone. We can create societies that enable each person to realize her/his full potential. We can create the possible human and the possible society (Jean Houston). We have the collective intelligence and will, not only to survive but to flourish. I stand in awe and appreciation for being alive at this critical moment in history and am committed to act on behalf of all. We are part of the movement of Those Who Care, the sensitive and response ones, who are waking up and engaging in risk taking, innovation, reinvention, embodying, and catalyzing change. We the

people will prevail and we are the people. The seven billion of us have the capability of creating environments for human emergence.

The 350 movement is awakening people to climate chaos mitigation; Transition Towns is demonstrating a new life style and economy; the Occupy movement is showing that non-violent resistance is necessary; and Arab Spring is demanding political voice for the masses. Local people are on the rise. Women, who hold up half the sky, are stepping forward. Youth are leading the way as the emerging generation. NGOs and CBOs are showing that civil society is one of the three governance actors alongside government and business. People realize that we need energized government at every level – local, national, global – to promote the wellbeing of people and nature. Enlightened businesses are demonstrating corporate responsibility. Academia is calling for open, free education. Social media is enabling billions of local people to share their hopes and dreams as a global village. Repeat after me (thrice): The task before us now/if we would not perish/is to shake off our ancient prejudices/and to build the Earth! (Pierre Teilhard de Chardin)

I can't think of six more important areas for our work this week than promoting innovative leadership, inventing open education, developing local communities, creating a viable planet, fostering peace and good governance and catalyzing the human, financial and technical resources needed for all of this.

This is actually one integrated dialogue and task this week, is it not? A viable planet is the global context, and we are all Earthlings. Water, air, soil, plants and animals are our brothers and sisters. Community development is the local context, and we are all local. A new sense of leadership is at the heart of each theme and leads the way through integral frameworks (Ken Wilber), Social Artistry (Jean Houston) and the Technology of Participation (ICA), among others. Open education creates the cultural mindsets and skills needed. (Tatwa's new Masters in training and development provides a model curriculum.) Peace and good governance are the political systems that will make everything work together to support all living beings. And access to abundant resources is part of a new economy of generosity, empathy and compassion.

Each of the six themes requires new leadership, must be promoted through open education, supported by good governance and peace and undergirded by adequate resources. Each theme must promote a viable planet and sustainable local communities.

Each theme group needs to identify integral strategies and initiatives that promote their theme in relation to the five other themes that: 1) transform individual mindsets and values (individual interior); 2) change individual behaviors (individual exterior); 3) transform collective cultural beliefs and values (collective interior); and 4) change collective policies, institutions and systems (collective exterior). [Ken Wilbur]

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In the midst of an incredible array of crises, I believe that it is possible to save all sentient beings and all life on Earth, to build an Empathic Civilization (Jeremy Rifkin), to create a world that works for everyone and to reinvent societies that enable each human being to realize her/his full potential.

To do this we will need to care for ourselves. We need to engage daily in spiritual practices such as meditation, yoga and journaling. We need to be willing to change, change and change some more. We need to break a habit each day. We must be true to our deepest values and vows. We must *be the change* that is needed in the world (Gandhi.) Happiness is not our goal but our path. We can wake up every moment to peace, happiness, compassion and understanding.

This group is gathered for a very precious moment. We are the ones we have been waiting for. This is our chance for breakthrough thinking, doing and being, for innovation, creativity, boldness and risk taking.

To the theme groups, stand and be sent forward: viable planet, local community, new leadership, open education, peace and good governance and abundant resources.

To Nepal, believe in yourself, your genius, your destiny. To all other countries, be your greatness. To the women, know that the rise women and of the feminine in each of us will heal us all. To the youth, you are the future emergent. To the men: change, change, change. To the ICA, don't rest on your laurels, keep learning. To all other organizations, be your unique gift to the world.

When we leave here we will be a virtual Community of Practice – sharing questions and knowledge, encouraging, modeling, risking, challenging, collaborating, supporting and communicating. We will be a global movement and a social media blizzard. We will be working through our organizations and networks. During the rest of this decade, this is it, pull out all the stops.

For the rest of this century, let's shock the world with human development! Let's delight the planet with human emergence! I call us to step beyond that which is no longer and to move toward the not yet, to be the people of the wedge.

In the words of the English poet D.H. Lawrence written in 1916 yet for this very moment:

Not I, not I, but the wind that blows through me!

A fine wind is blowing the new direction of Time [wind energy?].

If only I let it bear me, carry me, if only it carry me!

If only I am sensitive, subtle, oh, delicate, a winged gift!

If only, most lovely of all I yield myself and am borrowed

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By the fine, fine wind that takes its course through the chaos of the world
 Like a fine, an exquisite chisel, a wedge-blade inserted;
 If only I am keen and hard like the sheer tip of a wedge
 Driven by invisible blows,
 The rock will split, we shall come at the wonder, we shall find the Hesperides [the Himalayas,
 Lumbini, our true home, our deepest heart].
 Oh, for the wonder that bubbles into my soul,
 I would be a good fountain, a good well-head,
 Would blur no whisper, spoil no expression.
 What is the knocking?
 What is the knocking at the door in the night?
 It is somebody wants to do us harm.
 No, no, it is the three strange angels [the 200 strange angels.]
 Admit them, admit them.
 ("Song of a Man Who Has Come Through")

It's wake up time on planet Earth! Now is the Time! We are the People!

(Robertson Work is professor of public administration at New York University Wagner Graduate School of Public Service and director of Innovative Leadership Services. He is also senior fellow at NYU Research Center on Leadership in Action and Fulbright senior specialist. Formerly he was United Nations Development Programme principal policy advisor in decentralized governance and country director of Institute of Cultural Affairs in the Republic of Korea, Jamaica and Venezuela.)

Education Systems: Global and National Perspective

Prof. Dr. Suresh Raj Sharma
Vice-Chancellor, Kathmandu University, Nepal



Liberalization of Politics and Education Systems

- The economic system got globalized
- Transformation from a more 'natural resource' to a 'knowledge economy'
- From self-reliant to global competition driven
- Growth of technology, particularly in IT, completely changed the matrix
- The supremacy of developed nations in making good use of natural and human resources and of timely application of rapidly advancing technologies, is challenged by countries with newly advancing economies
- The subsequent results are clearly visible
 - The higher education system got expanded everywhere
 - The education system tuned to protect national identity or culture started succumbing to economic pressure

Features of Global Education Systems

- Increased global **networking** and **connectivity**
- **More selectivity**; the number of higher education institutions, students and courses have increased
- **More accessibility**; numerous innovative courses are offering through regular study as well as online or distance mode
- Increased private **entrepreneurs' concentration** on education sectors

Changes in Global Education

- Easy access with high Competition
- Offering more technical and professional selective courses; at the same time offering fewer traditional courses like 'Arts, Education, Humanities and Social Sciences'

- Massive use of innovative communication technologies in education systems
- Increasing international student's mobility from developing to developed countries;
- Increasing investors' concentration on education sector business

Global Education Trends

- Easy but unplanned access of higher education increased unemployed youths
- More selective courses on technical and professional areas reduced the social values
- Use of ICT in higher education increased dependency due to digital divide
- Frequent mobility increased brain drain from the developing countries
- Increasing investor's concentration is more business oriented rather than social responsibility oriented

Challenges of 21st Century education systems

At the International level

- Inadequate **self-reliance** type courses
- More focused on technical and professional courses than **increasing students' awareness and understanding of: wisdom, knowledge and skills of social values**
- More **dependency on donors**, especially in the marginalized community of developing countries
- **Motivate investors** not only for 'Education Business;' also motivate them for **Social Responsibility**

At the national level

- Our energy base needs development
- The youth employment base needs development both qualitatively and quantitatively
- The economic and industrial bases need development
- Resources made available by the government appear inadequate for the Nepal's desperately needed rapid growth of education of all levels and all types

Nepalese education systems need development in:

- Taking full advantage of IT for teaching and learning processes
- Taking full advantage of modern technology in the education sector in order to increase wealth in the national development process
- Catalyzing the self-empowerment of youth by providing them with modern skills that are needed for them to find employment
- Preparing our graduates with research-based and application-oriented education that will prepare them for coping with changing and emerging needs – by developing the wisdom knowledge and skills of ‘conscience-based-critical thinking’

An experience of Kathmandu University

- It was established in 1991, as a not-for-profit, autonomous public institution
- There are six Schools with 150 programs in undergraduate to post graduate levels
- It is affiliated with 15 other colleges

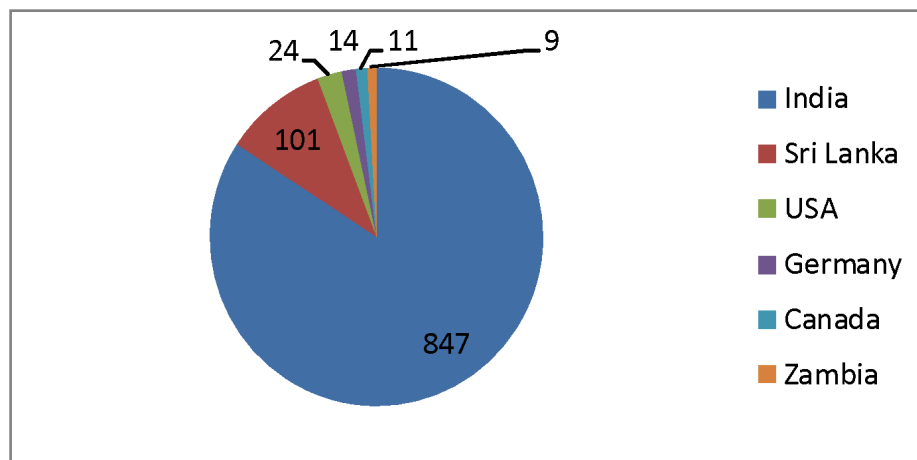


Kathmandu University

- Enrollment (in 2011)
- Total student enrollment 10,794
- International Students 1081 (in both university and affiliated campuses)
- Number of countries–



Country-wise International Student Enrollment at KU



Concluding remarks

- There are inadequacies of input from two sectors: 1) the economic sector 2) the government sector
- There is a critical need to increase our efforts to help empower and prepare our youth for lower and middle level occupations
- We need to strengthen our own capability of developing our infrastructure and industrial sector
- These are the challenges for our young but vibrant higher education system of universities, academics and vocational training

Thank You!!



Part I (A)

Conference Completion Report

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Historical Overview of Global Conference

1984: International Exposition of Rural Development, New Delhi

1988: Our Common Future, Mexico

1992: Exploring the Great Transition, Prague

1996: The Rise of Civil Society in 21st Century, Cairo

2000: Millennium Connection, Denver

2004: Weaving a New Society, Antigua

1. Background

ICAI is a global network of 24 national ICAs in developing and developed countries. The Institute of Cultural Affairs has over 50 years experience of building human capacities and community development in the public, NGO and private sectors. Since 1984, the Institute of Cultural Affairs has hosted eight international conferences concerned with the promotion of the human factor in development and the re-emergence of civil society. The most recent 8th conference was managed by ICA Nepal from 29th Oct to 2 Nov 2012 at Kathmandu, Nepal. In addition, a preconference program, 'The Global Youth Conference on Human Development and Capacity Building Training,' was also conducted from 27-28 Nov 2012 in Kathmandu.

1.1 Major Themes of 8th Global conference were:

- Growing a New Sense of Leadership
- Reshaping Education for the 21st Century
- Promoting Peace Building and Good Governance
- Building a Viable Future for Planet Earth
- Creating Comprehensive Development Strategies
- Ensuring Human Development Resources

More than 200 participants from 30 countries attended the 8th Global conference. The conference was inaugurated by Ex-Prime Minister of Nepal, Mr. Jhalanath Khanal. The welcome speech was given by the Chairman of ICA Nepal, Dr. Tatwa Prasad Timsina. Similarly, opening remarks were given by the Chairman of ICA International, Mr. Larry Philbrook, and also by Janet Sanders, founder of PEOPLEnergy.

On the first day of the conference, participants chose one of the six conference themes they wished to work on and formed six 'Theme Teams.' Each individual team then spent the remainder of the first four days on work related to its theme. One day of the first four days was assigned as a field visit program when participants went to specific places to conduct field research related to their theme. Every theme was facilitated by both National and International facilitators. On the fifth and final day, each of the six teams presented its findings and resolutions to the entire assembly in plenary session.

2. Key Note Speakers and Theme Leaders

Key Note Speakers	
Robertson Work	Professor of New York University
Dr. Suresh Raj Sharma	Vice-Chancellor of Kathmandu University, Nepal
Theme Leaders	
Janet Sanders	Founder of PEOPLEnergy and Facilitators of Social Artistry program
Ram Chandra lamichhane	Internationally renowned trainer of Appreciative Inquiry
Dr. Douglas Druckenmiller	Associate Professor of Information Systems in the School of Computer Sciences at Western Illinois University,

Dr. Bidya nath Koirala	Academician,
Wanda Holcombe	Working with ICA since 40 years
Christopher Cooke	Curious design Innovator of Social and Organizational Architecture.
Sheila Cookce	ICA USA certified ToP Facilitator and Trainer
Shankar Jadhav	Since 33 years working with ICA India and currently serving as Treasurer and VP of ICAI
Krishna Kumar Shrestha	Program Director of Centre for Environmental and Agricultural Policy Research , Extension and Development (CEAPRED)
Bill Staples	Professional Facilitator certified by IAF and ICA
Laura Matamala	12 years experienced as a Facilitator of Participatory Methodology
Richard Alton	30 years experienced as a volunteer of ICA
Gerald Gomani	Chief Executive of Institute of Cultural Affairs in Zimbabwe
Ashok Shrestha	Country Representative of Community Development and Relief Agency (CDRA) and Goodwill Community Foundation USA

3. Theme Presentation

Theme 1: Growing a new sense of leadership
• Workshop: What have we learned are the key competencies to leadership? • Presentation on “An Assessment of Factors Influencing Empowerment Level of Females” by Leena Gurung
Theme 2: Reshaping education for the 21st century
• Introduction of Theme • Presentation: “Reshaping Education for a 21st Century Flat World: Lessons Learned in an Innovative Transatlantic Dual-degree Program” by Dr. Douglas Druckenmiller • Presentation: “Bullying or Peer Victimization and Gender Differences among Nepalese School Adolescents” by Dasrath Neupane • Presentation: “Teachers’ Voices from the Classroom: Coaching Teachers for Sustainable Change in a High-Need School in Kathmandu” by Loren Weybright and Gita Sitaula • Presentation: “The Role of Education in the 21st Century - The Case of Empowerment of the Dalit Community in the Nawalparasi District, Nepal” by Gopal Lamsal • Presentation: “The Impact of School Infrastructure Facilities on the Learning Environment, on the Community and on the Institutional Schools of Nepal” by Bijay Nepal • Presentation: “Reshaping Technical Education and Vocational Training for the 21st Century by” Kushmakar Bhatta • Presentation: "The Role of Private Higher Educational Institutions: In Boosting the Economy of Nepal" by Dhruba Bahattari
Theme 3: Peace Building & Good Governance
• Facilitated Dialogue: “What Peace Building & Good Governance means in the Nepali Context • Presentation: “Refugee Resettlement: A Collaborative Effort on Human Security and Development” by Pranaya SJB Rana

Theme 4: Building a viable future for planet Earth
• Presentation: “Climate Change, Agriculture, and Food Security in South Asian Countries” by Krishna Kumar Shrestha • Presentation: “The Role of Biogas to Mitigate Climate Change: A Case of Nepal” by Maheshwor Yadav • Presentation: “Public Participation in Environmental Management” by Dhundi Raj Dahal • Presentation: “Emission Mitigation by the Installation of a Solar Steam Kitchen Plant at Vajra Academy” by Udit Bhatta • Presentation: “Technology for the Poor” by Dr. Jobs Ebenezer • Presentation: “Community and Climate Change Adaptation: Insights from Nepalese Community Forestry” by Krishna Kumar Shrestha • Presentation: “Sustainability Elements for Rural Infrastructure Development” by Diwat Shrestha • Presentation: “Mitigation of the Rural Fire Problem: Strategy Based on the Globally Adopted Existing Practice by Gangadhar Chowdhary
Theme 5: Building strategies for comprehensive development
• Presentation: “The Role of Family on Human Development” by Dr. Robert Kittel • Presentation: “Heart Health Education, Profit to the Whole” by Roshan Adhikari • Presentation: “Ethno medical Health Care Practices (EMHCPs): Propelling or Perpetrating Human Development” by Lalmani Adhikari • Presentation: “Occurance of Dental Caries and its Association with Nutritional Status” by Dr. Sujita Shrestha • Presentation: “An Assessment of Risks Perceived by Promoters in Hydropower Projects in Nepal” by Parbhat Kumar KC
Theme 6: Resourcing human development
• Presentation: “The Arabian Gulf Kafala System: A Barrier to International Human Development?” by Alan Weber • Presentation: “Human Development Through Resource Generation - The Case of Municipal Finance in Nepal” by Shankar Upadhaya • Presentation: “Resourcing Human Development by Public-Private Partnership” by Yam Bd. Silwal • Presentation: “Exporting Nepalis: An In-Depth Study of the Phenomena from the Stand Point of Poverty Theory of Restriction of Opportunities” by Praladh Karki • Presentation: “Consumer Advertising from the Nepalese Perspective” by Gopal Thapa

3. Theme Resolution/finding

3.1 Growing a new sense of leadership

The stream was focused on strengthening the emerging new understanding of leadership and of ways to mainstream the ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4



associated core competencies. The old form of leader as expert is proving unsustainable – the broad scope of focus, the fast pace of change and the speed at which new knowledge is being generated and accessed make it difficult for any new individual to be effective. This theme was facilitated by Janet Sanders and R. C. Lamichhane adopting the Social Artistry Leadership and Appreciative Inquiry approach.

After 5 days of presentations, field visits and discussions, this team presented the following action areas as findings of the Leadership Theme.

3.1.1 ACTION AREAS IDENTIFIED FROM THE THEME DISCUSSION

- Training & Research
- Transparency & Accountability
- Network & Extension
- Innovation & Commitment
- Enabling Environment

3.1.2 WE RESOLVE

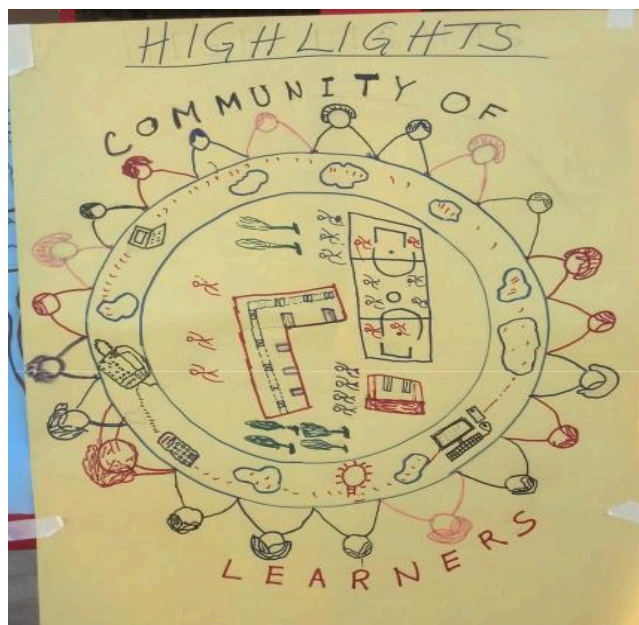
- To create enabling environments for leaders to emerge from different sectors of society including youth, women, people from different backgrounds and cultures.
- To practice a new sense of leadership, stay connected and document our learning
- To incorporate and promote a new sense of leadership in all our trainings, programs and research.

3.2 Reshaping education for the 21st century

The global social network revolution is primarily a youth revolution and educational institutions are a fundamental partner in the development of the next generation of global leadership. This theme focused on exploring open education systems that use innovative means to engage formal educational structures in bringing educational opportunity to people of all ages and circumstances.

Conference participants of this Theme discussed an open education system and its importance worldwide. A key part of an open education system is generating people's wisdom, researching these wisdoms, modernizing them with international inputs, and then dialoguing with the wisdom generators with improved understanding. This expands the context of different areas of knowledge including the vocational development toward critical thinking, social innovation and interior awareness of sustainable development. The theme also examined the critical role of new media technologies in enabling collaborative approaches to reshape education for the 21st century.

This theme was facilitated by Dr. Douglas Druckenmiller, Robyn Hutchinson and Dr. Bidya Nath Koirala. Paper presentations, discussions, the workshop method, field visits ...were all important activities of this theme team.

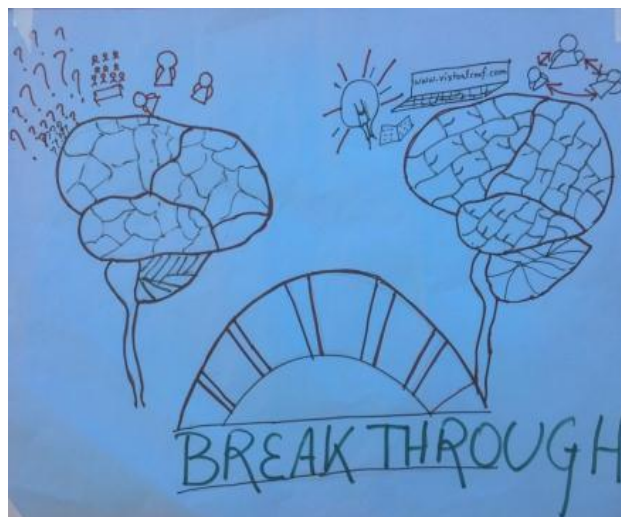


3.2.1 Highlights of the Education Theme

- 1st Nepali Pecha Kucha – Dasrath Neupane
- Workshop Issues/innovations
- Participants are rich resources and continue to be
- Primary school visit + KU visits
- Voice threads
- Amplification of individual resources by collective groups of learners
- Began community of learners
- Discovery of common problems
- Common values/issues/solutions
- Private education is leading in solutions
- Global sharing of issues and problems
- Diversity represented by the group
- Problem-solving approach – top participatory methods
- Idea expression and sharing created a Trusting, safe atmosphere
- Global community of learners

3.2.2 Breakthroughs

- Products of workshops
- See how issues all related
- Consensus on language used to describe education
- Sharing – culture, etc. - All welcome
- Visits were our lab; then structuring our vision and issues; then our innovations; then our innovations helped us see new models of learning
- Whole-picture conference
- Consensus building process helped us learn a lot from all
- Design itself – built a common memory with practitioner workshop and academic presentation
- Cross-theme thinking
- Become a virtually connected community – others may now join
- We were a classroom learning from each other – virtual and actual
- Modeled a 21st century model of collaboration



3.2.3 Resolutions of theme:

- Abandon punitive practices and adopt restorative practices
- Act on areas of innovations
- Equitable access to education for all
- Continue to be both teachers and learners
- Grow this community – share
- Concrete community of practice – “Developing a global relational inquiry-based learning community” of restorative practice
- Keep education real; i.e. perceive, understand, apply
- Connect to ourselves and our situation out of broad themes
- Connect curriculum directly to employment (relevant to each sector)
- Connect to actual work
- Assessment, evaluation, reflection (group and whole conference)
- Work in collaboration with global stake holders (face-to-face and virtual)
- Continue innovation to reshape education and share and collaborate, Nepal, India, USA, Australia, Malaysia, etc.



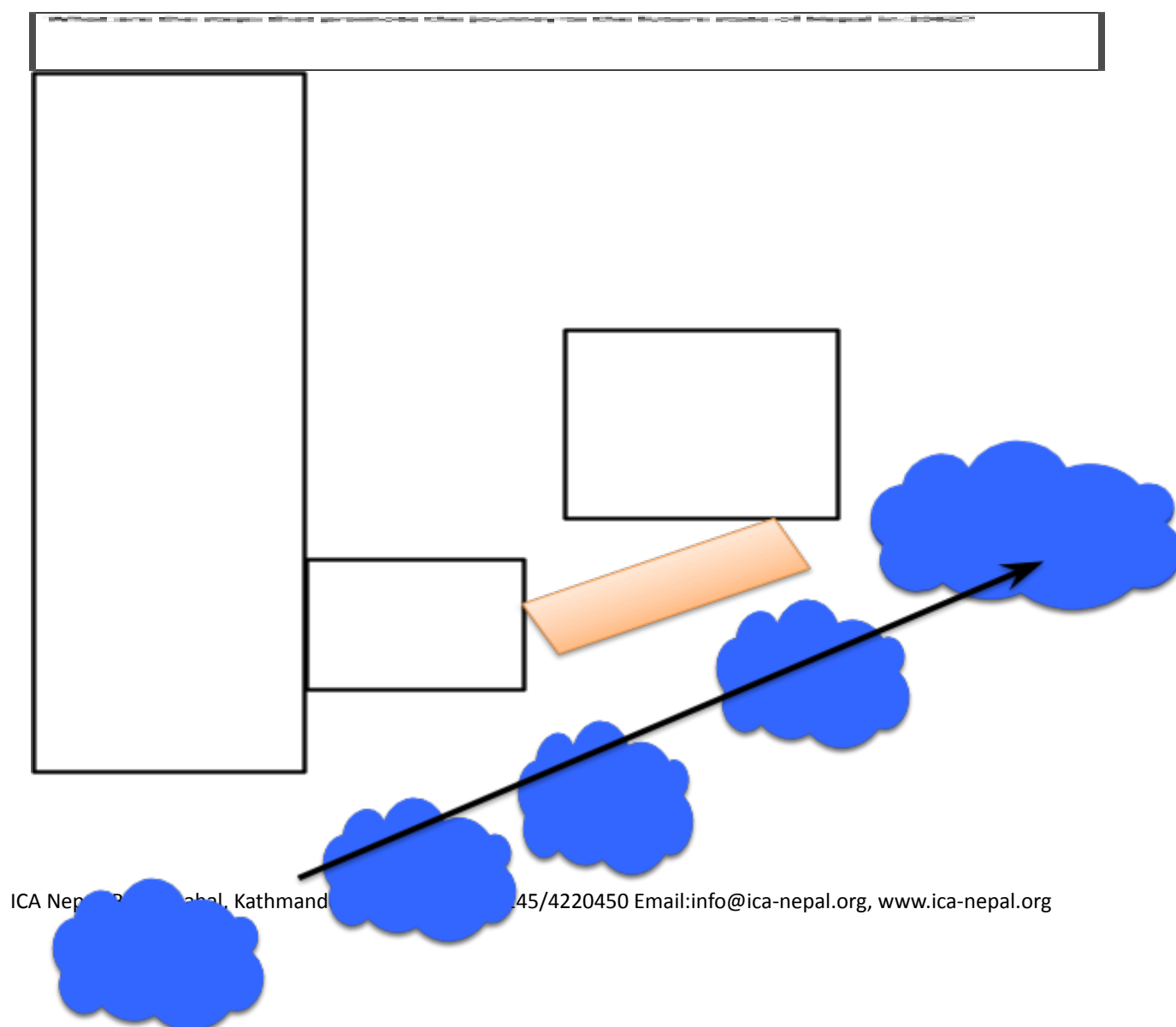
3.3 Promoting peace building and good governance

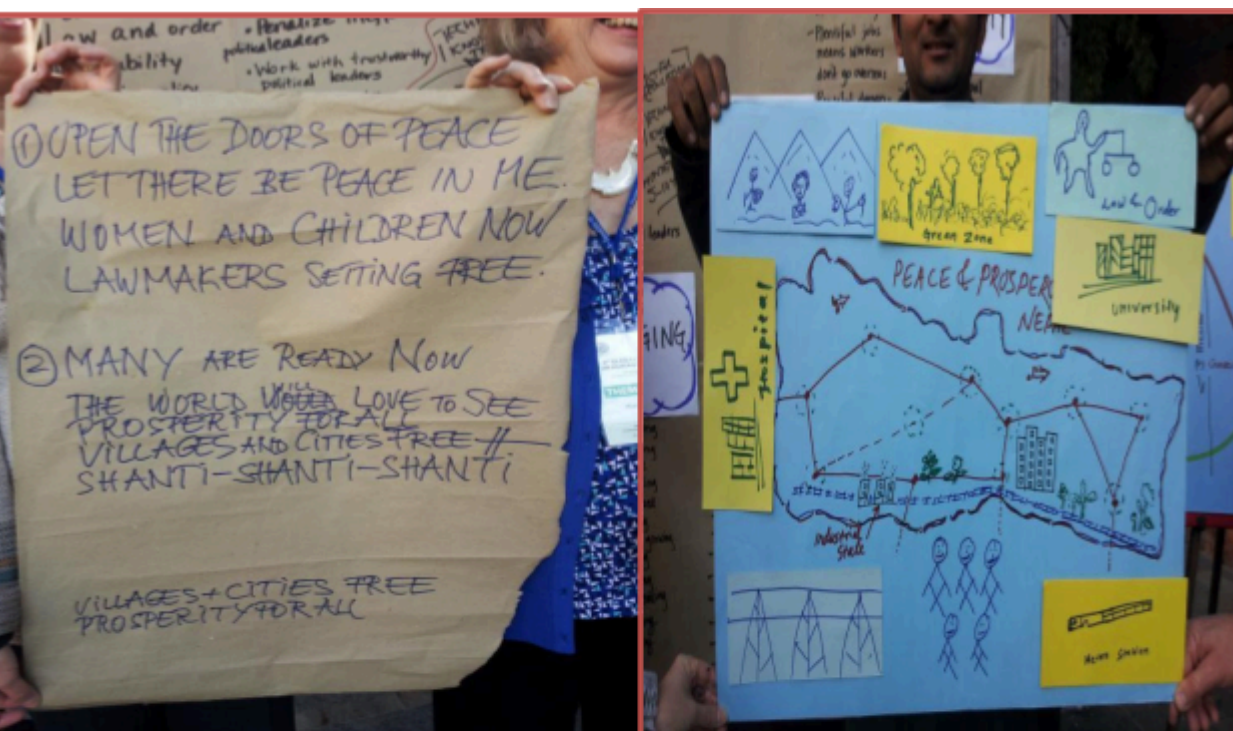
This theme was concerned with the human factor in social change and sustainable development. It developed a model where people are meaningfully engaged in the change processes impacting their lives, organizations and communities. Good governance and peace are outcomes of empathy; when individual members of society recognize that their own wellbeing is interdependent with the wellbeing of others, we begin to think about how we can live together in a such a way that all parts of the system flourish. This is not mere enlightened self-interest; it's realistic. The purpose of this theme was realized; it brought together people of passion with a wide variety of backgrounds, insights and wisdom to synthesize new 21st Century models and action plans.

This theme was facilitated by Christopher Cooke, Sheila Cooke and Anita Shrestha. Around 25 participants from Shrilanka, Australia, America and Nepal made up the team.

This theme looked one half of a century into the future to the year 2062 and conceptualized peace and prosperity and developed the steps of the journey as follows:

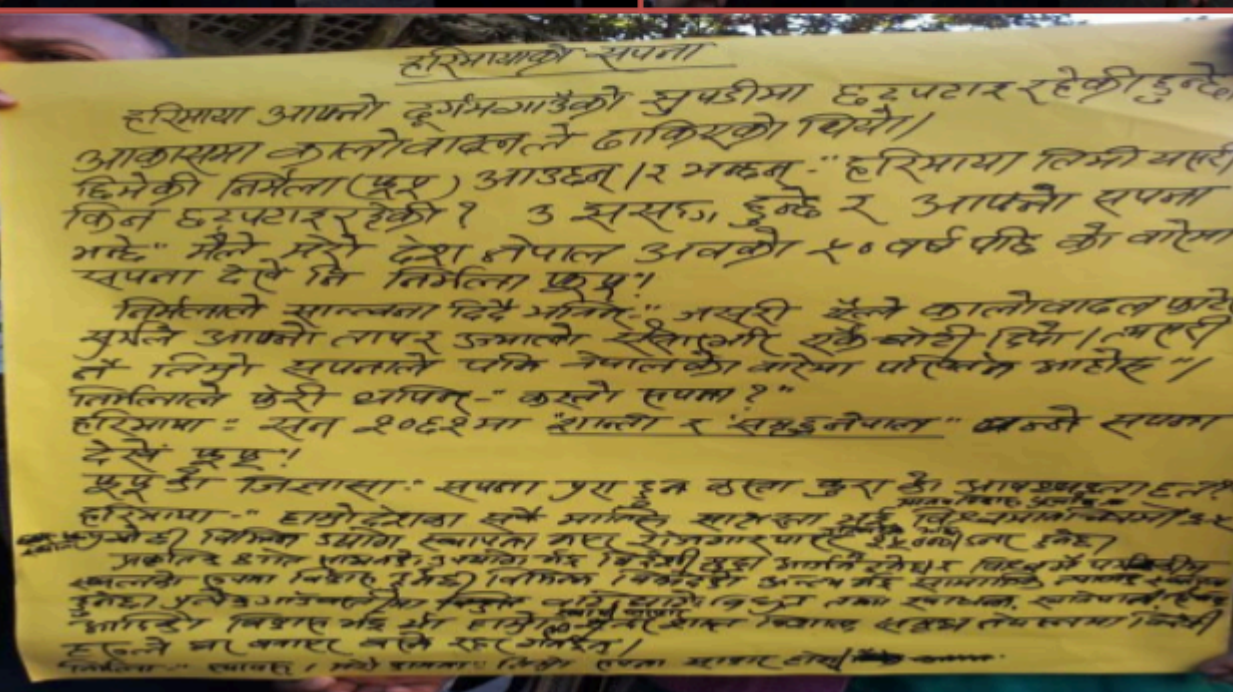
3.3.1 Journey to the Future state





3.4 Building a viable future for planet Earth

Participants dialogued about this theme in order to understand the crucial roles played by the various elements of the earth's diverse ecosystem in the wellbeing of humans. It also explored how humans have related to the natural environment and the



consequences of that relationship. NGOs, Community Based Organizations and Individuals play critical roles in increasing citizens', awareness of the effects of their everyday activities on the health of the earth and all of its living forms. As a final conclusion of the theme, we also explored the realization that creating a viable future for planet earth is also creating a viable future for ourselves; knowing the earth is for all, not only for human beings.

Around 26 participants from Sydney Australia, Bangladesh, Nepal, USA, Netherlands, India and Taiwan were members of this team. The theme was facilitated by Shankar Jadhav , ICA-India, ICA-I, Pam ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

Bergdall, ICA-USA and Krishna Kumar Shrestha, Center for Environmental and Agricultural Policy Research, Extension and Development (CEAPRED) Nepal.

3.4.1 Theme Highlights

- Environmental development through participation of all (castes, women and children) together, without distinction, in creating a more viable planet
- Community-based participation in teaching and learning in order to answer health and environmental issues
- Renewable energies such as: Hydro, Bio-gas, Solar, Wind, Water-harvesting

3.4.2 Key insights or breakthroughs in thinking

- Invite people to participate as members of a holistic environment system in flexible-flow oriented ways
- Work cooperatively and interdependently, rather than linearly.
- Open and honest constructive engagement is needed at all levels of society about: 1) what is happening 2) what lead to it 3) what can be done?

3.4.3 Recommended Key Actions

- Facilitate “constructive engagement” among ALL stakeholders (people, CSOs/NGOs, government, internal/external donors, environmental scientists, etc.) to promote good governance and ensure accountability
- Identify and develop incentives for a sustainable lifestyle and community (i.e. organic farming)
- Advocate for systemic change through environmental & social justice education & community leadership training

3.5 *Building strategies for comprehensive development*

This theme concentrated on strategies, for both rural and urban development, that build community and sustainability through focusing on such issues as early development, youth, health, micro-credit, self-help and women’s participation.

This stream played a vital role in the entire conference by underlining how participation in local decisions that affect people’s lives is at the very core of all human development. Participants of the stream came from 12 nations and held lively but extremely focused discussions that outlined key strategies for all forms of development. Participants were deeply affected by the Nepali people and, everyone in turn, created a practical and useable product that will far outlive the conference, as outlined in the long-term legacy portion of this report.

3.5.1 Intents and participants of the stream

Bill Staples from Canada, Laura Matamala from Chile and Bhavani Dhungana from Nepal intended, in preparation for the conference, that this stream would assist all future community development practitioners by creating a comprehensive proposal that could be used by practitioners of all forms of development to inspire and accelerate their own and other’s development efforts. At the same time, participants would be able to address topics of personal and joint interest and would ground their discussions in real situations and projects already in existence. The stream would use “on-the-ground”

Nepali initiatives to illustrate concepts, peer reviewed presentations to add academic rigour, case studies to ensure comprehensive viewpoints and focused discussions to create the final product.

Kathy McGrane from the USA laid the foundations for virtual participation in this stream, providing facilitation support for the team before the conference and encouraging international dialogue and input during the conference. Each of the international participants from Taiwan, Hong Kong, Japan, Canada, USA, Philippines, Bangladesh, India, Australia were involved in many community development initiatives in a direct front-line or in a supportive capacity. They provided comprehensive perspectives and constantly tested the global validity of the discussions. The combined depth and breadth of experience of the participants was illuminating and exciting.

3.5.2 Impact of the stream

The biggest impact by far on participants of this stream was Nepal itself and the innovative community development work of the many Nepali participants at the conference. But the conference participants made an impact on Nepal as well.

Bhavani Dhungana laid out a 50-year history of development efforts in Nepal, illustrating the cultural diversity of the country and clarifying that, while current political instability in the country does present barriers, there are many important initiatives across the 75 districts of the country. These initiatives are proving that the way forward in shaping Nepal's future is through community development strategies that are balanced between rural/urban and are inclusive in development across ethnic, caste and language groups. These community development strategies can build and strengthen local governments and local capability building can create a vibrant civil society.

A site visit to the mountaintop village of Changu Narayan to visit the Women for Empowerment and Preschool Organization provided a spectacular example of local human development. The women of the organization performed a play for the stream participants tracing the history of their efforts, beginning with one woman leading a tiny group addressing violence against women, growing to 700 members today. This organization has become a training centre for women all across Nepal and includes water infrastructure, building, drinking water, women's economic projects, micro credit and community celebrations. This is the first year of their 15 hectare organic farm, and their method of operation will be replicated in other parts of Nepal. A second site visit to Nari Jagaran Saving and Credit Cooperative, a 1400 person women's bank cooperative which empowers women and families to break the cycle of poverty, made a deep impression on the two conference teams that met there.

The conference participants made an impact on Nepal. The Nari Jagaran Cooperative was given several promises of practical assistance from various participants during an official ceremony. Because of the international presence, the women of Changu Narayan retold their story and rehearsed the value of their own ground-breaking work.

Conference participants team-interviewed each other about their own inspiring community development work. These included the CBO Alliance for Family Health and Social Welfare; the Girl Power project in Dhaka protecting young women against violence; the new Joyful Cotton initiative near Kathmandu producing women's reusable sanitary pads; a 50 person Elder Shelter in the Siraha District; The World

Camp in Naxal for youth values and responsibility; The 100 Valleys Project in Peru facilitating self-development in all the communities of the valleys; The Indigenous Forest Resources project providing access in Nepal; The Green rise Uptown Learning Lab in Chicago with an impact on 77 neighborhoods; the Tharu Education Project in local government in West Nepal; The Ecoweek hands-on activities in classrooms.



3.5.3 Discussions of importance streams:

Four themes constantly recurred in stream discussions: women's empowerment, health, program sustainability, and a comprehensive strategy matrix.

I) Women's Empowerment

The Nepal site visits and various participants' initiatives highlighted that to empower women, especially in projects designed to protect them against abuse and violence, ways must be found to change the behavior of abusive men to reduce their tendency to use violence. It is necessary to find male supporters or male staff who can model ways to support women. Men supportive of women's empowerment must become positive role models to other men.

II) Health

On the topic of health, several presentations by Ph.D. scholars were about the importance of personal health in community development. *Heart Health Education, Profit to Whole* by Roshan Adhikari, *Occurrence of Dental Caries and its Association with Nutritional Status* by Sujita Shrestha, *Ethno-medical Health Care Practices: Propelling or perpetrating human development* by Lal Mani Adhikari, and *The Role of the Family in Human Development* by Ritchel Jalipa all made compelling arguments that entire communities are supported by personal well-being, and that personal disease and lack of well-being have many negative impacts on an entire community.

III) Program Sustainability

Program sustainability was of general interest to practitioners. Projects and programs may lose funding but if local leadership is trained, project benefits may continue through local innovation. Replication of a project can assist in the sustainable funding of the original program. Sustainability can be promoted by aiming for 60% local government funding and 40% from private partners. If funding dries up local government may pick up the costs. Long term structures may be put in place to reduce the cost of delivery from the initial high cost.

A donor recipient relationship can be shifted by involving several donors, building public/private relationships, increasing the number of projects to create administrative economies of scale, involving the community in analysis and pilot phase, and by operating through a 100% self-sustaining, social enterprise approach. Knowledge developed by a project can itself become a business.

IV) Comprehensive strategy matrix

Discussions about the results of past ICA Global Conferences on Human Development lead to an innovation at this conference of a comprehensive strategy matrix. The 1984 conference in India determined the major purpose of rural development: economic self-sufficiency, political shared leadership and cultural self-identity. The 1992 and 1996 conferences in Czechoslovakia and Egypt led to a typology of community development strategies from short term to long term: crisis relief, material support, basic infrastructure, advocacy, development education, human resource development, local solutions, capacity building, systems development. The conferences in 2004 and 2008 in Guatemala and Japan began collecting information on various ICA projects. This conference in Nepal incorporated that previous work into a useable communication tool and created a matrix of comprehensive development.

3.5.4 Long Term Legacy of the Stream

The conference stream tested and refined an online Comprehensive Development Matrix and database that can be used by all conference participants and eventually by all practitioners of comprehensive human development. The matrix and database are intended to assist practitioners, community leaders and funders, and to accelerate community development initiatives by openly sharing inspiring information online.

There are three components to this legacy:

The Comprehensive Development Matrix is online at <http://top-global.org> and is open to the general public.

It requires the following additional work going forward.

- Protection from virus and attacks
- Description of core values behind the databases
- Input into the databases of many more project descriptions and proposals.
- Enhanced visual appearance to the site.

3.6 Resourcing human development

This theme explored the various ways in which NGOs and CBOs can ensure their work provides the best support to community efforts and continues to make a difference by using diverse and creative means of mobilizing the different types of resources (e.g funding, knowledge people, networks, technology) they need. The theme examined the process an organization needs to go through in order to determine the most appropriate approach to resource mobilization for them, taking into account their mission and values, the needs of the communities they are serving and the alternatives available in their own context.

Theme was facilitated by Richard Alton, Gerald Gomani and Ashok Shrestha. Around 25 participants from different countries (Nepal, Zimbabwe, USA ...) participated in developing the theme.

After 5 days long sharing, presentation, workshop and discussion, the team presented their finding through Nepali folk songs as well as in pictorial presentation.

