

CHAPTER 1

INTRODUCTION

1.1 Background

The term “empowerment” means to give somebody the power or authority to do something Malik (2005). Bennet (2002) as stated in Malik and Luqman (2005) describes empowerment as “the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them.” Bennet further say among the different disempowered groups like: poor, ethnic, minorities etc, women are one which is cross cutting category with all these groups. Similarly, women empowerment implies that women have power and ability to do activities as like men counterpart but they have the least authority to do something at their own initiations. It necessitates the endorsement of various national programmes and policies which ensures their right and authority to involve in all the developmental as well as economic activities carried out in the society or in a nation.

As men, women are also important part of society. They also play important role in nation building process. Their contribution to the development process has been gradually increased all over the world. Yet the fact is that women in almost all known societies of the world, past or present, have not enjoyed the same status, privileges, rights and powers as that of men (Dangol, 2010).

The socio-cultural set up of Nepalese society is based on Hindu caste system in which class, caste, ethnicity and gender largely determine the socio-economic status of various populations. Similarly, Nepalese society is basically a patriarchal society with masculinity as one of the characteristics in most of the family and society which influences all aspects of social, cultural and economic life of people. Women’s economic dependency is on men (father, brother, husband) as men are considered as assertive and bread winners of the family, they are focused on materialistic success. Because of son preferences traditions of society dominated by religious belief, women are found discriminated starting from birth to upbringings, education, employment opportunities and freedom for taking part in decision making process in the family

and society. Women are found greatly confined to household chores. Even in 21st century, majority of the daily work performed by females is hardly measured in terms of economy with unequal opportunities even in total household income. Nepal remains one of the poorest countries in the world with a poverty incidence of 38% (ADB, 2009) and Nepalese women are considered as poor of the poorest. Women's poverty, their comparative lack of leadership and participation in decision making are often attributed to a number of personal factors including low literacy, skill, self-esteem, financial security and level of awareness of their right (Endeley, 2001).

After the restoration of multiparty democracy in 1990, poverty alleviation and sustainable development through inclusion of people from walk of national life, restoration of peace by institutionalizing democratic practices through rapid economic growth and others became very demanding tasks ahead the new government. One among them were to bringing the women in development process by empowering them, imparting knowledge and skills and providing them opportunities to work with income generating activities beyond their homely environment. Similarly, the 8th development plan (1992-95) which was implemented after the restoration of multiparty democracy recognized NGOs and INGOs as development partners of government, as government believes that they can play catalytic role in order to bring significant positive changes in socio-economic scenario of society. As such they initiated funding non-government organizations in various programmes and specific activities related to women development at community level. Unofficial reports suggests that there is more than 40000 NGOs working in Nepal (Dumas, 2001) most of which in some way and others have organized programmes and activities related to women. According to social welfare council(SWC) the apex body of government is responsible for registration and regulation of various I/NGOs the total number of NGOs working in the sector of women service is 1998(7.85%) as of 2008.

What is empowerment?

Empowerment is one of the central concepts in development agenda. There is wide spread agreement that women must be empowered to play an effective part in national development. Empowerment has been defined in various literatures as follows:

...people gaining an understanding of and control over social, economic and/or political forces in order to improve their standing in society (Kindervatter, 1979 cited by Wedeen 1996)

...a mechanism by which people, organizations and communities gain mastery over their lives (Rappaport, 1984 cited by Wedeen, 1996)

What is women empowerment?

There is no straight forward definition of women empowerment, because the concept of power cannot be streamlined internationally as it differs from social context. Defining women empowerment process covers many influencing factors, meaning that any definition almost always captures part of the complete process. When defining women empowerment, one of the similarities in the literature is the concept of women's decision making power as an indicator of women empowerment (Snijders, 2009). Snijders defined women empowerment ideally as "a continuous process where the powerless people become conscious of their situation and organize themselves to improve it and access opportunities as an outcome of which women take control over their lives, set their own agenda, gain skills, solve problems and develop self-reliance."

Malhotra, et al. (2002) stated that defining women empowerment has been done in most studies by using the term option, choice, control power and puts forward the importance for women of having effective economic choices in their lives. Women empowerment is a process of women gaining more access to a steady income and economic power or security.

(Mayoux, 2000) applies the term economic empowerment as one of the defined dimensions of women empowerment. Female economic empowerment is usually about increased access of women to financial resources, income generating assets or activities, savings, increased financial decision making power and more economic independence.

Women empowerment is the burning issue of the nation. Women empowerment programmes in Nepal include livelihood support programme, rehabilitation and job placement for rescued women, safe motherhood programme and so forth. The

connection between poverty and women's lack of power over resources and decision making has now caught the attention of policy makers in government and mainstream development all over the world (Endeley, 2001;34).

Family also has influence in matters of decision making capacity of the women. As per (Hashemi, 1993) because of the family with patriarchal social structure, programs that provide credit with minimal training or other supplementary support services do not empower their female participants and may even worsen their situations.