SONG: WOMEN AND MEN ARE EQUAL

There is one sky, both stars, moon is equal to them

Like that men and Women are equal

Women and men have to develop the world by working together

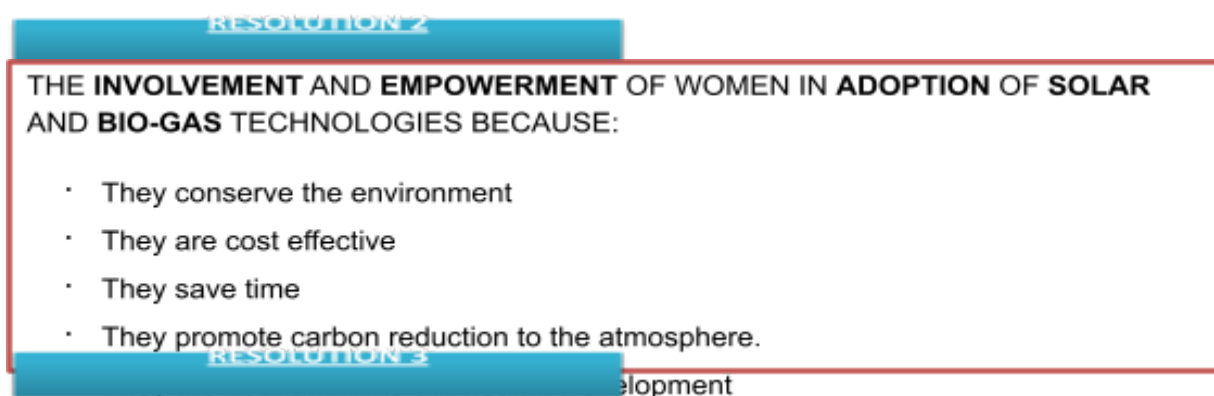
Both must know how to fight for their rights

There are only two castes in this world; male and female

Both have to work for the development of this world

The 8TH Global Conference taught that men and Women are equal and

Both have to work for the development of the world



- Must use radio, Television, word of mouth to educate workers about working overseas
- Role of timely, accurate and relevant information is essential for human development. For that, advertising message and media must be used properly.
- Local Government must use different models to mobilize local finance for local development
- Competencies of local organizations like chamber of commerce must be utilized for human development

A message from this young person in the future, in 2062, suggests that we all have an opportunity to learn something new about peace



4. Opinion Survey of participants

On the 5th day of the conference, a checklist adapted from the ORID tool was distributed to gather information about the participants' reflections about the Conference. The opinions of participants were collected under the following four headings:

4.1 Opinion survey adapted from the ORID tool

Objective (O):

Entertainment: Dancing, open dance,

Field visit: sightseeing, Bio-gas, field trip, women's energy group (Shakti Samuha), schools' environmental skills programme of the Tewa Group, local wine served in the Changu Women's group, innovative children of Samata school, women's participation in Changu and their enlightenments, Bamboo Primary School

Management: Inaugural session, Design of workshop was innovative, Nimesh and Llyod with their tech skills, mixing soil from different parts of the world and handing it over to the youth of Nepal for cultivating a better future of the country, Getting tika, the lighting of the panas by the Ex-Prime minister, standing on the Dias as global citizen, transparent action, innovative compassion

Presentation & Discussion: The world Bank Presentation, Robertson's key note, Group discussion, views of friends around the world, comprehensive education, Iwa and the youth conference girls' determination to fulfill their role of challenging the thinking of human beings, Ignorance session, the project matrix in comprehensive development

Conference's environment: the environment of Soaltee Crown Plaza, participation, people, culture of people in Nepal – Buddhist and Hindu images, women's empowerment, collective consciousness, value education, participants from many different parts of the world, Nepalese music, world Café activity, integrity and sovereignty

Reflective (R):

Entertainment: pleased to learn many things, Enthusiasm, Hopeful, Creation, Nepali song and Dance

Field visit: field Visit to Changu organic farming, Osho temple experiences, visit to the Ciwin Balika peace home, painful story of Chari Maya Tamang, impressive in Samata school, water supplied in Changu, Determination-principal of primary school, Osho Place-peacefulness

Management: organizing young people, care of volunteers, weak time management during field trip and conference, the first impression was bad because no one was in the hall for registration on the first day

Presentation & Discussion: the keynote speech by Prof. Robertson Work was quite interesting and appreciated, Group theme wise final resolution

Conference's environment: participants were humble and kind

Interpretative (I):

Learning: Becoming responsible, Change is becoming essential, people being both self-reliant and working together, confidence, Belief and self-esteem, sharing ideas across borders and professions, respecting each other's ideas, opportunities to share the ideas of different countries, Strength of community spirit + reality + integration of issues + strategies in Nepal can offer much to developed countries

Conference theme: all 6 themes need each other – complementary + interdependent – not possible to achieve one without the others

Management: integration of youth + Main conference,

Presentation & Discussion: context may be different but issues are same, common interest is in community development, Development is not words but going into the community and doing actions, education is the only way to lead development, problems of education are the same – no matter the country, or the status of students

Conference's environment: global, lots of differences but we all have the same human relationships and needs, participation in a globally diverse environment is the main appreciating factor (value) for human development, one word with one objective – peace

Decision (D):

Commitment for future plan: Learning and sharing and committed to be better, “commitment for the common future,” will devote my whole life to the establishment of peace and good governance, sharing ideas globally, sharing issues, knowledge, ideas, work for a sustainable future with consciousness and compassion, Experience out of the Box, share with people

Learning: think globally work locally, one planet as Family, Building Global Community, Bringing heads together for brain streaming, the planet is for us and we are for the planet, positively change oneself so the world will change, global interchange and common effort needed for human development and the rising of the human soul

4.2 Reflections of ICA Members about the the 8th Global Conference at Nagarkot Gathering

Q. 1 what did you like most?

Cultural events (Entertainment):

- Site visits, sharing of experience, workshop-proposal, global and local participation, beautiful setting, cultural experience (music, food, dance etc), Cultural events, field visit, plenary sessions/keynotes, themes and youth conference

- Auspicious hotel with service-orientated staff
- Wonderful plentiful food, snacks and breaks
- Appreciation of tea and meals and Nepali entertainment
- Great location, food and cultural performances

Field visit:

- excellent site visits
- Field trips, meaningful practical demonstration and reflections

Management:

- Contribution of the ICAs as organizer
- ICA Nepal's meaningful hosting and youth conference were fantastic
- Great conference, well organized; we were inspired to think about global issues from comprehensive points of view and also internally and externally
- local ICA lead responsibilities and relevance to local context and strategy
- Effective organization by ICA Nepal, rich blend of good presentation, practice, reporting/discussion and workshop
- Locally hosted and internally supported, themes/site visits, ICA meeting after conference is needed, cultural program
- The sense of unity amongst all the people and their strong commitment to do meaningful work and a wonderful venue and ambiance set by gracious hosts and organizers
- ICA Nepal team: openness, commitment, responsiveness and laughter
- Great food – a logistics support
- Friendliness and kindness of the local organizer
- Good local organizing team which dealt creatively with challenges
- Well organized
- Very special Nepali national committee
- Wonderful gifts and certificates for special themes
- Post-conference gathering; meet others from ICAs and learn more about their projects
- Hosting was wonderful
- ICA Nepal team incredibly helpful – could not have asked for more
- Virtual/ media team very accessible
- Good try on virtual conference
- The conference planners designed a process of joyful journeying

Theme selection, Presentation & Discussion:

- Concluding actions of resolution, selection of the of themes
- Gathering of many people, a lot of discussion, good resolution, good key note speech
- Key notes from the different facilitators which tried to define the present world reality and set a basis for our theme discussions
- The advanced participatory methods and virtual technology throughout the conference

- Virtual conference before, during and after connection
- Actual translator for Nepali participants
- Great keynote talks
- Virtual dimensions
- A few "keynote addresses" but not too many
- Great use of advanced technology in the main hall
- Interesting themes
- Thought the youth conference was critical and should have been a part of the main conference, with the provision that youth be included in the main conference
- Presentation of themes, solutions, engagement
- Being energized through a growing new sense of leadership as there was active participation and wide information sharing
- Freedom for theme leaders to do what was needed in each team
- Theme leaders accomplished a lot of work

Participation of people:

- Enthusiastic participation of youth, particularly young girls from the most remote part of Nepal
- Gathering many people and exchanging information about their organizations' work enhanced my work very effectively
- Young people involved
- Lots of Nepali people attended (a good mix of local and global represents)
- Chance to meet a range of local and international participants
- Having the youth amongst us
- Participating in the group
- Opportunity to interact with local community groups
- Global presence, beginning of cultural dialogue, dancing, Participation of international and national participants, each one contributed to make it a success
- Meeting great people can wonderfully inspire our next moves
- Big presence of Nepali
- Active participation of many young energetic Nepali's

Learning From Others:

- Meeting people who work in women's empowerment in Nepal; being inspired by ICA leaders
- This conference gave us an opportunity to think about the situation of the world and of one's own country and design a life journey that will achieve our future vision. All members supported each other creatively in planning for future peace and prosperity. I would appreciate learning the methodology of the conference proceedings and design
- Inductive spirit and workings
- I got genuine support from some of our participants; I could feel the value and belief for the better world
- Contextual conversation presentation

Q. 2. What should be done to make the next conference more effective?

Time and Duration of conference:

- Duration of the conference better to end in 3-4 days
- Too long, could be shortened, timing was not convenient for many people; more diversity of participants – govt. INGO, academics etc. – can enrich and enhance the impact of the conference; publication – potentially inviting publisher/journal or peer-reviewed people,
- The conference schedule needs to be followed and the translation system needs to be abolished
- Make it shorter
- More flexible time and more individual time
- More unscheduled time for: reflection, site-seeing, individual time, social connecting, etc; the schedule was really intense
- Last day too short for theme groups; another day is needed for pulling it together
- Shorter conference
- Allow more time for open discussion

Participation:

- More of the following is needed: youth in the main conference, 50% female and 50% male, countries of all National ICAs present, virtual participation before conference, balance of women and men theme leaders and key note speakers, more time for conference reflection at conclusion
- Invite youth representatives from other developing countries, invite Nepal Government officials to attend the conference, add "human right protection and development in theme, invite people with disabilities to attend the conference
- Include youth in main conference, more sharing, less work days, male selective presentation & site visit, global participation & coordination, and more virtual participation
- Involve more African countries, look for a way of involving participants in more than one theme, establish a gallery walk in the conference every day from different themes to get a glimpse of what is coming up
- More international participants
- More input from international participants
- If we do it again, I suggest creating more understanding by giving a short concise overview of ICA terms and methods

Field visit:

- Field visit should be at least 1.5 days
- Make the field visits very early in the program because they are the objective level of the conference. Appoint a team with a chain to be responsible for the virtual conference. The sherpas felt powerless-could only follow, not lead.
- Sightseeing on the last day or before the conference
- Field visits spread out two mornings or two afternoons instead of full day – very tiring

- Site visits needed more time afterward for reflection in order to create amore powerful learning experience
- Lack of translators at site visit

Management:

- Hold the conference more economically, have a chance to work on more than one theme, have a gallery walking event during the conference
- Carry out evaluation work at the end, honor the volunteers and organizers, send enough participants to the conference
- Define a conference rational and experiential aim first (before doing anything else), use a very simple technology for the virtual asynchronous work, and train people how to use it. Mini groups would have been fabulous tools. They do everything needed and are intuitive; 3/years for 3 sites:
 Set-up 1 mini group for each theme (6),
 Plus 1 for the overall conference,
 You can send entries to the mini group via email (no need to login),
 Mini group notifies you by email when there is an update.
- Create more funding for next steps – internal expectation
- Clearer instructions from team leaders on products expected at the end so all teams are on the same page
- Discrete work spaces for themes/share groups
- Some pre conference readings for different themes, for people who may not be good at English
- Make sure our participatory guidelines are clear to all participants before the conference starts so people know that we respect equal participation for all
- Separate the different workshops to different rooms
- Check needs and intentions of participants who join the conference
- Lack of info about schedules

Theme selection, Presentation & Discussion:

- More time for discussions, shorter presentations, encourage all ICAs to participate; this is symbolizing being members of ICAI
- Set up more clearly defined themes, more open space, better continuity of theme methods, more group building experiences
- More connection between papers and themes – or at least be sure that those writing papers and theme leaders communicate with each other before the conference so integration can be planned in advance
- Too many presenters
- Too many research paper presentations
- Make final planning have more of a resolve sense; more "Going to" outcomes – fewer "Propose to" outcomes
- More disturbance

Virtual Conference:

- Virtual support for new techniques; more across-team collaboration
- Most participants had not used Virtual technology so accommodate that and have way for voice thread presentation to be partially face to face, develop ways to survey participants
- Sometimes when there are many themes, have greetings via Skype, or some other form, to connect with global "real time"
- More facilities to communicate with the world (internet)





Part I (B)

5. International Youth Conference on Human Development

27 & 28 October 2012, Kathmandu Nepal

A total of 128 youths from fourteen countries assembled at Kathmandu hoping to find a new sense of leadership and new leadership styles that catalyze change. The opportunity was provided by the Institute of Cultural Affairs International in partnership with ICA Nepal. It was ICA Nepal's first time to organize a Global conference on Human Development – the 8th Global conference on Human Development (29th October – 2nd November) 2012. The International Youth Conference was organized as a part of the 8th ICAI Conference.

The International Youth Conference on Human Development offered an opportunity for young people from around the world to meet and work on identifying the role of youth in the dimension of human development. Youth are the major change agent of society; thus, the conference mainly focused on dynamic local and international youth issues.

1. Thematic issues and major resolutions of the conference

Promoting Youth Leadership for Change

The main objective of this theme was to foster capacity of youths to participate in decision-making processes. To ensure sustainable change we must guarantee the involvement of our youth in every aspect of human development. We can augment change by opening the pivotal role of 'change agent' to youths.

The theme was lead by Professor Robertson Work of New York University. The facilitator of the group was Mr. Kevin Balm, a senior facilitator from ICA Australia. Some of the insights from the discussions and major findings of the theme are given below:

- Leadership must be facilitative and encouraging
- Must Inspire, be positively directed, transform thoughts by reframing mind sets, integrate courage to lead and build better Team work
- Must play a role in 1) Research and Development in pertinent issues 2) information dissemination

Visioning Sustained Planet Earth

The primary suffering the earth is facing today is climate change due to environmental degradations caused by human activities. Today's Youth is in crucial need of finding ways to tackle these issues. How we can sustain our planet Earth for future generations by maintaining the same pace of economic development is the prime matter of anxiety for the today's youth. We have to find effective leadership solutions of sustainable change both in the financial and environmental arenas.

This theme was lead by Mr. Anil Chitrakar, Environmental Activist of Nepal and he was supported by Ms. Pat Druckenmiller as co-theme leader. Major findings of the theme discussion are:

- Policy advocacy in 1) Taxation of carbon emission 2) Carbon reduction compensation
- 1-10 policy (1 household planting 10 trees)
- Policy of 3R (Reduce, Reuse and Recycle)
- Promotion of organic farming
- Promoting carbon reduction technologies

- Garbage management programs
- Roof gardening
- Advocacy of natural resources for social development policy
- Wildlife conservation
- Free education and improved health care
- Advocacy of national and international budgets that promote conservation of natural resources

Rising Influence of Social Networking Sites and its Impacts on Youth

The trends of globalization and technological development are creating rapid changes in social lives via various social networking sites and digital technologies. Today's youth is attracted mostly by the glamour of these of these new phenomena. Due to rapid development and youth's attraction to these technologies the world is becoming more like a global village. Dynamic arguments both for and against the effects of these technologies on youth are being made.

This theme was lead by Mr. Allen Bilochan Tuladhar from Microsoft Innovation Centre Nepal who was assisted by Llyod Philbrook from the Philippines.

Major Findings of the theme:

- Social media has to be educative about social responsibility rather than entertainment focused
- Kindness campaigns can be started for change and revolution
- Petitions and campaigns from and to the government have to include social interaction between youth and community
- Government initiative portals have to be kept well updated in order to be an effective resource
- Youth information centers in Nepal can provide both short and extensive trainings on the internet
- Local and national interaction through social media can attract the attention of international Governments and Communities

Encouraging Youth Volunteerism for Local Development

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The Cultures of the world are rapidly becoming interconnected. So to ensure a harmonious world we should support local development by promoting volunteerism amongst youth. Through cultural exchanges youth volunteers can contribute mutual understanding. Moreover, volunteer youths can play a crucial role in local change by applying their grooming expertise.

This theme was lead by Mr. Dilendra Raj Shrestha, District Governor Elect Rotary International District 3292 Nepal. Mr. Krishnan Sinhan from Applied Scholastic Malaysia and Ms. Staci Kentish from ICA Canada supported Mr. Shrestha. Some of the major resolutions of the theme are as follows:

- Create a volunteerism policy and programs so that unemployed youth can be meaningfully engaged as volunteers
- Support public services by engaging youth as volunteers
- Increase benefits for volunteers
- Encourage youth to assume social responsibility for local development through volunteering
- Enhance self-esteem and a sense of usefulness and inclusiveness in youth
- Mentor youth to be caring and responsible citizens
- In conclusion, volunteerism can be used as a tool to encourage significant and profound engagement among youth in building communities and the nation as a whole.

2. Piloting:

2.1.Youth as Facilitative Leaders (YFL) Programme:

To address the findings of the ICA Conference in Nepal, a YFL program is going to be initiated. A team of youths has been active as YFL members under the guidance of ICA Nepal management for the last two years. These members of the YFL are involved in volunteer services like awareness creation and autonomous community development.

With the help of what we learned at this Youth Conference, we are aiming to increase the number of members and broaden the areas of work of this group. The existing YFL team will be active as a national level network; additionally, we will form five different teams in regional headquarters of our country under the leadership of this national level network. The leadership of the network will be maintained and ceremoniously changed every two years. One coordinator will be chosen for the whole group and five different regional coordinators will be responsible for each of the regional levels. The YFL team will focus on the following issues: 1) sustainable development 2)

advocacy of youth leadership 3) community-based social entrepreneurship 4) health sanitation 5) HIV AIDS awareness. We will promote awareness in various sectors of the social media as we campaign for sustainable positive change. Similarly, we will augment a Global youth Network by creating world-wide connections among the YFLs of ICA and also among other youth initiations and organizations. The ultimate goal of the YFL in Nepal is to create a platform at the national level for global interactions and exchanges of learning and dialogues for positive transformation and Harmony.

Prepared by Deepak Adhikari, ICA Nepal

3. Some of the Photographs of the Youth Conference:



Part -II

Research Articles

(Conference Proceeding of the 8th Global Conference on Human Development)

Theme 1: Growing a New Sense of Leadership

1.1 An Assessment of Factors Influencing the Empowerment Level of Females: (A case study of Pokhara)

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Abstract

Along with the Human Development Index (HDI), the Gender related Index (GDI) and the Human Poverty Index (HPI), the Gender Empowerment Measure (GEM) is one of the most important concepts of human development. Empowerment emerged as an important theme in the women's movement in 1975. In fact, empowerment as a theme arose out of failures of 'Women in Development' (WID) programs, notably the equity approach, all of which failed to question the interrelationship between power and development. This study analyzes the effects of social, economic and demographic factors on the level of gender empowerment. A cross-sectional database was generated following a two-stage random sampling. First, 20 private schools of the Pokhara sub metropolis were selected; then, 189 respondents were randomly selected and interviewed. To measure the level of empowerment, proxies of the social empowerment index (SE), the economic empowerment index (EEI) and the political empowerment index (PEI) were developed by developing a Likart scale. Respondents were scaled into empowered and low empowered categories by being aggregated into an overall empowerment index. In this study, rather than women's age, age at marriage, work experience and husband's education and occupation, the following factors exert more influence over enhancing women's empowerment: 1) women's capacity to earn more income 2) woman's economic status 3) women's positive attitudes towards their job. This study underpins the importance of economic interventions to empower and uplift the overall condition of women. This paper stirs the ongoing heated debate among activists, academicians and service providers regarding appropriate intervention strategies for the upliftment of women.

Key words: empowerment, women, economic, social

Theme 2: Reshaping Education for the 21st Century

2.1 Reshaping education for a 21st century flat world: lessons learned in an innovative transatlantic Dual-Degree program

By: Douglas Allen Druckenmiller

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Abstract:

In his bestselling book, The World is Flat (2006), Thomas Friedman describes the interconnected global world in which we live. The on-going digital revolution has shaped a new phase of globalization that is driven by technically sophisticated, networked individuals rather than by countries, major corporations, and trade organizations. The challenge for education is to reshape education for this 21st century world. If students are to be effective in today's global community, they must have a fundamental grasp of the underlying principles of operating in this challenging global environment. Educational institutions must step outside narrowly defined locations and disciplines to collaborate and innovate on a global scale. Global collaborative educational models are needed to educate a new generation of leaders who can: 1) build collaborative partnerships in all sectors across national and cultural boundaries 2) adapt technology to new horizontal organizational processes. However, collaboration today is hampered by non-recognition and poor-evaluation of educational qualifications and globally fragmented programs. New global educational partnerships should offer educational opportunities that are globally transparent and integrated across disciplines, culture and geography.

Introduction

“Fluctuat nec mergitur – He who rises with the wave is not swallowed by it” – motto of the city of Paris

International education has been my passion for the last 36 years. This stems from my own personal experience in working with a non-profit organization in Asia during the late 70's doing comprehensive local development. This work was largely educational; working with local entrepreneurs in developing more productive aquaculture enterprises. At that time I learned many of the business and international cultural skills that formed my philosophy of international education.

First, I have a firm belief that living, studying and working in an international location is fundamental to international education. The “whole experience” of becoming an effective person in a completely foreign context fundamentally changes the way a person views themselves, the world and their own home culture. Living abroad presents an individual with many unique challenges that require a transformation of relationship to difficult, sometimes seemingly impossible circumstances. These challenges enable the individual to gain a new resilience for living and engaging in the world. A skill set that is badly needed during a time of globalization.

Second, it must be recognized that many students, because of life circumstances, do not have the opportunity to spend significant time abroad. Bringing the world to the student through exchange student ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

presence in a classroom setting can provide an internationalization of the educational experience that is also transformative.

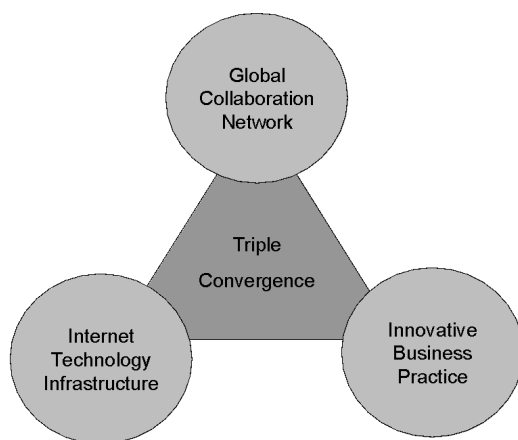
Third, Internationalization of the campus must be a structural transformation of the educational system, not just a one-time study abroad program. This structural transformation requires a deeper structural integration of international programs within institutional processes and programs. It needs to be degree-based and therefore collaborative with international partners on multiple levels: administrators, staff, faculty and students.

In order to survive the uncertainty created by the waves of globalization, we must learn to ride with the waves instead of being submerged by them - *Fluctuat nec mergitur*.

This paper reports the results of an ongoing innovative Transatlantic Dual-degree program between partner institutions in Europe and the US. The participating students were required to fully meet the admission and degree-requirements of the respective degree-granting institutions while participating in a collaboratively integrated program.

The challenge of global education in a 21st century flat world

In his best selling book, The World is Flat (2006), Thomas Friedman describes the interconnected global world in which we live. The on-going digital revolution has reshaped a new phase of globalization that is driven by technically sophisticated, networked individuals rather than by countries, major corporations, and trade organizations. This new class of global entrepreneur competes for and typically wins high-end, knowledge-intensive work that characterizes today's global economy.



Adapted from: the World is Flat: a Brief History of the Twenty-First Century - Updated and Expanded by Thomas Friedman, 2006, Farrar, Straus and Giroux, New York.

This “flattening” of the world, largely brought about by the information technology revolution, has created a three-way convergence that combines: 1) new internet technology infrastructure 2) new innovative business practices 3) global collaboration networks with individuals anywhere in the world. This three-way convergence has radically changed the local/global competitive environment, making the old jobs and the educational system that supports those jobs obsolete. Yet, this triple convergence creates new opportunities for individuals who understand the new technological infrastructure and who can collaboratively innovate and create new horizontal business processes on a global scale. At the same time, convergence threatens individuals who do not possess the knowledge or skill-sets that allow them to take advantage of these new global processes. Traditional jobs that underpin the middle-class in western economic systems are now open to global competition. Middle managerial positions in the United States and Western Europe that once were safe from outsourcing are now migrating to developing countries around the globe.

These accelerating global processes demand new management roles and skills if individuals and companies are to compete in our flat world. Friedman (2006) identifies the new skill sets that will be required. Individuals must be collaborators and orchestrators who can manage complex, multidimensional operations and a multicultural workforce. They will need to integrate information technology with innovative business processes and they must effectively use new technology to communicate and to collaborate with others. While technical skills are necessary, they are not sufficient to be competitive in the new global environment. Managers must be skilled at leveraging new technology to solve problems within new global networks. Constant adaptation is necessary, combining in-depth technical skills with broad and innovative perspectives on markets, customers, and end products. Finally a new global entrepreneurship is emerging that delivers localized and personalized products and services from global sources, one that demands a global perspective and understanding by individuals who would prosper.

If students are to compete in today’s global marketplace, they must have a fundamental grasp of international business principles and know how to manage the underlying information technology that serves as glue within present global information systems. Western educational institutions must step outside narrowly defined locations and disciplines to collaborate and innovate on a global scale. Globally collaborative educational models are needed to educate a new generation of leaders who can build collaborative entrepreneurial partnerships across national and cultural boundaries and adapt technology to new horizontal business processes. However, collaboration today is hampered by non-recognition and poor-evaluation of educational qualifications and globally fragmented programs. New global educational partnerships should offer educational opportunities that are globally transparent and integrated across disciplines, culture and geography.

The WELD Atlantis Project

In 2006 a unique dual-degree program involving a consortium of four universities: **W**estern Illinois University, **E**cole de Commerce Europeen (ECE) in Lyon France, **L**inkoping University in Linkoping Sweden, and **D**ePaul University in Chicago (**WELD**). The project was funded jointly by the Department

of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture. Starting in the fall of 2007, the first cohort of students attended classes at ECE in Lyon. This past summer (2011) the program was completed and the final report was submitted to the Department of Education and the European Union. Total grant award was \$676,000 to the two US institutions and another €676,000 to the two EU universities.

The participating students were required to fully meet the admission and degree-requirements of the respective degree-granting institutions. U.S. students, in addition to earning their undergraduate degrees from their respective home institutions, were to earn a European bachelor degree in Business Administration from the partner institution in Sweden. European students, in addition to earning their degrees from their respective home institutions, were also to earn a U.S. undergraduate Bachelor of Business degree in Information Management from Western Illinois University or a Bachelor of Arts (BA) degree in Information Technology or the Bachelor of Science (BS) degree in Information Systems from the College of Digital Media programs at DePaul University in Chicago.

In addition to earning US-European undergraduate dual-degrees, students from all institutional partners will participate in intensive language and cultural curricula that will develop their professional ability to work in a competitive global environment and help them to develop communications skills that will allow them to communicate effectively with diverse business partners from other countries and cultural backgrounds. Participating students will receive language and cultural instruction in Swedish, French, and English. The proposed project should accomplish the following primary objectives of this new Atlantis program:

- Promote mutual understanding between individuals within the European Community and the United States of America; this includes a broader knowledge of the respective languages, cultures, and institutions.
- Improve the quality of human resource development in both the European Community and the United States of America including the acquisition of skills required to meet the challenges of the global, knowledge-based economy.

The objectives of the WELD Atlantis dual-degree program stressed the need for preparing students for the next phase of globalization. The proposed dual-degree program was to prepare students for highly skilled 21st century jobs that place a premium on managing a diverse multicultural/multidimensional workforce, innovating new business processes that leverage global information technology networks, and orchestrating global collaboration for competitive advantage. To prepare students for the next phase of globalization, the project intended to:

1. Establish a dual-degree program through mutual recognition and transfer of academic credits; students may select from three majors in information technology in the U.S. and three majors in international business in the E.U. to create a personalized transatlantic dual-degree.
2. Improve students' ability to collaboratively manage multicultural teams and international projects by becoming proficient communicators in English, given that English remains the global language of international business and commerce.

3. Develop U.S. and Swedish students' proficiency in French through intensive language courses in France to enhance their understanding of French culture; we would also develop French and U.S. students' familiarity with Swedish language and culture.
4. Engage other students from each of the four partner institutions who are not directly involved as participants in this project in intensive activities that broaden the impact of this program and thereby generate interest in future program participation.
5. Encourage cooperation and collaboration during periodic faculty exchanges, the annual global student conference project, and the annual consortium meetings.
6. Develop ongoing faculty relationships across both continents and cooperatively develop an emergent curriculum (especially in the thesis and capstone project courses) that will deepen the program's global impact and enrich students' experience throughout the curriculum.

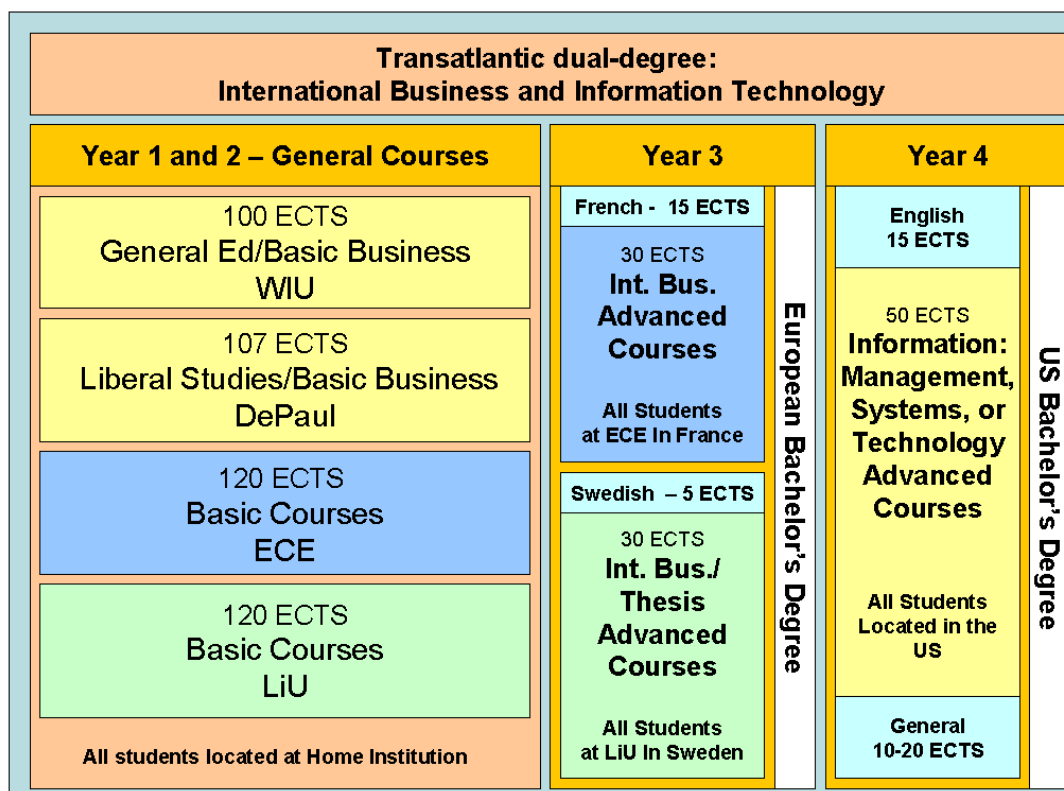
Expected Project Outcomes and Value Added

The outcomes of the project included an expanded awareness of the benefits of globally-integrated undergraduate degree programs. The project was to transform students, faculty, and the participating institutions and convey a practical vision of transparent global undergraduate education.

The proposed dual-degree program was to provide a unique combination of international business, information technology, and culture. Students were to earn a European bachelor's degree in an international business discipline complemented with an information technology degree from the U.S. The program built on the strengths of four partner institutions and combined academic strengths to maximize student interaction and collaboration during the intensive study of advanced topics. The unique character of the project rested upon developing a cohort of students who, while working on independent degrees, studied together in three different countries. The program was uniquely structured to enhance communications skills and international team work. Close integration and collaboration developed in the study abroad component of the degree program was to yield a holistic integration that made optimum use of the complementary strengths of the participating institutions in the consortium. This distinctive program was specifically designed to help students meet the challenges of globalization.

Joint Program of Study

The joint study program provided a general framework for the project. All students were to study at their home institutions during the first two years of university study. They focused their studies in basic courses to complete general education, liberal studies requirements, and/or basic course requirements in their majors. A mix of degrees was available from each side of the Atlantic. All students would earn a degree in Business Administration from Linköping University in Sweden. In the U.S., students could select a Bachelor of Business degree in Information Management at Western Illinois University or they may select a Bachelor of Arts degree in Information Systems, or Bachelor of Science degree in Information Technology from DePaul University.



Results of the Project

Institutional Contributions

Each institution contributed significantly each in its own way to the implementation of WELD Atlantis.

In terms of the curriculum itself ECE was faced early on with the major challenge of revamping its programs to adjust to the needs of incoming American and European students, namely the need for a completely new set of courses. This became evident after the first operational year – 2007/2008 - in which ECE and Linköping welcomed a total of 21 students from the four partner universities. That year was a substantial learning process for all the institutions and revealed, unexpectedly, the need for much work to be done in melding the curricula of the four partner institutions. This was especially true in ECE Lyon where the Atlantis students attend courses in the very first semester of their two-year itinerary from one institution to another.

Based on that first year experience (2007-2008) we decided to completely revise the Atlantis orientation system and the curriculum for the first semester at ECE in France. All US students, for example, were required to have previous French language instruction before participating in the program. This was not possible in the first year of the program due to the short time we had for recruitment and orientation of ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

students. The lack of language skills was intimately tied to US student failure to cope with living in France. While the program curriculum is in English, French language basics are necessary to survive and engage in the local environment and culture. All students must now take a 6 ECTS credit course in French during the fall semester in France. In addition, all non-French students are required to pass this course to continue participation in the program. Thus the degree in Linköping is now tied to this requirement.

We also decided to run an orientation program at ECE in Lyon over spring break in the spring semester preceding the year that US students will spend in Europe. This short orientation (5 days) was extremely beneficial and gave students an opportunity to assess living accommodations, experience the school culture, and realize the value of learning French. It significantly lessened the cultural shock in the fall of 2008 and gave them an opportunity to form appropriate expectations about the situation. We also had an opportunity to preview how the students adjust to the situation and to evaluate a student's adaptability and suitability for the program.

It was also decided to entirely redesign the curriculum at ECE for the fall semester. In June of 2008 - after extensive Skype discussions and email exchanges – a two-day curriculum conference was held at Linköping that involved faculty from all four schools in the consortium. We reviewed detailed syllabi for six proposed courses at ECE, discussed how the program would be delivered pedagogically and the implications for incoming students with different backgrounds and prerequisites. This refinement of the initial program curriculum has already provided a more manageable and defined program that enables student success and helps integrate the curriculum around the flat world concept. It also provides a standard core of courses that allows for later student collaboration and understanding, and eliminates course options in the first semester. This also had the benefit of making the program easier to administer at ECE and especially guarantees the students sufficient ECTS credits for the degree at Linköping University.

Linköping University also made significant contributions for the implementation of the WELD Atlantis Project.

The Linköping bachelor's thesis (May 2008) is the culmination of the EU degree program and provides an opportunity for faculty exchange and involvement from both sides of the Atlantic. Thesis topics were successfully directed toward the student's second major field of the study in the US. This produced an integrating fulcrum between the two degrees as expected. Participation of US faculty was enabled by the grant as tutors and evaluators in the process.

Linköping also made efforts towards implementation by deciding to count two years of university studies in business administration plus one semester of Atlantis studies at ECE France and one semester of studies at Linköping (including a 15 ECTS Bachelor Thesis) as acceptable for obtaining a Bachelor Degree from Linköping. This guarantees the issuance of a Bachelor Degree for participants in the Atlantis Project.

At DePaul, significant efforts were needed to fit the WELD curriculum into the university's standard liberal studies requirements. This was resolved by securing the Dean's permission to count Euro business courses in place of liberal studies requirements for WELD students. The project directors viewed this as a

reasonable mechanism for making the grant work, but unsustainable in the long term. Further, this massaging of DePaul's rules made it impossible to expand the program beyond the College of CDM at DePaul. For WELD after the grant, DPU is addressing the European to US side by having the students enroll as MS students instead of BS students (as no liberal studies requirements for MS), but the problem remains concerning undergrad US students traveling to Europe.

WIU offered several different business degrees to students: Supply Chain, Information Systems, Management, Finance, Marketing, and Economics. Supply chain was a popular option with students, several chose Economics and a few choose Information Systems. Students were happy with the program offered by WIU, all European students graduated with a bachelor degree and student performance was exceptional. WIU changed its policy to accept the 3 year degree from LIU. A new MOU was executed with the partners and Students from the partner institution are now granted admission as graduate students in the 1 year - MBA program without question. WIU plans over the next 5 years to expand the opportunities for Atlantis students to participate in the MBA program with expanded internship opportunities and expanded MBA concentrations in both campuses.

The consortium communicated through several channels:

- Regular meetings where the participants traveled to one of the partners. This was done on average 4 times per year.
- On a weekly basis the project directors have been in contact via Skype to keep up-dated of ongoing Atlantis related activities in each of the partner universities.
- A minimum of once a year there has been a meeting - organized by FIPSE/EU - where all Atlantis projects have met to discuss issues of interest.
- Frequently we have been using E-mail, Google docs, Face-book and similar media to communicate with faculty and students in the Atlantis program.
- In addition to using Skype, we have also used the chat forum - both for clarification, and also as a 'track record' of minutes of the meetings via Skype. These minutes have served as input to FIPSE/EU reports.

As a development in the continuation of the Atlantis Programme, the project directors have designed a new joint agreement. This new design will allow students to enter into the Atlantis Programme the first year in the same way as in the old Atlantis program to take courses at both ECE Lyon and at LiU (30 ECTS in both places) and to achieve a Bachelor Degree from LiU. After this, the students will continue either in WIU or at DePaul in a Master's Programme during 2 summer semesters and one fall and one spring semester taking sufficient amount of credit to allow them to graduate with a Master's Degree from either WIU or DePaul. The challenges of obtaining such agreements often seemed insurmountable.

Impact on educational practice

WELD Atlantis had a significant impact on ECE's educational practice. The implementation of an "Atlantis curriculum" at ECE with its 40 hr contact classes could be termed "revolutionary" in terms of previous educational practices both at ECE and in France where short 6 hr/ 12 hr courses were common. The massive introduction of courses in English led to hiring of new faculty and made the ECE campus

still more international than before, since the Atlantis curriculum attracted other international institutions. One could say that the Atlantis Project brought many of ECE's educational practices in line with the practices of most major institutions of higher education engaged in international programs.

WELD Atlantis also led to the hiring of new administrative staff since it became necessary to recruit an "on-the-ground coordinator" to fill a role that had been initially entrusted to an intern. However, the professional coordinator's work soon became so intense that additional staff was hired with an eye to entrusting them with some of the coordinator's task.

Once the new WELD Atlantis program had been rolled out at ECE there was a ripple effect, i.e. more and more European institutions of higher education were attracted to the presence in France of an ambitious international program with 40 contact hours per course. It must be stressed that such course programs are a rarity in business schools, France and most of southern Europe (Spain, Italy etc). This ripple effect led to more international agreements between ECE and European institutions and thus an increased number of international students on the ECE Lyon campus. The need for an Atlantis course in Information Systems Management at ECE also pointed to the need for ECE to upgrade its own IT equipment and hire additional IT personnel (which was done).

The impact of WELD Atlantis on the educational practices per se at Linköping University – a much larger institution than ECE and already in a sphere of influence where 40-hr (or more) contact hours were commonplace – was more limited. However, Linköping did have to make considerable efforts in accommodating Atlantis credit needs. This narrative can be found in other sections. One can say that Linköping efforts in the area of educational practices was more to make sure that incoming American and French students were well aware of the particularities of the Linköping, i.e. Swedish educational system which requires that students perform considerable personal work outside the classroom and thus acquire a maturity in terms of time management that most of the non-Swedish students found challenging.

On the ECE side, one can also point to how the ECE tradition of internships may have influenced the two American institutions, since at meetings and in assessments ECE students and administrators often expressed regrets about the lack of internships which are part and parcel of any French business school program and are seen as a major asset when seeking initial employment. Both DPU and WIU have expressed interest in this practice.

Impact on US program matriculation

The principal challenge in the development of the Atlantis curriculum, from the US side of the equation, was in how to address the significant liberal studies requirements that exist at both American partner schools. At each school, as is typical American practice, almost one half of the required undergraduate curriculum is distributed to liberal studies outside of the major. Major plus liberal studies requirements leaves students with only a fraction of a year available for elective courses--and that presumes students did not consume those electives early while searching for a suitable major.

WIU students participating in Atlantis were able to apply much of the junior year coursework in Europe back to their major. Program design required us to articulate each European course back to student

degree requirements. While this works on a model basis, each individual student may require customization from the model based on specific courses previously taken. In particular, students who matriculated to WIU from a community college sometimes required significant customization or were declined entry into the program altogether. This outcome is troubling as students who opt for a 2+2 program beginning in community college may be the ones most financially in need--and we did not wish to design a program that would risk exclusion of this class of student. Tight articulation of European courses back to WIU requirements reduced the flexibility of course electives for students, and largely eliminated their ability to take courses outside of the prescribed curriculum.

DPU students participating in Atlantis are all taking computing or digital media majors at home while focusing on completion of their Atlantis BS in Management during their one year abroad. DPU students were required to complete five business courses (30 ECTS) prior to program departure which, along with their 60 ECTS in business taken in Europe, would qualify them for the Linköping degree. While the DPU students were not constrained from taking the few electives built into the Atlantis curriculum in Sweden, this intense business focus introduced several constraints for their DPU matriculation.

DPU students were unable to complete their two years of liberal studies requirements plus about one and a half years of major requirements plus one year of Atlantis business course requirements within the typical four year BS degree window unless some adjustments were made. Those adjustments consisted of counting several of the Atlantis business courses back to DePaul as Information Technology electives (a not unreasonable solution as IT is embedded in an organizational context), and counting several of the Atlantis business courses back as liberal studies requirements. This latter allocation was a conceptual stretch based on the DPU degree requirements, but deemed a suitable compromise by the program director (and supported by the college Dean) due to the comprehensive life experience of a year studying abroad. This extension of the DPU liberal studies rules, however, remains a point of vulnerability for the program.

The American universities had parallel issues in articulating a BS degree to the European Atlantis students who matriculated in the US for only one year. The European university model is light on liberal studies, so these students, while very strong in their majors, typically did not possess sufficient liberal studies coursework to qualify for a US degree. WIU and DPU handled this situation differently.

WIU accepted the three-year BS degree from Linköping as a completed BS degree and placed the Atlantis students into a program for a second Bachelors degree. Matriculation rules at WIU require only major area coursework be completed for a second BS degree. DPU was not initially willing to accept the three-year BS degree from Linköping; and even if DPU had accepted it, matriculation rules require completion of liberal studies requirements for a second BS degree. Instead, the program director at DPU (again with support from the college Dean) liberally articulated previous European coursework against DPU's liberal study requirements. This extension of DPU liberal study rules likely was not sustainable beyond the life of the grant.

Moving forward, post-grant, to this program's second MOU, both DPU and WIU are accepting the three-year Linköping degree for admission into MS or MBA programs. As the Masters level programs do not contain a liberal studies requirement, the pressure to articulate coursework for such a requirement has

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disappeared. DPU has chosen now to accept three year Bologna degrees for admission to MS programs due, in large part, to the excellent academic achievements of Atlantis students at DePaul over the four years of the grant.

Curriculum Development

The overriding curricular goals of the project have been to enhance the competitive strength of the students' curricula in the sense that they will not only be grading within one academic discipline (Business or IT/IS) but in BOTH business AND IT/IS. Additionally, another basic object of the project has been to prepare students for an international career and to be able to use the benefits of working in a multi-cultural context. Initially the objectives of the program was set up by designing courses that were seen to contribute to and strengthen the curriculum of the Atlantis Program, e.g. by letting the students choose business courses from the course menu at ECE Lyon, and to choose between two pre-defined business course tracks at LiU.

In the first year of the program the business courses at ECE Lyon were not specifically designed for the Atlantis program but instead the regular courses that are taught at ECE Lyon and the Atlantis students were expected to select freely between these courses. This lead to a lot of confusion among the students since some of the course required pre-knowledge that some of the student did not have. Another issue was that to achieve the required number of ECTS credits the students had to follow a substantial number of courses and they felt that it was difficult for them to find an appropriate number of courses that did not conflict in terms of time, or requirement of pre-knowledge.

To meet these issues the ECE Lyon part of the program was re-designed in the second year and instead of letting students freely choose between the available courses at ECE Lyon, the structure was instead to let all Atlantis students take the same 6 pre-defined courses (globalizations, marketing, finance, information systems management, business simulation and basic French language) where each course represents 6 ECTS credits. This means that the non-French students will take in total 36 ECTS credits of which 30 ECTS credits are business courses and 6 of the ECTS credits are language courses.

In the second semester, at LiU Sweden, the students start the semester by taking a basic course in Swedish. After this the students are to follow two pre-defined courses of 7, 5 ECTS each (in total 15 ECTS). Two tracks were available for students to choose - one where the students would choose courses with management and leadership related content, and the other with more of strategy and management control oriented content. During the final part of the semester the students have been required to write a Bachelor thesis (15 ECTS) in groups of two. This course design has worked well during the project period and has not been changed.

In the second year of the Atlantis programme the European students were split between WIU, Macomb or DePaul University in Chicago. At both these universities the students were to choose to participate in one of the established degree programs (in WIU e.g. Management, Supply Chain Management, Marketing etc. and in DePaul University e.g. Information Systems etc.)

As comments on the EU-related/Business-related part of the program it may be noted that the American students in most cases are at a beginning level in business. The EU students could use more advanced content. However, the interaction, teaming, having to discuss things in English builds cohesion in the cohort and builds cross-cultural teaming skills.

As a learning outcome from this we are able to come up with the following conclusions:

Students could use basic skills in the following areas:

1. Team dynamics and operations - contracts, roles etc.
2. Research methods and formal writing styles
3. Cross-cultural communications and dynamics

Another observation that is note-worthy is that the gearing towards American students is more influenced by the classes, rather than favoritism. French and Swedish students have already completed basic marketing and finance courses. Most of the Americans have no background in these subjects and must be brought "up to speed" in order to perform in other classes (the business game, for example).

The question here could therefore be: Should special arrangements be made for French and Swedish students to pursue something else? If so, how will it affect the group dynamic?

Language and Cultural Instruction

The WELD Atlantis goal is that students have a basic understanding of French and Swedish. English is not the focus as ECE and LiU students have a high level of English and all WELD Atlantis courses are conducted in English. The French course is divided into two groups (beginner's, advanced). A French skills test is administered at the beginning of the semester and students are assigned to the appropriate group. The course itself focuses on creating a language foundation that allows students to survive in everyday situations. The course uses traditional pedagogical methods, role-playing and simple field trip assignments (purchasing a given list of fruits and vegetables at the local market, for example). The Swedish language course uses similar methods to familiarize the students with the language. The language courses are taught at the beginning of the semester allowing students to practice and improve their skills during the four-month to six-month stay in France and Sweden.

By participating in the program, WELD Atlantis students are automatically exposed to a minimum of three different cultures. Students often have group projects during the program. Group assignments are that each group contains the three nationalities. In Lyon, semester-long projects in Marketing and Globalization familiarize students with various culture work methods and the need to overcome any differences to reach a common goal. Also in Lyon, many Erasmus students and other exchange students participate in WELD Atlantis classes and their presence adds to the culture diversity of the program. Life in the student residence provides another wealth of culture. WELD Atlantis students live among international students studying not only at ECE, but at many of the other Lyon universities. Various extracurricular activities are organized at the student residence and by ECE-Lyon to enhance the French life experience. This includes sports, group outings, and an integration weekend in Annecy and Chamonix.

Normally, the students from LiU will have proficiency in English when they go into university studies. The additional component, e.g. French language was to some degree seen as a positive ingredient in the program. As for the cultural component, it is more common for EU students to be acquainted with other countries' cultural settings than is the case for US students (generally speaking). The program presents the benefit of cultural training in that the mixed group of students through participation in the courses help each other to overcome the cultural issues that might be at hand in the different partners' cultural context.

American students are encouraged to take one semester in French before arriving in Lyon. Though Lyon is an international city, a basic level of French is needed to function. In the past, students realized this need when visiting Lyon during their spring break. In order to emphasize the importance of language skills this year, various social networks are used like Facebook and Livemocha. Facebook allows the incoming students to communicate via a WELD Atlantis Group 11-13 Group page. DPU, LiU & WIU students post various questions about France and ECE students & faculty are able to respond. Livemocha is a social network service where users can learn languages through audio-visual lessons, peer tutoring tools and support systems. By using this on their own time, WELD Atlantis students are able to have an understanding of French before arriving in Lyon. Outgoing DePaul students were required to demonstrate one term worth of French language training before travel to France. This took different evolving form over the four cohorts of the grant. Cohort one we did not do anything to support - and this was a disaster on the ground. Cohort two we paid for summer courses at Alliance Françoise in Chicago. This seemed to work well. Cohorts three and four we pointed students to the AF option, the CC option, and the online language learning communities (LiveMocha) option.

For the culture aspect, students attend a French culture class during the ECE orientation week. Students also must take a 6 ECTS credit course in French during the fall semester in France. For the second semester in Sweden, students participate in an intensive two week Swedish language and culture introduction course. For the third semester, incoming DPU students are required to take a course in American multiculturalism and an orientation course on the city of Chicago. This combination is intended to provide them with a cultural grounding for their American experience. Incoming students at WIU also attend an orientation in Macomb that outlines international student life on campus. At WIU we worked with advising to schedule students into beginning French courses. This was only partially successful as students were recruited into the program after their 1st semester sophomore year and the French program at the University does not offer French 1 in the spring. As the program becomes more of a standard catalogue item it is easier to identify students for the program in their 1st year at the university and get them into the appropriate French courses. Students struggled in the French courses in Lyon because there were multiple levels of competency in the course. We discussed with the partner in Lyon the need to have a very basic beginner course in French for students with no real French language experience. We did no pretest, which could be used to determine competency for placement. Post testing was done as part of the course in France.

Students must pass a French oral at the end of the semester in order to receive credit for the course. The passing of the course is at the teacher's discretion, but is based upon the improvement seen since the students' skills test taken at the beginning of the semester. Since the revision of the curriculum after the first cohort requiring students to take a 6 ECTS credit course in French during the fall semester in France,

there has been a dramatic improvement in the realization of the importance of language skills. All WELD Atlantis students in the second, third and fourth cohorts passed this course with at least a 'C'. Unfortunately, the results of the fifth cohort were not as strong as the previous ones. An investigation on whether the poor outcome is a student or faculty issue is still ongoing. The degree in Linköping is now tied to this requirement. This has provided more incentive for students to take learning the language more seriously, which was a problem in the first year.

The language and cultural aspect is the most questionable in the project. All courses, except for the French, or Swedish, language courses are in English. European students improve their English, whereas American students make little progress in French, or Swedish, and the progress quickly evaporates once the return to the US. As a language-improvement program for American students Atlantis has proven ineffective. As a program to enhance cultural awareness, the Atlantis program by dint of a year-long stay in Europe does seem beneficial. Courses with group work with teams of several nationalities provide more of a "cultural experience" than the course material per se. All classes, minus the language courses, are taught in English. Students are exposed to basic French and Swedish skills. The cultural exposure outweighs the linguistic one. Outside of the Atlantis group's culture, students must come to a basic understanding of Erasmus students (at least during the Lyon semester).

Language impact can be long term, not in the immediate. Many students become interested in the language after the experience and become deeply invested in learning additional languages. Surveying alumni for longitudinal impact will help guide project language and culture curriculum development in the future.

Project evaluation and conclusion

As reported by the external evaluator in her report to the Department of Education, the program was highly successful and met all its program objectives:

Several major project accomplishments can be pointed to at the end of the project.

- *Due to increased recruitment of US students the exchange balance at the end of the project resulted in 11 more US students participating in the program than Europeans. (see Dr. Druckenmiller's project report for more detail). Continued recruitment efforts at both US institutions are expanding and deepening. This signals the sustainability of the program.*
- *The Graduation and retention rate of students in the program exceeded 95% a major accomplishment of the program.*
- *A new Memorandum of Understanding was completed in the summer of 2011 and represents the continuation and sustainability of the program beyond the grant period. The program has been modified to include Masters level degrees in a unique 3+1 transatlantic degree program (See attached MOU in Dr. Druckenmiller's report.) Four EU students are currently enrolled in the MBA program at Western Illinois University and Six EU students are currently enrolled in the Masters in Information Systems program at DePaul University.*

- *The project directors continue to work intensively and successfully on curriculum revision areas of the program, notably orienting the coursework to the overarching theme of the project: a flat world. Weekly skype meetings to coordinate the project are ongoing.*

All main activities and deliverables were met by the project at the end of the project period (August 2011.) The total number of US students recruited for program were more than planned from WIU (21 instead of 18) and Depaul University (26 instead of 18). In the first year of the program after the end of grant funding (representing the sustainability of the program) 12 US students started studies at Lyon in the Fall of 2011 unsupported by program funds.

—Andrea Kavanaugh, Ph.D, Virginia Tech, kavan@vt.edu, November 28, 2011

This program has resulted in the creation of a sustainable international alliance at all levels of the university, college and college departments and encompasses administrators, staff, faculty and students. And it is now an ongoing sustainable program of each participating university without the support of governmental grant funding.

2.2 Teachers' voices from the class room: coaching Teachers for sustainable change in a High-Need School in Kathmandu

By: Loren Weybright and Gita Sitaula

Introduction

This case study describes five months of intensive coaching in one of the four schools that are participating in our Whole-School Change project, initiated by The Education Development and Research Centre (EDRC) in the Lalitpur District, Patan, Nepal. EDRC was created by the lead presenter and other associates to support teachers and principals with the professional development that will improve the quality of teaching and learning in pre-primary and primary schools in the District. EDRC collaborates with the Nepal Educational Support Trust (NEST-USA) and Tara Education, Inc. The framework for our coalition of schools is based on the Coalition of Essential Schools (CES) in the US. This report draws upon the lead presenter's master's thesis (Author, In preparation).

The objectives of this action research are to identify:

1. What are the child-friendly practices that can be implemented in a five-month period?
2. Which coaching methods best facilitate the implementation of these practices?

Method Action Research

According to a major review of the literature on *How People Learn* (Bransford, et.al.2000) when teachers are engaged in action research, it encourages them to support each other's growth, and it

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acknowledges their ability to add to knowledge about teaching.

The Project School and Participating Teachers

The Project School is a Government school of approximately 700 students, located in the Lalitpur District of Patan, adjacent to Kathmandu, Nepal. The school serves a community of working class residents who represent most major ethnic and religious groups of Nepal: Primarily Hindu, but with sizable numbers of Buddhists, Muslims and Christians. The school serves children in the pre-primary through grade or class 12 in two shifts. The secondary students attend the morning period, and the pre-primary and primary students attend from 11:30 – 4:30 pm.

We asked the school to join our coalition because the administration and teachers were eager to make changes in their practices and to eventually become a model school. We worked with the 12 pre-primary and primary teachers in the school, all of whom were women. They all had completed schooling at either the “Plus Two” (grade 11-12) level, or a ten-month teacher- training program approved by the government. All teachers reported that they had taken at least two workshops in the previous two years.

Coaching Methods

The lead presenter accomplished most of the coaching. She collaborated with two volunteers, visiting professors, who participated in portions of those five months of training. There were also two other Nepali coaches who did some of the coaching. The coaching methods used in all four coalition schools including the following practices:

- Classroom observations by coaches and peers
- Side-by-side coaching: Modeling, co-teaching, and pre/post conferences

Application of strategies modeled in workshops:

- Planning lessons in small groups: At the end of each workshop the teachers met in small groups, planning lessons for the next day that incorporated skills practiced during the workshop
- Informal discussions over lunch, usually with the lead presenter, which turned into inquiry groups, with teachers sharing stories, strategies used, and raising and answering questions

Assessment Procedures

Our data collection included the following three measures:

Pre-Post Observation Ratings: We conducted observations of our 12 teachers before and after our five-month training period, November 2011 – March 2012, using the Child-Friendly Observation Instrument, which was based on a model of teaching and learning by Joyce and Weil (2000). Two observers at the beginning and end of the training conducted the observations. The observers then discussed their ratings with each other and resolved any differences, to establish inter-rater reliability. The instrument included 23 positive indicators and 20 indicators that we attempted to change. These

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items were distributed across three areas of professional development: Teacher Behavior, Student Behavior and Environment for Learning.

Teacher Focus Groups: We asked all teachers at the end of the training to meet in a group on two occasions. Both sessions were videotaped and later transcribed for analysis. Teachers were asked to tell us what they learned and applied from participating in the project. They were also asked to give us feedback on which coaching strategies worked best for them.

Individual Follow-up Discussions with Teachers

Following each of the several focus group sessions, we held discussions with the teachers to elicit individual descriptions of the changes they had made. For the analysis of results, these individual discussions were included in the data from the focus groups.

Results Pre-Post Session Observation Ratings

There were nine of the twelve teachers who made gains in the number of positive classroom behaviors observed. Ten teachers showed some slight decrease in the number of indicators that we are trying to change. Noticeable changes were observed in all categories with at least half of the teachers. When items were analyzed according to the three areas covered by the instrument, the largest changes were observed in Teacher Behavior, where several desirable teaching behaviors were observed among almost all teachers. There was also an increase of the frequency of desirable behaviors observed in the area of Environment for Learning in five of the twelve classrooms.

Teacher Focus Groups

There were several themes that emerged from the focus groups and individual follow-up discussions:

Emphasis on Vocabulary Development: Since this school is preparing to become an English language medium school, a major thrust of the intervention was to teach effective ways to improve the students' vocabulary. All teachers responded, during these discussions, that they changed the ways that they teach vocabulary. They now use active, engaging and child-friendly strategies such as games, pictures and role-plays and report that they use a variety of these strategies within the lesson itself

Teaching Vocabulary Prior to the Reading: We quote one of the several teachers who observed children learning the text more rapidly by first teaching several key words. She aptly describes her "before" and "after" use of vocabulary: "I used to teach the lesson first and then at the end of the lesson I asked children to pick out the difficult words from the text." "[Now] I feel that teaching vocabulary before teaching the text was more useful for several reasons. First, it helped me to connect the context and content of the texts with the life of the child. Second, it helped children to be prepared to read and comprehend the text on their own. And third, children could review the words by listening to the text being read during the lesson."

Role-Play. Some teachers used role-play to encourage students to use their language and to become physically engaged in learning across several subject areas. One teacher, after a brief conversation with a coach, took her third-grade class into a meadow near the school to dramatize the methods for safely crossing the busy six-lane highway near the school. She reflected on her application of role-play, four months later: “To start the lesson, I gave them the tasks. I asked them to pretend to be vehicles by keeping three quarters of the students on one side as a big vehicle, blowing the horn and making noises as if they were passing by the two directions on the road. I prepared placards with traffic rules “Stop”, “This Way,” etc. I also used the same role- play with preschoolers, and they enjoyed it more. Later they could still tell us about the traffic rules.”

There were additional themes generated from the focus groups: the usefulness of Group work, teaching vocabulary across the disciplines, and the environment for learning.

Summary

As we reflect on the contributions of the teachers’ own voices, we were pleased to observe that they are now focusing on children’s learning. In the beginning, according to one lead teacher, teaching was just a job. “Now I see children learning by doing. It gives me happiness.”

The teachers, in their own words, answered the project’s first question: Which practices can be implemented in a five-month period? The teachers’ responses supported the observational data: They have begun to use active teaching strategies that apply a variety of techniques and materials within a lesson. They reported that they were now enjoying teaching and working with the students in ways that they did not before the project began. The specific strategies given the strongest emphasis in workshops--individual feedback to students, and small group work, were the areas cited for the greatest improvement. The aggregated observational data also indicated that the greatest improvement across the twelve classrooms was in development and implementation of active, engaging strategies for teaching. A large improvement was observed in making the classroom a safer place to be, and a more orderly structure which supported student learning.

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2.3 BULLYING OR PEER VICTIMIZATION AND GENDER DIFFERENCES AMONG NEPALESE SCHOOL ADOLESCENTS

By: Dasarath Neupane (PhD Scholar)

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ABSTRACT

Education is the main objective of socialization. The school environment should be safe to promote student education. However, one of the prominent realities that contaminates the school environment and endangers the educational process is violence. Bullying or peer victimization is one of the hidden elements of violence in our schools. Bullying is repeated oppression, physical or mental, of a less powerful person by a more powerful person or group of persons. It occurs where there is an imbalance in power among people. The study was correlational in design employing a pen-and-paper self-report survey. Within the survey, two separate instruments measured the criterion variables of bullying and victimization. Participants were drawn from eight public schools of Kathmandu, Nepal. These schools were chosen randomly. The respondents were between 14 years to 17 years. The total number of students was 524; 238 were boys and 286 girls. The research shows that boys report significantly higher mean scores of physical bullying, physical victimization, verbal bullying and verbal victimization than girls. On the other hand, girls report significantly higher mean scores of indirect bullying and indirect victimization than boys.

KEY WORDS: *bullying, victimization, gender, physical and verbal bullying, physical and verbal victimization, indirect bullying and victimization*

Introduction

Socialization is the main objective of education. Children's socialization depends upon the school environment and it is uncertain that schools offer a safe environment in which learning and growth can take place. One of the prominent realities that contaminates the school environment and endangers the educational process is violence. Therefore, matters of significant public concern about schools are crime and violence. Even though the perception of risk in schools is often greater than the reality, many schools have faced serious problems. Thus, it is important to understand these problems so that we can develop effective strategies to prevent school violence and increase school safety.

Bullying or peer victimization is one of the hidden elements of violence in our schools. Bullying is repeated oppression, physical or mental, of a less powerful person by a more powerful person or group of persons. It occurs where there is an imbalance in power between people, and it is a tenacious unwelcome behavior. It is a kind of behavior characterized by intentionality and hurtfulness. Negative actions can be physical contact (such as hitting or kicking), words (e.g., calling names and teasing), or offensive gestures. The spreading of rumors and the intentional exclusion of a student are also negative activities that can be enlisted as bullying. After all, if it is intentional then it is bullying. If the behavior is intended to cause distress, a mere look or gesture or a refusal to reply becomes bullying. If the intention is

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to please rather than to cause distress to the other person, parodying a person's speech or behavior is not bullying. Similarly, verbally or physically attacking another is not bullying if the intention is to defend property or territory rather than to cause distress.

There is no universally agreed-upon definition of bullying; however, Dan Olweus, who is considered the pioneer in bullying research (Dake, Price, & Telljohann, 2003) has defined bullying, or peer victimization, in a way that has been generally well-received and widely used. According to Olweus, bullying occurs when a student is exposed, repeatedly over time, to negative actions on the part of one or more other students (1994). A negative action is when someone either attempts to, or intentionally inflicts, discomfort or injury on another student. In order for behavior to be described as bullying, there must be an imbalance in power – an asymmetrical power relationship – so that the students exposed to the negative action have difficulty defending themselves and are somewhat helpless against the harassment. Hence, bullying cannot be applied to a conflict between students of equal physical, mental, or emotional strength (Dake, Price, & Telljohann, 2003). Similarly, "Bullying is a form of peer abuse that includes acts of aggression in which one or more students physically and/or psychologically harass a weaker victim" (Hoover, 1992, p. 14). Only the imbalance of power is the cause of bullying. It has both physical and psychological effects upon victims.

Bullying or peer victimization among youth has received increased attention in recent years by researchers and educators internationally. Researchers have found that these phenomena are widespread among school-age children across several countries. However, we are unaware of any published studies on either bullying or victimization of school-age children that have been conducted in Nepal. Thus, the purpose of the current study is to examine bullying and victimization in terms of gender among school-age children in Kathmandu, Nepal.

Correlates of Bullying and Victimization

Gender predicts bullying and victimization. "Boys in Europe and the United States report more bullying as perpetrators and as victims than do girls" (Almeida, 1999, p. 185). "Generally, boys engage in physical and direct bullying, such as pushing, shoving, or kicking, whereas girls engage in verbal and indirect bullying, such as intentional exclusion from the group, spreading rumors, teasing, or name calling" (Almeida, 1999). According to Lane, "[b]ullying for boys is more likely to be part of power-based social relationships and for girls affiliation activities are more frequently the source of bullying activities" (1989, p. 213). Such differences seem to originate in early gender socialization. The literature on physical play activity suggests that boys engage much more often in rough-and-tumble play than girls do in virtually all cultures studied (Pellegrini & Smith, 1998). Pellegrini and Smith suggest that rough-and-tumble play provides the means in which boys assess the strength of others for dominance purposes.

Similarly, research in Australia conducted by Rigby and Slee in 1991 finds that out of 685 school children (6-16 years old), 16.8% of boys and 11.4% of girls reported being bullied very often. These findings make it apparent that bullying is widespread in schools. In Nepal, there is currently no reliable data on the prevalence of bullying among school students. This study is therefore a pioneering attempt to

investigate the prevalence of the problem for the purpose of sensitizing Nepalese researchers to the need for **more research in this area**.

The Current Study

Although we are unaware of any published studies on either bullying or victimization of school-age children that have been conducted in Nepal, a researcher Niti Rana from Kathmandu University has raised this issue in her dissertation. It seems that research on bullying and victimization among school age children is needed. The current study is part of a large investigation concerning bullying and victimization among school-age children in Nepal. Based on the existing literature and Focus Group Discussion I proposed the following hypotheses:

1. Boys would report significantly higher mean scores of physical bullying and physical victimization than girls.
2. Boys would report significantly higher mean scores of verbal bullying and verbal victimization than girls.
3. Girls would report significantly higher mean scores of indirect bullying and indirect victimization than boys.

Methodology

Design and Participants

The study was correlational in design employing a pen-and-paper self-report survey. Within the survey, two separate instruments measured the criterion variables of bullying and victimization. Participants were drawn from eight public schools from Kathmandu, Nepal. These schools were chosen in random selection. The respondents were between 14 years to 17 years of age. The total number of students was 524; 238 were boys and 286 girls.

Discussion

Given the number and variety of predicted relationships amongst variables, each hypothesis or group of related hypotheses (e.g., gender differences) will be addressed in this section. Findings arising from preliminary data analyses will be discussed following the sections addressing hypothesis testing. Hypotheses will be considered in numerical order beginning with Hypotheses 1 through 3, which made predictions relating to gender differences.

Gender Differences

The instrument chosen to measure bullying in the present study was based upon the Direct and Indirect Aggression Scales (DIAS), which comprises the three subscales of physical, verbal, and indirect aggression. Therefore, first part of Hypothesis 1 predicted that boys would report significantly higher mean scores of direct bullying than girls, and results showed clear support for this hypothesis. These results correspond with those of Owens and MacMullin who used a peer-estimation method based on DIAS (Bjorkqvist, Lagerspetz, & Osterman, 1992) with a similar sample and found that boys used

significantly more physical and verbal aggression (i.e., direct aggression in the present study) than girls. The following table no. 1.1 shows the data of mean scores of direct (physical) bullying with respect to gender.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Boys	238	12.5084	3.72894	.24171	12.0322	12.9846
Girls	286	10.3916	2.75817	.16309	10.0706	10.7126
Total	524	11.3531	3.39995	.14853	11.0613	11.6448

Table 1.1 Mean scores of direct (physical) bullying with respect to gender

Table no. 1.1 shows that out of 524 respondents, 238 were boys and 286 girls. The boys' mean score of physical bullying is 12.5084, whereas the girls' is 10.3916. From this result it proves that in the case of physical bullying boys are ahead. Obviously, it supports the first part of hypothesis no. 1 (Boys would report higher mean scores of physical bullying than girls). Because of social structure and schooling girls are weaker than boys. Physically they cannot come forward. In each and every case they are backbenchers. But how is bullying in the case of physical victimization? The next test analyzes this question.

The results of the present study also support the related prediction of the second part of Hypothesis 1, which states that boys would report significantly higher mean direct victimization scores than would girls. The following table no. 1.2 shows the data of mean scores of direct (physical) victimization with respect to gender.

	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
					Bound	
Boys	238	13.5798	4.35550	.28233	13.0236	14.1360
Girls	286	12.3077	3.56834	.21100	11.8924	12.7230
Total	524	12.8855	3.99214	.17440	12.5429	13.2281

Table 1.2 Mean scores of direct (physical) victimization with respect to gender

Table no. 1.2 shows that boys' mean score of physical victimization is 13.5798, whereas that of girls' is 12.3077. Obviously, it supports the second part of hypothesis no. 1: Boys would report higher mean scores of physical victimization than girls. Using a self-report instrument based on the DIAS with a sample of public school students from Kathmandu also shows the same results as international self-report instruments: Owens et al. also found that boys reported significantly more physical and verbal (i.e., direct) victimization than girls. That the present study found that boys reported higher levels of direct aggression and direct victimization than girls is not surprising, as this result corresponds with the findings of meta-analyses of studies exploring gender differences in aggression. Reviews by both J. Archer, who analyzed aggression studies arising from real world settings, and Bettencourt and Miller, who analyzed experimental studies, concluded that males were more physically and verbally aggressive than females.

In terms of verbal bullying, predictions arising from the literature review are supported, with results showing that boys report significantly higher mean verbal bullying scores (first part of Hypothesis 2) and verbal victimization scores than girls (second part of Hypothesis 2). The following table no. 1.3 shows the data of mean scores of verbal bullying with respect to gender.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Boys	238	9.2521	2.73813	.17749	8.9024	9.6018
Girls	286	8.5490	2.53593	.14995	8.2538	8.8441
Total	524	8.8683	2.65041	.11578	8.6409	9.0958

Table 1.3 Mean scores of verbal bullying with respect to gender

Table no. 1.3 shows that the boys' mean score of verbal bullying is 9.2521, whereas the girls' is 8.5490. Obviously, it supports the first part of hypothesis no. 2 (Boys would report higher mean scores of verbal bullying than girls). Similarly, the following figure 1.1 supports the second part of hypothesis no. 2 (Boys would report higher mean scores of verbal victimization than girls).

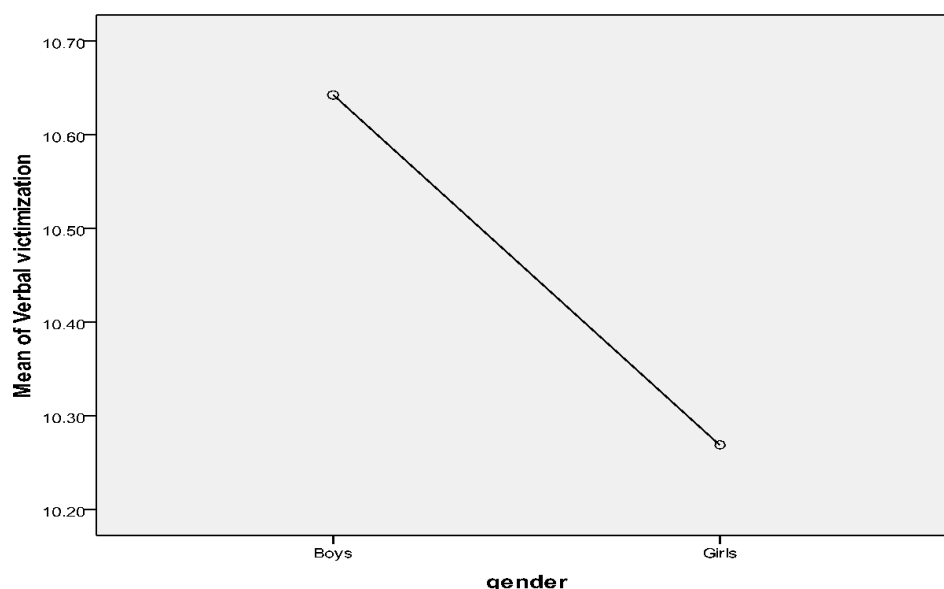


Figure 1.1 Mean scores of verbal victimization with response to gender

In explaining sex differences in social behaviour, A. H. Eagly proposed a *social role theory* in 1987, whereby people behave in a manner that is consistent with their gender roles. These roles have arisen from social divisions relating to domestic and work-related roles, such that females primarily carry out domestic and child rearing duties and are more likely to fill positions in the workplace that are

communal in nature (e.g., nurse, teacher). Through experiencing and enacting gender roles, males and females develop different skills, attitudes, and expectancies resulting in behavior patterns that differ according to those gender-roles. Consequently, “there are normative expectations that males are more agentic (instrumental, masculine) and females are more communal (expressive, feminine), with these gender norms passed on through socialization processes to future generations.” (Eagly, 1987, p. 29)

In terms of indirect aggression, predictions arising from the literature review are supported, with results showing that girls report significantly higher mean indirect bullying scores (first part of Hypothesis 3: Girls would report higher incidences of direct) and indirect victimization scores than boys (second part of Hypothesis 3: Girls would report significantly higher mean scores of indirect victimization than boys.). The following table no 3.4 further explores the finding related to the first part of the Hypothesis 3.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Boys	238	20.7059	5.47392	.35482	20.0069	21.4049
Girls	286	21.3986	4.59693	.27182	20.8636	21.9336
Total	524	21.0840	5.02124	.21935	20.6530	21.5149

Table no. 3.4 Mean scores of indirect bullying with respect to gender

Indirect bullying is characterized by threatening the victim into social isolation. This isolation is achieved through a wide variety of techniques, including: spreading gossip, lies, rumors, name-calling, silent treatment, staring, giggling, laughing at or mocking the victim, refusing to socialize with the victim, bullying other people who wish to socialize with the victim, and criticizing the victim's manner of dress, race religion, disability, appearance height, weight etc. This result shows that girls report higher mean score of indirect aggression than boys. On the basis of the research, girls' mean score of indirect aggression is 21.3986, whereas boys' is 20.7059. In the case of indirect bullying, the bully systematically undermines the victim's reputation by spreading rumors and malicious gossip with the intent of ruining the victim's social standing. This type of bullying can be difficult to stop because the identity of the person responsible for the bullying may never be discovered. Girls are more fitted to utilize these more subtle indirect strategies, whereas boys are more likely to engage in direct bullying.

The following figure no 1.2 shows the result of the second part of the Hypothesis 3 (Girls would report significantly higher mean scores of indirect victimization).

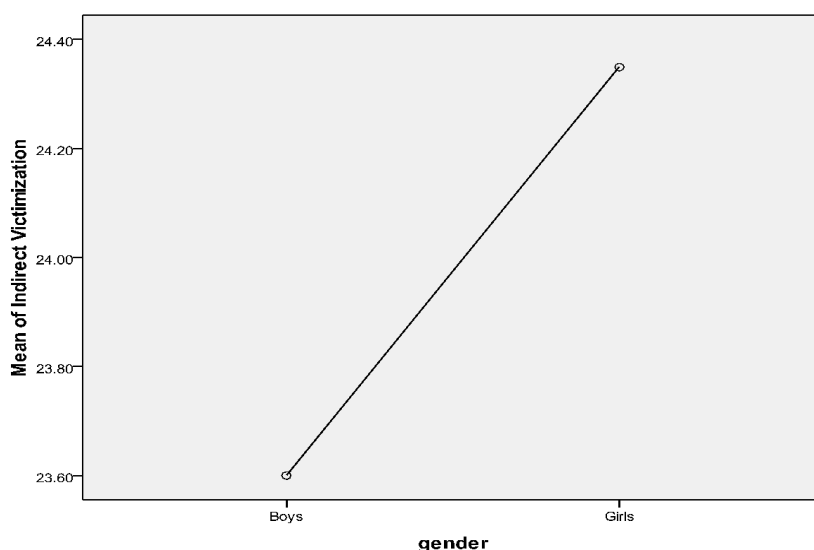


Figure no. 3.4 Mean scores of indirect victimization with respect to gender

These findings converge with the large body of research that has consistently found that adolescent girls typically exhibit more indirect aggressive behavior than boys.

Other studies using peer-nomination and peer-ratings have also found that “girls exhibit more indirect aggressive behavior than boys” (Lagerspetz, Bjorkqvist, Berts, & King, 1988, p. 411). Of note, particularly in terms of the prediction regarding indirect victimization is that a recent study that employed a self-report questionnaire based on the DIAS with a sample similar to the present study also found “girls to experience significantly higher levels of indirect victimization than boys” (Owens, Shute, & Slee, 2005, p. 148).

Furthermore, the findings of the present study correspond with and provide support for A. H. Eagly’s social role theory, which proposes that “gender differences in social behavior occur because males are more agentic (instrumental, masculine) and females are more communal (expressive, feminine) in their behavior” (1987, p. 67). Aggression, as defined and measured in the present study, can be categorized into direct (physical, verbal) and indirect (or relational/social) forms, with direct aggression corresponding with agentic behaviors and indirect with the communal behaviors of social role theory. The findings of the present study that males exhibited more direct agentic bullying behavior and girls more indirect communal bullying behavior converges with the pattern of gender differences in behavior that one would expect according to social role theory. Thus, gender differences in both direct and indirect aggression were as predicted and in accordance with previous research and social role theory.

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2.4 Impact of School infrastructure facilities on learning environments of communities and institutional schools in Nepal

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Introduction

1. General Background

School Infrastructure facilities can be defined as those things that enable the teacher to do his/her work very well and help the learners to learn effectively. The chalkboard for example, facilitates the imparting of information to the learner. School facilities also include school buildings e.g. classrooms, assembly halls, laboratories, workshops, libraries, etc. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

transparent strips. School facilities are all the things that are needed for effective teaching – learning processes to take place. School Infrastructure facilities are divided into instructional, recreational, residential and general-purpose types. They are designed to enhance the process of teaching. The absence of school facilities implies the non-existence of any set up that may be referred to as a school. (Lawanson O. A., 2011).

Learning is the acquisition of skills, knowledge, values, wisdom and understanding. It is necessary for survival and can be a conscious act—like learning to start a fire—or an unconscious act such as breathing. Learning occurs in formal settings like schools and conferences and informal settings such as hobby groups and homes. (Akinsanmi Bukky, October 2012)

There is a general belief that the condition of a school's learning environment, including infrastructure, has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to support effective teaching and learning in an educational institution include classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. The quality index of infrastructures and learning environments has a strong influence on achievement of academic standards of excellence in schools. For instance, Earthman (2002), reporting in California, revealed that comfortable classroom temperatures and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions and participate more fully in discussions, thus reducing discipline problems and increasing student performance. The opposite situation exists in school buildings having substandard infrastructure and facilities.

1.2 Types of School Infrastructure Facilities:

1.3 Lawanson (2011) described four types of school infrastructure facilities:

A. Instructional Facilities: These are facilities that are specifically meant for direct teaching and learning. It includes classrooms, classroom seats, laboratories, libraries, experimental equipment, chalkboards, audio-visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on teaching-learning processes and are therefore considered to be of high priority.

B. Recreational Facilities: These are spaces, lawns, fields, pitches and equipment for sports, games and general recreation. Games and sports, apart from developing specific skills, also develop good socio-psychological and environmental learning through relaxation. The importance and quantity and quality of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution.

C. General Purpose Facilities: These are facilities that can easily be converted to uses other than those for which they usually used. Such facilities in most cases are space facilities. There are basically two types of open space facilities: developed and undeveloped spaces. Examples of developed open spaces are sporting pitches, fields, lawns, school farms, access roads, parking lots, etc. Their uses can easily be modified as occasion demands. Undeveloped open spaces are all land areas within the legal authority of the institution that are yet to be developed for specific uses.

D. Residential Facilities: These include hostels and hostel facilities, refectory and refectory facilities, staff quarters and other associated facilities that provide residential amenities for staff and students (Lawanson o. A., 2011).

1.3 Community and Institutional Schools of Nepal:

According to the Department of Education (DOE) (2008), there are two types of schooling systems in Nepal: 1) schools financially supported by the government and 2) privately owned or institutional schools managed by trusts that do not get any financial support from the government. The regulations of the current Education Act stipulate that the first category of schools is known as ‘community schools,’ and the second category is known as ‘institutional schools.’ The main difference between the two is related to financing. Whereas community schools have been government supported till now, institutional schools have been self-supported. It is important to note that many costs required for running schools have been born by students and parents (Education (DOE), 20 february 2008).

1.4 School Climates and the Learning Environment:

Marshall (2009) explained that school climate affects many areas and people within schools. School climate plays a significant role in providing a healthy and positive atmosphere. The physical structure of school buildings and the interactions between students and teachers are two diverse factors that affect and help to define the broad concept of school climate. (Marshall, february3,2009)/

1.5 Statement of the Problem

According to Tatwa Timsina (2008), in the last few years, the Nepal government, along with the support of donor countries and multilateral funding agencies, has invested huge amounts of money to improve the quality of the school system of the country. Such investment is not always based on the proper assessment of local needs and expectations. Many organizations and donors, including the Ministry of Education, have provided significant amounts of resources for assessing the learning environments of schools in order to access their capacity to provide quality education (Timsina, August 24, 2008).

In most of Nepal's schools, there are de-roofed buildings, no office space, leaking roofs, cracked walls and broken-down vehicles and typewriters, chairs, tables, doors, windows, walls and duplicating

and photocopying machines that have not been repaired or replaced. In some schools students still learn under mango-trees while in others where classrooms are available, many students sit on the floor. Teachers have no or poor quality writing materials, staffrooms, tables, chairs and sometimes ‘one-legged chalk boards.’ It is disheartening to note that in the 21st century our primary and secondary schools are still using chalkboards in the classrooms instead of whiteboards and markers.

1.6 Objective

The main objective of this study is to identify the impact of school infrastructure facilities on learning environments of community and institutional schools in Nepal.

1.7 Methodology

The methodology of the study was two-fold: 1) the collection of secondary information and data from reviews of already published literature and 2) the collection of data from site visits of infrastructure facilities of community and Institutional schools.

2. Result/Finding/Discussion

The government of the Nepal Department of Education Flash Report (2011-12) shows the distribution of secondary level (Grades 9-12) schools by eco-belts functioning throughout the country in the school year 2011-012. The total number of schools is 34,361. Of this total, 726 secondary schools, with 292 higher secondary levels, are in the Mountain belt, 3,524 secondary schools, with 1,482 higher secondary levels, are in the Hilly belt, 1,217 secondary schools, with 418 higher secondary levels, are in the Valley and 2,471 secondary schools, with 1,190 higher secondary levels, are in the Terai belt. The highest number of secondary schools is concentrated in the Hilly belt and the thinly populated Mountain belt has the lowest number of secondary schools. Figures 3.21 and 3.22 show the percentages of distribution of schools and eco-belts. The flash report (2011-12) explains the distribution of schools, excluding religious schools, by types and levels of schools in the school census 2011-12. Out of the total 7,924 secondary levels, 5,525 are community schools and 2,399 are institutional schools. At the higher secondary level, a total of 3,379 schools, 2,495 are community schools and 884 are institutional schools (Department of Education, November,2011).

2.1 Physical Infrastructure and Teaching - Learning Materials

All schools own some land but only some schools show any income from their land. Regarding playgrounds, the seventeen company schools and private trust schools that were visited have limited playground area. Adequate playground area is a very important element of students’ learning environment. A limited number of community schools and public trust schools have more playground facilities; higher secondary schools have the biggest playgrounds (25Ropani). Almost all community schools have their own buildings, whereas few institutional schools have their own buildings. This research investigated availability of materials such as computers and audiovisual (A/V) materials and found that comparatively, institutional schools are in a better position regarding providing teaching and learning materials (Education (DOE), 20 february 2008).

2.2 Comparison of SLC Results in Selected Community and Institutional Schools

SLC has been accepted as a national standard examination and main exit point of school level education since the beginning of modern education in Nepal. Educational achievement of students and effectiveness of educational programs are assessed on the basis of SLC results. The GON has already implemented SSRP making Grade 9-12 secondary education and the provision of NEB. However, it has yet to be legalized and institutionalized and SLC is still high priority. The last eight years' SLC results (Regular) are illustrated in figure 2.16. It shows that the promotion rate in SLC dropped markedly in 2061 then gradually increased in succeeding years. In 2065 B.S. the promotion rate reached its highest point ever. Since then it has again gradually decreased. It was lower than 60% in 2067 B.S. The gap between boys and girls seems to be decreasing which shows improved enrollment and achievement rates of girls in secondary education. It indicates that improvement in quality and access to secondary education is equally important for both boys and girls (Ministry of education, 2011). Community schools selected for this study had 76.5 percent success in SLC examination, whereas it was 96.0 in institutional schools. Analysis of divisions in SLC reveals that 2.0 percent passed with distinction in community schools with 17.1 percent passing in institutional schools. The greatest success was seen in the second division – 53.1 percent in community schools; the majority of students passed in the first division; 66.3 percent in institutional schools. Institutional schools achieved better results in SLC examinations. This indicates that the quality of education in institutional school is better than the community schools (Education (DOE), 20 february 2008).

2. Discussion

The Study recommends that the government should increase its support of community schools in order to improve educational environment and infrastructure. In the 21st century quality education depends not only on teachers but also on adequate logistics and infrastructure. So more attention and resources are needed for building physical infrastructure and support facilities. The study indicates that there is a gap between community and institutional schools' capacities to provide facilities and infrastructure supportive of student achievement. This wide gap cannot be seen as beneficial to the state and stakeholders; it needs to be narrowed. Therefore, the government should commit to policies that improve infrastructure facilities of community and Institutional schools.

3. Suggestion

There are many suggestions considered necessary for provision and management of school infrastructure facilities. The government should make sure that all school facilities such as instructional, recreational, residential and general-purpose facilities, are provided and they should be economical and easy to maintain. School leadership should ensure proper utilization of facilities. There should be guidelines for plant users (teachers, students, and non-teaching staff) to ensure ongoing maintenance of educational facilities.

4. Conclusion:

High quality school Infrastructure facilities are essential for enhancement of the teaching and learning process; these include: libraries, classrooms, chairs, tables, computers, shelves, equipment etc. Excellent school facilities and dedicated teachers are basic ingredients of good educational programmes. School facilities must be sufficiently provided for and well maintained to ensure optimal achievement of educational objectives both in the short and long term. It is well known that the school facilities needed for effective implementation of quality education programmes are inadequate, and in some places, they are totally absent. For example, there are dilapidated buildings, absence of libraries in most schools, shortage or total absence of laboratory equipment, shortage of classrooms, tables, chairs, textbooks, computers and other audio-visual aids.

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2.5 The Role of Private Higher Education Institutions In Boosting the Economy of Nepal

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Abstract:-

Education plays a crucial role in the overall development of a nation. It is not only the key to self-confidence, self-reliance, promotion of self-employment, and the high-level thinking needed for innovation but also an insurance of peace, prosperity and a much-needed boost to the economy of a nation. Truly speaking, the private sector's involvement and investment in education, resources utilization, and effective co-ordination with society and government can create landmarks for the growth and development of countries. In this vein, the main objective of this presentation is to carry out an empirical investigation of the relationship between education provided by private higher education institutions, and economic growth and development of countries. The investigation's methodology is based on the statistical survey data of the Economic Survey of Nepal, fiscal year 2011/12. Secondary

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data: The study focuses on examination of key variables like enrollment, income generation and employment creation generated by the education sectors--both private and government--and concludes with relevant facts. The study will also examine the impact of education in multidimensional aspects. The findings will be the guidelines for connecting education with national economy in order to accelerate the growth and development of a country.

Introduction

This paper investigates the rate at which private educational institutions are emerging in Nepal and how they are contributing to its economic growth. The main objective of the study is to identify and establish a link between private higher educational institutions and economic growth in Nepal. Knowledge is the driving force in the rapidly changing global economy. Without improvements in society and economic activities we will not be able to move into the expected dream of 21st century and the world will not develop peace, prosperity and integrity with respect to national and global demands. A well-developed and equitable system of higher education that promotes quality learning, teaching and research is key to success in the emerging knowledge economy. It is widely acknowledged that education contributes significantly to economic development. The developed world understood this fact much earlier. Individuals with higher education have an edge on their counterparts. They are the ones who always believe that any amount of investment in higher education is justifiable. It is imperative for developing countries too to give due importance to both the quantitative and qualitative expansion of higher education (Ved. 2007:3249)

The economies of developing countries are experiencing unprecedented change. New developments in science and technology, competition, media revolution and internationalization are revolutionizing the education sector. Today in higher education, we are shifting from 'national' to 'global education,' from 'state controlled' to an 'open market economy,' from 'general education' to an 'educational system driven by market forces,' from 'one time education for a few' to 'lifelong education for all,' and from 'teacher-centered' to 'learner-centered' education (Venkatasubramanian, 2002).

Privatization and Higher Education

After the great openness and experimentation with multiparty democracy in 1990 in Nepal, the expansion of education developed in two trends:

- i. Privatization of higher education
- ii. Emergence of the private sector in higher education

In his journal essay, "Higher Education in New Nepal," (published by Higher Secondary School Association—Nepal), professor Dr. Tirtha Raj Khaniya writes: "the emerging trend is that private higher education institutions in Nepal are becoming more indirect than direct. The country plays a more supervisory role than an interventionist role. It appears that private higher education has moved towards becoming independent, self-sufficient, flexible, innovative, visionary, anticipative, participatory, open, cost effective, etc. It has also moved from class to mass though class has still been the main genre for learning (P 77). In the impact of universities on the UK economy growth report (2009:6) by Ursula Kelly, Donald stated that the role of higher education in the economy is attracting growth in all developed countries. In particular, he points out that its potential contribution to economic prosperity through innovation and

knowledge interchanged with society as a whole is regarded as vitally important for economic development and growth in the UK. It is increasingly recognized that the higher education sector forms a core part of economic infrastructures, generating employment (opportunities) and output attracting export earnings and contributing to the Gross Domestic Product (GDP).

The research "The state and Country; Economic Impacts of Higher Education in Mercer Country by the Roper Group in Association with A. Illan and associated (2006:20) opined that private educational institutions are critical contributors to the well being of the country and make a significant positive impact on the economy of the state of New Jersey. Institutions achieve this on two levels: they inject large and measurable streams of money into the local and state economy and they are active long-term partners in the economic development of their communities.

Analysis of the relationship between education and economy compares the following variables of five large universities in Nepal that govern constituent and private campuses/colleges in the education sector:

1. Number of constituent and private campuses/colleges
2. Student enrollment
3. Job opportunities generated
4. Per student expenditure
5. Transforming income which is equal to expenditure

Number of Constituent and Private Campuses/Colleges and Students Enrollment

The number of Constituent and Private/Affiliated Campuses/Colleges and Student Enrollment of large 5 universities of respective Government and Private campuses/colleges in Nepal is given below:

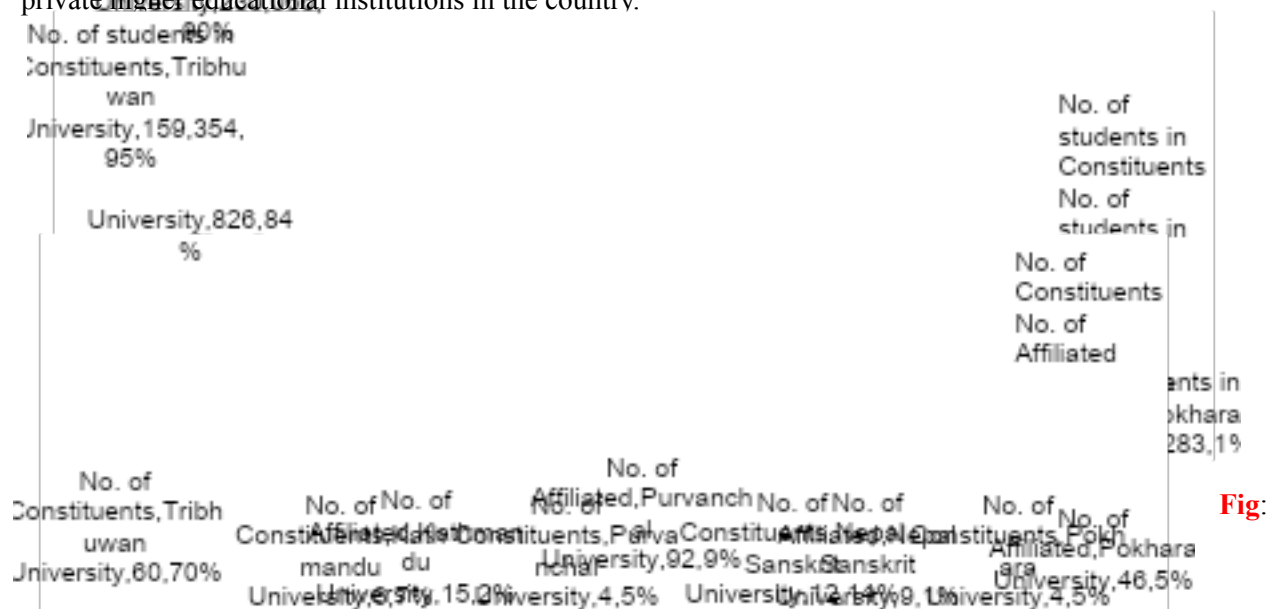
Fiscal Year:2010/011

University	Campuses/Colleges Fiscal Year 2010/11				Total
	Constituent	Affiliated 2010/1	Constituent	Affiliated	
Tribhuwan University	60	826	1,59,394	2,30,066	3,89,460
Kathmandu University	6	15	3627	5,655	9,282
Purwanchal University	4	92	792	17,758	18,490
Nepal Sanskrit University	12	9	3165	294	3,459
Pokhara University	4	46	788	12383	13,171
Total	86	988	1,67,706	2,66,156	4,33,862

Source: Economic Survey; Ministry of Finance, Nepal, 2010/011

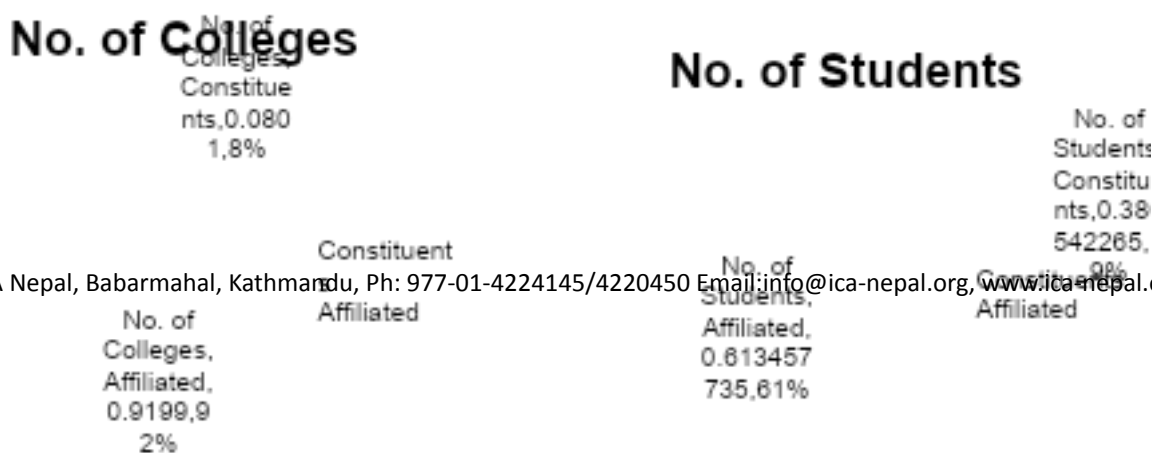
The table shows that 86 government campuses/colleges in Nepal are constituents of 5 large Universities and that out of 1074 campuses/colleges, 988 are affiliated or private collages.

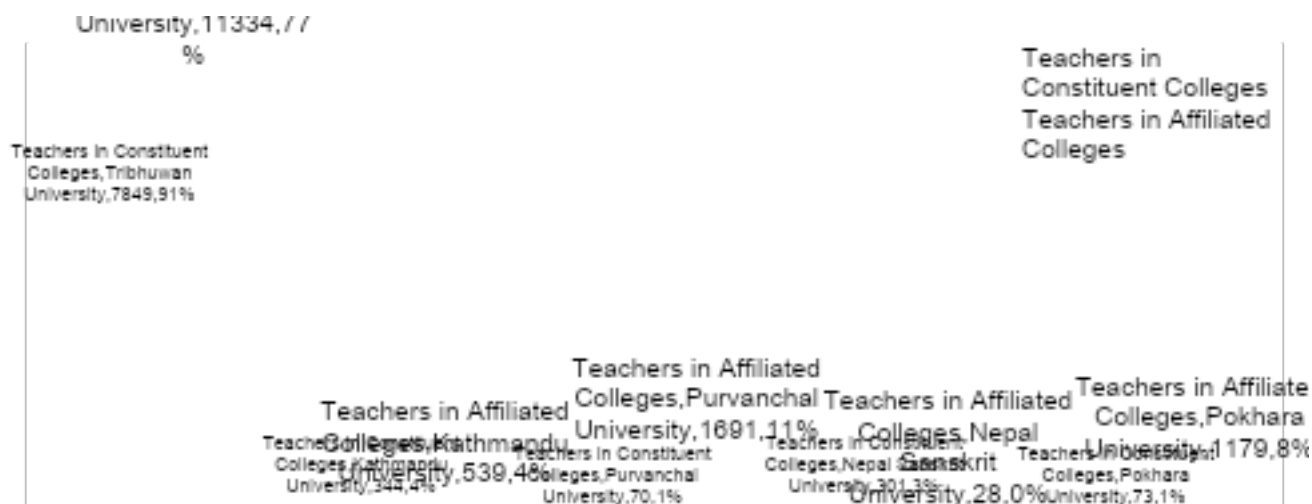
Out of a total of 4,33,862 students in higher studies, the total number of students in constituent campuses/colleges is 1, 67,706 while the total number of students in affiliated private colleges is 2, 66,156. The bar-diagram shows the difference between the numbers of government and private campuses/colleges. It is very clear that the private sector has been making significant contributions to opening and running private higher educational institutions in the country.



Report of number of Constituents and Affiliated campuses/colleges.

Fig: Report of number of Constituents and Affiliated campuses/colleges.





**Fig: Pie-chart contrasting the numbers of
Constituent/Affiliated colleges**

**Fig: Pie-chart contrasting the number of
students in Constituent/Affiliated
colleges**

**Total job opportunities created by the Government and Private sector in the economy
(According to the assumption of the same ratio calculation of constituent campuses)
Fiscal Year 2010/11**

University	Constituent						Private					
	Student	Teacher	Staff	TSR	SSR	Total Job	Student	Teacher	Staff	TSR	SSR	Total
Tribhuvan University	1,59,394	7849	7413	1:20.3	01:21.5	15262	2,30,066	11,334	10,701	1:20.3	01:21.5	22035
Kathmandu University	3627	344	158	1:10.5	1:23.0	502	5655	539	246	1:10.5	1:23	785
Purbanchal University	732	70	32	1:10.5	1:23.0	102	12383	1691	772	1:10.5	1:23	2463
Nepal Sanskrit University	3165	301	137	1:10.5	1:23.0	438	394	28	13	1:10.5	1:23	41
Pokhara University	768	73	33	1:10.5	1:23	106	12383	1179	538	1:10.5	1:23	1717
Total	167686	8637	7773			16410	266156	14771	12270			27041



Fig: Ratio of Number of Teachers in Constituent and Affiliated colleges.

Fig: Ratio of non-teaching Staffs in Constituent and Affiliated colleges.