Child care may be defined as non parental care in a child's own home, someone else home or in a centre that can provide children with nurturing and learning opportunities that complement or supplement those provided at home. It can also provide support services for working parents and in some cases can contribute in reducing the no of child and women living in poverty or provide respite care for children (Shrestha, 1997).

Quality child care is defined not as the form of care (eg in home or in a centre) but the provision of nurturing relationship a stimulating environment, basic health and safety. Urbanization, capitalization and the labour market are three influencing factors in the worldwide growth of commercial child care centres. Urbanization has led women to become more engaged in non-domestic activities. Capitalization has enabled them to exchange house work for cash-earning businesses instead. In addition to these new opportunities, the labour market has furthered the economic ambition of women, by increasing their awareness of the rights of women as a whole. The affects of these influencing factors have in turn, resulted in a rapid growth of commercial child care centres, particularly in urban areas around the world. The concept of the child care centre involves assuming daily care for children whose mothers are engaged in household and agricultural activities, must work full time to maintain their livelihood (ibid).

Thus, the child care centres are established privately or public are mainly run, maintained and monitored by the women. All these child care centres have a positive impact in increasing the women's income empowering them and making them independent.

1.2 Statement of Problem

The women of Nepal have substantial contributions both as labour and mentor in the household and outside, but their role is often underestimated and not counted as economic activity. As women they suffer from social, cultural and political biases. Traditionally, women's roles are confined to household chores and farming activities, which, in general engage them for a longer hours than men(14-16 hrs compared to men's 7-9 hrs a day) each day (UNDP, 2004). In addition compared to male counterparts women have limited access to educational and employment opportunities. Still largely the households and society directly and indirectly deny or discourage women's role as decision maker. Women empowerment issues perceived nationally or locally are being addressed by both state and non-state agencies.

Status of women in Nepal has remained a concern in policies since the 1980s when national policies stated to address specifically the needs of women. Until 1980s, it was wrongly assumed that men and women were equally benefited by developmental activities. As the result, women were lagged far behind men in all developmental activities. To address this problem, women development programmes have been progressively developed and implemented by many of the government institutions and side by side with government interventions, a separate ministry to look after the welfare of the women has been established in September 1995 immediate after Beijing conference. Government has also declared 33%political seat for women. (CERID, 1997)

Since its foundation, Nepalese Ministries and line agencies other than the Education Ministry have been involved in the ECD programs at various levels, both directly and indirectly. For example, the Women Development Training Centre (WDTC), which is part of the Local Development Training Academy (LDTA), has been involved in the development of local women for several decades. Recognizing the volume of

rural children without proper child care for their mental and physical development, in 1972 the WDTC established a training centre as an experimental child care centre (CCC) at Saibu Bhaisepati village in Lalitpur district. Since then, additional child care centres have been established in many other districts of Nepal (ibid).

Agriculture Development Bank was involved in the development of ECD programs through the Small Farmers Development Project (SFDP). INGOs, particularly Plan Nepal, United Nation Children's Fund (UNICEF), then Save the Children United States (SC-US), and Norway, now only Save the Children, have also been involved in the ECD programs in Nepal for the last 3 decades. Other donor-supported projects also contribute to various ECD programs as side projects. At the same time, BPEP I has also started an ECD – the Shishu Kaksha (SK) which operates similarly in the traditional ECD line. The Shishu Kaksha was designed for older children in the primary school system. While CCCs were developed for the care of the children from 2 to 6 years old, Sishu Kaksha provides child care services for the 3 to 8 year age-range. CCC has vague and complex objectives such as cultivating morality and discipline by creating a wholesome environment. But, in spite of involvement in childcare centres, the status of women is still not satisfactory in Nepal and people think the childcare centres as business oriented institutions. (CERID, 1997)

Therefore, the present study is focused on assessing women empowerment through empowerment in childcare centres. The more specific query becomes: How Child care centres have helped in increasing income and decision making power of women? Are the women equally treated at family level after getting employment opportunities for income generation and are they able to manage their homely financial activities at their own? These are some of questions the present study has tried to address through research.

1.3 Objectives of the Study

The general objective of this research is to find out the role of childcare centres on empowerment of women. Moreover, the specific objectives are

- a) to find out how women involvement in childcare centres has increased their income?

- b) to find out whether involvement in child care centres leads to increase in decision making capacity in their personal and family affairs .
- c) to find out the change in the child rearing and caring practice after involving in child care centres.

1.4 Significance of the Study

From academic viewpoint, the researcher seeks to examine how involving in childcare centres can lead to women's income giving them opportunity to increase their income and also involving in the decision making in the family.

Since, women empowerment i.e. women's capacity to participate in decision making is of national concern, and the issue of women empowerment is being addressed by both state and non state agencies over decade, this proposed study thus is relevant in policy matters as well as in various programme interventions.

There are very limited empirical studies upon the empowerment of women through childcare centre. So there is the need of systematic study on it, which this study will fulfil to some extent.

Women empowerment is still far behind success in Nepal in spite of various programmes and policies by government and NGO sector either due to male domination or due to the confirmation of women in household chores. Thus, findings of this proposed research helps government or society as a whole in understanding women empowerment through childcare centres and helps in rethinking and restructuring their existing policy and practices for effectiveness of such programmes.