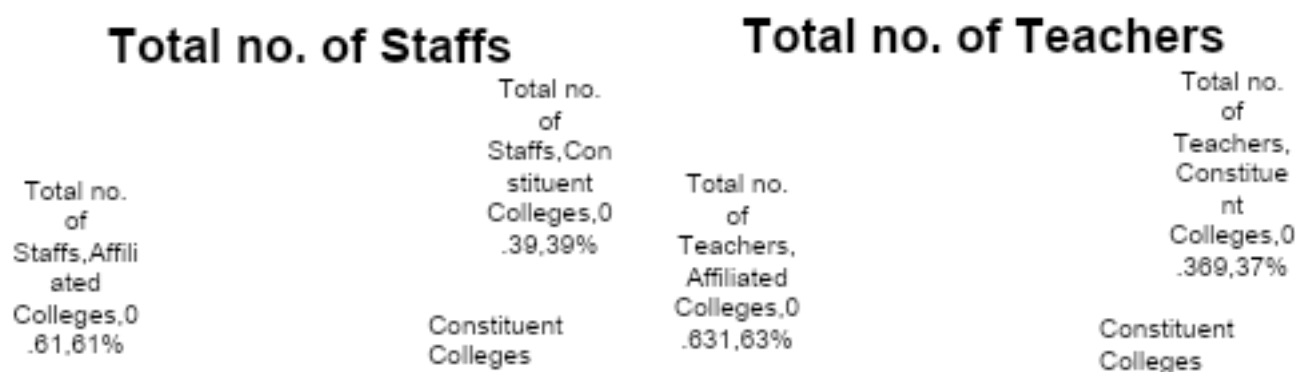


Fig: Ratio of Staffs in Constituent/Affiliated Colleges **Fig: Ratio of Teachers in Constituent/Affiliated Colleges**

Assuming that per student expense of the students of Tribhuwan University is equal to other universities of Nepal, the education sector can generate the following amount of income in the economy of Nepal. The comparative expenditure that is equal to income is given as analysis of Govt. sector and private sector.

Rs. in Billions

Fiscal Year 2010/11						
University	Constituent			Affiliated		
	No. of Student	Average Expenditure	Total	No. of Student	Average Expenditure	Total
Tribhuvan University	1,59,354	2,09,402	33.369	2,30,066	2,09,402	48.176
Kathmandu University	3627	2,09,402	0.759	5655	2,09,402	1.184
Purbanchal University	732	2,09,402	0.153	17758	2,09,402	3.718
Pokhara University	768	2,09,402	0.160	12,383	2,09,402	2.593
Nepal Sanskrit University	3165	2,09,402	0.662	294	2,09,402	0.615
Total	1,67,686	1047010	35.105	2,66,156	1047010	55.733

Total Expenditure

Total
Expenditure
Affiliated
Colleges, 0.6
14.81%

Total
Expenditure
Constituent
Colleges, 0.3
86.39%
Constituent
Colleges
Affiliated
Colleges

(Amounts in Billions)

Fig: Illustration of per student expenditure in Constituent & Affiliated Colleges

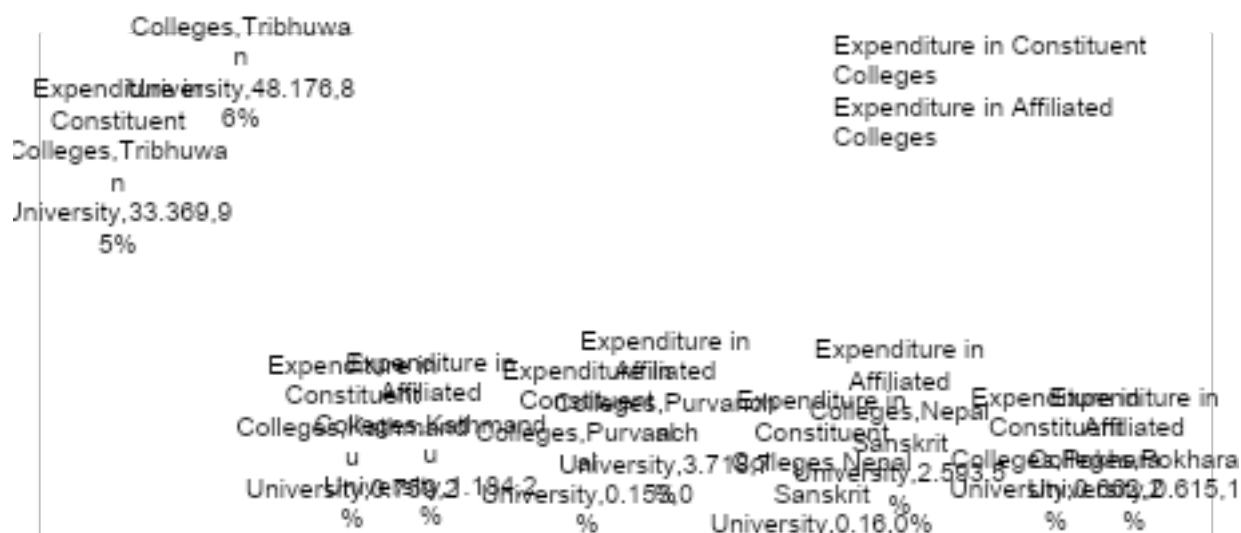


Fig: Comparison of total expenditure in Constituent & Affiliated Colleges

Major finding:

To direct economy:

- i. The total number of constituent college/campuses is 86 whereas the number of affiliated or private colleges is 988; this is about 91 percent of the total of higher-level colleges' in Nepal.
- ii. In 2010/11 the total revenue of higher education was estimated at Rs.89.102 billion. Of this amount the private sector contribution was Rs.55.733; this was 61% above the percentage of the higher education sector income and 9.36% of the real GDP (Basic price Real GDP i.e, Rs.587.3 billions).
- iii. The total employment generated by higher education institutions in Nepal was estimated to be 43,451 jobs out of which 27,041 were generated by the private sector; this is about 62.2% of the total. Employment also increased by 10%, i.e. about 2700 graduates found jobs within a year; this is the highest number of jobs generated proportionately for graduated candidates in the country.
- iv. HEIS decreased the large quantities of out-flow to other countries of the previous seven years. This amount was about 50% (about Rs.28 billion) of the total earnings of the private education sector.

- v. Total government revenue has also increased; this is more than 5% of the total income tax revenue generated in Nepal.
- vi. Nepalese private colleges are helping to increase the income of private businesses and of the self-employed significantly in all the sectors
- vii. The brain drain is decreasing and the brain-gain increasing.

To Non-education industries:

- i. Sales of construction business/industry.
- ii. Increased sales and prices of agro-product.
- iii. Rapid changed/increased communication and transportation business.
- iv. Sales of books/stationery/printing have dramatically increased.
- v. Media sectors have also flourished and advertise the educational programs.

Conclusion:

Private higher education institutions PHEI can boost the economy as a whole through multi-dimensional effects. The overall analysis is made of the contribution of the PHEL as a conventional industry, highlighting major economic indicators including their sources of revenue; they created employment, generated output and saved outflow of countries' income. Overall, the economic activities of agriculture, construction, industry, manufacturing, transportation, communication and tourism flourished. In sum, the knowledge economy is enhanced by education that guarantees self-reliant, sustainable, peaceful and prosperous economies of the 21st century for Nepal and whole world.

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2.6 The Impact of education on empowering Dalit communities (A case of the Nawalparasi district)

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This thesis examines the impact of education on empowering Dalit communities in the district of Nawalparasi. It analyzes the extent to which the hierarchical cast system perpetuates exclusionary educational policies and practices that maintain the backward state of Dalit communities. This analysis is based on data from literature, documents, autobiographical essays and ethnographic fieldwork. The fieldwork was conducted in six areas of the Nawalparasi district; these areas have Hills, Terai and inner Terai. In these areas are the following: primary school children, guardians, school teachers, the S.M.C, and the V.D.C. Secretary of the Rajar Ageuli, Tamsaria, and Ramgaram municipalities.

This thesis is an attempt to listen to the Dalit Voices who are speaking out about educational inclusion and exclusion; these voices are asking, “What are the government and non-government policies and practices needed to empower Dalit communities?” These representatives of the Dalit Agency are dynamically related to the changing political, cultural and socio-economic leadership and are working to uplift the quality of life of their communities. They are helping to increase awareness about school enrollment, health consciousness, social participation and commercial agriculture in the Dalit communities of the Nawalparasi district of the Western Region. This thesis seeks to help Dalit communities to open to the outside world through building trust. It seeks to contribute to the literature concerned with understanding the specific cultural, social and psychological issues of education exclusion in Nawalparasi. This thesis analyzes how schooling in Nawalparasi has been negatively impacted by structural inequality and discrimination. Such exclusionary practices have been made worse by a dual government policy of teaching methods and curriculum. On the positive side, increasing social awareness and support for private schooling is empowering Dalit education; public schooling, higher education and social organizations have also played a significant role in breaking down society’s hierarchical and discriminatory cast system.

Social relationships built among Dalit children and non-Dalit children have the potential to change discriminatory ideologies for both Dalit and non-Dali communities. In 2062-2063 individual and social awareness of the need to take responsibility for changing discriminatory behavior began to break down ancient cast-based Feudalistic forms of government; this began processes of changing reservation quotas and creating more just policies of upliftment. This thesis suggests that empowering Maoists promoted war in 2052-2062 B.S. and that this internal conflict and political upheaval also helped to uplift Dalit communities and supported and helped to empower Madhesi Dalit and Jan Jati (who are examples of Madehesh Andolen) in 2062/ 2063.

In general, our research brings out the argument that cast-based discrimination is directly related to, and is a major root cause of, the backwardness of Dalit education – especially high school education – in the district of Nawalparasi. In some of their educational success stories, Dalit scholars have described, in clear pictures, the discrimination they faced during their academic lives. Government and non-government organizations have begun to support the empowerment of backward aspects of Dalit society – but not enough – so this thesis focuses on the proposal that there should be special educational provisions for the upliftment of Dalit education.

2.7 Reshaping Technical Education and Vocational Training for the 21st Century

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Abstract

The rapid advances in technology impact every aspect our lives, from how we play to how we work. Life in the 21st century is changing at a rate unseen since the inception of the Industrial Revolution. Major forces are driving changes in the world of work: globalization, rapid advances in information and communications technology, changes in financial markets, new business strategies, new management practices and new forms of work organizations. These interrelated and mutually reinforcing forces augur an economy and society in which the production of goods and services relies increasingly on human knowledge and skills. As a result, many paradigm shifts are changing all life styles.

The uncertainty emerging from the constantly changing environment and from technological development has increased ethical and social responsibility. The wisdom, knowledge and skills of continuously learning and creativity dealing with ambiguity, etc, is increasingly becoming more important. It is imperative that the TEVT sector and its policy makers respond rapidly to the changing scenario. To be precise and concise, now graduates from institutions of TEVT have to be world-class and global standards of education have to strive for excellence. This paper outlines and discusses the reshaping needed in TEVT to meet the requirements of the future.

Background

In Nepal significant efforts have been made to increase enrolment in primary-level education by: strengthening free-primary education, providing various incentive schemes for children, holding school enrolment campaigns, revising and making the curriculum more relevant to children, making pedagogical interventions through teachers training teachers, strengthening early child hood education, and raising awareness of educational issues at the community level. As results show, the net enrolment rate rose to 93.7 percent in 2010 from 86.8 percent in 2005. The survival rate to grade 5, completing the full cycle of primary education, was reported to be 80.6 percent in 2010 (NPC 2010) compared to 76 percent in 2005 (NPC/UNCT, 2005). With continuous emphasis on formal and non-formal education programs, the literacy rate of 15-24 year olds rose to 86.5 percent in 2010 (CBS2009) from 79.4 percent in 2005 (MoHP2006.)

Despite these significant improvements in access to education there is noticeable regional, caste and ethnicity-based, as well as gender-based, disparities in access to education. About 5.5 percent of children of primary level school age never enter grade 1 and the drop out rate is higher in grade 1 (8.3%) than in other grades. The rate of school going children who are admitted in grade 1 and stay in school until they reach grade 5 is 80.6 percent. The promotion-rate in the upper grades is better than in grade 1. The over all survival rate to grade 5 is 77.9%, with 77.8 % boys and 79.8% for girls (MoE, 2009). One of the estimates from USIS shows that the survival rate up to grade 5 is 79% and completion rate of the primary education cycle is 55% (USIS, 2008).

Poverty manifests itself in regional, gender, ethnic and caste-related inequalities; inadequate governance and failure to deliver adequate and essential social services and facilities to rural communities and marginalized groups are major development challenges in Nepal. The need for addressing these development challenges is urgent in order to reduce chronic poverty and social exclusion, achieve high economic growth to improve living conditions, and accomplish lasting solutions to conflict.

In the emerging knowledge-based global economy of the twenty first century, learning and skills play an increasingly important role in shaping prospects for economic growth, sharing prosperity and reducing poverty (Sapir, 2005). A country's most important resource is not its raw materials or its geographical location but the skills of its people. Countries that fail to nurture these skills through effective learning face a bleak future, with human capital deficits hindering economic growth, employment creation and social progress. Within countries, unequal access to opportunities to develop skills will be reflected in deepening social and economic disparities. Youth unemployment, one of the most serious and persistent challenges facing governments across the world, is in part a reflection of a misalignment between skills development and the economy. As one recent report puts it, "Achieving world class skills is the key to achieving economic success and social justice in the new global economy." (Leitch Review of skills-2006, P.9)

National economic growth has remained on average at 4 percent for over a decade and the industry sector's GDP growth rate over past 10 years averaged only 0.3 percent (MOF-2011). Although 73.9 percent of the 15 and over population is employed in the agriculture sector (CBS-2009), the contribution of this sector was 37% in 2000/2001 and 34.9% in F/Y 2010-2011 (MOF 2011). In addition, employment opportunities have shrunk because of a decade-long conflict and political instability in the country. However, Nepalese economy is still sustained by remittance of migrant workers. Nepal Rastra Bank Data shows a total of NPR 217903.7 million (US \$2.9Billion) on the accounts of migrant workers' remittance for the year 2009. This is a huge amount in the context of Nepalese economy because it has contributed to the national gross domestic product (GDP) by almost 24%. Therefore, it is apparent that the remittance plays a vital role in the lifeblood of Nepal's economy.

The Nepal Labor Force Survey for 2008 stated that 46.67 percent of the 15 and over population (14.4 million) had never attended school. In addition, 10.75 percent, 13.49 percent and 8.87 percent of the 15 and over population has completed less than primary, lower secondary and secondary education respectively (CBS, 2009). These figures clearly indicate that only 20 percent of the working age population has reached secondary education. The majority of the population of Nepal that is not able to reach secondary education has fewer chances to take vocational training or find gainful employment opportunities. In this regard, most of these people are compelled to migrate to find foreign employment without having technical or vocational skills, although the trend of migration for foreign employment is increasing year by year. For example, 354,716 Nepalese workers migrated to find foreign employment in the fiscal year 2067/68 whereas 294,094 workers migrated in the fiscal year 2066/67.

In this context, a big challenge for the government is to utilize human resources specifically youth aged 15-25, by strengthening their capacities through mainstreaming them into technical education and vocational training. Reshaping overall education by emphasizing technical education and vocational

training accessibility for this group will improve their lives through social inclusion, employment generation and conflict management.

Technical Education and Vocational Training (TEVT)

Over the last few decades, TEVT in our region has grown enormously; however, TEVT has encountered many challenges in recent years. Rapid development of new technologies requires engineers and technologists to continuously face new situations in their working environment. Today the product life cycle has been considerably reduced. It is the job of the technology graduate to coordinate development, design and manufacture of these products in the most efficient way possible, thus ensuring quality within a shorter time frame. In order to meet these emerging needs, technical education needs to continuously modify and improve the quality of its instruction.

The International Labor Organization (ILO) has identified a new ‘paradigm’ for TVET that has particular characteristics. Increasingly, TVET is demand driven, emphasizes employability, competency standards, lifelong and learner-focused learning, integrated education and training, multi-skilling, flexibility, (in terms of entry and exit points) and often involves participatory governance (ILO-2002). This has had the effect of diversifying the roles and work of many TVET practitioners, with their work being described variously as learning facilitator, workplace or industry trainer, workplace assessor, facilitator or consultant, and learning environment manager (Chappel and Johnston, 2003). Such diversified roles have required a new focus by practitioners of reflecting on their own professional practices and acquiring skills beyond core teaching and learning competencies.

However, given increasing economic globalization and restructuring in world political and economic systems, and the requirements for knowledge and information within educational systems, educational needs (in terms of structure, function, curriculum and approach) at all levels, especially at the tertiary level, have changed. These educational requirements for the workforce of the future are extremely important. In this regard, this quote from Charles Darwin is very relevant. **“It is not the strongest of the species who survive, not the most intelligent, but the ones most responsive to change.”**

Today, the world is witnessing the effects of economic slowdown. It has affected every sphere of life and activity. We often hear people saying that, markets have slumped, more and more people are jobless after at least 24 months of recession, early entrants are not getting jobs, companies are closing, sales are not picking up, cash has evaporated from the market, profitability is severely hit etc.

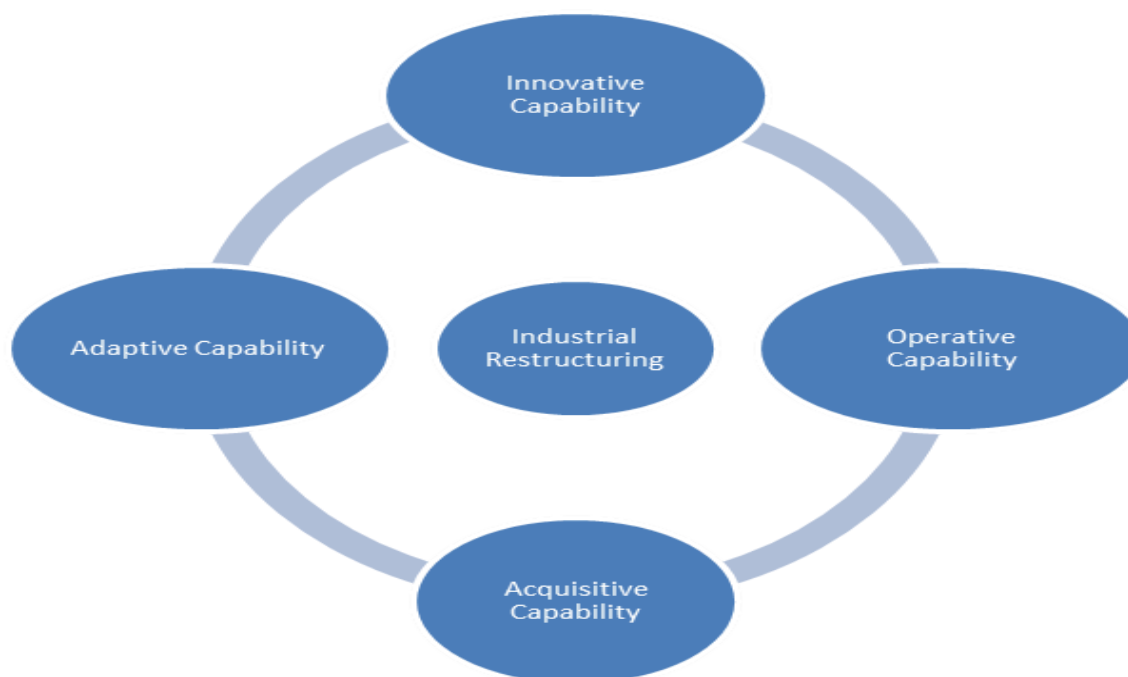
In this context, it is important for all of us to understand that this recession is not going to last forever. Therefore, we have to create an enabling environment in the TEVT system so that we are able to address the concerns of society, parents and stakeholders of the TEVT system as a whole.

The 21st century presents a radically different economy and society with profound implications for TEVT. Due to innovations in technology, a new set of skills will have to be focused on developing the workforce. The fact is that these 21st century skills are critical; the TEVT system in Asia and the Pacific region needs to adapt to key features: Globalization, ICT Revolution, Sustainable Development, Emergence of the Knowledge Worker and Rapid Knowledge Obsolescence. Briefly, Twenty-first century skills combining

technology literacy, critical thinking, creativity and mastery of core subject matter are the life blood of a productive workforce in today's global, knowledge-based economy.

Requirements of workforce in 21st century

- ❖ Capacity for life-long learning
- ❖ Adaptability and practical skills
- ❖ Awareness of global issues
- ❖ Communication and ability to work collaboratively etc.



Since the aim of technical education is to prepare the workforce as per market demand so that it can secure employment to earn and improve living, the need for reshaping education is essential in 21st century. Educational shaping in the context of TEVT is broadly categorized in the following sub-sectors:

Curriculum

- ❖ Curriculum needs to be designed as per the requirements of employers and the requirements of the industrial development of the future
- ❖ Multi and cross-discipline instruction
- ❖ The ultimate goal of curriculum must be students as their own product, rather than a product of an institute, who continually expand their interests, improve their abilities, and develop their character, getting better and better every day – and helping others to do the same.

Teaching-Learning Process

- ❖ The focus of the teaching-learning process should be on shifting to the learning-based paradigm and integrating for delivery as well as assessment.
- ❖ Learning should be like a spiral with offshoots, with energy directed toward continuous development.
- ❖ Product-oriented goals are important, but the process of getting to the goal is at least as significant; assessments are used for diagnostic and prescriptive purposes.
- ❖ Learning as the foundation for life-wide, life-deep and lifelong learning.
- ❖ External and internal truths are discovered through teachers and students questioning together interactively
- ❖ Teachers should be viewed as teammates and partners in removing obstacles to students' progress
- ❖ Instruction is set up to generate better and better questions, followed by student inquiry into some of the areas of those questions; student performances demonstrate improved understanding of the nature of the questions and some of the ways they might be investigated.

Management and Administration

- ❖ Lead by helping and by providing vision and support, making it possible for teachers and students to take pride in their work together and to have joy in the processes and products of continuous improvement.
- ❖ Situation-based management of resources, curriculums, teaching methods, length of class periods etc.
- ❖ Administrators are viewed as teammates and partners in removing the obstacles to student and teacher success.
- ❖ The learning institution is a true community of learners in which administrators, teachers and students learn how to get better and better at the work they do together, so that every one succeeds optimally.
- ❖ Teachers work together to build success with each other and with students
- ❖ The integrity and health of the system, its processes and its people must be maintained, or the system will be sub optimized and will eventually fail
- ❖ Work should be challenging, invigorating, and meaningful. People should take pride and joy in the products and processes of their work.

Assessment

- ❖ Testing, when appropriate, to help modify (improve) the teaching-learning process. Other modes include process portfolios, exhibitions, performances, competency certification, etc.

Teachers and other stakeholders

- ❖ Teachers are experts in their field. But more importantly, they are the most enthusiastic and dedicated learners in the classroom. Students learn from teachers, other students, society and other sources, incorporating what they learn into their lives, applying their insights as appropriate to real-life challenges.

- ❖ Parents are partners, suppliers, and customers. They are an integral part of student's progress from the beginning to the end of the schooling process.
- ❖ Industry houses are invited to become partners in students' continuous progress, but not for direct profitable gain.
- ❖ All stakeholders are brought into the institutions' development activities and are welcomed and encouraged to contribute time and talents for the betterment of their institute and the students.

Employment

- ❖ Through campus placement and /or through apprenticeships.

The Emerging Role of Technical Education and Vocational Training in the 21st Century

- ❖ Mobilize resources to face future challenges
- ❖ Concentrate on labor market demands
- ❖ Create conducive environments for partnership among all stakeholders
- ❖ Focus on meeting the expectations of the labor force
- ❖ Focus on training and retraining all trainees
- ❖ Design flexible programs to serve job requirements
- ❖ Focus on the impact of environmental changes on the workforce and on training in particular
- ❖ Join all efforts to maintain training in order to meet challenges and competition
- ❖ Enhance involvement of all stakeholders in training and workforce development.

TEVT can play an instrumental role in developing a new generation of individuals who will face the challenge of achieving sustainable socio-economic development. A number of new subjects (Issues) therefore need to be incorporated into TEVT teaching and learning. These new subjects will be emphasized for the sake of the future of all of us as we struggle to learn throughout life. "A well trained technical workforce is essential for any country's efforts to achieve sustainable development." (The Seoul conference, ILO Declaration)

Conclusion

Knowledge-based economy demands global standards of quality and ethical values. In order to meet these standards, technical education institutions need to continuously modify and improve the quality of their education – modifications and improvements based on the new paradigm shift of the 21st century that will fit technological pass-outs to the times.

Policy initiatives and strategy developments are diverse and manifold to transform and reposition TVET systems for sustainability and competitiveness. Owing to uneven development of the TEVT systems in the region, there cannot be a single solution fit for all. Any TEVT policy must take in to account diversity within the region and address it according to the specific challenges faced by the respective clusters.

In sum, there is high need of reshaping the TEVT system which must be different in 21st century; we will do this by reviewing the curriculum and redesigning the role of teachers, parents, students and stakeholders.

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Theme 3: Building a Viable Future Planet Earth

3.1 Sustainability Elements for Rural Infrastructure Development in Nepal

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Abstract

Environmental Degradation is the dangerous phenomenon by which every element of the earth is most affected. Health hazards are the main thing invited by Environmental Degradation. The main cause of this situation is misuse of natural resources by modern technology. Awareness is the main tool for addressing this situation. This study is emphasizing the enhancement of sustainability elements in the development of rural infrastructure. The forecasting of sustainability approaches in Nepal is the target and change in behavior will be the most important achievement of this study. Environment-friendly infrastructure, labor-based technology, use of local materials and local labor are the main agendas for sustainability approaches. Sustainability approaches only can manifest the Vision of a Green World and make the World better place to live.

Key Words: Sustainability, Sustainable Development, Rural Infrastructure, Sustainability Elements, Social, Economic and Environmental Aspects.

Introduction

Nepal is a mountainous country. Many development activities are in operation for physical improvement. People want to see infrastructures like roads, buildings, bridges and hydro-electricity projects, etc. in their provinces. The natural environment must not be destroyed because of physical improvements for human ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

kind; at the same time, local people should be benefited in terms of employment, skill development, livelihood and reduction of poverty. Uses of local materials and local human resources are the main attractions of labor-based technology. In the sector of rural roads in Nepal this type of technology has been introduced and it is one of the successful technologies in which local people are trained, local materials used, ownership realized and living standards of people improved.

The development of infrastructure is one of the main drivers of growth in an economy (UN-ESCAP, 2007). Its development, which is involved in large-scale and long-term construction, has a direct impact on a nation's well-being by providing infrastructures essential for daily living such as roads and bridges, rails, water, electrical supply and telecommunications. Indeed, the infrastructure industry is often considered the backbone of a country's economy. Therefore, its continued development is critical to sustaining the economy and increasing population and enhancing the general prosperity of a nation.

Sustainable infrastructure is new building and refurbishment that promotes environmental, social and economic gains now and for the future (Shelbourne, 2006). This, within the broader concept of Sustainable Development, is about creating a better quality of life for everyone, now and for generations to come. It means recognizing that our economy, environment and social well-being are interdependent.

The maintenance of structures is the challenge of infrastructure development. Structural designs should be compatible with local construction materials and environment. It is essential to involve and train local people in the construction stage so that local maintenance of the structures will be possible and so that the structures will last.

Objectives

The main objective of the study is to find out what the sustainability elements for infrastructure development are in Nepal. Other specific objectives are to:

- Study sustainability elements from global perspectives.
- Compare sustainable elements in Nepali literature.
- Find out what the most suitable sustainability elements are for rural infrastructure in Nepal.

Methodologies

Secondary data is the main source for finding out about sustainability elements in this study. Different national and international literatures have been studied and analyzed from Nepal's perspectives. A literature review is an account of what has been published on a topic by accredited scholars and researchers and it has the capability of applying principles of analysis for identifying unbiased and valid studies (Taylor, 2010). Technological, environmental and social factors are the main focuses of the study.

Sustainability and Sustainable Development

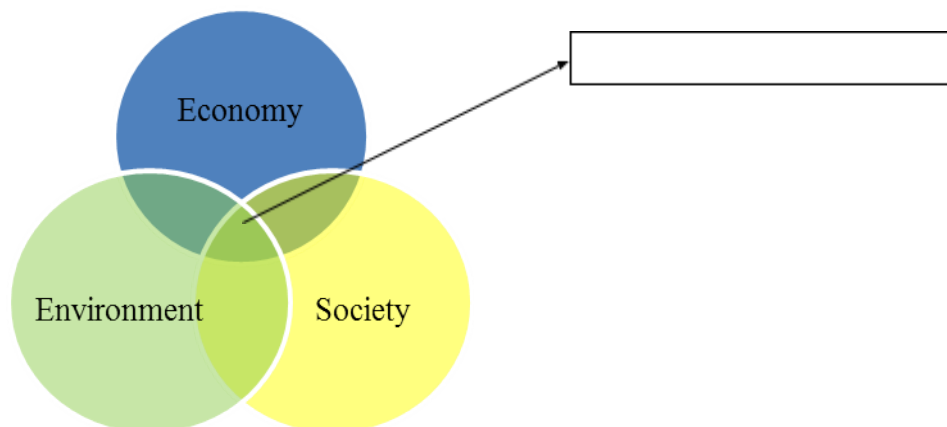
Sustainable development had its birth when the term 'sustainability' was first used in the United States in its National Energy Policy Act of 1969. However, it was only in the late 1980s that the concept of sustainable development gained momentum, following the publication of the Bruntland Report by the World Commission on Environment and Development (WCED) in 1987. This international effort shows ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

that the world has begun to realize the importance of conservation of natural resources and environmental quality, given specific evidence of the critical depletion of the environment that has started to threaten both the present and future wellbeing of mankind.

The Bruntland Report states that development is sustainable when it ‘meets the needs of the present without compromising the ability of future generations to meet their own needs.’ Since then, this quote has become a principal reference for sustainable development initiatives around the world. The report also suggests seven strategies for its implementation that include: 1) Reviving growth 2) Changing the quality of growth 3) Meeting the essential need for jobs, food, energy, water and sanitation 4) Ensuring a sustainable level of population 5) Conserving and enhancing the resource base 6) Re-orienting technology and managing risk 7) Merging the Environment and economy in the decision-making process (Langston, 1997).

Subsequently, the United Nations Conference on Environment and Development (UNCED) echoed these noble objectives of sustainable development by announcing The Rio Declaration on Environment and Development, agreed to by world leaders in 1992. Accordingly, Agenda 21 was adopted as an action plan to pursue the principles of sustainable development into the next century. Agenda 21 for Sustainable Construction in Developing Countries appropriately highlighted the points that the economic aspects of sustainability require the development of an economic system that facilitates equitable access to resource and opportunities, and to the fair sharing of a finite ecologically productive space (Du Plesis, 2002). This involves the continuous process of maintaining healthy ecology. With specific reference to the construction industry covering both buildings and civil engineering works, Agenda 21 provides the following description of sustainable construction:

Sustainable construction means that the principles of sustainable development are applied to the comprehensive construction cycle from the extraction and beneficiation of raw materials, through planning, design and construction of buildings and infrastructures, until their final deconstruction and management of the resultant waste. It is a holistic process aiming to restore and maintain harmony between the natural and built environment, while creating settlements that affirm human dignity and economic equity.



Themes of Sustainable Development (Shelbourne, 2006)

Rural Infrastructure Conditions in Nepal

According to the Nepal Country Overview (2012) the major parts of rural infrastructure development are roads and bridges; other infrastructures are schools and other governmental buildings. Nepal's road density is one of the lowest in South Asia. Over one-third of the people in the hills are more than four hours away from an all-weather road. In addition, 15 out of 75 district headquarters are yet to be connected by a road. The quality of the road network is also poor – 60 percent of the road network, including most rural roads, cannot provide all-weather connectivity. Maintenance is seriously neglected. Nepal is highly susceptible to climate change risks and ranks 11th in the world in terms of vulnerability to earthquakes. Climate change is expected to intensify Nepal's already pronounced climate variability and increase the frequency of climate extremes such as droughts and floods. Nepal's total road network and density are low and only 43 percent of the population has access to all-weather roads. More than 60 percent of the network is concentrated in the lowland (Terai) areas of the country. In 2007, the network consisted of 17,282 km of roads. The road network has expanded by an average 5% a year over the last decade, with faster growth until 2002. Over the 2003-05 period an additional 575 kms of roads (equivalent to 3.5 percent of the existing length) were built, focusing on connecting district headquarters with the national network and improving access between rural areas and market centers. Nepal's road network has annually increased by 6.7% between FY95/96 and FY03/04, with the largest expansion occurring in roads classified as "district or rural roads," which grew annually by 11% during this period.

There are more than 1230 bridges in the road network of Nepal. This also represents a major national asset. Approximately 81% of the bridges are of structural concrete, 7.5% are composite structures, 4% steel bridges, 3.5 % arch bridges, 2.5% causeways and 1.5% timber bridges. 80% of the bridges are more than 40 years old. The oldest bridge in Nepal is 97 years old Bagmati Bridge located in Gujeshori. (Shrestha, 2006, p 11).

Sustainability Elements for Rural Infrastructure Development

Sustainability is about making the right decisions for people, communities, shareholders and, most significant of all, for the planet. We are managing sustainability according to five elements (Matthey, 2009).

- Social (Recruitment, Training and Development; Employee Relations and Communication; Health and Wellbeing).
- Environment (Resources use, operating processes and the action of products and services on enhancing the environment for others).
- Health and Safety (Employees, Customers, Communities, Beneficial products).
- Financial (Must be profitable to be sustainable. Align financial and sustainability targets).
- Governance (Well run business. Transparent reporting).

Maintaining a sustainable ecosystem relies on the interaction of 4 elements: Productivity, Diversity, Resilience and Disturbance. Ecosystem sustainability is determined by the relationship between these

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elements, and together they determine the level of resources that can be taken from an environment and still maintain it sustainably (Palumbi, 2012). Charles (2012) in Parsons' sustainability report recommends eight elements of Parsons' Approach to Sustainability as follows:

1. Integrate renewable resources, reuse of materials, and appropriate alternative energy sources.
2. Improve quality of life for residents.
3. Apply decision-making techniques that incorporate environmental, GHG, socioeconomic, and cost life-cycle concepts in conjunction with technical and other relevant assessments.
4. Apply innovative technologies and solutions.
5. Reduce carbon footprint.
6. Incorporate best practices for design, construction and operations safety.
7. Create opportunities for local suppliers, contractors and workers.
8. Promote long-term viability and economic benefits.

A number of international organizations have realized the problem and are making efforts to incorporate stakeholder issues in sustainable development strategies. For example, one of the main activities of the International Federation of Consulting Engineers (FIDIC) was to develop and promote Project Sustainability Management (PSM), an all-encompassing sustainability strategy for the consulting engineering industry. PSM products were developed as an extension of the FIDIC's work on Environmental Management Systems (FIDIC, "FIDIC news, Initiatives to promote the uptake of Project Sustainability, 2008). Another notable effort is the development of Civil Engineering Quality Assessment and Awards Scheme (CEEQUAL) in the United Kingdom, which is aimed at improving sustainability in civil engineering and public realm projects by providing an incentive to clients, designers and contractors to adopt best environmental and social practices, and therefore to deliver more sustainable construction (CEEQUAL, 2008).

CEEQUAL Sustainability Sections and Indicators as mentioned in its report are: Project Management, Land Use, Landscape, Ecology & Biodiversity, the Historic Environment, Water resources and the transport infrastructure Water Environment, Energy and Carbon, Material Use, Waste Management, Transport, Effects on Neighbors and Relations with the Local Community and other Stakeholders.

As in the case of Triple Bottom Lines, PSM has three dimensions: namely, Social, Environment and Economic. Under each dimension, there are different themes such as Health, Biodiversity and Economic Structure. These themes are further subdivided into sub-themes before corresponding indicators are established. In the PSM process, the list of core project indicators can be modified and expanded in a series of steps, applying local indicators for sustainable development and stakeholder input (FIDIC, 2004).

The FIDIC's PSM Sustainability Indicators:

Social	Environmental	Economic
Equity (Poverty and Gender Quality).	Atmosphere (Climate change, Ozone Layer	- Economic Structure (Economic Performance). - Consumption &

• Health (Sanitation, Healthcare Delivery, Occupational Health & Safety). • Human rights (Child Labor). • Education (Education Level and Literacy). • Housing (Living Conditions). • Security (Crime). • Population (Population Change). • Culture (Cultural Heritage and Involuntary Resettlement). • Integrity (Bribery and Corruption).	• Depletion, air quality and Indoor Air Quality). • Land (Agriculture, forests, Desertification and Urbanization). • Oceans, Seas & Coast (Coastal Zone). • Fresh water (Water Quantity). • Biodiversity (Ecosystem and Species).	• Product Patterns (Material Consumption, Energy use, Waste Generation and management, transport, Durability (service life) and Care, Ease of Maintenance & repair). • Institutional Framework (Communication Infrastructure).
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Thus far, the sustainability assessment tools introduced, either from overseas or in Nepal, mainly cater to infrastructure projects in general. They do not specifically address a particular type of infrastructure such as roads and highways. In the meantime, sustainability criteria and indicators covered by the overseas tools such as CEEQUAL, FIDIC's PSM and Parson and Matthey could not meaningfully represent the context of Nepali infrastructure and industry that has dynamic and sustainability challenges of its own. It is not possible to use international assessment methodologies to assess sustainability locally (Gomes & Silva, 2005). This is because projects take place in different physical, legal and political environments. Hence, local tools and methods should be developed and used. Nevertheless, collectively, these tools provide a sound foundation upon which relevant rural infrastructure sustainability criteria and indicators can be referenced and established.

Drawing on the literature, of overseas and domestic infrastructure sustainability assessment tools (as discussed above), about 250 sustainability elements specific to rural infrastructure projects have been identified and compiled below. These elements embrace, among others, the issues of environmental concerns, social needs, economic empowerment, health and safety, project management and relationship management. In addition, public governance and community engagement is becoming more prevalent in the overall decision-making processes.

150 Sustainability Elements for Rural Infrastructure Development

<u>Institutional Sustainability</u>	<u>Environmental Sustainability</u>	<u>Social & Cultural Sustainability</u>
• Match design standard with project function. • Compliance with environmental legislation. • Compliance with contract document & project specifications. • Project control guidelines.	• Polluted run-off control on site (e.g. spills heavy metals etc.). • Environmental Impact Assessment. • Maintain water quality in water bodies. • Protection and re-provision of habitat.	• Preservation of areas of natural and cultural significance. • Reduce commuter and travel times. • Accessibility.

• Integrate environmental cost into infrastructure dev. Cost. • Policy and strategy match. • Integrated environmental and economic program. • National sustainable development strategies. • Representation of ethnic minorities & indigenous people. <u>Economic Sustainability</u> • Life cycle cost (e.g. capital, operation, maintenance cost). • Rehabilitating cost of ecosystem/ environmental cost. • Innovation and R&D. • Resettling cost of people / land acquisition costs. • Local employment opportunities. • Private sector investment (e.g. PPP). • User pays. • Adverse impact on tourism values. • Reserve funds. • Tourism significance. • Impact to local businesses. • Funding and sponsorship. <u>Health & Safety</u> • Number of accidents, injuries and fatalities. • Road worker safety. • Road user safety. • Long-term health (e.g. respiratory disease, deafness etc). • Short-term health (e.g. spread of disease, site cleanliness etc). • Construction hours of work.	• Maintain catchment integrity. • Preservation of feeding grounds (land/water). • Conservation of highly valued resources. • Proper waste disposal. • Minimize erosion and sediment deposits. • Pollution prevention measures. • Fauna protection & conservation. • Vegetation protection & conservation. • Dust control on construction site. • Flora recovery & reintroduction on site. • Water consumption. • Potential increase of noise in future. • Noise control on site. • Resource recovery (reusing and recycling waste). • Preservation of visually prominent areas. • Reduce GHG emission. • Reducing and avoiding generation of waste. • Maintain good agricultural land. • Reuse of on-site top soil. • Visual amenity. • Maintain natural topography. <u>Resource Utilization & Management</u> • Material quality control. • Supply chain management • Recycling materials • Controlled site access to construction traffic • Routes for construction traffic • Use of innovative materials • Vehicles wash down before & after leaving the site • Use of local materials	• Pedestrian/cycle/vehicle access, • Conservation of natural heritage. • Ease of access • Conservation of human heritage. • Provision of recreational facilities (e.g. lookouts, picnic areas) • Provision of scenic routes. • Provision of safe entrance & exit to scenic viewing locations • Indigenous heritage. • Sacred site, religious belief & folklore • Landscape and ecological communities. • Artifacts, places, buildings, roads and bridges • Documentary records and works of art • Footprint of project in archeological site • Ideas, memories, skills and practices • Extent of diversion • Old settlement sites, mining, logging, camps • Complaint handling mechanism • Mode choice • Naturalness of view • Distance of social services • Extent of blockage • Extent of congestion • View from local authorities • Routes for waste disposal • Waste disposal from site to approved dumps. <u>Project Management</u>
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• Site camps • Sufficient lighting on site • Maintain material hygiene • Service interruptions • Subsidies • Vulnerable groups • Collision frequency and severity <u>Relationship Management</u> • Liaison with client • Liaison with residents/users/owners • Liaison with local and regional community • Collaboration among project professionals • Liaison with government agencies • Liaison with social institutions (e.g. cultural heritage) • Stakeholder relationships <u>Engineering Performance</u> • Industry capacity • Durability • Reliability • Robustness • Resiliency • Adaptability • Synergy • Simplicity • Functionality • Diversity • Vulnerability • Reversibility • Carrying capacity	• Use of prefabricated materials <u>Public Governance & Community Engagement</u> • Early community/public consultation/open assessment • Public viability, affordability and priority • Demonstrated social responsibility • Appropriate links for communities, industry & other amenities • Delivery of community expectations • Regular provision of project information • Local community involvement • Social Impact Assessment, • Support existing social values • Community awareness in environment • Community acceptance • Support existing pollution reduction and clean up campaign • Local communities, school involvement in site cleaning campaign • Open assessment • Advertisement for public submissions • Changes in community characteristics	• Project risk. • Choice of delivery system (e.g. alliance, Design & Construct etc) • Type of contract • Project governance • Early contractor involvement • Training program for new, replacement and temporary staff. • Approach/criterion towards contractor (e.g. prequalification) • Project duration & complexity • Documented & implemented environ. due diligence system • Inclusion of sustainability clauses • Incentives for meeting sustainability performance • Pre-start training courses as part of condition of contract • Independent auditing of performance • Inclusion of sustainability clauses • Amount of paperwork • Provide severe penalties for non-compliant operations • Approach/criterion towards suppliers • Prestart training courses part of condition of contract.
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Conclusion

Infrastructure projects result in most of the largest built assets on earth. As an integral part of developing a sustainable future, these projects deserve special attention. In Nepal, there are unprecedented infrastructure demands, especially for road, highway and bridge construction to sustain its economy and general prosperity. As road infrastructure projects require a large amount of resources and can cause

major environmental impact, achieving sustainability, not only in terms of environment friendliness but also through economical and social responsibility, becomes a crucial task.

While sustainability is a logical link to the complex nature of infrastructure projects, past research for this industry sector focuses on policies, generic performances and assessment methods. Little has been done to promote sustainable road infrastructure that has much wider and more varied potential impacts. Thus, the research reported here contributes to and enriches the literature in this area. Through this study of the literature (reviews on existing sustainability assessment tools) a list of 150 sustainability elements specific to rural infrastructure projects has been identified and compiled, paving the way for further investigation.

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3.2 High-Tech Security in E-Banking

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Background

Development in information technology is changing the world. Now there is hardly any sphere of human activity that is untouched by IT, and in a number of establishments and institutions of public and government service, it is playing a crucial role. Information and Communication Technology (ICT) is greatly contributing to the development of the banking industry.

In fact ICT has made the banking sector more competitive and public-friendly than ever before. It allows the banks to effectively cater to the needs of consumers by strengthening internal control systems that are backed by effective communications mechanisms. The technological innovation affects not just banking, financial services, and regulatory policy, but the very direction of the economy and its capacity for continued growth. Dramatic structural changes are in store for the financial services industry as a result of the Internet revolution and the continuation of such trends is already under way. What is clear is that the last few years have seen a truly phenomenal pace of new technology adoption among even the most conservative banking organizations. We know that many banks are making huge investments in technology to maintain and upgrade their infrastructure, in order not only to provide new electronic information-based services, but also to manage their risk positions and pricing. At the same time, new off-the-shelf electronic services, such as on-line retail banking, are making it possible for very small institutions to take advantage of new technologies at quite reasonable costs. These developments may ultimately change the competitive landscape in financial services in ways that we cannot predict today.

IT in Banking

Technology has opened up new markets, new products, new services and efficient delivery channels for the banking industry. Online electronics banking, mobile banking and Internet banking are

just a few examples. Information Technology has also provided the banking industry with the ability to deal with the challenges that the new economy poses. Information technology has been the foundation of recent financial sector reforms aimed at increasing the speed and reliability of financial operations and of initiatives to strengthen the banking sector. The progress of technology and the development of worldwide networks have significantly reduced the cost of global funds transfer. Today we are achieving more and more benefits from digital assets in every field of business. In Nepal banking, telecom, and insurance industries are the major industries that are using such assets for their daily business. The Internet has played a key role in affecting how we interact with other people and how we do business today. As a result of the Internet, electronic commerce has emerged, allowing businesses to more effectively interact with the customers and other corporations inside and outside the industry.

One industry that is using this new communication channel to reach its customers is the banking industry. The electronic banking system addresses several emerging trends: customers' demand for anytime, anywhere service, product time-to-market imperative, and a host of increasingly complex back-office integration challenges. Internet banking (e-banking) allows customers of a bank to conduct financial transactions on a secure website operated by the bank. It encompasses an array of financial transactions done electronically. Internet banking has become a worldwide phenomenon. It has made online banking accessible to people living even in the remotest regions insofar as they have access to the Internet. The debit/credit plastic card has made shopping more convenient and secure and ATMs dispersed at many places have made it easy for customers to draw funds at different locations so they do not need to carry large amounts of money with them. "With online banking services, people never need to stand in line waiting for a teller to finally pay attention to them. There are savings and checking accounts available. People can accomplish everything they can do at a traditional bank much quicker and more conveniently with online banking services." The Internet has transcended the limits of time and space. It has drastically revised banking and ushered in a new age of e-banking.

The evolution of electronic banking (e-Banking) started with the use of automatic teller machines (ATMs) and has included telephone banking, direct bill payment, electronic fund transfer and online banking. According to some, the future direction of e-banking is the acceptance of mobile telephone (WAP-enabled) banking and interactive-TV banking. It has been forecasted by many that online banking will continue to be the most popular method for future electronic financial transactions. Electronic funds transfer (EFT) refers to the computer-based systems used to perform financial transaction electronically. The term is used for a number of different concepts including electronic payments and cardholder-initiated transactions, where a cardholder makes use of a payment card such as a credit card or debit card. Card-based EFT transactions are often covered by the ISO 8583 series of standards.

Threats to Internet Banking

In this digital era, as organizations use automated systems to process their information for better support of their missions, risk management plays a critical role in protecting an organization's information assets, and its mission, from IT-related risks. There are ICT security issues that are involved in the widespread use of ICT in the business arena. The world of IT/IS security is witnessing an explosion of digital risks like Morris worms, Monkey B viruses, and modern hacker tools such as Back Orifice and

Metasploit. Therefore, IT/ICT security professionals have always got to be on the lookout for the latest threats to their networks. As a result, many different approaches to risk assessment have been developed, and an extended war goes on continuously between the criminals and the sleuths.

The banking industry too has seen significant changes in the internet banking threat landscape. Fraudsters have continued to develop and deploy more sophisticated, effective, and malicious methods to compromise authentication mechanisms and gain unauthorized access to customers' online accounts. Rapidly growing organized criminal groups have become more specialized in financial fraud and have been successful in compromising an increasing array of controls. Various complicated types of attack tools have been developed and automated into downloadable kits. Fraudsters are responsible for losses of huge amount of money from online account takeovers and unauthorized funds transfers. Accordingly, the great developments in banking facilities match significantly with their great drawbacks. The chief drawback is security risks arising from hacking, identity theft, and frauds and it is therefore necessary to see that the banks develop a system of counteracting illegal activities.

Security issues are a major source of concern for everyone both inside and outside the banking industry. E-banking increases security risks, potentially exposing isolated systems to open and risky environments. Security breaches essentially fall into three categories: breaches with serious criminal intent (e.g. fraud, theft of commercially sensitive or financial information), breaches by 'casual hackers' (e.g. defacement of web sites or 'denial of service' - causing web sites to crash), and flaws in systems design and/or set up leading to security breaches (e.g. genuine users seeing/being able to transact on other users' accounts). All of these threats have potentially serious financial, legal and reputational implications. Many banks are finding that their systems are being probed for weaknesses hundreds of times a day, but damage/losses arising from security breaches have so far tended to be minor. However, some banks could develop more sensitive "burglar alarms," so that they are more aware of the nature and frequency of unsuccessful attempts to break into their system. The most sensitive computer systems, such as those used for high value payments or those storing highly confidential information, tend to be the most comprehensively secure. One could therefore imply that the greater the potential loss to a bank, the less likely it is to occur, and in general, this is the case. However, while banks tend to have reasonable perimeter security, there is sometimes insufficient segregation between internal systems and poor internal security. It may be that someone could breach the lighter security around a low value system, e.g. a bank's retail web site, and gain entry to a high value system via the bank's internal network. We are encouraging banks to look at the firewalls between their different systems to ensure adequate damage limitation should an external breach occur. As ever though, the greatest threat so far has been from the enemy within, that is, your own employees, and contractors and so on.

The security of e-banking has therefore become a major concern for an increasing number of consumers. Cybercrime is one of the main reasons why quite a number of people shy away from e-banking and take recourse to traditional banking methods, despite the great advantage in using internet banking. The media around the world is constantly carrying stories of identity theft, phishing attacks, and other illegal activities. As a result, the banking industry is forced to bear financial losses worth billions every year throughout the world. Security is a major issue for banks, and security involves not only *no* loss but, more importantly, customers' perceptions about and confidence in the system's security. E-banking, if it is really to flourish, needs to guarantee the public and its clients that internet banking is completely safe and secure. The future of online banking requires financial institutions to assure both the ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

management and the public that Internet banking is reliable. This demands tremendous IT expertise and imagination from the persons who install or administer the system and run it effectively. And it is especially important for the consumer assurance and behavior management of newly opened or newly Internet operated banks.

As we know, information is a critical asset so it must be protected from unauthorized modification, tampering, destruction and disclosure. It is the responsibility of everyone to become familiar with good security principles and to follow the information protection tips. Awareness of information security is now most essential to saving our digital assets. A few methods for raising the awareness level of people in the banking system are discussed below.

Raising Awareness of Security Issues

Firewalls

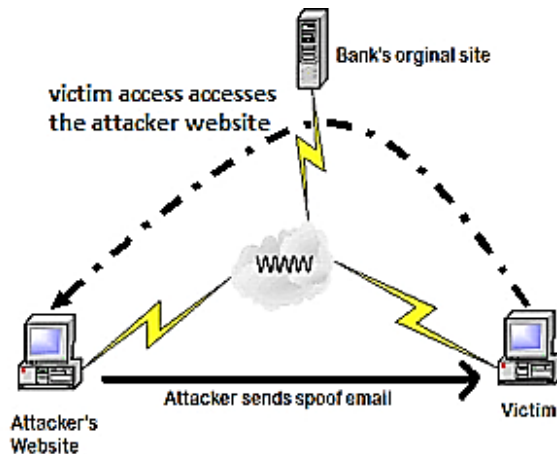
Any software or hardware device that controls unauthorized traffic from inside or from outside of the system or the network is called a firewall. There are two types of firewalls. Software firewalls usually run on PCs. Hardware firewalls are separate devices designed to efficiently protect computers or networks. They are usually used by businesses, organizations, schools and governments. Firewalls should be configured to filter out unauthorized or dangerous information and prevent intruders from scanning and retrieving personal or sensitive information from the computer.

Patching

A piece of software designed to fix problems with, or update, a computer program or its supporting data that also includes fixing security vulnerabilities and other bugs, and improving usability or performance is called patching. Hackers are constantly finding security holes in computer systems which could be used to infect the computer system with a virus, spyware or worms. When vulnerabilities are discovered, the software vendor typically issues a patch to correct the problem. This patch should be applied as soon as possible to protect the system from exploitation.

- *Computer viruses* are programs that spread or self-replicate. They usually require interaction from someone to be activated. The virus may arrive in an email message as an attachment or be activated by simply opening a message or visiting a malicious web site. Some viruses consume storage space or simply cause unusual screen displays. Others destroy information. If a virus infects a PC, all the information on the hard drive may be lost and/or compromised. Also, a virus in a PC may easily spread to other machines that share accessed information.
- *Worms* are similar to viruses because they self-replicate, however, they do not require any user interaction to be activated. Worms spread because of vulnerabilities or “holes” in software.
- *Trojans* (also known as backdoors) are malicious and code hidden; they can be found in a legitimate program and, when executed, can perform some unauthorized activity or function. This can range from stealing passwords and credit card information to allowing someone to take control of the computer.
- *Spyware* and related “*adware*” are software sometimes downloaded from a web page, by following a link in an email or are installed with freeware or shareware software without the user’s knowledge. Spyware is used to track the user’s Internet activity, redirect his/her browser to certain web sites, or monitor sites the user visit. Spyware may also record passwords and personal information and send them to a malicious web site.

- A *denial-of-service attack* is an assault upon a network or web site that floods it with so many additional requests that regular services are either slow or completely interrupted. In some instances, a group of remotely controlled, compromised desktops are combined to jointly attack a target system.
- *Hoaxes* are email messages that resemble chain letters, offer free money, or contain dire warnings, or offers that seem to be too good to be true. Hoaxes received via email should be deleted immediately. Sharing hoaxes slows down mail servers and may be a cover for a hidden virus or worm.
- *Man-in-the-Middle* attack is a type of attack where the attacker creates a fake website and catches the attention of users to that website. Normally, the attacker becomes able to trick users by disguising their identity to make it appear that the message was coming from a trusted source. Once successful, instead of going to authentic designated websites, users do not realize that they are actually at a fraudster's website. Information keyed in during such a session will be captured and, additionally, fraudsters can make their own transactions at the same time.



Protective Measures

Management should be aware of all these relevant prevailing conditions and must specify information security objectives based on the company's business targets, or on the public agency's mandate, and should create the prerequisites required for their implementation. These objectives should be planned with security strategies designed to establish a continuous information security process. The creation of information security is not an end in itself. Up-to-date and reliable information is the basis for most business processes. Information and communications technology should provide meaningful support for an institution's objectives and business processes. In view of high-tech security issues in e-banking, we need to deal with these emerging threats effectively. For that, financial institutions need, as a minimum, to have:

- Strategic approaches to information security, building best practice security controls into systems and networks as they are developed
- Proactive approaches to information security, involving active testing of system security controls (e.g. penetration testing), rapid response to new threats and vulnerabilities and regular review of market place developments
- Sufficient staff with information security expertise
- Active use of system-based security management and monitoring tools
- Strong business information security controls

- Continuous monitoring to insure that anti-virus software is updated at least every week, or set for automatic updates, as new quickly spreading worms and viruses are daily released moment by moment
- Implement virus checks with a current virus scanner before using new software from any source
- Store removable media such as CDs/thumb drives/diskettes as 'write protected' whenever possible to prevent infection by viruses
- Never load free software on the computer from a source that is not trusted
- Consider blocking extensions such as: .bat, .cmd, .com, .exe, .pif, .scr, .vbs or .zip through content filtering software
- Consider creating separate accounts with restricted privileges and read email and browse the internet with these restricted accounts since many viruses need "administrator" privileges to infect a computer
- Beware of unsolicited email attachments, even from known people; verify with the source any suspicious email containing web-links or attachments before opening them
- Beware of file and music-sharing services because they use process that can inadvertently share files you did not intend to share, as downloaded files can contain viruses and other malicious codes
- Depending on the extent of the infection, one may need to re-install the operating system

Looking at the Future of E-Banking

In conclusion, e-banking creates issues for banks and regulators alike. For their part, banks should:

- Have a clear and widely disseminated strategy that is driven from the top and takes into account the effects of e-banking, together with an effective process for measuring performance against it
- Take into account the effect that e-provision will have upon the business risk exposures and manage these accordingly
- Undertake market research, adopt systems with adequate capacity and scalability, undertake proportional advertising campaigns and ensure that they have adequate staff coverage and a suitable business continuity plan
- Ensure they have adequate management information in a clear and comprehensible format
- Take a strategic and proactive approach to information security, maintaining adequate staff expertise, building in best practice controls and testing and updating these as the market develops, and make active use of system-based security management and monitoring tools
- Ensure that crisis management processes are able to cope with Internet related incidents

One of the benefits that banks experience when using e-banking is increased customer satisfaction. This is due to the fact that customers may access their accounts whenever, from anywhere, and they get involved more, thus creating better relationships with banks. In this scenario of security in e-banking, the central bank of Nepal--Nepal Rastra Bank (NRB)-- formulated IT guidelines in the year 2012 to ensure security in electronic banking to protect banking transactions securely and to protect consumer data as well as banking data. The NRB insisted that the top management of banks should take ownership of the IT infrastructure of banks. Purchasing and installing new hardware and software are not

the only bank's duty; there is also the need to configure the security items properly. Banks should provide convenience to the customer; that is, offer service through several distribution channels: ATM, Internet, physical branches and online functions. Other benefits are expanded product offerings and extended geographic reach. This means that banks can offer a wider range and newer services online to more customers than possible before. The benefit which is driving most of the banks toward e-banking is the reduction of overall costs. With e-banking banks can reduce their overall costs in two ways: costs of processing transactions are minimized and the numbers of branches that are required to service an equivalent number of customers are reduced. With all these benefits banks can obtain success on the financial market. So, while e-banking is a difficult enterprise and banks face a lot of security challenges, it is important to see that the advantages outweigh the disadvantages, and that with proper safety measures in place, internet banking can transform the banking sector and lead it to ever greater heights.

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3.3 Public Participation in Environmental Management

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Abstract

This article is focused on public participation in environmental management of the Melamchi Water Supply Project. The Project is planned for augmenting the supply of water by adding about 170 MLD water from the Melamchi River. Additionally, the next phase of the project will provide 170 MLD each ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

from the Yangri and Larke Rivers, which lie upstream in the proximity of the source of the Melamchi River.

The paper is based on literature and secondary data. The basic principle of the paper is focused on public participation that can be defined as a continuous two-way communication process. This involves promoting full public understanding of the process and mechanisms through which the environmental problems and needs are investigated and solved by responsible agencies.

Public participation in EIA requires involvement in diverse activities: screening, scoping, impact identification, impact evaluation, mitigation measures, decision-making, implementation and monitoring.

Key words: *Environment, Public, Participation, Management, EIA*

Introduction

Public participation in environmental management of the Melamchi Water Supply Project is the focus of this article, as this is a high-priority national project dealing with natural resources. The project cost was estimated at \$464 million in 2000. This paper presents the following: introduction, methodology and findings and conclusions about public participation.

The main objective of the Melamchi Water Supply Project (MWSP) is to alleviate the chronic shortage of water in the Kathmandu Valley. This is a cross-boundary water basin project that will improve, on a sustainable long-term basis, the health and well being of its inhabitants. The Project was designed as a combination of two things: 1) major infrastructure for augmentation of water supply 2) institutional reforms to achieve reliable, affordable, water supply and sanitation services in the Kathmandu Valley.

Public participation is very important and is made possible by continuous two-way communication that promotes full public understanding of the processes and mechanisms involved in the project. Environmental problems and needs are investigated and solved by responsible agencies that keep the public fully informed about: the status and progress of the studies project, planning, program or policy formulation, and evaluation activities.

Environmental Impact Assessment (EIA) can be defined as systematic identification and evaluation of the potential impacts (effects) of the proposed project (Canter, 1996).

The Government of Nepal (GON) has launched various advocacies and awareness programs through different stakeholders. As a result, people's access to development and participation is remarkable. The environment is one of the critical issues in developing countries and this issue directly impacts the health and hygiene of the people.

Methodology

The paper is based on literature and secondary data/information available to the author during the study.

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Findings

It was learned from the project that these major components are supplemented by social and institutional activities including: Safeguard activities (Social Uplift Program (SUP), Resettlement Action Plan (RAP), Environmental Management and Monitoring for all components, and related support activities. The Project consists of the following major five components: (i) Melamchi Diversion Scheme (MDS), (ii) Water Treatment Plant (WTP), (iii) Bulk Distribution System (BDS), (iv) Distribution Networks Improvement (DNI), and (v) Wastewater System Improvements (WSI). A feasibility study for MWSP was completed in 1988. The Project finally came into implementation in 2001.

The Chinese government dismissed warnings from scientists and environmentalists that its Three Gorges Dam, the world's largest, had the potential of becoming one of China's biggest environmental nightmares. But last fall, denial suddenly gave way to reluctant acceptance that the naysayers were right. Chinese officials staged a sudden about face, acknowledging for the first time that the massive hydroelectric dam, sandwiched between breathtaking cliffs on the Yangtze River in central China, may be triggering landslides, altering entire ecosystems and causing other serious environmental problems and by extension, endangering the millions who live in its shadow. After four decades, the government resuscitated Mao's plans. The first of the Yangtze's famed gorges, a collection of steep bluffs at a bend in the River, was determined to be the perfect site (Mara, 2008).

Government officials had long defended the \$24 billion project as a major source of renewable power for an energy hungry nation and as a way to prevent floods downstream. When complete, the dam will generate 18,000 megawatts of power – eight times that of the U.S.'s Hoover Dam on the Colorado River. But in September the government official in charge of the project admitted that Three Gorges held "hidden dangers" that could breed disaster. "We can't lower our guard," Wang Xiaofeng, who oversees the project for China's State Council, said during a meeting of Chinese scientists and government reps in Chongqing, an independent municipality of around 31 million abutting the dam. "We simply cannot sacrifice the environment in exchange for temporary economic gain." (Mara, 2008)

Participation of the local population also “reduces costs and mobilizes the most valuable of all underused resources: human energy and creativity” (John, 1982).

3.1 Public Participation in a Historical Perspective

Public participation got attention as an important issue in most of the developed parts of the world like USA, Canada and European countries during the early 19th century (Renn, Webler, & Wiedemann, 1995). Participation was characterized initially by the elite's voting and then by gradual integration of the (common people) public.

After mid the mid-20th century, the traditional managerial decision making model was frequently seen as inadequate because it did not consider indigenous knowledge and public wisdom and was mainly directed towards serving the purposes of powerful elites (Renn, Webler, & Wiedemann, 1995). In this regard, there was decreasing trust of the elites by the (common people) public who were working in merely technical

and administrative positions and there were various movements of pluralism that led to the concept of public participation.

3.2 Understanding Consultation and Participation

Participation and consultation are often used interchangeably as both indicate involvement of people in decision-making. But theoretically there is a difference between the concepts with respect to varying levels of involvement and degree of power attributed to the public. Generally, consultation is a two-way process of information sharing among the proponent, responsible agency and various stakeholders on the potential benefits and adverse effects of a development proposal.

In this regard, the international best practice principles of public participation suggest that the “individuals and groups that are positively or negatively affected by”, or that “are interested” in, a proposed project, program, plan or policy should be involved in the decision making process.

(Andre, Inserink, Connor, & Croal, 2006) (Bisset, 2000) identified the following major categories of stakeholders:

- Communities living near the project site (direct affectees)
- Beneficiaries of the project including local residents and users
- Professional organizations and societies
- Non-Government organizations (NGOs) also including ENGOs
- Government agencies concerned with the project
- Academics and independent EIA experts

3.3 Participation Techniques

This section presents popular techniques of public participation. (Canter, 1996) Identified seven main stages of the EIA process; there is the potential for public participation in one, several, or all of these EIA stages: 1) Scoping (identification of issues and impacts) 2) Study of baseline conditions 3) Prediction and evaluation of impacts 4) Identification of mitigation measures 5) Comparison of alternatives 6) Decision making related to proposed action 7) Study documentation through the preparation of an EIA or an Environmental Impact Statement (EIS) and monitoring. Whilst it has been suggested that public participation may be associated with most of the stages of the EIA process for a major development initiative, in most systems it only takes place at one or two stages (Canter, 1996); (Glasson, Therivel, & Chadwick, 1999).

Engaging stakeholders in a project during the various stages of the EIA process is useful. But to enhance the effectiveness of public participation, the timing and techniques of the various stages should be

carefully selected, keeping in mind the: 1) local political situation 2) socio-economic characteristics of potential affectees 3) vested interests of various active groups.

3.4 Public Participation in Developed and Underdeveloped Countries

The legal requirements, guidelines and practice of involving the public in some of the pioneering and advanced EIA systems, like those of the USA, Canada, UK and the Netherlands are reviewed in this section. These four countries were selected for this purpose due to various reasons. EIA originated from the USA's National Environmental Policy Act (NEPA) in 1969 as a result of growing public demand to do something about the environment (Jay, Jones, & Slinn, 2007). The Canadian EIA system is appreciated due to its participation funding programme, public hearing panel and provision of information to the public through its environment agency's website (Ewing, 2003) (CEAA, 2003) (CEAA, 2008).

EIA is widely used in developing countries on the basis of its potential as a tool to support planning and environmental decision-making. It has been practiced for the last twenty-five years in Asian countries. But despite this long experience, it has been relatively ineffective in promoting sustainable development (Briffet, 2003). Still, there are some countries in which public consultation or making the EIA report publicly available is not mandatory: for instance, Bangladesh. However, in the case of projects funded by international donor agencies, some kind of public consultations do take place during the EIA process (Ahmad, 2002).

Public consultation through hearings is a mandatory requirement before granting EIA approval in India (Rajvanshi, 2003), (Paliwal, 2006). Notices of public hearings indicating date, time and venue are required to be published thirty days before the date of the hearing in at least two newspapers, one of which must be in the local language of the project affected areas. It is worth mentioning that public hearings are executed by a panel, the members of which normally belong to: 1) representatives of the State Pollution Control Board 2) the District Collector 3) concerned departments including environment and local government institutions such as Municipalities or Panchayats 4) senior citizens of the affected areas. The District Collector can nominate up to three members of a panel (Rajvanshi, 2003). The public also has a right to appeal against the final decision.

Public participation is more rigid in developed countries than underdeveloped countries.

Transparency helps to build trust among competent authorities and proponents in decision-making and stakeholders; consideration of all concerned takes place. The literature on public consultation and the EIA process suggests that in developing countries, such attributes are generally missing in the decision-making processes.

Legal Provisions and Guidelines for Public Consultation in Nepal

The Interim Constitution of Nepal states: Every person shall have the right to live in a healthy environment (GON, 2007).

The Environmental Protection Act states: It is expedient to make legal provisions in order to maintain a clean and healthy environment by minimizing, as far as possible, adverse impacts likely to be caused from environmental degradation on human beings, wildlife, plants, nature and physical objects; and to protect the environment with proper use and management of natural resources, taking into consideration that sustainable development could be achieved from the inseparable inter-relationship between the economic development and environment protection (GON, 1997).

On the basis of opinions and suggestions, if any, rendered by the general public and also opinions and suggestions rendered by the Committee, if any, formed pursuant to sub-section (4), on the Environmental Impact Assessment report received pursuant to sub-section (1) or (2), it does not appear that such a proposal may have significant adverse impacts on the environment, the Ministry shall grant approval to the proponent to implement such a proposal (GON, 1997).

In Nepal public participation is expected. Environmental Protection Rules in 1997 stated: Whilst preparing the report, the proponent shall, in cases of initial environmental examination (IEE) affix a notice in the office of the concerned Village Development Committee or Municipality, the offices of the District Development Committee, school, hospital, and health post requesting the Village Development committee or Municipality and District Development Committee or concerned individuals or institution to offer their written opinion and suggestions within Fifteen days with regard to the possible impact of the implementation of the proposal on the environment where the proposal is to be implemented and prepare a deed. The said Fifteen days notice shall also be published in a national level daily newspaper. After the publication of such notice the opinions and suggestions so received in relation to the same shall also be included in the report. Provided that, while preparing the report of environmental impact assessment, the proponent shall organize a public hearing about the proposal at the area of Village Development Committee or Municipality where the proposal is to be implemented and collect opinions and suggestions (GoN, 1997).

The proponent is expected during environmental impact assessment (EIA) to: (1) In regard to any proposal requiring environmental impact assessment, the proponent shall publish a notice in any national level newspaper requesting the Village Development Committee or Municipality where the proposal is to be implemented, as well as the schools, hospitals, health posts and concerned individuals or institutions of the area to offer in writing their suggestions concerning the possible impact of the implementation of the proposal on the environment within fifteen days. (2) After the publication of a notice pursuant to Sub-Rule (1), anyone who wishes to may offer his/her opinions and suggestions to the concerned proponent within Fifteen days from the date of publication of such notice. One who has given such opinions and suggestions; many furnish information thereof to the concerned body. (3) The proponent, along with the received opinions and suggestions pursuant to Sub-Rule (2), shall Submit an application for determining causes in the environment of scope to the concerned body stating what impact it has in that area while implementing the proposal. (4) On receipt of an application pursuant to Sub-Rule (3), the concerned body shall carry out investigations into the documents attached to the application and shall forward the application to the Ministry along with its opinions and suggestions in connection with the determination of scope. (5) In cases where an application for the determination of scope is received

pursuant to Sub-Rule (4), the Ministry shall carry out investigations into the documents attached to the application and shall have to determine the scope as proposed or in revised form (GoN, 1997).

Secondary information shows the Project has followed the expected steps of EIA during the approval process of the donor and Government.

The Government of Nepal and the project's funding partners changed the scope of the project implementation arrangement by splitting the MWSP into the two distinct sub-projects in 2007. (i) the Melamchi River Water Diversion Subproject (Sub-Project -1) covering all project activities in Melamchi Valley including constructions of a Water Diversion Tunnel (WDT) and Water Treatment Plant (WTP) at Sundarijal and (ii) the Kathmandu Valley Water Supply and Sanitation Subproject (Subproject-2) comprising water distribution activities in Kathmandu Valley. EMP implementation requirements as per EIA and EMP of MWSP, 2000 and 2001 have been covered in both of these sub-projects.

Conclusion

The literature and secondary information show that public consultation/participation is not making remarkable differences in the outcome of EIA. Opportunities to participate at early stages of EIA as well as better communication and transparency of the decision making exist more in developed countries than developing countries.

Effective public participation in EIA in developing countries is severely constrained due to the late involvement of the public in the EIA process, poor quality of EIA reports, inadequate consideration of public concerns and lack of transparency in the decision-making.

The following requirements are needed: 1) EIA and public participation before making irreversible decisions 2) wider dissemination of EIA related information 3) more participation opportunities and decisions 4) more involvement of environmental NGOs 5) more involvement of independent experts for EIA review.

A review of literature on effectiveness of public participation in EIA suggests that several criteria exist to evaluate public participation in EIA.

The process of EIA includes different activities, namely: screening, scoping, impact identification, impact evaluation, mitigation measures, decision making, implementation and monitoring and public participation.

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3.4 The Mitigation of Rural Fire Problem

(Strategy based on the globally adopted existing Practice)

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Abstract:

Single fires can destroy thousands of lives and livelihoods. The problem of fire disaster in rural residential areas has become a national level concern. Fire disasters are common mainly in the dry season from April to June in the Tarai region and in the middle hills of Nepal. Generally, houses that are built of bamboo and thatch catch fire easily. Every year there is a huge loss of property and livelihoods. Many people have to spend nights under the open sky and have nothing to eat for many days until relief operations arrive to help them.

The Nepal Government has assigned Disaster Management Units that are responsible for immediate rescue and relief work to every district. Many I/NGOs and CBOs are involved in pre and post disaster planning and training. It has been observed that 95% of residential fires are caused by the negligence of the inhabitants. Many researchers and people around the globe have adopted fire-retardant technology to make houses more fire-resistant so that people and their residences will be safer if fires start. Using fire-retardant technology reduces the huge cost of relief and rehabilitation after a disaster. The main objective of this study is to spread knowledge about the fire retardant technology that is being adopted globally.

The research findings have implications for lessening human vulnerability and for implementing effective mitigation measures. This research suggests an alternative approach to reducing the risk of fires: preventing home ignition by reducing structure ignitability and, thereby, reducing the risk of fire encroaching on the community.

3.5 Climate Change, Agriculture and Food Security in some South Asian Countries

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Abstract:

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Climate change is a global issue and its impact, especially on agriculture and food security, is having far-reaching consequences. In Asia, south Asian countries are the most vulnerable and the poor small farmers of this region suffer the most.

Studies were carried out in four locations of three countries of South Asia, namely, Nepal, India and Bangladesh; these three countries form a climate corridor from the Himalayas to the Coastal region of Bangladesh. The field study covered both male and female farmer groups living in the foothills of the Himalayas, the plains of India and the coastal region of Bangladesh. The study was done to find out about: 1) past and present natural resource scenarios 2) the reasons for changes 3) agriculture and food security situations 4) climate change impact and awareness about it 5) comparative scenarios of high and low carbon emitters 6) the communities' visions for the future.

The study showed tremendous changes in natural resource scenarios that are mainly due to unsustainable population growth. There have also been serious impacts on agriculture and food security due to climate change in all locations of the study. Greater impacts were found in the coastal region of Bangladesh and the foothills of Nepal than in the plains of Bihar and Punjab in India. It is here that are found the small holder farming communities who are resource poor and hence face difficulties in changing their lives for the better. The people of these farming communities also have little awareness due mainly to limited or no access to information. Nevertheless, such poor farming communities do have their own vision for the future. Adaptation to climate change is found to be the key for survival of the small famers of this region. Soil and water availability has been found to be the main problem. Rivers and wells are drying up and the ground water table has dropped lower every year – especially in the case of the Punjab where the most mechanized farming in India is found. The highest carbon emitting farmers are also from Punjab, the birthplace of the green revolution in India.

A paradigm shift is required in the conventional farming system to make it sustainable globally. This may require new adaptation techniques such as using stress tolerant varieties of seeds that are resilient to climate change effects so that poor farmers continue to have farming options and better food security.

3.6 Community and climate change adaptation: Insights from Nepalese Community Forestry

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Abstract

Adaptation to climate change is one of the most pressing issues in many communities around the world. The densely populated rural communities in Nepal are now experiencing climate change impacts such as rising temperature, decline in agricultural productivity, unpredictable rainfall, flooding, and so on. A substantive body of literature highlights the critical role of governments, policy makers and scientists at ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

the supranational and national levels of governance in understanding and addressing climate change issues. However, it is less clear how different community groups, particularly poor and disadvantaged groups, perceive climate change; it is also unclear what their knowledge and capacity to adapt to climate impacts in an equitable manner is. Hence, the aim of this paper is to investigate how different communities perceive equity and climate change, how they are coping with the effects of change, and how they are likely to respond to further changes in the future. The study employs 1) mixed method approaches to analyze three highly vulnerable to climate change community forestry groups in Nepal and 2) draws upon relevant literature and policies. Findings indicate that local communities have diverse knowledge and experience in understanding equity and managing climate impacts. However, government programs on climate adaptation are top-down, ignore the local communities and induce highly inequitable outcomes at the local level. The paper advances the argument about what has been characterized as the 'lost opportunity' – the failure of the government to appreciate and respect the value of community knowledge and capacity to develop and implement equitable climate policies. The paper argues that issues of power are central to equitable climate adaptation. The paper concludes by highlighting the need to reframe the relationship between communities, policy makers and scientists to develop climate adaptation principles that can enhance an equitable climate adaptation policy and practice.

Keywords: *Climate change adaptation, community forestry, equity, Nepal*

3.7 Role of Biogas to Mitigate Climate Change: A Case of Nepal

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Abstract

This paper focuses on determining the role of biogas in mitigating climate change in Nepal. The variables introduced in this study are related to the benefits of biogas that contribute to sustainable development. The variables of this study are: 1) the number of biogas plants for clean energy 2) reduction of greenhouse gas emissions 3) forest conservation 4) sanitation through toilet connections 5) slurry & compost fertilizer. The empirical results have been estimated by using data for the period of FY 1992/93 to 2010/11. The study revealed the significant role of biogas in mitigating climate change in Nepal: 1) improved health and hygiene 2) smokeless kitchens in 237,322 households out of 249,813 3) plants installed and toilet connections in 152,410 households that directly addressed issues of children, women's health and the environment. The results showed that: 1) 3 hours' time were saved daily in each household and 2) people's livelihoods improved through starting agro and forest-based micro enterprises such as cash crops, cattle farming, fish farming, etc. The agro and forest-based enterprises contribute to mitigating climate change. Likewise, the study revealed that 1.75 tons of slurry and compost fertilizer are produced annually per household. In total, the production of 415,314 tons of slurry and compost fertilizer per year reduce the use of chemical fertilizer. Moreover, there is 2.4 tons reduction of greenhouse gas emission annually per household as per new Clean Development Mechanism (CDM) methodology. 59,968 plants have been registered under PA1, PA2, PA3 and PA4 through the end of April 2012 with CDM. Last but not least, 1.25 trees are protected per year; the protection of 296,653 trees per year enhances greenery and protects the environment.

Key words: Biogas, Climate Change, Greenhouse Gas, Compost Fertilizer, Forest Conservation.

1. Introduction

This section is a brief introduction about biogas and its development in Nepal and the issues investigated in this research.

A history of more than 50 years of promotion and use of biogas exists in Nepal; by mid July 2011, there were some 249,813 household size biogas plants constructed in all 75 districts of Nepal (BSP: 2010/11). The plants were constructed under the Biogas Support Programme (BSP) and the Gold Standard VER Biogas Project (GSP) BSP = 241,918, GSP = 7,895, FY 2010/11. Around 63 to 69 percent of the plants are toilet related and 74 to 89 percent of the plants are slurry related. Moreover, around 91 percent of the owners are satisfied with the performance of their plants.

Biogas is produced by the ecologically sustainable technology of decomposition of organic materials by putrefactive bacteria at suitable and stable temperatures. A combustible mixture of methane and carbon dioxide, commonly referred to as biogas, develops under oxygen exclusion in the digester; the process of biogas production by bacteria during digestion or fermentation of organic matter under airless conditions is known as the 'anaerobic process.' The gas consists mainly of CH₄ and CO₂. This mixture of gases is combustible if the methane content is more than 50 percent. Biogas from animal dung contains approximately 60 percent methane.

To ensure continuous gas production, the biogas plant must be fed daily with an ample supply of substrate, preferably in a liquid or chopped or crushed form, known as slurry; the slurry is then fed into the digester by way of the mixing pit. If possible, the mixing pit should be directly connected to livestock housing by a manure gutter. Suitable substrates are composed of the dung of cattle, pigs, chickens, green plants and plant waste, agro-industrial waste, wastewater, etc.

A biogas plant consists of the digester and the gas storage space called a dome. A continuous gas plant is charged and discharged on a regular basis every day. A normal biogas plant is a continuous plant with automatic discharge at the overflow. Active anaerobic treatment has been used for centuries by various societies and thousands of family-based digesters operate in Nepal, China, India, Bangladesh and other developing countries today.

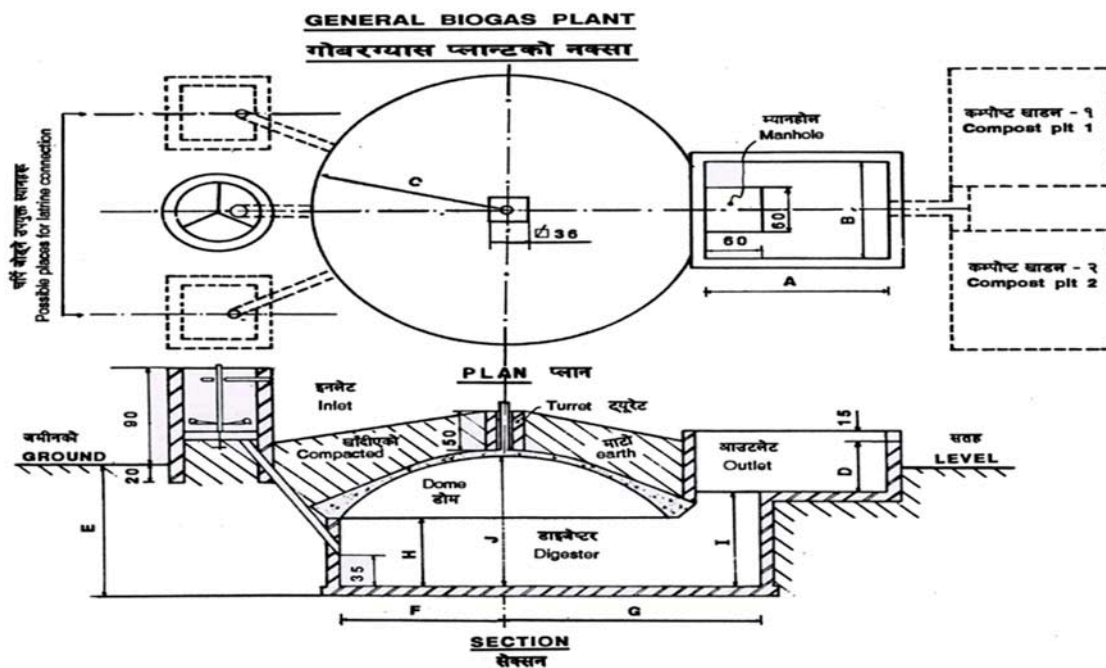
The world energy crisis of the 1970-90s brought anaerobic waste treatment to the attention of the modern industrial world as oil and natural gas prices reached record levels. More than 249,813 biogas plants were constructed in Nepal during the period of 1992/93 to 2010/11. Around 95 percent of these plants are operational, but few continue to produce useful biogas. These early installations failed due to a number of factors including: 1) overbearing or poorly conceived engineering efforts 2) lack of understanding of the complexities of operating a biogas plant 3) the physical, chemical and biological processes at work in the anaerobic reactor. Newer biogas technology installations, like the 'Fixed Dome' GGC 2047 Biogas ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

Plant Model, are now used with much more success all over the world. Biogas technology includes everything that is needed, such as biogas and manure, to produce and utilize the products of anaerobic digestion. The benefits of biogas technology are: energy, fertilizer, improved sanitation and environmental protection.

The biogas plant process consists of five main stages: 1) dung and water are mixed in the inlet tank and this mix (slurry) is digested inside the digester 2) gas produced in the digester is collected in the dome (gas holder) 3) digested slurry flows from the digester to the outlet tank through the manhole 4) slurry flows from the outlet tank to the compost pit through the overflow opening where it is collected and composted 5) the gas is supplied to the point of application through the pipeline.

Before deciding the size of the plant, it is necessary to collect dung for several days to determine the quantity of average daily production of dung. The quantity of dung produced daily determines the production capacity of the plant. The crucial point to be considered is: the size of the plant has to be selected on the basis of the available dung, not the size of the family.

If a plant is underfed, the gas production will be low. In this case, the gas pressure might be insufficient to displace the slurry in the outlet chamber. This means that the amount of slurry being fed into the digester is more than the amount of slurry being discharged from the outlet. This will cause the slurry level to rise in the digester and it may eventually enter the gas pipe and sometimes even gas stoves and lamps when the valves are opened. Therefore, the slurry should always be fed according to the prescribed amount based on the size of the plant. Biogas plants generally look like the following map:



नोट :- प्लाण्टको विभिन्न भागहरूको माप पछ्याउनु पर्ने विवरणको छ ।

The role of biogas in mitigating climate change is seen through its benefits: 1) capacity to produce clean energy 2) reduction of greenhouse gas emission 3) time saved 4) forest conservation 5) sanitation by toilet connection 6) slurry 7) compost fertilizer.

The remainder of the paper is comprised of sections 2 – 4: section 2 – methods of analysis and the nature and sources of data used, section 3 – analysis of the data collected for this study, section 4 – summary of results and directions for future research.

2. Data

This paper is based on secondary data as given in Annex-1 for the period of Fiscal Year 1992/93 to 2010/11. Moreover, the reviewed literatures are the foundation of this study. The data and information has been collected through survey of the literature. In order to achieve the objectives of the study, the secondary data and information has been collected from the BSP-Nepal database. The variables introduced in this study are related to the following benefits of biogas that contribute to sustainable development:

- ™ The number of clean energy household biogas plants providing sanitation through toilet connection
- ™ Time saved and micro-enterprises creation
- ™ Slurry & compost fertilizer
- ™ Reduction of greenhouse gas emission
- ™ Forest conservation

Analysis is the careful study of available facts so that one can understand and draw conclusions from them on the basis of established principles and sound logic. Simple statistical techniques of analysis such as tables, percentages, graphs, maps and pictures have been employed in a number of cases.

3. Results

In this section, an attempt is made to determine the role of biogas to mitigate climate change in the context of Nepal.

3.1. Clean Renewable Energy & Sanitation

A total of 249,813 biogas plants were installed in Nepal during the Fiscal Years 1992/93 to 2010/11. Clean renewable energy was provided to 237,322 households – assuming that 95% of the plants were operational as per the Biogas User Survey. The results reveal that biogas has played a crucial role in improving health and hygiene through providing clean energy, smokeless kitchens and toilet connections in 152,410 households and that this is directly associated with women's health and hygiene. The following two pictures show life with and without biogas.



Women, Children and Environment Bear the Brunt!

forest-based microenterprises such as: cash crops, cattle farming, fish farming, etc.

3.2. Time Saved and Micro Enterprises Creation

The total number of biogas plants is 237,322 assuming 95% plants are operational as per Biogas User Survey. The daily average saved time of 3 hours provided by using Biogas has improved households' livelihoods in the following ways:

- 1) More efficient use of time
- 2) The creation of additional income from agro &

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$\frac{3}{4}$ Biogas brings multiple Socio-economic & environmental benefits.

$\frac{3}{4}$ Bio-slurry or bio-compost is an equally useful product.



3.3. Slurry As A By-Product - High Quality Organic Fertilizer

Assuming 95% of the plants are operational as per Biogas User

Survey: there are 237,322 plants in operation and 1.75 tons of slurry compost fertilizer produced annually per household. A total of 415,314 tons of slurry and compost fertilizer are produced per year; this enhances independency through reduction of dependency on chemical fertilizer.

3.4. Reduction of Greenhouse Gas Emission

There is 2.4 tons of reduction of greenhouse gas emission annually per household as per new Clean Development.

Mechanism (CDM) methodology: 59,968 plants were registered with CDM under PA1, PA2, PA3 and PA4 through the end of April 2012.

3.5. Forest Conservation

There are a total of 237,322 biogas plants assuming 95% plants are operational as per Biogas User Survey. 1.25 trees are protected per year per biogas plant. In total, 296,653 trees are protected per year enhancing greenery and protecting the environment as well.

1. Conclusion

Based on the analysis of data collected through questionnaires, the results revealed the following: There was a $\frac{3}{4}$ per cent improvement in health and hygiene through providing clean energy and smokeless kitchens in 237,322 households and toilet connections in 152,410 households were directly associated with women's health. $3\frac{3}{4}$ hours time was saved daily in each household improving people's livelihoods through the startup of agro and forest-based micro enterprises such as cash crops, cattle farming, fish farming, etc. There was production of 1.75 tons of slurry and compost fertilizer annually per household. In total, production of 415,314 tons of slurry and compost fertilizer per year enhanced independency through reduction of chemical fertilizer. There was 2.4 tons of reduction of greenhouse gas emission annually per household as per new Clean Development Mechanism (CDM) methodology; 59,968 plants were registered with CDM under PA1, PA2, PA3 and PA4 through the end of April 2012. 1.25 trees were protected per year per plant; a total of 296,653 trees were protected per year enhancing greenery and protecting the environment.

This paper can be extended by using a combination of qualitative and quantitative information extracted from primary and secondary data sources. A second avenue of research would be to conduct a case study by taking a benchmark before installation of biogas and change after installation of biogas to get possibly more concrete results. A final research avenue would be to do a study by adding additional variables that are correlated with sustainable development to get greater insight into the results.

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Annex-1

Number of Biogas Plants for the Period of 1992/93 to 2010/11

Fiscal Year		3 Biogas Plant Size (M)							Total
		2	4	6	8	10	15	20	
1992/93	2049/50		75	442	553	1,927	275	46	3,318
1993/94	2050/51		128	534	780	1,722	286	56	3,506
1994/95	2051/52		62	652	1,451	2,633	279	38	5,115
1995/96	2052/53		123	1,190	2,460	3,097	249	38	7,157
1996/97	2053/54		304	2,004	3,201	2,686	175	17	8,387
1997/98	2054/55		265	2,861	4,234	2,303	180	26	9,869
1998/99	2055/56		494	4,268	4,717	1,451	109	13	11,052
1999/00	2056/57		1,771	7,850	3,001	643			13,265
2000/01	2057/58		3,225	11,629	2,616	387			17,857
2001/02	2058/59		2,779	10,597	1,864	287			15,527
2002/03	2059/60		3,391	11,105	1,622	222			16,340
2003/04	2060/61		1,859	8,072	1,191	137			11,259
2004/05	2061/62		2,467	13,352	1,804	180			17,803
2005/06	2062/63		2,058	12,184	1,686	190			16,118

2006/07	2063/64		2,463	13,486	1,550	164			17,663
2007/08	2064/65		2,224	11,558	1,099	3			14,884
2008/09	2065/66		3,420	14,997	1,062				19,479
2009/10	2066/67	1,085	4,979	14,265	829				21,158
2010/11	2067/68	1,019	5,828	12,482	727				20,056
Total		2,104	37,915	153,528	36,447	18,032	1,553	234	249,813

Source: BSP-Nepal.

3.8 Emission reduction by the installation of a Solar Steam kitchen plant at Vajra Academy

Presenter: Udit Bhatta

Abstract:

As the issue of environment and energy is highly linked with sustainability and the future of humans, there is no alternative to reducing the consumption of non-renewable sources of energy. The use of scarce non-renewable resources is increasing each day along with the world increasing population. The current study investigates saving Liquefied Petroleum Gas (LPG) and reducing carbon emission by the use of the solar steam kitchen plant at Vajra Academy, Nepal's first green and eco-friendly school. The data of the consumption pattern of LPG from 2006-2010 in the residence and the canteen was used to calculate how much LPG would have been consumed if the Solar steam kitchen Plant had not been installed. Then, the LPG saved was used to calculate the amount of Carbon emission prevented. The study also presents recommendations for promoting similar efforts to be undertaken both at the individual and national level to contribute to saving energy, thereby helping to create a sustainable future for humans.

Theme 4: Promoting Peace Building and Good Governance

4.1 Refugee Resettlement: A Collaborative Effort on Human Security and Development

(A case study of current resettlement in the United States)

By: Pranaya SJB Rana
sjbrana@hotmail.com

Abstract

With still some fear in their minds, refugees tell stories about when they had been victimized by incidents of rape, abduction, murder, ethnic cleansing etc. Some have lost family members while others have witnessed their families being murdered. Some have made life-risking escapes to refugee camps in the US where they finally found security; but there they also found an identity-less life.

These are some of the many stories resettlement case workers hear from newly arriving refugee families and individuals in the United States. A shocking past, a confusing present and an uncertain future await these refugees who now completely put their faith in these resettlement agencies for a better future. The

task is daunting given the language barriers, culture and economy. But the efforts and results are very inspiring.

The United States sponsors around 80,000 UNHCR refugees every year. The resettlement of refugees in the US is monitored by the United States Committee for Refugees and Immigrants (USCRI). However, there are many challenges from cultural shock, social services, employment, schooling etc. This paper will highlight some ongoing efforts made by all concerned entities in making that transition as smooth as possible to finally achieve the goal of self-sufficiency. It will also highlight some significant processes of transition that have proved critical in relation to the challenges of human development that need to be addressed.

4.2 Exploring local capacities of adapting to climate change: A case of two forest-dependent communities in the western region of Nepal

Bishwas Rana (PhD Scholar)

Mewar University, Rajasthan, India

Climate change has been a painful global fact and adaptation to its adverse effect is becoming a focus agenda among state agencies and community participants in developing countries where most of the poor and vulnerable people are settled. A case study from two of the forest user groups in the Parbat and Nawalparasi Districts of Nepal show that adaptation is continuous actions being taken at the household as well as the collective level, whether framed as ‘adaptation to climate change’ or as ‘business as usual.’ A general realization exists, mainly among the elderly, of the changes of climate over decades; however, youth are less aware of the effects of climate change. It has been discovered that the capacity to adapt, both at the individual and the collective level, depends more on the financial resources available than on the awareness itself. However, a better technical understanding is required for framing activities from the perspective of adaptation, thereby improving both individual and collective action.

4.3 Tibetan refugees in Nepal: the role of media on promoting peace building in South Asia through news coverage

Achyut Aryal¹

ABSTRACT

From geopolitical perspectives as well as from the international political situation and power politics, both Tibet and issues of Tibetan (refugees) have become a heaven for stakeholders/players. India, China and America, as well as some European countries, are very concerned about Tibetan refugees. In this context international, national and local media all have been concerned about Tibetan refugee issues. These media are always ready to cover events and issues of Tibetans. As a part of the global media

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network, Nepali media, especially print media, are showing interest in covering Tibetan Refugees in their news genres. As a diplomatic concern, and beyond the Free Tibet movement,² the presence of Tibetan refugees³ in Nepali territories is not hidden from the world community and political affairs. Given the geo-political affairs of the present era, relationships of Nepal with China, India, America and other European countries are related to Tibetan refugee issues, too. Therefore, how the government of Nepal behaves with respect to Tibetan refugee issues, and its role with regard to: 1) media coverage and 2) peace building in South Asia is an important area to study. According to the United Nations High Commissioner of Refugees (UNHCR) Global Appeal 2010-11, there are 20,000 Tibetan refugees living in Nepal, with an additional 1,500 Tibetans living in “refugee like situations,”⁴ although the actual number is likely to be far higher. Since 2006, when slightly less than 2,600 Tibetans went into exile, the number of Tibetans making the perilous journey into exile has declined. Between January 1st 2009 to December 31 2009, only 838 Tibetans were recorded by the Tibetan Refugee Reception Center (TRRC) to have made the dangerous crossing from Tibet to Nepal. Heightened tensions on the Tibet side of the Tibet-Nepal border are the most likely cause for the reduction in the numbers of new arrivals from Tibet. To understand the Nepalese media’s perspectives on Tibetan refugees it is necessary to analyze their editorial points of view of these issues: ‘one-China policy’ supporters are on one side and human rights supporters are on the other. From analysis of Nepalese print media selected for this study, it can be said that media supporters of both perspectives are now in existence in Nepal. This means that, through their editorial columns, Nepalese print media are expressing their support for the one-China perspective as well as the human rights perspective of Tibetan refugee issues. This is the best role for the Nepalese media to play for maintaining peace in the south Asian region. This research, ‘Tibetan Refugees in Nepal: Role of media in promoting peace building in South Asia through news coverage’ is an analysis of 1) coverage of Tibetan refugee issues published in selected Nepali print media and 2) its valuable role in peace keeping in South Asian territories. In doing so, this research paper chronologically presents the development of Tibetan refugee problems in Nepal with reference to the world context. It analyzes the issues from political, economic, cultural and social perspectives with respect to current geopolitical viewpoints. With this survey of newspaper content and its analysis, this paper explores Tibetan refugee issues with different approaches and perspectives. To analyze coverage and perception patterns, news and views have been categorized and analyzed into these approaches: social encroachment, cultural encroachment, crime, foreign policy, human rights, Chinese and Indian policies regarding Tibetan refugees, etc. Typically, this research has been focused on Nepali print media coverage. The research concludes with a great theme: the media and the problem of refugee activities has hampered Nepalese interests along with Nepal’s sovereign political rights to safeguard its voice.

Key Words: *Tibetan refugee, Role of media, promoting peace building, South Asia, news coverage*

²The Free Tibet Movement is run by Tibetan refugees worldwide.

³ ‘Tibetan Refugee’ for this research means those people who are living around the globe without nationality or identity since the unsuccessful Lhasa uprising (revolt) in 1959 under the leadership of the Dalai Lama. At present their government-in-exile headquarters are located in the north Indian Himalayan town of Dharmasala.

⁴ UNHCR Global Appeal 2010-2011, p. 34, <http://www.unhcr.org/4b03d32b9.pdf>

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Theme 5: Building Strategies for Comprehensive Development

5.1 The Role of the Family in Human Development

By Dr. Robert S. Kittel

One of the Five Principles of Peace which the Universal Peace Federation advocates is that the family is the school of love and peace. The environment of the family impacts our values and perspectives throughout our lives. In addition, it is in the family that our heart and character are nurtured. This influence begins at birth, is carried into our academic achievements in school and continues throughout our lives. The family has profound consequences on our health, wealth and happiness.

This presentation will be in a PowerPoint format. It will examine the importance of the family highlighting the four dimensions of love learned in the family: parental love, conjugal love, sibling's love and children's love. Expanding on this, it will demonstrate that the family is the training ground and model for the acquisition of our primary social relationships. In essence, the argument will be made that the family is the cornerstone for world peace and sustainable human development.

5.2 Ethno Medical Health Care Practices (EMHCPs) in Nepal: Propelling or Impeding Human Development

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Introduction

Ethno Medical Health Care Practices (EMHCP) – so-called traditional medicine or indigenous health care practices – are a widely adopted phenomenon especially in developing countries. Inequities in availability, accessibility, acceptability and affordability of non-traditional modern health care have increased, among, as well as within, populations the world over. Access to appropriate healthcare is increasingly being acknowledged as a human right through international instruments such as the United Nations Human Rights Commission, Millennium Development Goals (MDGs) and the WHO. In the recent past there has been increasing interest in the integration of EMHCP with modern public health care globally. In this context, there is a critical need to mainstream EMHCP into modern public health care to achieve the objective of improved access to healthcare facilities.

Method

The study is based on primary data that was collected in the Satar community – the sixth most predominant ethnic group by population in the Jhapa district of Nepal. Using Semi-structured tools for data collection, a cross-sectional descriptive study was employed. Male household heads of Satar aged 24-49 years were selected as primary respondents. Fifty sampling units from 5 VDCs were selected using purposive sampling techniques. The data was analyzed through frequency and descriptive statistics to

describe preference of medication practices in common illnesses of the 4 'A's in health-seeking behavior; attitudes and satisfaction with EMHCP as compared with modern medication practices were examined.

Result and Discussion

Overall, two-thirds (64%) of the Satar population adopts EMHCP because the majority of the population has been cured through traditional medicines (50%), followed by faith healers (32.1%), for the most common illnesses. The fact that illiterate people seek EMHCP more frequently than literate was found to be strongly significant ($P < 0.01$). There is no significant difference between the poor and the rich ($P > 0.8$). However, the overall frequency of EMHCP users in both categories is quite high (68%) as compared to users of modern medication. The analysis of the 4 'A's model of health seeking practices shows that EMHCP more users can afford EMHCP as compared to modern medication; this was found very significant ($P < 0.001$). The availability, accessibility and acceptability frequency of EMHCP is very high compared to modern medicine; this is shown by the composite score 0.938 vs. 0.740 respectively. The mean attitudinal scale of preference of EMHCP over modern medicine was found to be 4.12 out of 5, which is very significant.

Conclusion: The EMHCP phenomenon is widely prevalent in disadvantaged and marginalized ethnic societies. People adopt different types of EMHCP according to available choices in mitigating their common health problems.

Key words: ethno medical health care practices (EMHCP), health seeking behavior, 4 'A's, human development, traditional medicine, Satar, Nepal

Introduction

Ethno Medical Health Care Practices (EMHCP), or traditional medicine or indigenous health care practices, is a widely adopted phenomenon, especially in developing countries. Inequities in availability, accessibility, acceptability and affordability of modern medical health care have increased among, as well as within, populations the world over. Human development is the approach of enlarging people's choices and improving human capabilities and freedoms so they can live a long and healthy life, have access to education and a decent standard of living and participate in their community and the decision-making processes that affect their lives (UNDP, 2012). Thus, health care regards human development to be the core of human well-being which includes physical, mental, social and spiritual dimensions. Ethno medical health practices are socially sanctioned and approved behaviors that directly contribute to the maintenance of primary health care services in the colonized, disadvantaged multicultural, multiethnic, religiously secular and ecologically diverse communities of Nepal.

In the recent past there has been a growing interest in Traditional, Complementary and Alternative Medicines (TCAM) and their relevance to public health both in developed and developing countries. In this context, there is a critical need to mainstream EMHCP into public health care to achieve the objective of improved access to healthcare facilities. Access to appropriate healthcare is increasingly being acknowledged as a human right through international instruments such as the United Nations, the Human Rights Commission, Millennium Development Goals (MDGs) and the World Health Organization ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

(WHO) (Unnikrishnan, 2012). Diversity, flexibility, easy accessibility, continuing widespread acceptance in developing countries, increasing popularity in developed countries, relative low cost, low levels of technological input, relatively few side effects and growing economic importance are some of the positive features of traditional medicine (WHO, 2002). However, evidence suggests that there is a gap between 1) individual choices the public makes in terms of integration of different medical systems and 2) EMHCP policy formulation and implementation. According to WHO some of the major policy challenges include safety, efficacy, quality and rational use of traditional medicine.

The provision of health care services to the people of Nepal is poor because of geographical terrain, low level of literacy, poor communication channels, transportation problems, inadequate material resources, insufficient health care service providers and diverse cultural, ethnic and religious beliefs. The implementation of national health care policies for providing optimum health care services is obviously difficult. The enrollment of Female community health volunteers (FCHVs) in programs for delivery of primary health care services at the grass-root level is an example of one of the most successful participatory processes of the national health care system. Various studies of integration of ethno medical health practices in Nepal have found evidence of successful delivery of primary health care services. Hoff (1992) found increased use of ORS, decreased use of purges, use of hand washing in basins, construction and use of latrines, increased referrals, and increased use of midwives for birthing.

The term Traditional Medicine (TM) refers to ways of protecting and restoring health that existed before the advent of modern allopathic medicine. Ethno medical approaches to health care belong to the traditions of each country, and have been handed down from generation to generation. TM includes diverse health practices, approaches, knowledge and beliefs incorporating plant, animal and/or mineral-based medicines, spiritual therapies, manual techniques and exercises; these approaches are applied singularly or in combination to maintain well-being, as well as to treat, diagnose or prevent illness (WHO, 2002). Traditional medicine accounts for about 40% of all health care delivered in China. Up to 80% of the population in Africa uses traditional medicine to help meet their health care needs, although synthetic chemical compounds have replaced many Ayurvedic plant products. The quality, safety and efficacy of natural products could be found to be a suitable addition to health care management systems (Kumar and Venkatesan 2012, cited in (Sharma, Agarwal, & Ashwini, 2003). Possibly the most famous example of a 'folk illness' is *susto* in Latin America (Rubel 1984), cited in (Susanna Hausmann-Muela, 2003), defined as an illness characterized by anxiety which does not correspond to a biomedical illness category. Folk illnesses also have become well-known in studies of malaria: investigators in Africa reported that in the local understanding, convulsions were not recognized as a possible severe manifestations of malaria, but rather attributed to 'supernatural' agents, requiring treatment by a traditional healer (Susanna Hausmann-Muela, 2003).

(Gartoulla, 1998) has stated that more than 50% of people with health problems never receive treatment at health facilities provided by the government; instead, they seek treatment from Ethno medical practices, diverse home-remedies, commercial over-the-counter (OTC) drugs, religious healing practices and other culturally-based economical treatments. M. Krishnapriya Premachandra analyzes the integrated medical systems of India: Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy (AYUSH). She shows the importance of these medical systems in terms of allocation of funds, institutional support, ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

insurance schemes, growth of the manufacturing sector and reforms in the education sector. Her study shows the resurgence of traditional and complementary medicines both in urban and poorer rural areas, indicating communities' 'felt need' for services other than those of modern systems (Swartz, 2011) (Department of AYUSH, 2006).

(Shankar, n.d) in a recent study mentioned that in Nepal more than 50% of the population uses Complementary and Alternative Medicine (CAM). In developed western countries, the use of CAM is widespread and increasing. In Australia, CAM has become a widely used form of healthcare and that a government survey has shown that 42% of Australians report using CAM. In developing countries, more than 80% of the population still depends on CAM. In Pakistan, around 70-80% of the population, especially in rural areas, uses CAM. A study in Pokhara City and a nearby village in Nepal in 2001 showed that CAM remedies constituted 32.2% of the total drugs consumed and visits to CAM practitioners accounted for 28% of visits. The declaration of Alma-Ata in 1978 said that mobilization of traditional medical systems is important to make 'health for all' a reality. CAM healers are familiar with social and cultural backgrounds of people, are accessible, respected and experienced. Due to various reasons, allopathic doctors are reluctant to serve in rural areas (WHO, 1978). Many modern medical practitioners view the increasing use of traditional medicines as a failure of allopathic medicine to satisfy the healthcare needs of society. Traditional medicine is considered to be full of spiritual and magical practices and modern medicine is seen as based on logic and scientifically verifiable. The two forms of healthcare are seen as opposites and meaningful collaboration is difficult. Modern medicine often fails in conditions where behavioral, emotional or spiritual factors have an important causative role; with regard to these conditions, traditional medicines have been more successful. With the increasing prevalence of psychosomatic disorders in modern society, traditional medicines will play a more important role (Shankar, n.d). The types of healing commonly adopted by indigenous tribes are traditional medicines, faith healing practices and complementary and alternative medicines (CAM). Traditional medicines and treatments include: Ayurvedic, Homeopathic, naturopathic (herbal), self-medication and ritual healing. Faith-based healing practices are also a type of traditional medicine but comprise a different category because they have been adopted by communities like the Satar as a part of their cultural system; this healing system refers to shamanistic practices in which the village ritual head called the Majihadam provides all of the cure-related services. The terms 'Complementary' and 'Alternative' refer to the practice of mixing modern medical practices. (Adhikari, 2011).

Methodology

The current research aims to explore the type of medical practices involved in: 1) health-seeking behavior 2) attitude and satisfaction towards EMHCPs 3) health outcomes. And it addresses the notion of human development components viz. equity, empowerment, cooperation, sustainability, security, and productivity among the Satar population of Nepal. Furthermore, to address the integral component of human development the 4 'A's Model for health seeking behavior in preference of EMHCP was recorded as a 5-point rating scale used to analyze whether the EMHCP is suitable for tribal societies like the Satar. The four "A"s are described in (figure 1).

Availability: geographical distribution of health facilities, pharmaceutical products etc.
 Accessibility: include transports, roads etc.
 Affordability: direct, indirect and opportunity cost of health service
 Acceptability: relates to socio-cultural barriers

Figure 1: (Good, 1987, cited in (Susanna Hausmann-Muela, 2003), modified

Study population: The study has been conducted in Satar community which is sixth-most predominant ethnic group by population in Jhapa district of Nepal. The male household heads of Satar aged 24-49 years are selected as primary respondents.

Research Design: The study has been conducted on the basis of cross sectional descriptive case study adopted to fulfill the objectives using Semi-structured questionnaires.

Sampling Design: The purposive sampling technique was used to select 50 Municipalities from which 5 VDCs were selected; from each of the 5 VDCs, 10 households were selected, making a total of 50 sampling units. The semi-structured questionnaire was used to explore health care seeking practices, attitudes, practices used to treat common sicknesses, integration into national health care system and satisfaction towards EMHCP. The analysis of prevalence of EMHCP users among the different socio-economic variables are enumerated with simple statistics.

Table 1: frequency of respondents and the preference of the type of medication

Type of Medication Practices	Category	No. of Respondents	Percentage
Western medicine	Modern Medication	18	36%
Traditional medicine	EMHCP	16	32%
Faith Healers (Majihadam)		9	18%
Complementary and Alternative medication		7	14%
Total		50	100%

Source: Field Survey, 2011

The presenting common illnesses are varied but the two most prevalent ones were headache and abdominal pain (Gastritis) in 76% and 60% of the respondents respectively. These two categories of illnesses have been cured with both modern medicine and EMHCP. The frequency for both health care seeking practices has been enumerated in Table 3.

Table 2: Most common illnesses and medication preference for treatment

Type of Illnesses	Type of Medication(N)			
	EMHCP(N)	%	Modern Medicine(N)	%
Headache (N=38)	21	55.3%	17	44.7%
Abdominal Pain (N=30)	19	63.3%	11	36.7%
Total Frequency average (N=68)	40	58.8%	28	41.2%

Source: Field Survey, 2011

The literacy status of respondents was found to be 44% including those who can read and write and had no formal schooling. The use of Different types of Medication practices on the basis of literacy status is described in table 3.

Table 3: Literacy Status and preference of Medication practices

Literacy Status	Preference of Medication practices (frequency)		X ² value	p-value
	EMHCP	Modern Medicine		
Literate(N=22)	10	12	3.26	<0.001
Illiterate (N=28)	22	6		
Total	32	18		

Source: Field Survey, 2011

The key occupations of the Satar population was found to be labor 80% (n=40) followed by tenant farmer 16% (n=8) and the annual family income was found to be 100,000 to 200,000 NPR. Since these annual family incomes were found to be similar the overall economic status here is presented on the basis of ownership of land.

Rich= having the ownership of land more than 0.07 hectares

Poor= having the ownership of land less than 0.07 hectares or landless.

Table 4: Economic Status and Preference of Medication Practices

Economic Status	Medication practices adopted				X ² value	P-value
	EMHCP	%	Modern Medication	%		
Poor (N=34)	22	64.7%	12	33.3%	0.022	P>0.87
Rich (N=16)	10	62.5	6	37.5%		

Source: Field Survey, 2011

Table 5: Affordability of Health Expenses of EMHCP and Modern Medicine

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Type of medication Practices	Affordability				corrected X ² Value	p-value
	Yes	%	No	%		
EMHCP (N=32)	28	87.5%	4	12.5%	10.75	<0.001
Modern Medicine (N=18)	7	38.9%	11	61.1%		

Source: Field Survey, 2011

Table: 6 Availability, Accessibility and Acceptability of services in EMHCP and modern medicine

Parameters	EMHCP			Modern Medicine			X ²	p-Value
	Frequency	Percentage	Mean	Frequency	Percentage	Mean		
Availability (N=50)	45	90%	41.75	39	78%	32.25	2.80	0.42
Accessibility (N=50)	48	96%		43	86%			
Acceptability (N=50)	47	94%		29	58%			
Affordability	32	64%		18	36%			

Source: Field Survey, 2011

Table 7: Attitude scale of respondents towards EMHCP

The frequency of attitudes towards EMHCP has been presented in the 5-point rating scale as shown in table 2.

Rating scale	Frequency	Total Score	Mean Score
1 least useful	1	1	0.02
2 less useful	5	10	0.2
3 Neutral	5	15	0.3
4 Useful	15	60	1.2
5 Most useful	24	120	2.4
Total	50	206	4.12

Source: Field Survey, 2011

Results and Discussion

Overall, the Satar population medical preferences from most to least are: 64% EMHCP, 50% Traditional medicine, 32.1% Faith healers, 17.9% Complementary and Alternative medicine (CAM). The most common illnesses, headache and abdominal pain, might have correlations with lack of balanced diet and anemic disorder and poor personal hygiene and sanitation. An average of 58.8% of respondents seek EMHCP treatment to cure these illnesses. 44% of illiterate respondents seek EMHCP as compared to literate respondents (24%). The research revealed that although there is not much correlation among poor and rich respondents the poor seek EMHCP more frequently (61.7%) than the rich (56.2%); the overall

frequency of use of EMHCP by both is very high in comparison to Modern medicine. The analysis of the 4 'A's model in health seeking practices is that almost more than 87.5% of EMHCP users can afford EMHCP as compared to only 38.9% of Modern medication users (61.1%). The availability, accessibility and frequency for EMHCP is very high compared to Modern medicine providing the composite score 0.938 vs. 0.740 respectively. The relative preference of EMHCP practices over modern medicine is analyzed through the Attitudinal rating scale (1-5), 1 being the least useful and 5, the most useful. 78% of total respondents have rated the EMHCP useful for their health care.

Conclusion

The EMHCP phenomenon is widely prevalent in disadvantaged and marginalized ethnic societies. People adopt different types of EMHCP according to the available choices related to their specific health problems and needs. The EMHCP indicators of equity and sound health are directly related to the indicators of human development. The integration of EMHCP into mainstream national and global health care systems will be one of the world's major human development achievements of the 21st century. Increasing knowledge of sustainable management of health care resources, basically in EMHCP, should have been a policy indicator for the development sector. EMHCP providers can be trained to provide medical care through existing health networks and can promote acceptance of modern primary health care practices. Community health volunteers trained in both EMHCP and modern medicine can be a powerful force for revolutionizing primary health care in geographically and socially remote areas of developing countries if they are empowered by cooperative communities. While public demand for EMHCP is growing, there exists a gap between public choice and national institutional efforts to integrate EMHCP. Ethnicity and culture are attributes, other than the socio-economic status, which have the power to create the force necessary for the integration of EMHCP. Neither education nor economics are viable factors for the adoption of health care services. Overall development, which means the bottom to top approach in the health care system, is necessary for optimum human development. There is a growing awareness that the co-existence of EMHCP with other models of healthcare services seems to be essential. Single medical systems will find it difficult to cope with the global health care demands of the future. It is obvious that traditional and cultural medical knowledge can catalyze development of the health care sector. Thus, it is evident that: 1) EMHCP is an important, feasible, people-friendly, widely used health care system and that 2) the human development of Civil Society plays a powerful role in the integration of EMHCP and modern medical healthcare.

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5.3 Risks Perceived by Promoters of Hydropower Projects in Nepal

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Abstract:

This study attempts to identify the risks perceived by promoters of hydropower project financing in Nepal. Our review of the literature suggests that a successful project requires identification and mitigation of risks. Therefore, personnel of various hydropower companies have been interviewed. This study identifies the most prominent potential risks regarding the following: 1) legal system 2) market 3) technology 4)

environmental challenges related to infrastructure development, the state of the economy and problems of bureaucracy.

Key words: *hydropower projects, risk, promoters.*

1. Introduction

Nepal has immense hydropower potential. Most of the hydropower projects are large and complex and require enormous funding. There are risks that investors think are very crucial to consider in such hydropower project financing. According to Yu (1994), these are specific kinds of risks: pre-project risks, completion risks, operation risks and management risks. Specific steps required to implement a private power project include: 1) issuing a request for the proposal 2) preparing and signing a Memorandum of Understanding 3) issuing a Letter of Intent 4) drawing up project agreements 5) implementing the project 6) operating the facility.

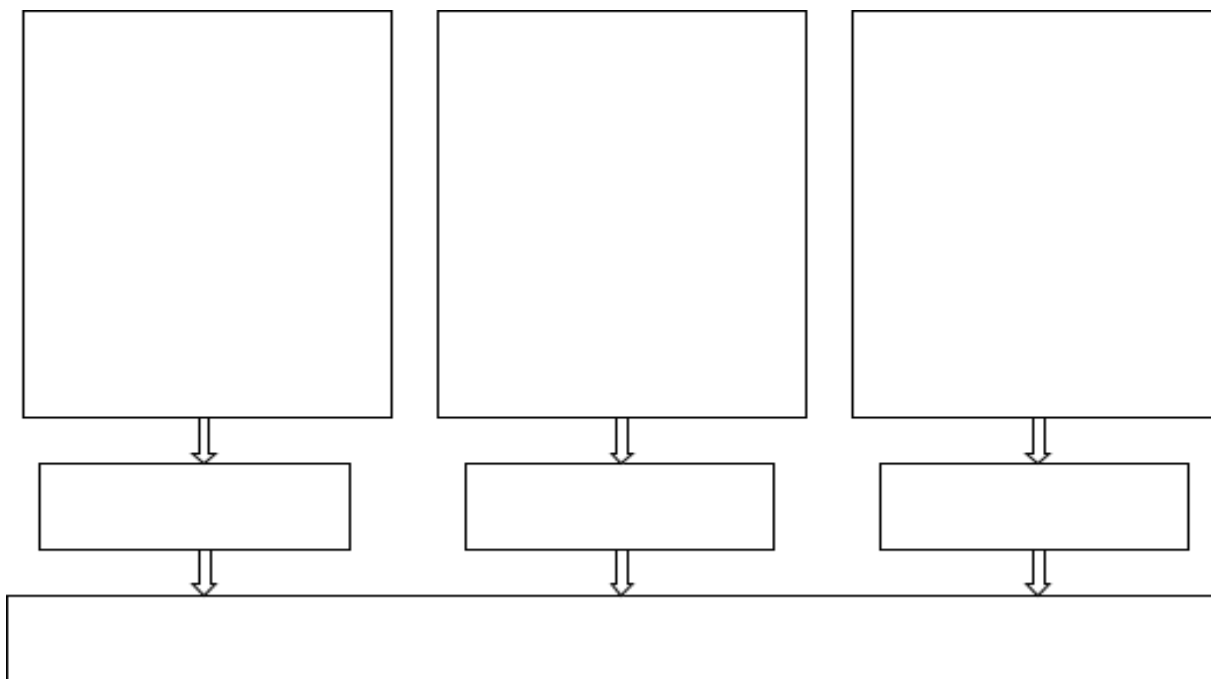
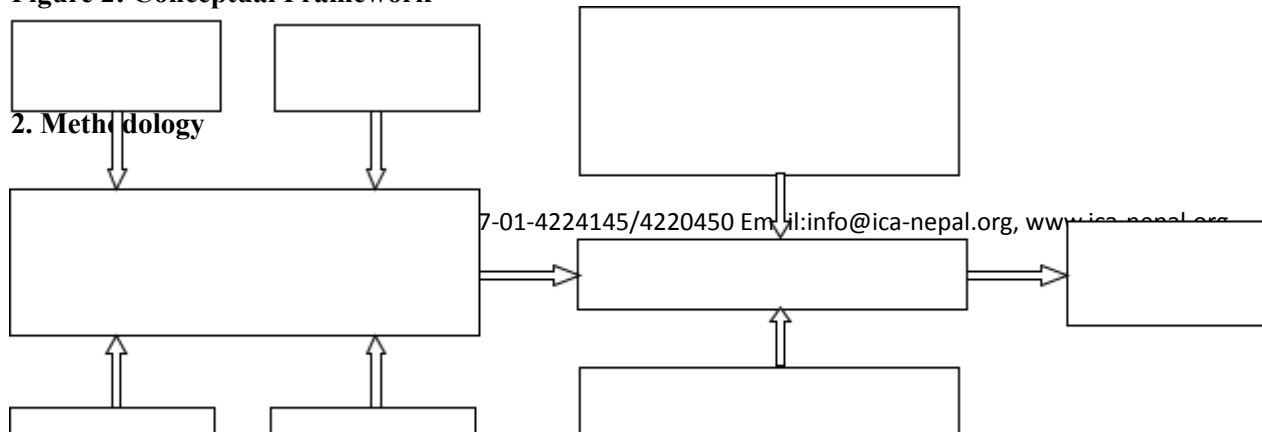


Figure 1: Types of Risk Identification

According to Hoffman (1989), there are generally three categories of risks, viz. design, engineering and construction risks, start-up risks and operating risks.

Figure 2: Conceptual Framework



This study is based on personal interviews of selected persons involved in the development of hydropower projects. The questionnaire was based on the framework given, which was based on literature review. However, not all parties concerned in the hydropower project are included in the study. Basically, the study is focused on promoters only. Besides the personnel interviews, we also referred to various documents and other published materials.

3. Findings and Discussions: Risks Perceived by Promoters/Investors

i. Political Risk: Investors consider the political instability of the country to be an important risk. Most investors recognize that the policies set up by a government are not changed much by succeeding governments, except for slight modifications and amendments for improvement. Moreover, all the parties of government have a sincere wish to develop the hydropower possibilities of Nepal. But in spite of this there is lack of confidence among investors because there is no consensus among different parties on policies for developing Nepal's hydropower potential.

ii. Foreign Currency Risk: The present foreign investment policy of the government supports protecting investors in projects against both inflation and currency risks. However, the present economic environment is highly unstable and country's trade deficit is increasing every year. So, promoters who want to invest in big projects do not have faith in the country's policies.

iii. Bureaucratic Delay/Problems: It is often a common problem in Nepal that promoters have to face the delay/problem created by inefficient government bureaucratic procedures related to hydropower development. Since there are few examples of private hydropower development, most of the developers are facing the problem of delay, which causes loss of money and time. It becomes more irritating when there is confusion caused by lack of cooperation among governmental departments.

iv. Legislative Framework: Analysis of Nepal's legislative framework shows that it has many good aspects. However, foreign investors were found to have little faith in it.

v. Market Constraints: Market risk has to do with uncertainties regarding energy. Since the Nepal Electricity Authority signs power purchase agreements (PPA) with independent power producers, it is relieved of this risk. As a result, this has eliminated some of the uncertainty of expected future cash flow due to market demand factors. This would, however, be true only if there is credibility of the Nepal Electricity Authority. There is a danger that, during times of financial trouble, power purchases may not be honored. However, this risk has been transferred to the government. Present demand and market growth is insufficient for attracting big power producers. Also, after the development of a few large projects, the power market of Nepal will get saturated. Of course, there is huge potential in India but the basic problem of selling energy to India is that there is no proper agreement between our two countries.

vi. Low Development of Capital Markets: Although the volume of funds raised from local financial markets is still small, it is growing. Promoters are working hard to raise local equity or loans. Project developers are trying to create local funding through local bank consortiums, insurance companies and provident funds and civil investment funds. But it is a complicated process due to lengthy negotiation

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processes, inadequate interest rates from the lenders and long project gestation periods. There is a provision for issuing power bonds in local markets, but detailed work must be done before issuing them.

vii. Technical Risks: The technology used in the development of hydropower is well tested and availability of equipment, installation procedures and operating methods are well known. There are also problems with technical factors such as unreliable hydrological data, uncertainty about tunneling, geotechnical problems, sedimentation, etc. Although hydrology data for different river basins has been available for more than 15 years the reliability of the data is questionable. Even if the data are reliable, it represents only a small portion of the hydrology cycle. Both the short and long-term state of hydrology is only a guess; there could be floods or droughts, no one knows. The mountains of Nepal are very young and very little tunneling work has been done in them. This lack of experience causes serious problems with estimating the extent of tunneling that is such an integral part of developing hydropower projects in Nepal. Unpredictable and unanticipated sedimentation problems may drastically reduce the expected lifespan of dams, thus not only increasing operating and maintenance costs but also reducing energy generation and thus negatively impacting cash flow projections.

viii. Infrastructure Problems: Nepal lacks the infrastructure required for the development of hydropower such as: access roads to powerhouse sites, power for construction and well developed lines of communication, transmission and distribution. There are some suitable project sites but they do not have access roads; some sites have accessibility but not power, communication and transmission lines needed for evacuating the energy they generate. Obviously, providing this basic infrastructure requires a lot of time for completion of projects. Thus, promoters see increased risks; the unit price of the energy will be seen as too high.

ix. Tariff Structures: The tariff is the price of the electricity purchased from a private power producer. Its structure is agreed on in the power purchase agreement. From the project developer's perspective, determination of an appropriate tariff is extremely important because it ensures that sufficient revenues are generated to cover the fixed and variable costs of the project and to satisfy equity return criteria. This in turn, determines whether sufficient debt and equity funds can be mobilized to finance the project.

x. Government Policies: The government of Nepal seems very serious about the development of hydropower. It has established a separate unit to take care of private participation in hydropower development in Nepal. There is a well formulated Hydropower Development Policy, Electricity Act, and Electricity Regulations as well. However, the government policies of other sectors, such as tax on interest and contract tax, which ultimately affect the cost of hydropower, are making things complicated. These factors ultimately increase the unit price of the energy.

xi. Availability of Loans: As the country risk is very high in Nepal, there is no credit rating of the country in international markets. So, private sectors are facing a lot of problems attracting potential lenders. Apart from this, the political instability of the country, bad track records of loan repayment of earlier investments, small economic scenarios, poor economic growth rates, poor credibility of the government and unattractive market conditions have made the situation worse.

xii. Lead-time for Projects: Lead-time for project development is very lengthy and, therefore, hard to tolerate by ordinary investors/promoters. It has been found that many projects' financial closings are delayed for years due to changes in negotiations. So, it is obvious that only those companies which have strong backgrounds in hydropower or are in related business can engage in this sector. Many promoters find these challenges to be too difficult.

xiii. Difficulties in creating the Right Size for Project: In the areas of development, financing, negotiation and operation, many promoters have difficulties in creating the right size for a project. Even 50 MW projects are big for Nepalese investors. A 1 MW to 10 MW project could be viable for them. But due to weak local markets and short-term investment attitudes of local investors, such big projects have rarely materialized.

xiv. No Rate of Return Guarantee: In the context of power purchase, there is no minimum rate of return guarantee given by the government to attract investors

xv. Construction Risk: Construction risk essentially consists of two risks: estimated cost and schedule overrun. A fixed price turnkey contract with appropriate penalty payments is essentially in a project financing structure. The construction risks are mitigated through the construction agreement. Increased insurance premium, operational costs, fuel during construction, custom and duty, cost of preparatory work are the major factors for the cost overrun. Similarly, lack of raw materials for the construction purpose, delay in supply of electromechanical equipments which are not available in the local market, labor problem, management's fault and inefficiency could be the probable cause of the delay in construction.

xvi. Operation Risks: Operation risks are covered in the initial stages of a project through warranties of the turnkey contractor and equipment suppliers. Once these warranties lapse, the risks are transferred to the power developer. These risks are mitigated by operation and maintenance agreements. Besides the O&M risk, there could be difficulties with the generation of energy due to problems with the availability of sufficient water discharge.

xvii. Difficulty for Guarantors due to Project Risks in Nepal: To mitigate the country risk, promoters want to protect projects through insurance. Few private sector partners are insured from the MIGA against country risk and most projects are finding difficulties in finding suitable insurers.

xviii. Feasibility Study Accuracy: Promoters have to face risks that may arise due to inaccuracies of feasibility studies. Though the probability of inaccuracies occurring is low, when they do occur, the impact is very high. Often, big-project promoters get second opinions from companies that do feasibility studies before project implementation starts. Still, many things cannot be predicted in the feasibility study stage and a detailed engineering study can provide better assurance.

Assessment of the Risks Perceived by Promoters	
Types of Risks	Consequences for Promoters/Developers
i. Country/Political Risks	High

ii. Foreign Currency Risks	High
iii. Bureaucratic Risks	High
iv. Legislative Frameworks	High
v. Market Constraints	High
vi. Weak Capital Markets	High
vii. Technical Risks	High
viii. Infrastructure Problems	High
ix. Tariff Structures	High
x. Government Policies	High
xi. Difficulty with Availability of Loans	High
xii. Long Lead Time	High
xiii. Difficulty to Get Right Size of Project	Low
xiv. No Rate of Return Guarantee	Medium
xv. Construction Risk	High
xvi. Operation Risk	High
xvii. Difficulty in Getting Guarantors because of Country Risk	High
xviii. Feasibility Study Accuracy	High

Table 1: Assessment of the Risks Perceived by Promoters

RISK MITIGATION ALTERNATIVES				
S. No.	Risks	Reasons	Parties which can best manage the risk	Mitigation Alternatives
i	Country/Political Risk	Political instability Change in Laws	Host Government Promoters	Government Guarantee of Insurance
ii	Foreign Currency Exchange Risk	Devaluation of local currency	Host Government Promoters	Tariff currency set in hard currency in agreement
iii	Bureaucratic Delay/Problems	Corrupt system Attitude of the Government staff Unknown & Tedious Procedure for agreement	Host Government	One window policy
iv	Legislative Framework	Rules & regulations not clear	Host Government	Keeping open for the choice of partners
v	Market Constraint	Will be saturated in near future Demand increases very slowly	Power purchase	Power purchase agreement
vi	Technical Risk	Technical failure	Host Government	Insurance

		Unreliable hydrological data Sedimentation Geological uncertainty	Promoters	Host Government guarantee
Vii	Infrastructure Problem	Lack of roads, power and communications for construction & operation	Host Government	Constructing the required roads and providing the communication and power system
viii	Tariff Structure	Insufficient to generate required cash-flow	Power purchase Promoters	PPA Making transparent/scientific policy for tariff
ix	Difficulty with Availability of Loan	Weak local capital markets Country's economic growth is not attractive No credit rating of the country	Host Government Promoters	Host Government guarantee By rating multilateral agencies' involvement (JV)
x	Long Lead Time	Requirements of a lot of contract, agreements and guarantees Difficulty in convincing the lending agencies	Promoters Power purchaser Host Government	JV with experienced investors who have influence with international lending agencies.
xi	Difficulty in getting the Right Size for the Project	Lack of fully studying projects Lack of Government planning	Host Government Power purchaser	Floating candidate projects that can be promoted by private financiers
xii	No Fixed Rate of Return Guarantee	Lack of Government Policies Lack of studies to define the correct ROR	Power purchaser	Can be mentioned in PPA Making the offer open
xiii	Construction Risk	Cost overrun Time overrun Management problem Lack of raw materials, labour	Promoters	Construction contracts with reliable contractors Turnkey contracts Insurance
Xiv	Operation Risk	Lack of experienced operating staff Increase in operating cost Uncertainties in the market for product Hydrology, siltation problem	Promoters	PPA Supplying captive power purchaser directly Exporting to neighboring countries

xv	Feasibility Study's Accuracy	Difficulties in finding out various engineering details in the feasibility stage	Promoters	Verifying the feasibility study by other experienced consultants.
xvi	Environmental Risk	Various environmental impacts due to the construction and operation of the project	Host Government	Implementing Proper EIA Taking only those projects that have less environmental impact
xvii	Resettlement Problem	Displacement due to the big dam construction Displacement due to the project site	Host Government Promoters	Making proper rules and regulations for resettlement of displaced people Providing reasonable incentives for the resettlement of displaced people Giving special privileges for participation as a share holder in the project company

Table 2: Risk Mitigation Alternatives

4. Conclusion

- Investors perceive the country risk as the most significant risk.
- Tariff structure is found to be biggest determining factor for the success or failure of the project.
- Promoters have little faith in the country's legislative framework.
- The Nepalese market is very small for the development of large projects.
- Uncertainty in the following areas cause many investors to be reluctant to risk investing: technology, hydrology, sedimentation, and geology
- Weak development of local capital markets is an obstacle.
- Bureaucratic delay is another hindrance faced by promoters.
- The country's poor infrastructure conditions pose risks.
- Long lead-time for project development and complications with negotiating contract agreements make closing deals more difficult.

- Promoters have to mitigate any environmental problems associated with projects and make proper provisions for resettlements problems.

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5.4 Occurrence of dental caries and its association with nutritional status among 4-6 years old children

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Oral diseases like dental caries and periodontal problems are the most prevalent dental diseases in the world and Nepal is no exception. In Nepal, very few studies have been conducted in the field of oral health. Oral diseases have a significant impact on general health and well being of people. This in turn, impacts achieving our dream of comprehensive development. Among oral diseases, dental caries is the most common disease of childhood. It is a multifaceted disease in which factors such as host (saliva and teeth), oral microflora, and substrate or diet are responsible.

Objective

To assess the magnitude of dental caries and nutritional status among 4 to 6 year old children attending the out-patient department of Kanti Children hospital, Kathmandu; and to evaluate the association between dental caries and nutritional status of children.

Materials and Method

In our descriptive cross-sectional study a total of 295 children aged 4 to 6 yrs attending Out Patient Department (OPD) of Kanti Children Hospital were observed. Oral examination using the dmft index, anthropometric measurements and questionnaires were used to assess the dental caries and nutritional status of the children. Seriously ill children were excluded on ethical grounds.

Results

The result showed that 61.4 % children were found to have dental caries with decayed teeth due to lack of fillings (dmft) 2.89. The occurrence of caries was 64.5 % in boys and 56.3 % in girls. The study showed that the majority of the children, 71.2 %, were stunted, 21.4 % underweight, and 0.3 % were wasted. But the difference in occurrence of dental caries between well nourished and malnourished children was not statistically significant.

Conclusion

The study has identified the need to reduce the progression of dental caries in children by implementing the following recommended interventions: 1) regular dental check ups 2) maintenance of personal oral hygiene 3) use of fluoridated tooth paste 4) rinsing of mouth with water after every meal

5.5 FACTORS ASSOCIATED WITH HIV AND AIDS EPIDEMICS

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Abstract:

This study investigated the various factors which are directly or indirectly associated with increasing the risk of HIV and AIDS. The study used to previous literatures to collect the information. The results indicate that various socio-cultural norms and practices, economic and political factors that expose people to HIV, includes gender inequalities, gender-based violence, poverty, lack of education, marriage problems, polygamy, trust, misconception about HIV and AIDS, migration, conflict and stigma & social taboos are associated with the causes of PLHIV. Findings specially highlight the impacts of socio-cultural norms and practices in the spreading of HIV and AIDS, particularly among reproductive age groups in Nepal.

Key words: Factors, Risk and HIV & AIDS

Introduction

HIV and AIDS is one of the most dreaded diseases of the 21st century and it has reached pandemic proportions in the world. This epidemic is unique in its devastating impact on the social, economic and demographic underpinnings of development. A decade ago, it was regarded primarily as a serious health crisis. Today, it is clear that AIDS is a development crisis and is well accepted as a social problem also.

“AIDS has a biomedical reality, but it also has a reality as a social construction” (Beine, 2003, p. 59). In the same line, Fee and Fox have also claimed, "AIDS is a particularly good example of the social construction of disease" (Fee, Elizabeth and Daniel M. Fox, 1992, p. 9). Various others authors, making this same claim to varying degrees, have also alluded to this social side of AIDS. Schoepf, for instance, commenting on her research in Zaire, has stated that "AIDS may be usefully viewed as socially produced." Farmer (1992:xi) contends that "the world pandemic of AIDS and social responses to it have been patterned by social arrangements." Similarly, Herdt (1992:3) also claims that "culture shapes our response to the disease" (Beine, 2003, p. 59). Culture has been defined as a complex set of distinctive spiritual, material, intellectual and emotional features that characterize and define a society or social group. In addition to arts and letters, it encompasses ways of life, the fundamental rights of the person, value system, traditions and beliefs (Sengendo, 1999). The social and economic factors that have been shown in a variety of settings to have the greatest influence are health care, income, poverty, employment, occupation, education, housing, culture and ethnicity. Various social and cultural traditions reinforce vulnerability to HIV. In order to improve population health status and reduce health inequalities, it is important to identify and understand the main factors that protect and promote good health. These factors are also known as the determinants of health (Committee, June 1998, p. 8).

The first case of AIDS was reported in Nepal in a foreign visitor in 1988. Since then prevalence has climbed steadily. The HIV epidemic in Nepal has evolved from a “**low prevalence**” to a ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

“concentrated epidemic”. Nepal is categorized as a “Concentrated” epidemic country with some of the sub population groups like: IDUs, MSM and FSWs and their clients, labour migrants and housewives (Services, 2008/09). HIV and AIDS has become a prominent problem in the tiny South Asian country of Nepal. As of the National Estimate of HIV infection in 2010, the total number of PLWHA in Nepal is 63528, of which 3544 are children below the age of 15. The adult HIV prevalence is **0.39%**. The total reported cases of HIV to NCASC as of July 2011 is 18237; the approximate male and female infection ratio is 2:1 (male-11787 and female-6450) (UNAIDS A. &, 2011, p. 21).

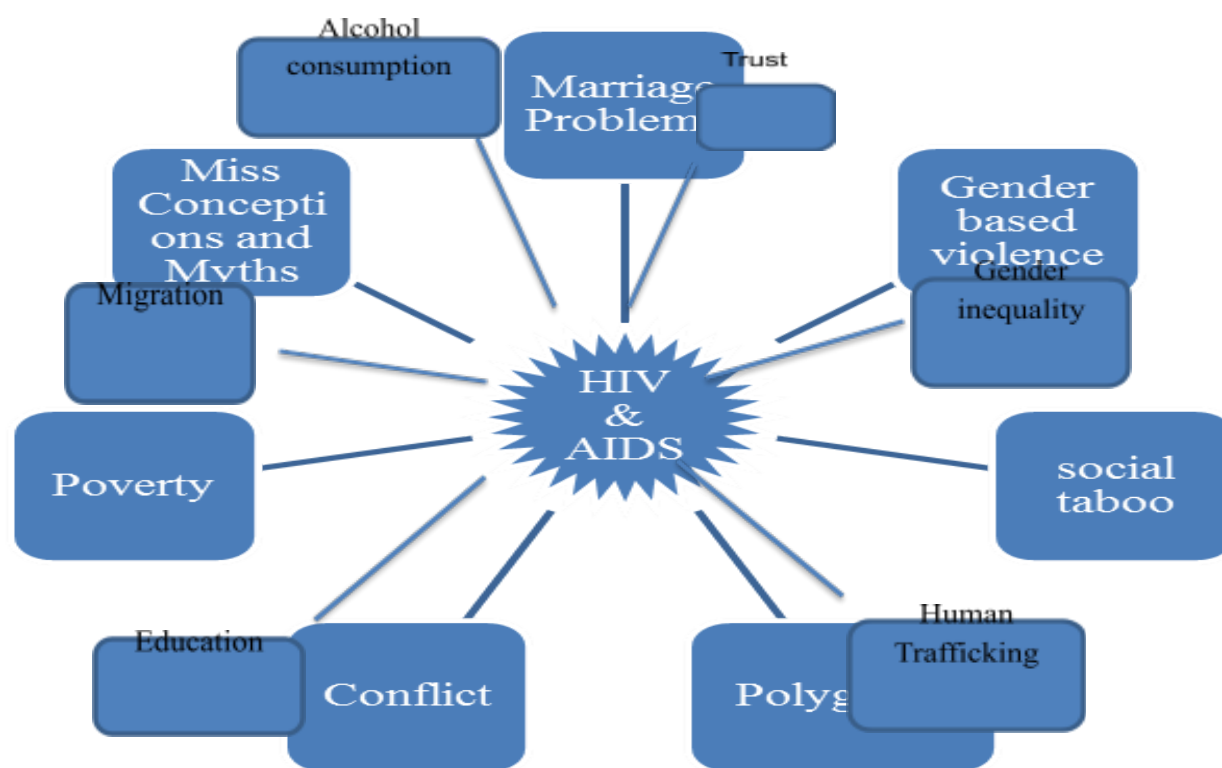
This paper was focused on how socio-cultural norms and practices in general have facilitated the spread of HIV and AIDS.

Research Methodology:

Review of Secondary data and information, as well as observation.

Key Findings:

From the various secondary data and information, it is found that there are various factors and socio-cultural norms and practices are inter-related with HIV and AIDS which can be observed from the following pictorial graphs:



As in other developing countries, transmission of HIV in Nepal is driven by factors such as poverty, low literacy levels, low levels of male and female condom use, cultural and religious factors, and ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

stigma and discrimination ((MOHP), 2012, p. 189). In Nepal, topography, environmental degradation, poverty and economic migration are all linked and they combine with other factors to increase vulnerability to HIV (Ramamurthy, 2005, p. 173). Besides the gender inequality, low level of education and literacy, denial, stigma and discrimination are major factors of HIV and AIDS vulnerability in Nepal (WHO U. a., December 2003, p. 7). Strategic Plans for HIV and AIDS prevention have recognized factors relating to mobility of population: urbanization and heavy labor migration to areas where huge infrastructure programs are being undertaken, the open border between Nepal and India, and poverty as casual factors for the spread of the infection in Nepal (Ramamurthy, 2005, p. 178). Besides these factors, it is also found that the prevalence of HIV and AIDS is due to lack of awareness about these infections. A low level of public awareness contributes to the growing AIDS problem in Nepal. This lack of national awareness, low rates of literacy, lack of appropriate AIDS education and strong cultural prohibitions against the public discussion of sex are the main causes of AIDS prevalence (WHO U. and., 1999). Several studies have attempted to identify the socio-demographic characteristics associated with HIV vulnerability. Some authors (Mishra et al., 2007) focused on the connection between HIV prevalence and wealth, which appears to be positively correlated for a number of sub-Saharan African nations. Other authors (Glynn et al., 2004; Fortson, 2008) have pointed to education as a risk factor; however, its relationship to HIV sero-prevalence is equivocal. According to Nunn et al., 1994; Hong et al., 2004; Clark, 2004; Johnson & Way, 2006 as cited by Yang, marital status has also been shown to be associated with HIV infection; individuals who have been married at any time (i.e currently married, widowed or divorced) are more likely to be infected (YANG, 2011, pp. 155-156).

The role of culture has been particularly problematic in the fight against HIV and AIDS. When one talks of culture, especially in the context of HIV and AIDS, what comes to mind is the patriarchal society in which we live, as well as the gender inequalities which it has given rise to (Mofolo, JUNE 2010, pp. 1-2). Many cultures and religions give more freedom to men than to women. For example, in many cultures it is considered normal - and sometimes encouraged - for young men to experiment sexually before marriage. Also, in many cultures, it is considered acceptable for men -- even married men -- to have sex with sex workers. These cultural attitudes towards sex are leading to HIV infections in both men and women -- and often the men's wives (UNAIDS, 2001). There is also belief that males have a biological need to have sex with more than one partner. This is also driven by the practice of polygamy that is still done to a great extent in rural areas. Women also tend to support unprotected sex because they want to prove their fertility; women's fertility is of high importance (mnwzan001, 2008). In one Zimbabwe Sunday newspaper, it was written that cultural practices such as widow-inheritance, early marriages and polygamy play a big role in the spread of HIV in Zimbabwe. Further, gender roles in the homes, power dynamics in sexual relations, poverty and dependence on men for money, biological make up as well as religious beliefs play an important role in females' vulnerability to HIV and AIDS (CHIKOLOLERE).

Some cultural norms and practices relating to sexuality contribute to the risk of HIV infection. Negative attitude towards condoms as well as difficulties negotiating and following through with their use is one of the many problems (Rose-Innes, 2006). Desired change in individual behavior cannot easily be achieved without a corresponding change in communities' cultural norms and social patterns. For

instance, with HIV and AIDS declining faster among youth than any other age group, it is believed that social and cultural factors that influence HIV transmission have changed more among youth than adults.

Gender-based violence has become commonplace in almost all societies. Acts of violence greatly increase vulnerability to HIV. In Nepal, women suffer greatly when they become HIV-positive. Compared to men, they experience a greater amount of involuntary HIV risk and disclosure of their status, more unforgiving disapproval of their involvement in risk behavior and for being HIV-positive, and often an irrevocable loss of familial support (FHI). People living with HIV are often subject to stigmatization and discrimination and this is still a much talked about issue in Nepal. The self-stigma and hostility in people living with HIV and AIDS inhibits them from disclosing their HIV status and seeking medical assistance, therefore remaining in the shadows and so continue to pass the infection on to others (Sharada Prasad Wasti, 2011, UK, p. 40). Similarly, trust is also one of the factors which drive the transmission of HIV. According to the one research conducted in Far-western Region of Nepal, most participants did not see any reasons for using condoms with village women, as they were different from the FSWs of Mumbai and therefore safe. Some mentioned that they would lose their trust with the local women because their partners would think that condoms should not be used with a person one trusts. (Krishna C. Poudel, 2004).

Besides this, there are also many widely held beliefs and cultural practices that are contributing to the spread of HIV and AIDS in Nepal:

1. Having sex with 108 virgins will cure AIDS and STDs
2. Cleaning the penis with urine, Detol soap, or Coke will cure AIDS and STDs
3. Nag puja will cure AIDS and STDs
4. Anal sex will cause HIV
5. HIV is prevalent only in Bombay
6. A tika from Sai Baba placed on the penis will cure STDs and AIDS (Beine, 2003, p. 86; Sharada Prasad Wasti, 2011, UK)

Conclusion:

Regarding the above-mentioned findings, it can be concluded that various socio-cultural, economic, political and environmental factors are associated with the increasing risk of HIV and AIDS. Overall, in Nepal, the following socio-cultural norms and practices are some of the major factors which indirectly play the role of catalyst for HIV and AIDS: gender-related problems, patriarchy, polygamy, social taboos, misconceptions, perception towards sex and sexuality, belief systems, etc.

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5.6 Pregnant Mothers' Experiences of Domestic Violence in Nepal

By: Prajapati, LP (Ph D Scholar)

Lecture, Kathmandu University

Introduction:

This study was entitled 'Pregnant Mothers' Experiences of Domestic Violence in Nepal'. The objective is to explore pregnant mothers 'experiences of domestic violence during pregnancy and its outcomes. In Nepal, violence during pregnancy accounts for an estimated 15% of all GBV cases. The Nepal Ministry of Health's 2001 Demographic Survey found that on average, more than 40 percent of men thought that one of the following was a justification for beating their wife: burning food, answering back, going out without telling them, neglecting the children, and refusing to have sex.

Methodology:

The phenomenological method was used for data collection as well as the application of the purposive & snowballing sampling technique. The study area is Melamchi PHC, Sindhupalchok. The study population was pregnant mothers. The total sample size was 14 mothers chosen for focus group discussions and in-depth interviews. The researchers used the guidelines for focus group discussion and took 2 hours. The researchers played the role of moderators and made tape recordings and took written notes. A supportive and comfortable environment was created and the participants were encouraged to speak freely. The nurses and paramedical staff of PHC helped to conduct the research.

Results:

According to the findings emotional violence took the following forms: threats to remarry, accusations of being physically unfit, being blamed for induced abortion, verbal abuse (bad words), not being allowed to seek health care, not allowed to enter the kitchen, lack of bed rest, belongings thrown outside of the house, not being allowed to go to school and warnings to not tell others anything. Examples of physical violence were: being kicked on different parts of the body, being beaten, being hit by fire wood, hair pulled, punched on body, pushed to the wall/floor and slapped. The participants responded that after suffering domestic violence, they wanted to leave the marital relationship, experienced suicidal ideation, backache, body ache, high blood pressure, feelings of hopelessness, wanting to terminate the pregnancy, etc.

Conclusion:

The high prevalence of various forms of domestic violence in Nepal suggests that the issue should be viewed as a major public health problem. According to findings, pregnant women who are victims of domestic violence can have mental health problems as well as physical health problems. Doctors and midwives should be addressing the information about experiences of domestic violence.

Key Words: Pregnant Mothers, experiences of Domestic Violence, Outcome

INTRODUCTION

Background

Domestic abuse during pregnancy is a major public health concern with serious consequences for maternal and infant health. The British Journal of Obstetrics and Gynecology reports that one in six pregnant women will experience domestic violence. Evidence also suggests that around 30% of domestic violence starts or worsens during pregnancy. When abuse occurs during pregnancy, injuries to the abdomen, breasts and genitals are common. It follows that domestic abuse is a factor in a significant proportion of maternal and perinatal mortality and morbidity.

Commonly violence during pregnancy can cause placental separation, foetal fractures, antepartum hemorrhage, rupture of the uterus and pre-term labor. Abuse can also indirectly impact the health of a woman and her baby through poor diet and restricted access to antenatal care. In 2000, the Department of Health endorsed routine antenatal enquiry for domestic violence: this was also endorsed by the Royal College of Obstetricians and Gynecologists, the Royal College of Midwives, and NICE who in 2001 recommended that all pregnant women should be asked routinely about domestic abuse as part of their social history.

Violence inflicted by a partner is sometimes called domestic violence or spouse abuse and includes acts of physical aggression, sexual coercion, psychological abuse, and controlling behaviors by a present or former spouse or partner (Heise & Garcia-Moreno, 2002).

According to the Centers for Disease Control, every year in the United States more than 300,000 pregnant women experience some kind of violence involving an intimate partner, and about one-quarter of women in the country report having been sexually or physically assaulted by a spouse at some point in their life. Experts say that pregnancy is more likely to have the opposite effect (of worse, rather than better behavior) on an abusive partner. One out of six abused women reports that her partner first abused her during pregnancy and according to the Centers for Disease Control, at least 4 to 8 percent of pregnant women report suffering abuse during pregnancy. Even if her partner seems to react positively to the news that you're pregnant, there's no guarantee that he won't turn violent again at some point. Studies of violence in relation to pregnancy and childbirth show that IPV is significantly associated with both miscarriage and induced abortion (Fanslow, Silva, Whitehead, & Robinson, 2008). During pregnancy, the stress of living with IPV may increase the risk of premature birth (Rosen et al., 2007; Yost, Bloom, McIntire, & Leveno, 2005) and lower birth weight (Rosen et al., 2007; Sharps, Laughon, & Giangrande, 2007; Yost et al., 2005).

Objectives

The general objective of the study is to explore pregnant mothers' experiences of domestic violence and its outcomes.

Specific objectives of the Study

1. To assess the types of emotional violence during pregnancy.
2. To assess the types of physical violence during pregnancy.
3. To find out the consequences (effects) of domestic violence during pregnancy.

Methodology

A qualitative research design, which is a phenomenological research method, was used to explore pregnant mothers' experiences of domestic violence. The study area was the Melamchi PHC, Sindhupalchok district in Nepal. The population for this study consisted of pregnant mothers who were attending the ANC clinic in Melamchi PHC. The purposive and snowballing sampling technique was used for the data collection. This study was conducted in a private room at Melamchi PHC. The participants were selected with the help of an ANC record book, staff nurses and ANMs. A total of 14 women participated in the study's focus group and some were interviewed in depth about domestic violence during pregnancy. The researcher developed an open-ended questionnaire with help of the literature review. An audiotape was used to record the interviews of the pregnant mothers. The validity of questionnaires was established by seeking opinions and information from specialists, sociologists and obstetricians and literature reviews. Permission for the study was obtained from the Medical officer of PHC. The purposes of the study were explained to the subjects and informed consent was obtained verbally from them. The respondents were assured of anonymity and confidentiality.

They were provided safe environments in rooms suitable for focused group discussion and in-depth interviews. Data were collected using in-depth interview guidelines. Verbal expression and emotional status was also observed at the time of interview. Participants were allowed to leave the study at any time if they wished. After rapport building researcher and participants both were fully interactive during the interviews and specific questions regarding the domestic violence in the terms of types, causes and the responses were asked. Sometimes verbal clues were given to the participants and sometimes probing was done to clarify their experiences. On average, each participant made two visits to complete the interviews. For validating the data revisits were made. On average, 1 hour to 1:30 hours was spent with each participant for the in-depth interview.

Data Analysis and interpretation (Findings)

The steps identified by Colazzi (1978) were followed in analyzing the data. The audiotape was listened to repeatedly until the researcher was familiar with the data and could get a feeling for the experiences of the participants. The phenomenon described by each participant was in voluminous form and was reduced to statements that were meaningful or significant for the purpose of the study. Extracted special meaning was coded and the certain responses that occurred were noted. Researchers again rechecked the extracted meaning from the related original statements given by the participants to reconfirm it. This was done repeatedly till all meaning was clear. The researchers again reconfirmed the experiences of the respective participants by making revisits. Findings are as follows:

Emotional violence	Physical violence	Outcomes of violence
- Threatened to remarriage - Accused as unfit body figure - Blamed for included abortion Verbal abuse (by using bad words) - Not allowed to seek health care - Not allowed to enter in kitchen - Lacked bed rest - Belongings thrown outside the house - Not allowed to go to school - Warnings to not to tell others	- Kicked on different parts of the body - Beaten - Hit with sticks of firewood - Hair pulled Punched on the body - Pushed to the wall, floor - Slapped	- Wanted to break down the marital relationship - Suicidal ideation - Backache - Body ache - High blood pressure - Feeling of hopelessness - Wanted to terminate the pregnancy - Abortion - bleeding

Causes of Domestic Violence

Recommendation

The findings of this study might help to sensitize program designers to conduct further studies for planning regarding legal protection for pregnant mothers. Nurses can plan for educative-supportive programs in hospitals as well as in Nepalese communities.

Conclusion

Nepali Pregnant mothers are at risk from domestic violence. They are often more hesitant to break free of a damaging relationship during pregnancy. Information about the danger of domestic abuse during pregnancy should come from outreach programs to improve the conditions of pregnant women. Doctors and midwives should be addressing the information about experiences of domestic violence. Violence during pregnancy can cause placental separation, antepartum haemorrhage, and pre-term labour. Abuse can also indirectly impact the health of a woman and her baby through poor diet and restricted access to antenatal care. If pregnant mothers do not report incidences of domestic violence it may become the most unreported crime in society. In Nepal, no one intervenes at the time of domestic disputes in the home due to our cultural practices.

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5.7 Gender disparity and its effects in Nepal

By: Anita Shrestha (PhD Scholar)

Mewar University, Rajasthan, India

Abstract:

This research article is written on the topic entitled "Gender disparity in Nepal" with the objective of investigating gender disparity in different layers of societies. Previous literatures were reviewed to collect information and data on the research objective. Nepalese cultural norms and belief systems have been driven by patriarchal systems from the beginning so the gender gap can be observed in different sectors. Women in Nepal comprise more than 50% of the total population. However, their representation in state structures is very low. In the 2001 Census, only about 11 percent of households reported any land in female legal ownership. In the political sector, women's average participation in executive committees of political parties is only 12% at the central level and 10% at the district level.

Key word: *Gender and disparity*

Introduction:

In general, gender refers to the biological and social differences between men and women. Gender is a socio-economic and cultural construct for differentiating between roles, responsibilities, constraints, opportunities and needs of women and men in a given context. A basic distinction between men and women, which is socially and culturally determined, creates unequal power relations in our social life. Thus, an understanding of the unequal power relations between women and men is necessary to be familiar with the basic problems in gender relations. Power is directly related to gender with regard to the access, distribution and use of resources, which are unequally distributed between women and men (Lazim, 2011, p. 168). It is customary everywhere to classify the human community on the basis of sex into groups of 'men' and 'women'. The biological fact of sex has created much difference between them. The aims and objectives, desires and aspirations, duties and responsibilities, dress styles and behavioral patterns, roles and statuses of men and women are different. Nowhere in the history of humanity were men and women treated alike and assigned statuses alike. Women have not been able to lead a life exactly ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

on par with men in spite of their urge for equality (Rao, 2008, p. 813). There are two ways masculinity and femininity can be viewed – ‘traditional’ and ‘conservative.’ We use the terms traditional and conservative to describe the belief that men and women’s roles are distinct and the terms ‘modern’ and ‘liberal’ to describe the belief that roles are not ascribed according to sex. According to the traditional point of view, men are more assertive, competitive, decisive, confident, ambitious, and instrumentally oriented, whereas women are more nurturing, empathetic, helpful, sympathetic, gentle, affectionate, and expressively oriented (Lueptow, 2001). In modern societies, gender and age interact to determine the roles open to a person throughout life. Before puberty, boys and girls everywhere normally tend to interact socially in sex-segregated peer groups. Due to the influence of different role-behaviors that they observe in their own homes and in the social environment around them, boys and girls come to know about the gender-related behavior expected of them (Rao, 2008, p. 823).

Gender, with a fragmentation of varied talents, relational preferences, identities, personalities, interests and interactive roles, can structure social life. In the given context Matson declares, as a social institution, gender is a process of creating distinguishable social statuses for the assignment of rights and responsibilities. As part of a stratification system that ranks these statuses unequally, gender is a major building block in the social structures built on these unequal statuses. The author continues, as a process, gender creates the social differences that define ladies and gents. In social interaction during their lives, individuals learn, see, act and react in expected ways, and thus simultaneously construct and maintain the gender order to signify a multiplicity of guarantees in response to a variety of different demands at once (J. Butler 1990, 145).

Social exclusion on the basis of gender, caste and ethnicity is highly pervasive throughout Nepal. As elsewhere in the world, ladies have always been excluded from many social, political, economic and cultural aspects of Nepalese society. Women from Dalit and Madhesi backgrounds are highly marginalized in all respects. The Government of Nepal has been giving attention to the need for women’s empowerment since 1980. As Albrow propounds, institutions to regulate gender and ethnic relations of adults are obvious areas where the state seeks to govern the ambiguities and conflicts that arise out of changing social relations. The author proceeds to state that, even though new global authorities are developing, the nation-state is still the apex of institution building in the world today. But the vast majority of social relations are informally regulated every day and are expressed as manners and etiquette, and are closely related to status, respect and dignity. In these ways morals, manners, and fads are weak forms of institutions, permitting a great deal of divergence yet none the less exerting some pressure on individuals to conform (Albrow, 2003, p. 110).

Methodology: Review of secondary information and observation

Finding:

A British Sociologist, Ann Oakley and a supporter of the Women's Liberation Movement, comes down strongly on the side of culture as the determinant of gender roles rather than biology. The division of labour based on gender is supported and justified by a belief and value system which states that gender roles are normal, natural, right and proper (Heald, 2010, p. 373). Studies of the history of human society

reveals that in no society of the world have women enjoyed absolute equality on par with men. Everywhere they are subjected to inequality, discrimination and exploitation (Rao, 2008, p. 813).

In the Global Gender Gap Report the status of Nepal is shown in the following table.

	Overall		Economic participation		Educational attainment		Health and survival		Political empowerment	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
Gender Gap Index 2011 (out of 135 countries)	126	0.589	121	0.461	128	0.759	111	0.961	43	0.175
Gender Gap Index 2010 (out of 134 countries)	115	0.608	112	0.517	126	0.781	110	0.961	44	0.174
Gender Gap Index 2009 (out of 134 countries)	110	0.621	116	0.498	125	0.816	123	0.955	35	0.216
Gender Gap Index 2008 (out of 130 countries)	120	0.594	116	0.462	124	0.745	119	0.955	34	0.214
Gender Gap Index 2007 (out of 128 countries)	125	0.558	114	0.457	122	0.734	117	0.955	83	0.085
Gender Gap Index 2006 (out of 115 countries)	111	0.548	100	0.465	109	0.734	111	0.953	102	0.039

Sources: The Global Gender Gap Report, 2011

Generally Gender disparity can be observed in different layers of society: e.g.

Gender disparity in health

In many parts of the world, women receive less attention and health care than do men and girls in particular often receive much less support than boys. As a result of this gender bias, the mortality rates of females often exceed those of males (Sen, 2001, p. 470).

Health outcomes have improved across many key indicators, but progress at the national level masks worsening disparities in others. Overall, around 22 percent of the population still lacks access to basic health facilities. The gap between the poorest and wealthiest quintiles is high in several health indicators. While the poor suffer higher rates of mortality and morbidity, the richest fifth of the population spend 25 times more than the poorest on health care (Prasai, 2003).

Life expectancy

Life expectancy at birth has been increasing for both males and females in Nepal. It increased from 42 years for males and 40 years for females in 1971 to 60 years for males and 61 years for females in 2003. It is projected to increase to 62.9 years for males and 63.7 years for females by 2006 (World Health Report, 2005 and population projection for Nepal 2001-2021).

In Nepal, Health Adjusted Life Expectancy was 51.8 years with 53.5 years for male and 51.1 years for female in 2002 (WHO, Core Indicators 2005).

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Maternal Mortality Ratios

Maternal Mortality decreased from 475 per 100,000 live births in 1997 to 281 per 100,000 live births in 2006 and it is predicted that it will be reduced to 250 per 100,000 live births by 2017 (Health Information Bulletin 2001 and NDHS 2006).

Gender disparity in Educational attainment

Gender disparities in education raise many questions for governments and civil societies. There are many factors that contribute to the gender gap in education (Rena, 2005, p. 43).

The literacy rates and school enrollment rates for girls and women is often much lower than for boys and men. Girls are often forced to stay home and do the housekeeping, which in many countries is hard labor. In later life, when a girl is allowed to take a job, it will be a substandard one because of her low level of education. She will also be expected to continue to do the housekeeping (Spagnoli, 2008).

According to data from the Central Bureau of Statistics report of 2002, the number of girls per 100 boys for different levels of education in Nepal is as follows:

Area	Pre-primary		Primary		Lower secondary		Secondary	
	Total Student	Girls per 100 Boys	Total Student	Girls per 100 Boys	Total Student	Girls per 100 Boys	Total Student	Girls per 100 Boys
Nepal	247930	80.79	3928684	83.12	1137101	75.25	480596	73.81

Sources: <http://cbs.gov.np/wp-content/uploads/2012/Others/Women%20in%20Nepal/Table%204.pdf>

However, the latest data from the Nepal Government and Department of Education shows that the gender gap between boys and girls has become smaller, as shown in the table below:

REGION	2008/09			2009/10		
	Total	Girls	Boys	Total	Girls	Boys
NEPAL	4828630	2393259	2435371	4900663	2453935	2446728

Source: Department of Education.

In spite of this overall improvement, almost 80% of Muslim women in Nepal still have no education compared to a national average of 55% and 83% of Tarai Dalit women are illiterate (Bennett L. D., 2008).

Gender disparity in Economic Participation

In many societies, the ownership of property can also be very unequal. Even basic assets such as homes and land may be very unequally shared. The absence of claims of property not only reduces the voice of women, it can also make it harder for women to enter and flourish in commercial, economic and even some social activities (Sen, 2001, p. 468).

In Nepal, the MulikiAin (code of the country) was promulgated in 1963. It was more like a Hindu religious book rather than a code of conduct. The whole social order was based on the cast system. ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

However, MulukiAin was based on the Mitakshara School in which the wife and sons were defined as heiress and co-parceners of the father but the daughters were excluded. In 1950, the autocratic Rana rule was overthrown by a popular movement and then the New MulukiAin was formed. This code was relatively better but daughters were again denied the same recognition as sons (Sangroula, 2001, p. 62). The increased life expectancy of women and school enrolment of girls has contributed to improving gender disparities, but these are still stark, and for women of excluded groups even more so. Only 6% of women are employed in the formal sector, and women's agricultural wages in comparison to male wages has actually declined. Diversity in government jobs is low. For example, in education civil service posts, 8% are women and 81% are Brahmin/Chhetri (Bennett L. D., 2008). In the 2001 Census, only about 11 percent of households reported any land in female legal ownership. Only was only seven percent recorded female ownership of livestock. Overall, less than one percent of households reported female ownership of all of the three assets: house, land and livestock ("Unequal Citizens", WB & DFID, p. 24).

Gender disparity in political empowerment

The lower economic and social status of women reduces their ability to influence community dialogues and decisions. Representation of women in political parties is also low, especially at the higher echelons of power. For instance in the Central Executive Committees of the parties, women's membership tends to be less than 10 percent ("Unequal Citizens", WB & DFID, p. 30).

In the period 1990-2002 (2047-2059), ten different governments were formed. Three out of ten governments were formed without women. In the other governments only 1-2 women parliament members were appointed as ministers (Parliamentary secretariat) (Nepal M. , 2008, p. 2). According to the data from 2009, women's representation at the central level of political parties is 28.7%, 12.4% in executive committees, 33.5% in all sister organizations and 14.7% in sister organizations other than women's. Similarly, this ratio is 25.88%, 10.42%, 32.47% and 15.59% respectively at the district level. There is a single women's party President at the central level and there are no women in positions of Vice President, Secretary, Joint Secretary and Treasurer. At the district level only 1.5% are women's party Presidents. Among the other meaningful positions, less than 5% are women in positions of President, Vice-President, Secretary and Joint Secretary; there are slightly more (8%) women in the post of Treasurer. In terms of ethnic participation, in the political parties and their sister organizations, there is an overwhelming majority of Brahmins and Chhetries. From the inclusion perspective, the status of hill Janajati and Dalit is satisfactory but Terai Middle Caste and Terai Janajati, representing a huge portion of the population, fall far behind (Nepal R. S., 2009, p. 9).

Women's inclusion in decision making in local governance remains a challenge. Proportionally, their inclusion is far lower at the local level (around 10%) than at the national level (33%). This meets local governance reservations for one woman in each of the VDCs and DDCs; but it is clear that these are way below national reservations (DFIDN Nepal Operational Plan: Gender Equality and Social Inclusion Annex, 2011).

Conclusion:

It is found that from the gender perspective; women in Nepal, in general, have less economic assets, lower wages, poorer education, higher rates of illiteracy, little knowledge of their legal rights, less public confidence and are bound to their responsibilities at home. Moreover, there are sharp differences in the empowerment and inclusion levels of women depending on class, caste, ethnicity, religion and age. Furthermore, patriarchal values lead to subjugation of women not only by men but also by women e.g. mother-in-law discriminating against daughter-in-law or higher cast women discriminating against lower cast women.

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5.8 Heart Health Education, Profit to Whole

By: Mr. Roshan Prasad Adhikari (PhD Scholar)

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Executive Summary

Background

Coronary Heart Disease (CHD), in the forms of heart attack, heart failure and angina is more of a threat for men than women. Numerous people in the world today succumb to cancer and HIV-AIDS because medical treatments for them have had preventive but not curative effects. However, surgical implant and transplant operations can extend the lives of patients who have chronic arterial problems. But chronically wheelchair bound, bedridden, or house bound heart patients become a burden to their families and are not physically able to earn a living, participate in social and cultural life or use their talents to make artistic and educational contributions to society.

Objective

To assess the relationship between level of education and disability of heart victims

Methodology

The explorative research will be comprised of the following: (1) a qualitative and quantitative design of the concept from primary and secondary sources (2) a population of 300 (3) a systematic stratum of 10 (4) interview, observation, case study, in-depth discussion (5) the three research sites of T. U. Teaching Hospital, Shahid Gangalal Heart Center, and Norvic International Hospital 6) data categorization, processing, verification, editing, coding, tabulation, interpretation, generalization and reporting.

Findings

People who have strong familial, social and cultural ties have better health than people who live in isolation.

Conclusion

The working relationships among groups of people who have good health – especially sound heart health – consist of more successful and creative executive opportunities.

Recommendation

Our predictive components of outcomes of complex socio-cultural aspects of disease are: 1) heart health awareness campaigns 2) heart disease control 3) care of heart patients through government and private sectors 4) family support and traditional counseling

Introduction

Heart disorders are caused when blood is obstructed by the presence of plaque in the coronary arteries. Plaque is formed by deposition from substances like fats, lipids, refined sugar, cholesterol, creatinine and pressure hormones; lumen is eventually ruptured and clots form. Blood circulation and pressure is effected, blood supply becomes insufficient for healthy heart functioning and tissue damage occurs. Symptoms may arise in the form a sensation of squeezing in the chest, breathlessness, feelings of heaviness or pressure, fatigue, dizziness, faintness, debility, and sweating. Additionally, the following symptoms can be experienced: 1) chest pain called angina pectoris 2) hardening of the arteries called atherosclerosis 3) ventricular arrhythmia, tachycardia and bradycardia 4) transient ischemia due to imbalance of oxygen supply and demand 5) narrowing of the arteries carrying blood to the brain 6) myocardial infarction. These symptoms can lead ultimately to death.

The stage of angina pectoris can be medicated with nitroglycerine, atherosclerosis with coumarin, heparin and warfarin. Ventricular arrhythmia is mostly caused by degeneration of the walls of the arteries due to formation in them of fatty plaques and scar tissue treatable with the preventive drug glyceryl trinitrate; surgical bypass of the arterial obstruction is known as atherectomy. Myocardial Infarction is caused by occlusion of one of the branches of the coronary artery and can be treated with antiplatelet drugs like abciximab, aspirin, clopidogrel and sometimes with coronary intervention, called angioplasty. Though other drugs work for normalizing cholesterol, hypertension and risk of myocardial infarction, oedema which happens after an excessive accumulation of fluid in the body tissues having resultant swelling with injury in the heart and kidney failures, high heart rhythm and blood pressure, are generically treated with Statin, Angiotensin Converting Enzyme (ACE) inhibitors, Diuretic, and Beta-blockers, hydrochlorothiazide, etc., still habit restrictions need for reversibility. Heart failure is a state in which cardiac output is insufficient to serve the metabolic needs of the peripheral organs marked by increase in sympathetic activity, the heart rate, myocardial contractility and arterial resistance in order to maintain an adequate cardiac output and pressure. Freeman, Mullow and Dell'Italia define congestive heart failure as a condition of diastolic, systolic, or combined dysfunction including hypertension, hypertrophic cardiomyopathy, and restrictive cardiomyopathy. Systolic heart failure means myocardial failure, various cardiomyopathies, chronic pressure overload, and volume control, with concomitant diastolic dysfunction, disturbances of rhythm additively, resulting in inadequate cardiac output (1). According to Nussen, patients on Rosiglitazone should be monitored for signs and symptoms of heart failure, fluid retention, oedema and rapid increases in weight, further contradictory findings on the drug's ischaemic cardiovascular risk while treating diabetes type II were become deductible (7). Health care professionals try to keep updated on new developments in this probe at an instant the data show clear inference, simultaneously care about individualized treatment decisions for diabetics in a temporary period.

Life styles that cause the risk of coronary disease are associated with abnormal factors just as habits of smoking, alcoholism, addiction, overeating, over study, in-depth thinking, kidney ailment, poor blood flow to legs, depression, obesity, flatulence, strokes, physical and mental stresses, complained along jaw pain, ear ache, angina affecting differently according to personal state of exertion. Modifications about harmful behaviors held in earlier by full precautions show a possible reduction and reversion of the disease. Their preventive requirements to disease imply healthy diet, weight control, prohibition to substance abuse, physical exercise, also regular consumption of Omega-3 capsule in sea-cod, doctors agree. For nice keeping of bodily, cerebral, afterward cardiac health, muscle stretching as well as popular ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

relaxation, visualization, breathing, laying down and stress management techniques are prescribed which supplement to allopathic, together with various therapeutic practices under painting, music, natural and energy healings necessarily at clinics. Usefully prevention of the disease ever allows an intake of oily substances present in coconut juice, peanuts, walnuts, almonds, canola, soybean and cadburies same to fatty constituents of salmon, herring, tuna fish and flaxseed rich in soluble fiber so liable of lowering blood's cholesterol level (2). Again lifestyle changes may not suffice to the treatment of coronary artery unless procedures are not proposed with surgical intervention later to drugs for replacement like Niacin, Angiotensin Receptor Blockers, Calcium Channel Blockers for cholesterol, heart failure, future stroke, high blood pressure respectively, and stent as well as pace maker implantations, coronary artery bypass, heart transplant operations, etc. as per stage. For High-density lipoprotein Fibrates and Bile Acid Sequestrants can take use after clinical examination.

A person turned healthy after heart treatment will have the flow of blood through right venae cavae along right atrium to right ventricle. From right ventricle the blood moves to lung through pulmonary artery for purification. The purified blood carrying useful ingredients comes again to the left ventricle via left atrium from where it is pumped out through aorta to the whole body. To an entirety the blood serum reaches and nourishes body parts by catabolic and anabolic processes of food substance with the release of their bond energy. The flow of blood is always from heart to body through arteries and from body to heart through veins. The impurities carried on in the blood are again filtered by kidney as urinary wastes. Maintaining a sound heart attributes to the normal functioning of brain and vice versa.

Discussion

Background

Emphatically relationship between mental and physical health as well as social and cultural aspects cluster into distinct patterns of life, so could be considered as parts of a certain community to constitute the complex whole. Further heart health and education levels are more in high-income countries, where peoples and governments afford spending on the both to a possibility of greater production and income, yet development policy needs concentrate on these. Anthony corroborates the idea better health and higher levels of education lead to higher productivity, and, in the case of good health, to more labor force participation (1). Education is a promoter of efficiency of production with which individuals benefit from health brought inputs at higher levels contributively to higher incomes, the stock of health and level of education do compose human capital on the way.

A few social structural parts as the systems of morality, economy, kinship and the state analogize the organs of living body such differentiated and specialized sets of social relations that hold a particular function, just as differentiated physiological organs endeavor. Societies, by anatomy and physiology, are a typical web involving relations among interacting members as well as functional components. John expounds collective relationships constitute the first aspect of social structure, that Durkheim identified, depends upon particular morphological conditions, and may be visible through them, but remain separate and quite distinct, as opposed to its external construct and define attachment among individuals.

Collective representations, which are mental phenomena, constitute a second aspect of social morphology; have to be seen as social facts because of being direct and unique products. They incorporate beliefs, ideas, values, symbols, and expectations that exist only in the minds of individuals, but can go communicated from one individual to another for regulating their behavior (5). In the process of communication, representations came to be shared and, were held more or less generally throughout a society; therein the consciousness has proved a total stock of these in creation through socialization and imitation.

Methodology in Socio-Cultural Research

Social forms always entangle in relation with physical and mental phenomena to get along an action which may not be compatible with each other, may involve competition, coercion persuasion, secrecy and inequality. A multitude of forms, Jose and Scott argue, are present in every social situation as a historical phenomenon, limiting the realization of the other. They narrate the viewpoint that only distorted forms can be discovered in reality, are identified only by taking these versions and exaggerating certain of their characteristics until they can be identified in a purely one-sided manner. Large webs of social relations constitute the social entities, and crystallize or configure into more basic social relations. Social institutions have their basis in the culture what makes human beings distinctively alike including the patterned system held in common along various ideas and values that provide them with general principles for action, rules and legitimacy, which transmit to persons during interaction (6). The social process is entwined of functions into more or less complex patterns, where a large number of candidates mutually contact, participate and play a useful role about designing an organization behavior.

The pattern of behaviors among people takes place within a certain structural boundary in forms of competition, co-operation and conflict always. Turner describes existing social structures, that is, organized and coordinated activities among individuals selectively exert pressures for growing up the capacities of role-taking, self and mind. Once these capacities reside, they permit individuals to conform their conduct to others, thereby making coordinated activities happen (8). The notion of culture consists of the system of idea in which internalization of the same quality as a mere conglomerate of theories and practices is proposed through context, complexity and pathways into three dimensions for an impetus to development.

Objective

Some issue has been raised that social and cultural dimensions shape impairment and will provide resources with which to analyze those aspects for such a troubled state, after all, is a social and cultural reality. In clear sense disability gives rise to different actualities depending on historical and geographical contexts where it appears from a complex shaped by culture and society as impart therapy and rehabilitation. Medical or individual model explains disability as caused by a bodily disorder so a person goes incapacitated because falls ill. Conversely, social model expounds that disability starts from social, cultural, architectural and economic barriers set up by a society for non-handicapped ones. It confirms as exclusively a political and mass problem, assessable in consequence of oppressive relationships for the purpose that transformation of society is needed.

Findings

Between the two, intermediary models have described disability as produced by an interaction of individual and environmental factors that lead to restrictions on daily routine. Functioning and disability are called merely positive and negative sides of health, just an interaction between hygienic condition and contextual factors. According to Gae, because of the disability consequential from any disorder, be it heart, socioeconomic inequalities in health are negatively changeable because people in the lowest income groups consistently have the poorest life-expectancy measuring by mortality, hospitalization and self-rated health (3).

Conclusion

It can be concluded social, cultural and economic aspects are the main determinants for there are persisting inequalities as a result of socioeconomic factors and these may be worsening, current trends in many such ones are likely to widen inequalities in cardiac health further, there are evidence-based interventions for reducing these inequalities. Because of the long-term effects of disability heart victims may be limited in daily activities which will become more common as the population ages, also disabled people are socio-culturally disadvantaged, partly with less employment opportunities. Hence structure and function in a socio-cultural system are dependent on the contribution of its member, one's exclusion caused by disability from heart disease in development shall fetch drawbacks to step forward. Since intellectuals are prone to heart complaints by negative effects of mental activity on arteries, their absence in contributive roles due to disability fetches greater loss in the purpose of national prosperity.

Recommendation

On time management in knowledge about heart protection done in order to expedite the mass reform out of perfect participation, whichever territory of the world it is, first of all would gratify individual, family and society. Moreover heart health consciousness spreads by providing its education to general communities mainly through doctors on duty as if social physicians for common welfare.

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5.9 Impact of Micro finance on Empowerment of women in Nepal

By: Sangita Shrestha (PhD Scholar)
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Abstract:

Empowerment is the process of obtaining basic opportunities for marginalized people, either directly by those people, or through the help of non-marginalized others who share their own access to these opportunities. Empowerment also includes encouraging, and developing the skills of self-sufficiency, with a focus on eliminating the future need for charity or welfare in the individuals of the group.

Women's Empowerment educates and empowers women who are homeless with the skills and confidence necessary to get a job, create a healthy lifestyle, and regain a home for themselves and their children. Development cannot bring peace and prosperity unless social justice and gender equality are ensured. It is necessary to overcome exploitation and create confidence for the economic self-reliance of the rural poor, particularly among woman who are invisible in the social structure, especially in a developing country like Nepal.

The basic idea is to empower woman by providing financial assistance and allowing them to earn an independent income, contribute financially to their households and generate self-employment. Appropriate programs can have strong, positive effects on women's empowerment resulting in women owning more assets, having a more prominent role in family decisions and increasing investment in family welfare.

This research is mainly focused on the 1) microfinance programs of women 2) enhancement of women's political, leadership, educational, and intellectual capabilities through being involved in microfinance. Furthermore, it will involve women, as well as men, in decision making in socio-cultural and economic activities.

Introduction

Development cannot bring peace and prosperity unless social justice and gender equality are ensured. It has been well accepted that various development programs have bypassed women who constitute about half of the population of the country. The rural poor and voluntary organizations join together for self-help to secure better economic growth. This has resulted in the formation of a large number of self-help groups in different countries, which mobilize savings and recycle the resources generated among the members. These groups enable people to come together for a common objective and gain strength from each other to deal with exploitation, which they are facing in several forms.

The unique feature of the microfinance program is that it focuses on the development of women. More than ninety per cent of the program's clients are women. The basic idea is to empower women by providing them financial assistance and allowing them to earn an independent income, contribute

financially to their households and generate self-employment. This economic independence is expected to generate increased self-respect, self-esteem, self-confidence and other forms of empowerment for women participants of the program.

In fact, women's microfinance programs increase economic, social, and political empowerment for everyone. Microfinance programs may be important but they not a panacea to end all the problems that the poor face. Hence, the program beneficiaries must efficiently use the financial support to start small businesses that will help in uplifting the standard of life and empowerment of women. Women often prove to be more financially responsible with better repayment performance than men. Also it has been shown that women are more likely than men to invest increased income in the household and family wellbeing. Perhaps most importantly, access to financial services can empower women to become more confident, more assertive, more likely to participate in family and community decisions, and better able to confront systemic gender inequities. But such empowerment is by no means automatic because gender-related issues are complex. Appropriate program design can have a strong, positive effect on women's empowerment, resulting in women owning more assets, having a more active role in family decisions, and increasing investment in family welfare.

Objectives of the Research

The broad objective of the research is to analyze the impact of micro finance on empowerment of women regarding the following specific objectives:

- To study the changes seen among women before and after involvement in micro finance.
- To study the changes in women's participation in socio-cultural and economic activities before and after involvement in micro finance.
- To study the changes women's political, leadership, educational and intellectual capacities before and after involvement in micro finance.

Methodology

Multiple research techniques and qualitative and quantitative research methods were used for the study. The qualitative approaches are used for the study and analysis of women's opinions, involvement and achievements, whereas quantitative approaches provide data about the increments in the numbers of women leaders and in women's economic growth brought about by microfinance institutions.

Findings:

Data Collection Tools and Techniques

Social survey methods involved a combination of participatory research methods followed by structured interviews and a questionnaire survey of the targeted site. Both the primary and secondary data were used for the study.

Primary Data Collection

The primary data was collected by using the following different Participatory Rural Appraisal (PRA) tools.

Questionnaire surveys

A set of questionnaires was developed to collect the required data from the respondents or the participants. The majority of the questions was in multiple-choice form, and was verified by the supervisor to make them suitable for use in the field. The questionnaire survey was used to collect socioeconomic, political, educational and health-related information; it also gave information about the perception of participants on micro finance activities, availability of resources of the local community and community awareness of micro finance and of empowerment.

Observation

Observation is one of the key methods applied for this study. Observation of all the participants and respondents were carried out carefully. We observed the level of status, leadership qualities and educational or intellectual status.

Personal Interview

Direct interviews with key informants were carried out. A list of semi-structured questions was developed and pre-tested before the interview. The responses were reported through tape recorder, video and photographs. The case study was developed based on the responses of the respondents.

Focus group discussion

Respondents were contacted and requested to participate in the focus group discussions. To facilitate the process effectively, a checklist was developed and tested before it was used. The main objective of the focus group discussion was to collect a variety of information regarding impacts of micro finance and the area of its effect, verification of the information collected from the questionnaire survey and discussion about the empowerment aroused in women due to micro finance.

Secondary Data Collection

Various literatures relevant to both the published and unpublished studies in Nepal and abroad were reviewed for the collection of secondary data. Review of the literature of government policies and programs and documents related to the effects of micro finance on women's empowerment was the first step of the secondary data collection. Furthermore, other secondary data were collected from VDCs, GOs, NGOs or INGOs.

Data Analysis

Measurement of women's empowerment involved both quantitative and qualitative data. Examples of quantitative data are access to financial resources, participation in household decision-making, change in the level of self-confidence, self-esteem, level of spatial mobility, level of awareness, etc. The qualitative indicators of empowerment are difficult to measure. Empowerment is an ongoing process and to measure the changes in this process, data was collected from at least two points in time. But this method is further restricted as it is difficult to decide the time gap over which the changes are to be measured because some signs of empowerment can be seen in a short time period of 2 to 3 years while for others a longer time period may be required. There may be a shift in the relevance of empowerment indicators over time. Also, more time and resources are required to measure the impact. Due to the complexity of defining and measuring women's empowerment, only a few empirical studies have been done to examine the impact of microfinance on women's empowerment. In order to measure the impact of microfinance programs on women's empowerment in this study, we analyzed the following domains simultaneously as shown in the table provided by John Snow Inc. (JSI) (1990).

Domain	Expressions
1. Sense of Self & vision of a future	Assertiveness, plans for the future, future-oriented actions, relative freedom from threat of physical violence, awareness of own problems and options, actions indicating sense of security.
2. Mobility & Visibility	Activities outside of the home, relative freedom from harassment in public spaces, interaction with men.
3. Economic Security	Property ownership, new skills and knowledge and increased income, engaged in new non-traditional types of work.
4. Status & decision-making power within the household	Self-confidence, controlling spending money, enhanced status in the family, controls/spends money, participation in/makes decisions on allocation of resources, not dominated by others.
5. Ability to interact effectively in the public sphere	Awareness of legal status and services available, ability to get access to social services, political awareness, participation in credit programs, providers of service in the community.
6. Participation in non-family groups	Identified as a person outside of the family, forums for creating sense of solidarity with other women, self-expression and articulation of problems, participation in groups with autonomous structures.

Finally the quantitative data were analyzed to find percentages, averages and frequencies for various indicators. The quantitative results were supplemented by qualitative observations obtained from Case Studies, Focused Group Discussions and Semi-structured interviews.

Conclusion:

Women's empowerment is a process of improvement in the existing status and abilities of women that enables them to lead their lives in an autonomous way. Women's empowerment is a complicated and continuous process, which aims at changing the way of thinking of the whole society to ensure equal enjoyment of human rights for all. It is a continuous process of increasing economic, social, political and psychological strengths. The social, political, cultural, financial supporting agencies involved in uplifting

the cause of women cannot claim that they have empowered women with their help. One cannot claim empowerment unless the intervening process involved women as agents of that change.

This study aims to give a detailed investigation of the impact of micro finance on women with respect to the control of resources and the changes in behavior and decision-making which may reveal that many strides have been made in the right direction and women are in the process of empowering themselves. Finally, this study will be a milestone showing planners, policy makers and even micro financiers that if women's empowerment is to be pursued as a serious objective in particular then greater emphasis should be placed on achieving larger and more lasting empowerment.

Theme 6: Resourcing Human Development

6.1 The Arabian Gulf Kafala System: A Barrier to International Human Development?

By: Alan S. Weber

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The kafala or sponsorship system is a set of laws and practices in the Gulf Cooperation Council (GCC) under which foreign labor is recruited and governed in Kuwait, Saudi Arabia, Bahrain, United Arab Emirates, Oman and Qatar. Under this system, domestic, construction and service workers primarily from Nepal, the Philippines, India, and Pakistan are subject to strict control by their employers (sponsors) with respect to their working hours, freedom of movement and behavior in the host country. International rights organizations have been critical of systemic abuses within this system – such as employers seizing worker passports, denying basic rights to their employees and non or under-payment of wages in addition to physical and sexual abuse of domestic workers. Bahrain abolished its kafala system in 2009, comparing it to slavery. GCC governments claim that documented problems arise from individual companies and employers, and that the current system is needed to regulate foreign nationals within its borders and to preserve Arabic cultural heritage. The question that arises is whether reform, stronger government oversight, and labor law prosecutions can render the kafala system workable and create a positive force for human development, or if it needs to be abandoned entirely in the Arabian Gulf.

6.2 Human Development through Resource Generation - The Case of Municipal Finance in Nepal

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Abstracts:

Municipal finance, in Nepal, is a summative form of revenues; own source revenues, inter-governmental transfers and expenditures. All the own sources of municipal revenues are of

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meticulous importance because more responsibilities have been devolving from the central to the municipal government for sustainable local development. Among them, the collection of tax revenue is far above the ground. In comparison to other taxes, property tax has evidently become significant in fiscal systems of Nepal especially in municipal finance. With so many constraints, the contribution of IPT tax in aggregated form in municipal finance in Nepal is optimistic, which indicates its value as a permanent tax revenue. Municipal government can make a lot of reforms at both policy and implementation levels. The portion of recurring expenditures in most municipalities is as high as those of the government.

In essence, the argument will be made that the various own source revenues, government grants and Public Private Partnership concepts are latent. Hence, the use of various revenue mobilization tools such as the creation of taxpayer-friendly environments and coordination with central and local level agencies are considered to be the most important keys to municipal finance and human development in Nepal.

Key words: *human development, municipal finance, own source revenue, intergovernmental transfer, integrated property tax, recurring expenditure, public private partnership.*

Introduction:

Human development is an embryonic idea, not a fixed, static set of principles. As the human race changes logical tools and concepts also change. The human development approach is significant for making sense of our changing globe and finding ways to increase people's happiness.

Municipal finance concerns the revenue and expenditure choices of municipal governments. It covers the sources of revenue that are used by municipal governments – taxes (integrated property, rental business, business/enterprise, vehicle, road taxes), user fees, and intergovernmental transfers. It consists of ways of financing infrastructure through the use of operating revenues and borrowing as well as charging other users or developers and private sector participants. The government of Nepal has been encouraging the private sector to participate in local self-governance through the provision of basic services for attaining sustainable development. The Nepal Government has assigned municipalities authority to create systems of collection and mobilization of resources to make it possible for them to perform the functions and responsibilities needed to make human life better.

Experts' Views on Human Development and Municipal Finance

"Human development, as an approach, is concerned with what I take to be the basic development idea: namely, advancing the richness of human life, rather than the richness of the economy in which human beings live, which is only a part of it."(Sen, 2011)

"The basic purpose of development is to enlarge people's choices. In principle, these choices can be infinite and can change over time. People often value achievements that do not show up at all, or not immediately, in income or growth figures: greater access to knowledge, better nutrition and health services, more secure livelihoods, security against crime and physical violence, satisfying leisure hours, political and cultural freedoms and sense of participation in community activities. The objective of

development is to create an enabling environment for people to enjoy long, healthy and creative lives." (Haq, 1998)

"Perhaps most important, the human development approach has profoundly affected an entire generation of policy-makers and development specialists around the world—including thousands within UNDP itself and elsewhere in the UN system." (Clark, 2010)

However, a holistic view of human development expands the options available to those promoting HD. Any holistic approach has to recognize and celebrate the fact that HD as measured by UNDP tends to be greatest in countries where per capita incomes are highest (excepting some wealthy oil exporting nations). Finance contributes to human development only when finance is allowed 'to do what finance can do. (Pischke, 1991). Municipal finance adds to economic and human development which are comparatively closely related.

The role of finance is beginning with the nature of finance, policy issues involving finance and human development, relationship between finance and economic growth as well as vulnerability of financial systems.

Historically, it was an established belief in many countries that "The central government can do the job the best way." Over the last few decades this scenario has changed and steps are now taken to enhance the capabilities of regional and local government. Local level issues and problems need to be addressed by local level institutions not by the central government. (GTZ/udle, 2008)

Property tax is also an important source of locally raised revenue in developing countries because lucrative sales and income tax bases are exploited by the central government, leaving local governments to rely on property tax (Bahl, 1979).

The debate on property taxation is vital to local government financing and more responsibilities are being devolved from the central government to local government units. This is because taxes on property are the single most important source of locally raised revenue in many parts of the world and are often seen as reliable revenue for local governments (Guire, 2001).

Municipalities are only one actor in the financing of urban development, but in many ways they are the essential actor because of their legal supremacies and their ability to act on all sectors in a defined geographic area. Households and private enterprises are the developers and builders of urban communities and the owners and operators of economic activities. But unless the municipality can deliver to them the support infrastructure and services they need, orderly development will be weakened. Rapid development of urbanization and high rates of migration have increased local government spending on municipal development in rising economies.

Municipal finance also addresses issues like expenditures at the local level and accountability for expenditure and revenue decisions, including the municipal budgetary process and financial management. In developing countries like Nepal, local authorities, especially municipalities, are highly dependent on ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email: info@ica-nepal.org, www.ica-nepal.org

central government transfers to endorse any deficits in their operating expenditures, and on grants from donors to address their most pressing environmental and social problems. External funds are the main source of financing for upgrading and expanding infrastructure and urban services. Decentralization policies have devolved functional responsibilities without the fiscal resources needed to discharge this mandate. Their performance is further hindered by disordered urbanization and the propagation of informal activities.

Intergovernmental transfers bridge the gap between the revenue raising capacity of municipalities and mandatory local expenditures such as recurrent expenditures and capital investments. The main sources of local revenues i.e., own source revenues, are the property tax and user fees for services in Nepal.

Most Nepalese municipalities are highly dependent on different types of intergovernmental transfers such as conditional and unconditional capital grants and other budgets from the central government. Own source revenues can only cover some of the mandatory and recurrent municipal expenditures.

Managerial Predicaments in Municipal Finance:

The major policy and implementation level dilemmas of management of municipal finance in Nepal are: 1) large numbers of financially weak municipalities 2) weak local revenue sources 3) inadequate capacity and rules for sound financial management at the local level 4) lack of funds for the maintenance of existing physical infrastructures or assets. Many urban local authorities in developing countries, like Nepal, are failing to cope with the increasing demand for urban infrastructure and other social services resulting from urbanization. Insufficient locally generated finance is one among many reasons accounting for this failure. Real property tax is often identified as a major source of local government finance that has the potential to be a substantial source of locally raised revenue.

Policy perspective:

The government of Nepal, by making acts and rules, has assigned the authority to the local government (municipality) for the collection of integrated property tax. According to clause 140 of the Local Self Governance Act, 1999, the Municipality may levy an integrated property tax within its jurisdiction at the prescribed rate (Nepal, Local Self Governance Act, 1999). Likewise, section 144 of the Local Self-Governance Regulation of 1999 stipulates that the municipality has a right to prepare bylaws/directives for the effective implementation/collection of property tax. An abstract from the legal provisions for integrated property tax assessment and collection as well as the preparation of tax-bases and determination of tax rates is as follows:

1. The minimum and maximum rates of the integrated property tax to be levied shall have to stratify its area as per necessity and a separate statement of each Ward shall have to be prepared.
2. For the valuation of integrated property, the municipality shall constitute a valuation committee consisting of five persons in maximum consisting of specialists and competent persons as well.
3. The period of tenure of the committee constituted shall be of one year in maximum.

4. The valuation committee shall have to recommend the taxable value of property considering current market rate, depreciation and deduction provisions for demolished or destroyed parts of assets.
5. The value assessed by the municipality and the rate of the tax fixed by the municipal council to be levied thereon shall have to be published
6. Any person who is not satisfied with the valuation of property published may submit an application before the Mayor for revaluation.
7. The Municipality shall have to finalize the process of revaluation upon the application submitted within one month and the decision taken by the municipality shall be final.
8. No change shall be made in the valuation of the taxable property and rate thereof fixed for five years.
9. The municipality may exempt 10 percent from the tax amount to be paid by a taxpayer who has paid the tax amount within 30 days from the date of receipt of the bill sent by the municipality
10. No integrated property tax shall be levied on the building or land of governmental hospitals, the land under the ownership of trusts, the buildings or lands of religious institutions, the places of public utility such as drinking water collection reservoir, electric power-house, cremation spots, airfields, bus park, stadium, garden, parks etc.
11. No land revenue, land tax and house and land tax shall be levied on the property for which the integrated property tax has been levied under this rule.

Intent and Implementation Modes:

The aim of this paper is to highlight the role of municipal finance in human development and it also emphasizes that municipal finance plays a vital role in local service delivery and sustainable development. Very little data mentioned in this paper are based on secondary data. Municipalities have the challenge of many constraints. However, the contribution of integrated property tax in aggregated form in municipal finance in Nepal is twenty-three percent from own source revenue (GIZ, 2010), which indicates that it is a potential as well as permanent local resource. Municipal governments can accomplish a lot of reform at both policy and implementation levels to fulfill the future demand of funds. Likewise, municipalities have to have enough money for recurring/mandatory expenditures but most of them have not been able to afford their administrative costs. The legal limitation of recurring expenditure, especially administrative costs, is twenty five percent of own source revenue.

Weak administration is the most important constraint on property tax revenue mobilization in developing countries. There is long-standing criticism that governments in developing countries are simply unable to efficiently administer property tax. Bahl and Wallace point to incomplete tax rolls, poor record keeping, and the absence of reliable comparative sales data as major constraints. (Lincoln Institute of Land Policy, 2008)

It is a hypothesis that property taxes are "best" for local government, but tax management and tax assessment usually burdens the institutional capacity of local government vastly. Take property taxes for

example: there are many factors that lead to a functional tax structure and a great deal of effort is required for a tax system to successfully meet all of them. For example, it is common to find property tax systems that achieve high competence but low fairness.

Most of the municipalities in Nepal are under growing pressure to spend more resources on physical infrastructure improvement and its maintenance in order to face the challenges of speedy urbanization. The lack of municipal budgets for financing the increasing demand for public infrastructure and service delivery has increased the need of private sector funding. Public Private Partnership (PPP) can be defined as joint venture initiatives between municipalities and the public and private sector which take advantage of the expertise of each partner to fulfill public needs through the proper allocation of resources, as well as sharing the risks and rewards with each other.

Capacity Building for Municipal Development and Finance

Implementation of the municipal finance framework requires a comprehensive capacity building programme that should cover measures of institutional and individual capacity building in the form of human resource development training. Capacity Enhancement Needs Assessment in the context of urban sector reforms and municipal services has suggested priority areas for capacity development (C-D) in the urban sector. Capacity building programmes include urban institutional capacity building, municipal organisation capacity building, and human resource development training. Capacity Development Plans (CD Plan) can help to implement Municipal Development Plans (MD Plan) to achieve human development by providing quality service and efficient mobilization of resources.

Municipalities can widen integrated information systems covering these areas of management: 1) finance and taxation 2) assets 3) personnel 4) public works 5) records 6) continuous capacity programme development. Building systemic and individual capacity for human development and management would be made possible through: 1) efficient mobilization of resources and 2) additional sources of municipal finance like integrated property tax, private sector collaboration and cost effective capital investment.

PPP for Municipal Finance

The Nepal government has been encouraging the private sector to participate in local self-governance through the provision of basic services with a view to attaining sustainable development. Private sector investment, as an essential source of funding of urban services, needs to be greatly augmented to overcome the constraints of municipalities.

Municipal Finance for Human Development

Municipal finance is a comprehensive form of revenues; own source revenues, inter-governmental transfers and all types of expenditures. All the own sources of municipal revenues are crucially important because more responsibilities have been devolving from the central to the municipal government for sustainable local development. The contribution of IPT tax in aggregated form in municipal finance in Nepal is optimistic, which indicates that it has the potential to be a permanent source of tax revenue, but

for that municipal government has to make a lot of improvements. In most municipalities, the portion of administrative cost is high as stated in the Local Self Governance Act.

The argument will be made that the various own source revenues, government grants and Private Sector Participation (PSP) or Public Private Collaboration (PPC) or Public Private Partnership (PPP) are latent. Hence, the use of various revenue mobilization tools, such as the creation of taxpayer-friendly environments and coordination with central and local level agencies, are considered to be the most important keys to municipal finance in Nepal. Sound municipal finance is the essence of rapid municipal development as well as a symbol of human development.

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6.3 Resourcing Human Development through Public Private Partnership (PPP) – The Case of the Makawanpur Chamber of Commerce & Industry and the Municipality of Hetauda

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Abstract

Agreement between a public sector organization with organizations outside of the public sector to work together by optimum mobilization and utilization of resources described as public private partnership (PPP). This article explores the practices of PPP in relation to local level government in Nepal. This study is based on partnership between a local government body and a local entrepreneurs association. After adopting a decentralization policy, local governments like Municipalities, DDCs and VDCs attain both challenges and opportunities to collect revenues locally and invest in development activities. The Municipality of Hetauda was started strictly for the collection of business taxes in 2000 but was unable to collect its targeted amount. Under the PPPUE provision, the Hetauda Municipality and the Makawanpur Chamber of Commerce & Industry have been collecting business tax from business firms within this municipality since 2002. Interestingly, the Hetauda Municipality has been able to get more than its projected taxes through joint effort. MCCI got the authority to cooperate with entrepreneurs and has been able to bring change in attitudes of taxpayers towards business tax; this has created a sustainable partnership. From this PPP provision, both parties are benefiting simultaneously. The municipality is able to invest in infrastructure development, as well as other facilities, and public services more effectively. Different economic and human development indicators are becoming more positive. Citizens of the city are getting efficient technology-based services. MCCI also has gotten significant revenue on a regular basis and is able to provide sustainable quality services and active participation in social activities. The growing business knowledge of women entrepreneurs is enhancing and empowering them to start ventures in managing their own businesses.

6.4 An in-depth study of the phenomenon of the Exportation/Immigration of Nepalis from the stand-point of the Poverty Theory of the Restriction of Opportunities

By: Pralhad Karki (PhD Scholar)

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This Article, “Exporting Nepalis: an in-depth study of the phenomenon from the stand-point of the poverty theory of restriction of opportunities,” explains how the trend of Nepalis going abroad for jobs could be understood as the result of restriction of opportunities at home. It analyzes: 1) the way the phenomenon started 2) developed 3) spread over time and 4) has recently become one of the main sources – in the form of workers’ remittances – of national revenue. The theme of workers’ remittances has emerged as a compelling feature in the various sorts of socio-economic discourses in Nepal. But the issue – why are Nepalis migrating in increasing numbers for employment abroad – does not figure prominently in national discourse, in spite of the fact that it is closely attached to one side of remittance. There

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appears to be a gap in the discourse. This Article is an attempt to voice the need to fill the gap by regarding, and dialoguing about, the phenomenon of the Migration of Nepalis as related to the restriction of opportunities at home. This write-up backs the analysis on the basis of the official statistics related to remittances and the number of people leaving Nepal for employment abroad. In the process, it underlines the need for looking at the issue of Migration of Nepalis from the perspective of restriction of opportunities as pointed out by champions of Poverty Theory. The perspective has been constructed through viewpoints of Poverty Theory that are related specifically to restriction of opportunities.

Introduction

Nepal – particularly the government, Finance Ministry and banking sector – today is busy calculating the amount of money (the official estimate is some 28.2 billion rupees per month) received in the form of migrants' remittances. At the same time, Nepalis are obsessed with the idea of leaving (over 350 thousand migrate per annum according to government figures) the country for employment abroad. Remittance has registered itself as the sole factor – the so-called key component – in any discussion on matters related to economics. Nepal Rastra Bank has confirmed that remittance has in recent years facilitated the following: 1) boosted the foreign currency reserve 2) eased balance of payment 3) pushed up per capita income to \$742 (mid-2012 A.D.). Talks or papers or documents such as annual budgets and periodic plans or media materials appear incomplete if they do not refer to remittance.

Similarly, the issue of seeking employment in foreign countries has emerged as the dominating theme of household-communication in all 75 districts of the country. Social get-togethers at the grass-root level tend to either begin with reference to someone in foreign employment or develop into it. Public seminars or conferences often mention labour migration directly or indirectly as a backdrop for their thematic discourse. Both at the central level and district headquarters levels, the public is demanding responsible action from the government in regard to problems related to: 1) irregularities in manpower 2) exporting companies 3) procedural complications 4) exploitation of Nepalis at the work-place 5) employee deaths that occur at the work-place under mysterious circumstances.

The phenomenon is critical in that it represents the challenges of the realities of contemporary Nepal. It is now one of the top-priority issues on the national agenda and it, therefore, demands thorough consideration from both practitioners and academia at both the micro and macro levels. To fulfill this requirement, a sound basis of facts should be collected and analyzed. There is, however, an unfortunate dearth of the same. Pursuing a specific principle that explains migration and remittance better is also a must. Unless this is done, it would be difficult to seriously address the complex relationship between: 1) migration and remittance 2) development of strategies for poverty reduction in Nepal.

Practitioners do not have research information backup as they begin shaping procedures and strategies for tackling the risks of their new labour exporting business enterprises. They more or less copy what others do in the market (Focus Group expressions in June-July 2012 in Kathmandu, Jhapa, Janakpur and Butawal). This trend has resulted in the meteoric rise of manpower-exporting companies and facilitation centers throughout the country. However, the number of such companies in Nepal is not known. Kathmandu alone, according to Pankaj Koirala (Executive Director) Sigma Overseas Manpower, Pvt Ltd, Pinglasthan, Kathmandu, has witnessed the recent creation of 1,050 registered manpower ICA Nepal, Babarmahal, Kathmandu, Ph: 977-01-4224145/4220450 Email:info@ica-nepal.org, www.ica-nepal.org

companies. A media-write-up has termed it as a sort of ‘shooting in the dark’ (The Gorakhpatra). A number of foreign employment problems are being reported in the media. Most of them could have roots in the mismanaged mess created by these manpower companies and remittance centers.

Academia has, in some research works, sought to analyze and underline the need to address the impact of remittances on poverty-reduction but has, as yet, not been able to open compelling dialogue about it. This is because there is confusion about ways of addressing issues related to poverty/migration/remittance. Because of this, these critically important issues have simply not been addressed so there is the continuing problem of the export of Nepalis resulting in loss of labour for the country. Thus, the following is a list of some of the questions about the relationships among migration/remittance/poverty that need to be addressed: 1) Can remittance compensate for poverty and loss of manpower? 2) Migration impacts family cohesion and social stability; can remittance sustain family and social cohesion and stability? 3) In their analysis of migration, can researchers afford to ignore the reasons that motivate Nepalis to leave home for jobs abroad? 4) What role does poverty play in people’s decision to migrate? 5) How do restricted opportunities in Nepal motivate Nepali Citizens to choose migration? 6) While working out strategies for using remittance to reduce poverty, should the two factors of remittance and restricted opportunities not be taken into consideration? 7) If the challenge of restricted opportunities is not addressed, will the poverty cycle not continue? 8) Would it be relevant to look at poverty from the angle of the Human Capital Theory (personal characteristics determining poverty), or would it be wiser to view poverty as the result of restricted opportunities (Lebeaux, 1963, Dipkanar Chakravarti, Arjun Appadurai 2004), or would it be more helpful to regard poverty from the perspective that it is the consequence of government policies? (Schiller)

Realm of Theories

Scholars surveying Poverty/Remittance Literature feel there is room for discussing and dialoging about the relationship among three components of the paradigm of 1) poverty 2) migration 3) remittance. One way to study them is under the umbrella of five theories of poverty; the theories as explained by Ted K. Bradshaw in his Research Paper Series refer to individual deficiencies, cultural belief systems that support the subculture of poverty, political/economic distortions, geographic disparities, and cumulative/circumstantial origins. In reality, the premises of Nepal-poverty could be studied through all of these five theories.

A few researchers have studied poverty and remittance through the approach of theories like human capital theory as well as others that are relevant, such as the permanent income hypothesis, culture of poverty theory, and dual labor market theory.

The 2001 World Development Report sought to study “Attacking Poverty” through additional theories, such as theories of empowerment and social capital. The World Development Report groups the causes of poverty into three main categories: 1) “lack of income and assets to attain basic necessities 2) sense of voicelessness and powerlessness in the institutions of state and society and (3) vulnerability to adverse shocks, linked to inability to cope with them” (p. 34), but does not provide a theory of poverty. (Wikipedia)

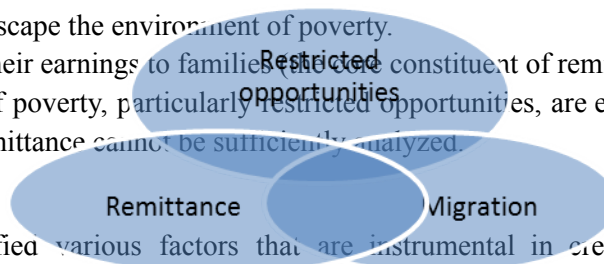
Sociologist Charles Lebeaux argued in 1963 that poverty, rather than merely a lack of money, was in fact the result of several complex, interrelated causes. “Poverty is not simply a matter of deficient income,” Lebeaux explained. “It involves a reinforcing pattern of restricted opportunities, deficient community services, abnormal social pressures and predators, and defensive adaptations. Increased income alone is not sufficient to overcome brutalization, social isolation and narrow aspiration.”⁵

Various studies dealing with remittance poverty in Nepal seem – on the surface – to be looking at this issue. But it appears that they are not deeply consciously aware that analyzing the restricted opportunities of poverty theory is required for determining pre-migration and post-migration scenarios. For example, contemporary studies such as the *Qatar Nepal Remittance Corridor, Experience of Nepali Families with Foreign Remittance: evidence from the Nepal Living Standard Survey, The Effect of Male Migration on Employment Patterns of Women in Nepal, Labour Migration and Remittances in Nepal, Role of Remittance in Rural Poverty Reduction in Khilung Deurali VDC, Syangja, etc.* have explored various aspects of remittance and poverty. They have, however, not perceived the component of restricted opportunities as significant in the whole process.

This article seeks to present its own unique perspective by showing how important it is for migration to be analyzed in light of poverty as a result of restricted opportunities in Nepal. Its philosophical stance is anchored to the belief that poverty is in the system, not in the poor individual. In other words Nepali export of men and women is poverty-generated; Nepali receipt of remittance is also poverty-prompted. (Migrants' expressions and observations of remittance-senders, published in various media materials during 2010-12 indicate the same stance.) All the factors – restricted opportunities, migration and remittance overlap in essence.

The message of the indicators could be specified thus:

- ❖ Nepalis migrate to escape the environment of poverty.
- ❖ Nepalis send back their earnings to families (one constituent of remittance) to tackle poverty.
- ❖ Unless the causes of poverty, particularly restricted opportunities, are explained the phenomenon of migration and remittance cannot be sufficiently analyzed.



Scholars have identified various factors that are instrumental in creating an environment of restricted opportunities which in turn intensify poverty in varied ways. The champions of progressive social theory believe that poverty is created by economic systems, political mechanisms, and social distortions (discriminations of various sorts) that lead to restricted opportunities for the income and

⁵ Lebeaux's article was originally published in the New Left journal New University Thought, but also appeared two years later in a collection of essays by liberal academics and intellectuals called Poverty in America. In the midst of Johnson's War on Poverty, the argument that poverty was about more than money – or, as was sometimes argued, wasn't even primarily about money – was common currency in both liberal and left-leaning circles.

resources necessary for wellbeing. They explain how social economic systems result in individual poverty (Bradshaw, 2006); for example, capitalism creates unemployment and low wages (Marx). Social systems mediate everything in society; it mediates opportunities (Durkheim).

According to Bradshaw, "Much of the literature on poverty now suggests that economic systems are structured in such a way that poor people fall behind regardless of how competent they may be. Part the problem is that minimum wages do not allow single mothers or their families to be economically self-sufficient (Jencks 1996:72). The problem of the working poor is increasingly seen as a wage problem linked to structural barriers preventing poor families from getting better jobs, complicated by limited jobs that are close to where workers live and lack of growth in sectors supporting lower skilled jobs (Tobin 1994). Interestingly, research is showing that the availability of jobs to low income people is about the same as it has been, but wages workers can expect from these jobs have fallen. Fringe benefits including health care and promotions have also become scarce for low skilled workers. These and related economic changes documented by Blank (1997) and Quigley (2003) show the way the system has created increasingly difficult problems for those who want to work. "Scholars talk of a parallel chain of restricted opportunities in the political system. They say there is a linkage between wealth and power; there is correlation between wealth and decision-making. This leads to a chain of exclusion of the poor; suppression of their voice; no room for representation and participation; no space for empowerment to claim economic benefits and justice in society. Discrimination of various sorts create yet another layer of restriction of opportunities. According to Bradshaw, A final broad category of system flaws associated with poverty is related to groups of people being given a social stigma because of race, gender, disability, religion, or other groupings, leading them to have limited opportunities regardless of personal capabilities. No treatment of poverty can be complete without acknowledging that groups against which discrimination is practiced have limited opportunities regardless of legal protections. The process of gaining stronger rights for minorities in poverty is an ongoing one, for which legal initiatives and public policy reform must work with efforts to change public attitudes."

The lack of capacities among the poor is another reason for poverty. The poor lack capacity because they do not get opportunities to learn skills that enhance their capacity; this makes it difficult for them to voice their displeasure and opt for change out of poverty. Aspiration for change is closely related to capacity and it is conditioned by social interactions. That is why the better-offs aspire more and their horizon of aspiration goes on expanding indefinitely. The poor suffer from aspiration deficiency. Because of their continued entanglement in the chain of poverty, their horizon of aspiration is compelled to be limited. This leads to their lasting confinement in the poverty-trap. (Arjun Appadurai, 2004)

On the basis of the above arguments about restricted opportunities being the cause of poverty, an inventory of factors that are instrumental in restricting opportunities could be constructed through the basis of qualitative methodology. The same could be used in constructing a scene that illustrates why Nepalis go abroad and dispatch remittances home. Most of them are inter-related. Either one of them or more of them or their cumulative impact creates in a frustrated individual Nepali a desire to go abroad for employment. Jobs in foreign countries used to appear as a panacea decades ago and is continuing to be so today in 2012. That is why there is an eager race in the country among youths to get a passport with a visa-stamp in it and fly out. The year-around rush in passport offices, embassies, manpower companies

and airlines validate the point. Should there be any hitch in the process, their passion makes youth so blind that they are ready to pursue any risk for going abroad. The risks, government officials confirm, range from illegal means, faking ways to get a visa, to immoral acts, the upshot of which has already been a headache for Nepal.

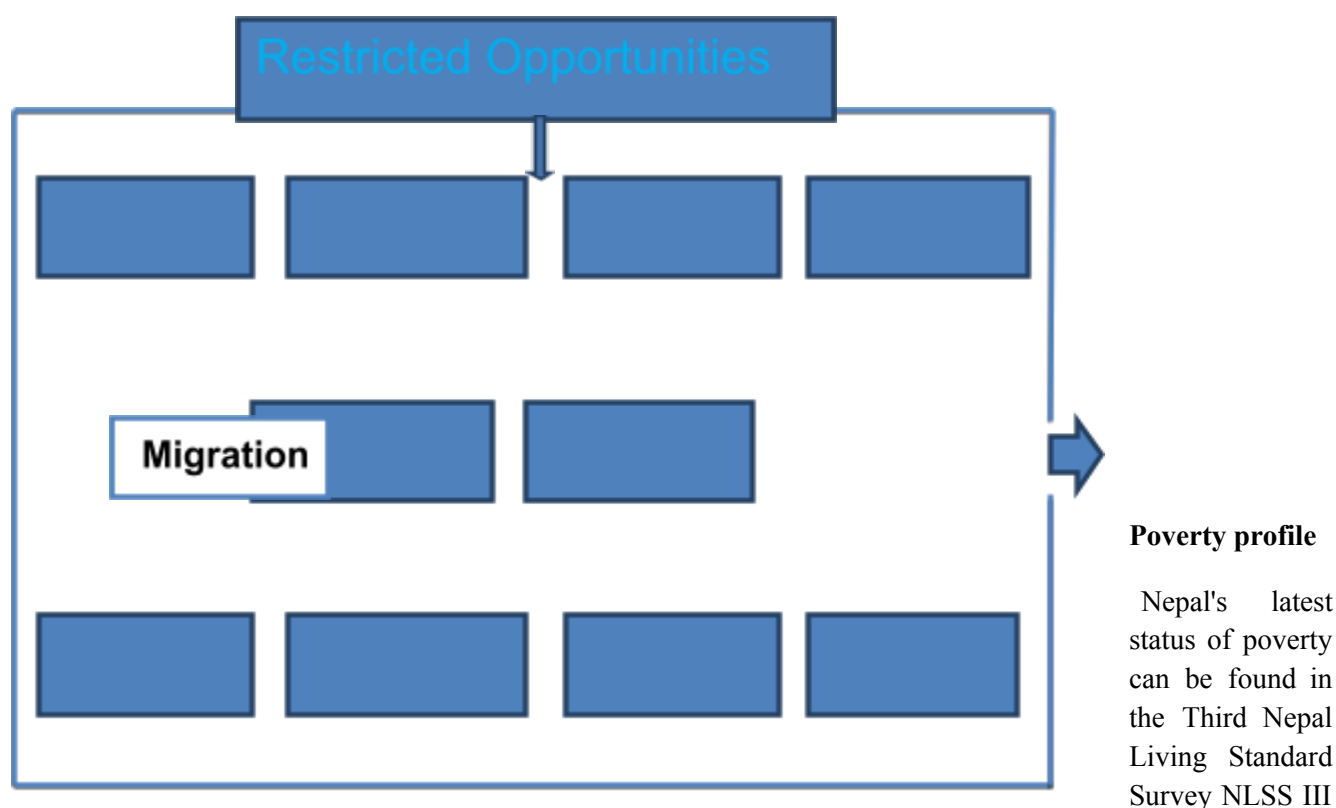
An inventory of factors that restrict opportunities and its applicability to Nepal -poverty

Factors	Features	Effect	Theory champions	State Applicability of Nepal poverty
Unstable conditions	Disruptions Strikes, stoppages, law and order problems	Lack of concentration in life, work	Dipkanar Chakravarti	Prevailing
Lack of capital	Absence of resources to access facilities	Entanglement in the chain of poverty	Jencks 1996	Being felt
Vulnerability for meeting basic needs	Whole time and efforts focused on hand to mouth existence	Inability to be creative and innovative	Bradshaw, 2005	Facing people daily
Lack of capacities	Not able to compete and participate	Non-representation and non-participation	Chubb and Moe, 1996	Being felt
Inability to voice	Compulsion to suffer exploitation and deprivation	Non-recognition of problem	Albert Hirschman as quoted by Appadurai	A reality
Inability to exit poverty cycle	No will and skill to come out of poverty trap	Multiplication of poverty over time	Albert Hirschman as quoted by Appadurai	An undesired compulsion
Aspiration deficiency	No chance for learning to aspire	Low horizon satisfaction	Arjun Appadurai 2004	Quite visible
Economic structural obstacles	Low wages, unemployment exploitation		Bradshaw, 2005	Being felt
Lack of representation in political system	No space for participation	Under representation under participation	Bradshaw, 2005	Changed positively after Interim Constitution 2007 provisions
Discriminations of various sorts	Exploitation, exclusion, denial	No motivation Negativism	Bradshaw, 2005	Prevailing

The above inventory is a construct made through qualitative methods based on the indicators found in the restricted opportunities theory of poverty. The applicability column is also a subjective creation built on the basis of information gathered during interviews with migrants and remittance senders on various occasions in 2012 and on Nepal poverty literature. One section in the inventory – lack of representation in political system – underwent a positive change after the Interim Constitution made specific provisions for representation of the marginalized and disadvantaged. Article 13 of the constitution, under the right to equality, specifically states, "Provided that nothing shall be deemed to prevent the making of special provisions by law for the protection, empowerment or advancement of women, Dalits (the oppressed) indigenous peoples (Adibasi, and Janajati), Madhesi or farmers, workers, economically, socially or culturally backward classes or children, the aged and the disabled or those who are physically or mentally incapacitated."

A conceptual framework of how restricted opportunities compel migration in Nepal could be developed in the following way:

Conceptual Framework of how restricted opportunities compel migration in Nepal



2010. According to it, the poverty level in Nepal decreased from 31.5 % in 2003/04 to 25.2 % in 2010. The survey shows that Nepal has made significant progress in some social sectors, mainly education and health, in the last seven years. The results also claim that development indicators related to poverty

reduction have improved which reduced poverty levels from 31.5 per cent in 2003/04 to 25.2% per cent in 2010. During this period Nepal struggled with political uncertainty, deteriorating economic progress, reduction in the level of capital expenditure, fiscal indiscipline and corruption, and excessive load shedding, among other issues. Despite these negatives, the results portray a much rosier picture in the overall scenario.

Looking at the figures of access to basic facilities, households that owned houses have decreased from 91.6 per cent in 2003/04 to 89.7 per cent in 2010, while households that rented houses have increased from 5.4 per cent in 2003/04 to 7.8 per cent in 2010. Housing conditions, a basic need of human beings, indicates that the people who live under absolute poverty have no shelter of their own, while the rich are renting their houses out.

Households with access to power nearly doubled from 37.2 per cent in 2003/4 to 69.9 per cent in 2010, an annual average growth rate of 11 per cent over this period. This is a significant improvement without any investment in construction of additional power projects. Over this period, the nation was not able to add any new power projects to its capital stock. During this period, power outage was from one hour to 18 hours a day. People were compelled to live without adequate electricity even for lighting. These households have unlit expensive CFL bulbs hanging from their ceilings.

Most of the industries in the industrial corridor were shut down due to power outage. The declining industrial activity resulted in a reduction in employment and output due to power outage. Yet the report stated that there was overall progress resulting in the reduction of a significant portion of the population living in absolute poverty. How was this possible under these conditions of power outage and resulting lowered employment and income? Higher levels of employment and income are prerequisites for people to get out of absolute poverty.

Another indicator of development is access to drinking water. Households with access to drinking water increased from 81.2 per cent in 2003/04 to 83 per cent in 2010, with the annual average growth rate of 0.35 per cent. This shows that drinking water facilities marginally increased. Yet, most of the taps in each household run dry.

Remittance backdrop

It is a well-known fact that Nepali youths are migrating abroad for their livelihood. The percentage of households receiving remittance has increased from 31.9 per cent in 2003/04 to 55.8 per cent in 2010, with the annual average growth rate of 9.8 per cent. The total amount of remittance received has increased from Rs 46 billion in 2003/04 to 310 billion in 2010. This is not a surprising amount that Nepal has received during that period as millions of our youths are working in the countries of East Asia, South Asia and the Middle East; and over 1500 Nepalese youths leave daily to leave Nepal for work.

The most pertinent questions about the use of remittance are where and for what purpose it channeled. Data reveals that 79 per cent of remittance is consumed. Household property, loans, education and capital formation bagged 4.5%, 7.1%, 3.5% and 2.4% respectively. It shows that over 95 per cent of remittance

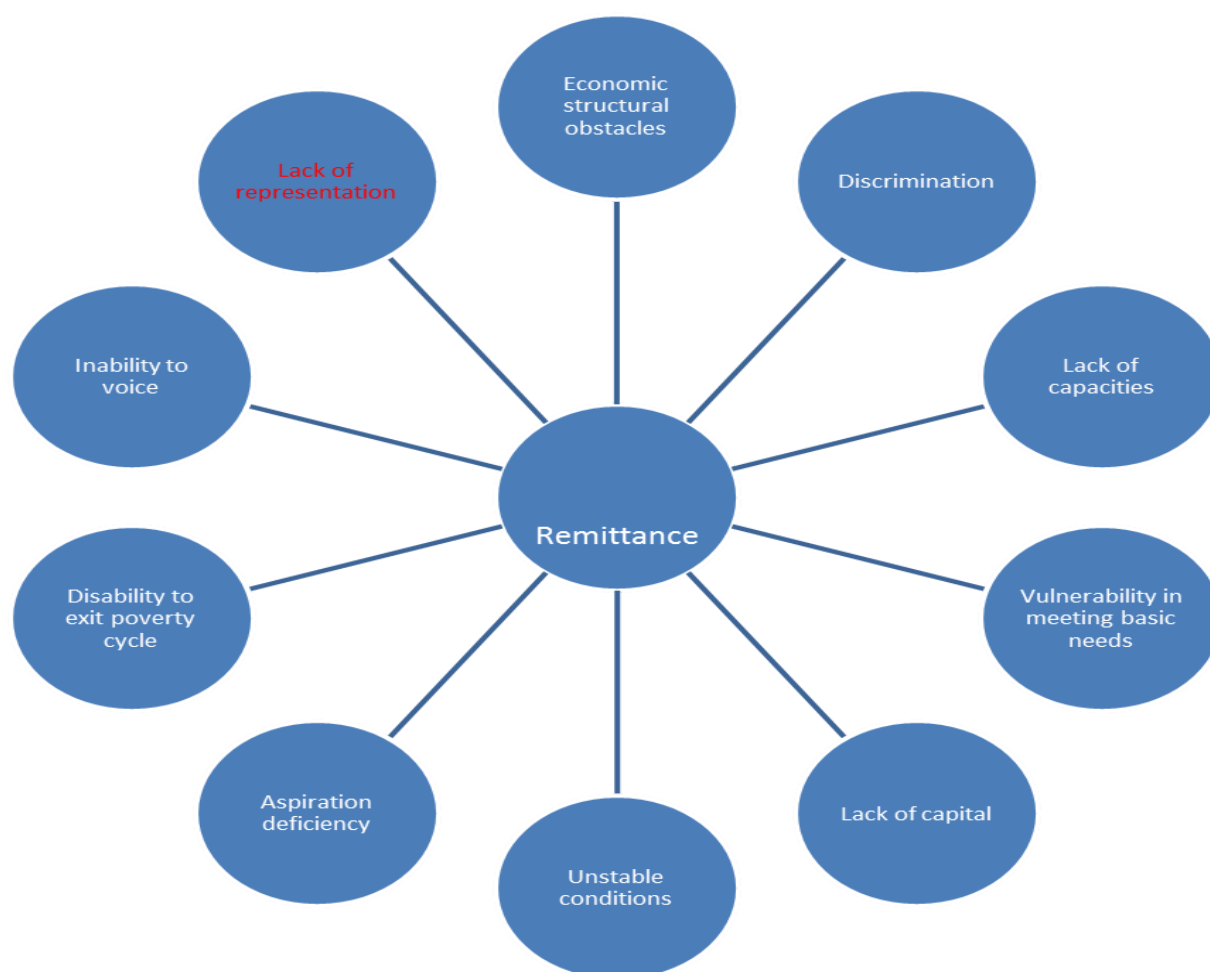
has been used in non-productive sectors of the Nepalese economy. This compulsion itself indicates the scenario of Nepalis suffering from restricted opportunities.

Looking at the income, it has increased in aggregate and per capita. The nominal average household income increased from Rs 80,111 in 2003/04 to Rs 2,02,374 in 2010, at the annual average growth rate of 16.7%. The same in per capita terms increased from Rs 15,161 in 2003/04 to Rs 41,659 in 2010, at the annual average growth rate of 18.3 per cent.

The nominal per capita consumption expenditure in aggregate increased from Rs 15,848 in 2003/04 to Rs 34,829 in 2010, at an annual average growth rate of 14 per cent. The nominal per capita consumption of the poor increased from Rs 4,183 in 2003/04 to Rs 11,093 in 2010, while the same for middle/rich and ultra-rich increased from Rs 9,230 and Rs 62,037 in 2003/04 to Rs 24,238 and Rs 1,02,772 in 2010. The difference between the nominal per capita consumption of rich and poor is high. The same for the ultra-rich is nine times higher than the ultra-poor.

What should remittance address in Nepal?

The answer to the question is simple: it should address restricted opportunity head on for the sake of tackling poverty. Unless this is done the reduction or exit from poverty is impossible. That is why those who seek to study the impact of remittance on poverty in Nepal should diversify their queries towards various points of restricted opportunities that are the breeding grounds of poverty. A specific structure of issues to be addressed by remittance could be crafted on the basis of the above inventory as follows:



The poverty-reduction scheme actually claims multiple things from remittance. The demand, as indicated above, looks really ambitious. But the proposition for the supply side is not impossible, say experts. (Foreign Employment Seminar in Kathmandu 2012) If communities could be mobilized properly at the grass-roots level through remittance spending, it would create a synergy that could be beneficial for anti-poverty schemes. Similarly, alternative institutions could be set up through remittance for ensuring various approaches like access, openness, innovation and willingness to commit to programmes designed to help the poor. Policy interventions could also be undertaken for increasing job opportunities, raising wages, expanding safety nets, and making health care and medicine, education and insurance easily accessible to the poor.

Conclusion

The study of export of Nepalis cannot be complete without reference to the restricted opportunities (as indicated by Poverty Theories) that compel Nepalis to migrate for work. Unless the condition of restricted opportunities is addressed by investigating the issue of remittance sent by the migrant workers,

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the task of reducing or tackling poverty through that resource would not be effective. Since poverty in the system is nurtured by restricted opportunities, it should be the target of remittance – using programmes operating in communities at the grass-roots level or at the national level. Policies should also be formulated in such a way that they can inspire all remittance users towards directions that will produce productive results.

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6.5 IMPACT OF CONSUMER ADVERTISING:

NEPALESE PERSPECTIVE

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Abstract

No one can escape from death, tax and advertising. There are various media available for advertising. Advertising is used by different organizations in different ways. Customers respond differently to different messages and media. This article highlights consumers' preferences of message and media on the basis of age, gender and education.

Key words: *Advertisement, media, consumer, audience, television, newspaper, consumers' preference etc.*

Advertising

One of the popular tools of marketing communication is advertising. Advertising is any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor. Advertising is used by different organizations in different ways. Large companies set up their own advertising departments for all or most of their advertising needs, while those do not have a separate department hire advertising agencies to promote their products. Various types of media are available on the market for organizations to meet their advertising needs.

Television Advertising

Among various media, television has the upper hand because of its unique audio and visual characteristics. According to Keller (2008), Television is generally acknowledged as the most powerful advertising medium as it allows for sight, sound, and motion and reaches a broad spectrum of consumers. The wide reach of TV advertising translates to low cost per exposure. From a brand equity perspective, TV advertising has two particularly important strengths. First, TV advertising can be an effective means of vividly demonstrating product attributes and persuasively explaining their corresponding consumer benefits. Second, TV advertising can be a compelling means for dramatically portraying non-product-related user and usage imagery, brand personality, and so on. Television is a common medium of information and is very effective in delivering a message, or in a wider sense, for effective marketing communication. Kotler & Fox (1985) stated that television has advantages and disadvantages related to its effectiveness as a medium for broadcasting advertising messages. The advantages are that the information can be easily viewed, listened to, and pictured. Belch & Belch (2004) stated that television is considered the ideal medium for advertising as advertisement exposure can showcase the most attractive aspects of products. The disadvantages of TV advertising are the higher costs, it can be a

highly confusing medium and audiences are selective. In an emerging market like Nepal, television is the most popular medium for information and entertainment.

A television advertisement is a span of television programming produced and paid for by an organization that conveys a message fully controlled by an advertiser. Television advertising is also popularly known as television commercials. Television advertisement gives information to a larger number of people than any other medium, comparatively at lower costs per audience. Due to its satellite facility, television programs are viewed globally. In today's glamorous world, we can show all aspects of products, services or organizations through advertisement with human appeal. The vast majority of television advertisements today consist of brief advertising spots, ranging in length from a few seconds to several minute infomercials. Advertisement of these sorts has been used to sell everything imaginable over the years, from household products to political campaigns. In today's world, the popularity of television is increasing day by day. It is useful for advertisers to know the television programming preferences of different people. Different types of advertisements appeal to different customers. Careful analysis should be done in this regard for the success of any advertisement campaign. Hence, the main objective of this study is to provide useful information regarding the effectiveness of television advertising for different people in urban areas.

Objectives

The main objective of this study is to analyze the impact of television advertising on the basis of age, education, gender etc. It also analyzes the effectiveness of messages preferred by different target audiences.

Methodology

This paper is based on survey research where primary data was collected from 80 respondents from the urban areas of Kathmandu valley consisting of 40 males and 40 females. Among the 80 respondents, data collected from various age and education backgrounds is presented as follows:

Education Level	Sample Size
Below S. L. C.	16
S. L. C.	16
Plus 2	16
Graduate	16
Post Graduate	16
Total	80

Age Group	Sample Size
Below 15	16
16-25	16
26-35	16
36-45	16
Above 45	16
Total	80

Advertising and Customer Preferences

While making advertising decisions, advertisers should be aware of the types of television advertisement preferred by audiences. In this study all advertisements are divided into four categories consisting of musical advertisements, glamorous advertisements, simple advertisements and all or mixed types of advertisements.

The table shows the age level and their advertisement preference.

Age-based Advertisement Preferences

Age	No. of Respondents	Musical	%	Glamorous	%	Simple	%	All Types	%	Total %
Below 15	16	10	62.5	3	18.75	1	6.25	2	12.5	100
16-25	16	9	56.25	5	31.25	0	0	2	12.5	100
26-35	16	6	37.5	7	43.75	0	0	3	18.75	100
36-45	16	5	31.25	9	56.25	1	6.25	1	6.25	100
Above 45	16	8	50	7	43.75	0	0	1	6.25	100
Total	80	38		31		2		9		

Source: Field Survey 2010

It was found that 62.5% of respondents younger than 15 and 56.25% respondents aged 16-25, mostly preferred musical ads; 43.75% in the 26-35 age group and 56.25% of the people who were 36-45 preferred glamorous advertising; 50% respondents older than 45 liked musical advertising.

The consumers' preferences of television advertising based on literacy level are presented in the following table.

Literacy-based Preferences of Television Advertising Field survey: 2010

Education Level	Sample Size	Musical	%	Glamorous	%	Simple	%	All Types	%	Total
Below SLC	16	11	68.75	3	18.75	1	6.25	1	6.25	16
SLC	16	9	56.25	4	25	2	12.5	1	6.25	16
Plus two	16	6	37.5	8	50	0	0	2	12.5	16
Graduate	16	5	31.25	9	56.25	0	0	2	12.5	16
Post-Graduate	16	10	62.5	3	18.75	2	12.5	1	6.25	16
Total	80	41	51.25	27	33.75	5	6.25	7	8.75	180

The above table shows that people whose education level was below SLC preferred musical advertisement i.e. 68.75% and 56.25% respectively. Most of the plus 2 and graduate people i.e. 50% and 56.56% respectively preferred glamorous advertisement. People who were in the post-graduate group preferred musical advertisement by 62.5%.

The above table shows that people who had completed plus 2 and people who were graduates are influenced by glamorous advertisement; people below SLC and post-graduate levels are influenced by musical advertisement.

Consumer preferences of television advertisement based on gender is presented as follows:

Gender-based Preferences of Television Advertisements

Gender	Sample Size	Musical	%	Glamorous	%	Simple	%	All Types	%	Total
Male	40	20	50	15	37.5	3	7.5	2	5	40
Female	40	25	62.5	10	25	1	2.5	4	10	40
Total	80	45		25		4		6		80

Field survey: 2010

The above table shows the preference of advertising according to gender. Out of 40 males 50% liked musical advertisements, 37.5% preferred glamorous advertisements, 7.5% simple advertisements and 5% liked all types of advertisements. Regarding female respondents, 62.5% preferred musical advertisements, 25% glamorous advertisements, 2.5% simple advertisements and 10% preferred all types of advertisements.

From the above analysis, it can be concluded that female consumers seem to give more priority to musical advertisements than glamorous advertisements. For more clarity the above information is presented in the following diagram:



From the above diagram, it is clear that out of the total 40 male respondents, 50% preferred musical advertisements, 35% glamorous advertisements, 8% simple advertisements and 5% preferred all types of advertisements. Similarly, among the 40 female respondents, 62.5% preferred musical advertisements, 25% glamorous advertisements, 2.5% preferred simple advertisements and 10% preferred all types of advertisements.

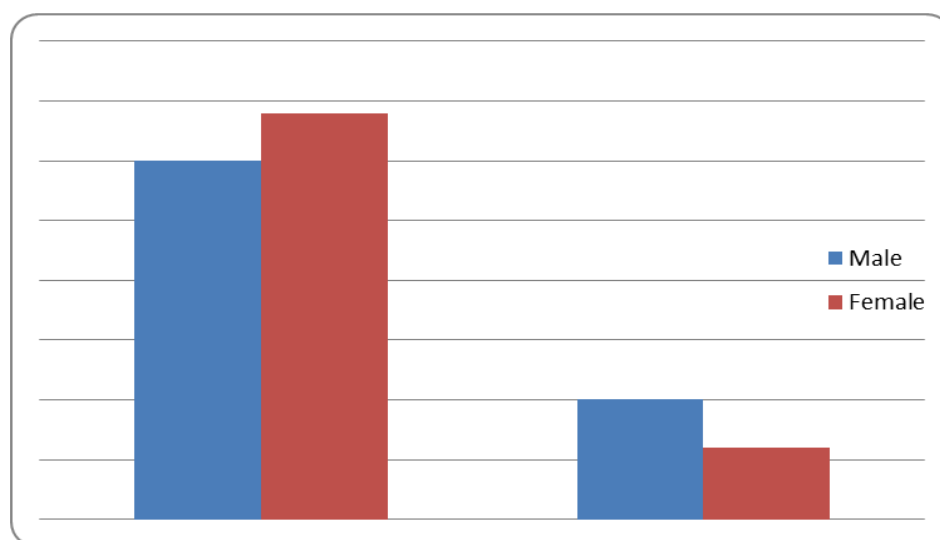
The table below presents consumers' patterns of watching television when advertisements are telecasted:

Consumer Television Watching Habits

Gender	Sample Size	Watching	%	Not watching	%
Male	40	30	75	10	25
Female	40	34	85	6	15
Total	80	64	80	16	20

Field survey: 2010

The above table presents the habits of people watching television living in Kathmandu. Of the total, 80% of the respondents were found to have the habit of watching television. Among these, 75% were males and 85% were females so the percentage of females was higher than that of males by 10%. Television watching habits of males and females is illustrated by the following bar diagram:



From the above figures, it is clear that the percentage of women watching television seems higher than that of the males by 10%. Likewise, 25% of the males were found not to have the habit of watching television whereas the female percentage was only 15%.

Consumers Preferences of Products

Consumer preferences of different products are based on considering various factors. Advertisement is one of the important factors that affect consumers' preferences. Consumers' preferences of products is presented in the table below:

Consumers Preferences of Advertized Products

Description	No. of Respondents	%
Products frequently advertised	65	81.25
Products not advertised	15	18.75
Total	80	100

Field survey: 2010

The above table shows the number of consumers' preferences of products. Out of the 80 respondents, 81.25% said that they preferred frequently advertised products, whereas 18.75% respondents preferred to buy products that are not advertised.

From the above analysis, it can be concluded that the majority of consumers prefer frequently advertised products.

Consumers Preferences of Media

Consumers prefer different media according to their needs, interests and priorities. There are various media available in the market like newspaper, magazine, radio, television, pamphlet, poster etc. Consumers' preferences of media is presented in the table below:

Media	No. of Respondents	%
Newspaper	10	12.5
Magazine	2	2.5
Television	63	78.75
Radio	4	5
Pamphlets & Posters	1	1.25
Total	80	100

Source: Field Survey 2010

The above information presents the number of respondents preferring specific media. Out of the total of 80 respondents, a majority of 78.75% preferred television, whereas the rest of the respondents said that they preferred Newspaper, Magazine, Radio and Pamphlets and Posters by 12.5%, 2.5%, 5% and 1.25% respectively.

From the above analysis, it can be concluded that Television advertisement seems to be the most popular media.

Conclusions

The majority of respondents, i.e. those who belonged to the age group younger than 15 and 16 to 25 preferred musical advertisement by 62.5% and 56.25% respectively. In both age groups 26 to 35 and 36 to 45 the majority of the respondents preferred glamorous advertisement i.e. 43.75%, and 56.25% respectively. The older than 45, the majority of the respondents, i.e. 47.5%, preferred musical advertisement.

Education-based preferences of advertisements indicate that most of the less educated respondents preferred musical advertisement, as well as most of both male and female customers. In relation to television watching habits, the majority of the respondents (80%) were found to have the habit of watching television. The percentage of women respondents seems to be higher than male respondents regarding television-viewing habits.

Similarly, the majority of customers (81.25%) preferred frequently advertised products. In regard to the consumers' preferences of media, most (78.58%) responded that they preferred television. Thus, television is the most popular media for advertisement.

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6.6 A DEPRIVATION INDEX DETERMINED BY STRUCTURAL EQUATION MODELS: THE CASE OF THE ANDALUSIA (SPAIN)

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ABSTRACT

One of the main problems related to human development is the eradication of poverty. The first step in this direction is identification of where it exists. Amartya Sen (1999) established that poverty should be considered the deprivation of basic capacities and not merely be seen as a lack of income; therefore the study of deprivation is essential for the analysis of poverty. The study of privation allows political decision makers to identify and analyze needy areas in order to improve their citizens' well-being.

The methodological approach we propose to use for formulating a new deprivation index is based on Causal Theory (Bayesian Networks) using Structural Equations for analysis. The domains selected for the deprivation index are: education, employment, income, housing, infrastructures and health. A structural equation model based on variance is used as the exploratory method to obtain the indices pertaining the above-mentioned areas; the results obtained seem to be quite reliable. There is a positive connection between the areas of education, employment and income while the relations between infrastructures and health come up negative. The results can be projected at a local level to show territorial deficiencies. The spatial units studied are the Andalusian municipalities in the south of Spain. The spatial projection of the indices obtained for the domains of deprivation highlights the existence of geographical areas that could be potential targets for public action.

Key words: *Structural equation models, Partial Least Squares, Spatial base indices, Deprivation Index, Multidimensional poverty, Causality*

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