1.5 Organization of the Study

The study consists of altogether five chapters. First chapter contains introduction, background, statement of problem, objectives and significance of the study. The second chapter contains review of the literature is done in which theoretical framework and conceptual framework of the study is included. In third chapter research methodology has been discussed in which rationale, research design, universe of the study, nature and source of data, data collection technique, data analysis and limitation of study is discussed. Socio-Demographic characteristics and data presentation and analysis on fourth chapter in which sociodemographic characteristics of respondents, need and involvement of women in child care centres, decision making, changes in decision making capacity and changes in child rearing and caring practices are included. Lastly, on fifth chapter summary and conclusion are included.

CHAPTER 2

LITERATURE REVIEW

Literature review is an important part of any kind of study. It gives insight to the researcher on what other says on the topic she/he is going to research on. It also helps to analyze the situation more deeply to examine the gap in the past literatures. Therefore, examination and review have been done of some available literatures in respect to the concept and historical background.

In this study, literature review "women empowerment" has been kept in the following format.

- ❑ Theoretical framework of the study and policies and programs related to women's empowerment.
- ❑ Conceptual framework of the study

2.1 Theoretical Framework

Women empowerment is one of the most influential factors of poverty reduction of the present globalized era. It has direct and indirect impact over development process. The meaning and definition of it varies according to socio-cultural norms and values, and economic condition of the society. In this study, the term women's empowerment has been viewed through the three basic components of empowerment. These are social empowerment, economic empowerment and political empowerment (Bhattarai, 2009).

Social Empowerment: Meaningful access on education and health are basic factors of social empowerment because when women are properly educated and got health facilities, they will be able to compete with others and women's empowerment gives us positive result. Moreover, awareness is another crucial factor of social empowerment which covers a wide range of consciousness not only of the people of illiterate and poor class but also of the people of educated and high ranked classes. It motivates them to provide on environment to women where women can get opportunities to empower themselves. **Economic Empowerment:** It denotes women's access and control over economic sectors such as sources of income, financial

authority etc. Economic empowerment is the most influential opportunities to boost up the whole empowerment process of women. Political Empowerment is another factor of empowerment process. Conceptually, both negative (freedom from arbitrary arrest, exclusion) as well as positive/freedom to vote, participate in political life) aspects of political freedom should be captured by focusing on both the formal availability and actual exercise of political freedom by the people. It advocates about the meaningful participation of women in decision making process and social activities. Moreover, it advocates about the provision of rights to women (Bhattarai, 2009).

All of these factors affect directly and indirectly the process of women's empowerment. If women get a conducive environment to the above mentioned sectors, women's empowerment smoothly goes ahead. It enhances the development process of both rural and urban sectors. Therefore, Women's empowerment is a necessary tool to uplift the living standard of Nepalese women and to enhance the development process of Nepalese society. In fact, it is a reliable tool to enhance the qualitative development of Nepalese society and to ensure the bright future of modern Nepal (Bhattarai, 2009).

The word 'poverty' has been defined by different writers, scholars and institutions in different ways. There is no universally acceptable definition of poverty. However some commonalities are found in their views and definitions. Poverty is in fact, a state of not getting the minimum basic needs and perceived as undesirable by the persons or the people.

According to Cutler (1984), poverty is defined on the basis of availability of basic needs. Those who fail to acquire those needs are led to poverty. Basic needs can include food, shelter, cloth, fuel, health, lighting and security of both life and property.

According to World Bank (1990), poverty is a state of economic, social and psychological deprivation occurring among people or countries lacking sufficient ownership control or access to resources to maintain minimal acceptable standards of living it represents an exclusionary relationship where individuals or states are denied access to an adequate package of resources.

Poverty is a strong determinant of people or community. It contributes to physical weakness of people through lack of food, small/weak body, malnutrition leading to low immune response, inability to pay for health service, isolation because of the inability to pay the cost of schooling, radio or bicycle, inability to afford to travel or to live near centre or main road, and vulnerability through lack of assets. Poverty leads to powerlessness because due to lack of wealth the poor have no voice (Chamber, 1983).

Thus, poverty is a relative term and may be defined as an economic condition that is inadequate to meet basic needs of person (Kunwar, 2003). Generally, following types of poverty has been defined.

1. Absolute poverty occurs when people fail to receive sufficient resources to support a minimum level of physical health and efficiency that is often expressed in terms of calories or nutritional values.
2. Relative poverty is the general standard of living in different societies culturally stated as being poor rather than same absolute level of deprivation.
3. Hardcore or ultra-poverty is the line below the absolute poverty line, its half by the gestation as the rule of thumb.

Issues and problems of poverty reduction

World Bank (1990) mentions the burden of poverty is spread unevenly among the regions of the developing world, among countries within those regions, and among localities within those countries. Nearly half of the world's poor live in south Asia, a region that accounts for roughly 30 percent of the world's population. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities often the problems of poverty, population, and the environment are intertwined, earlier patterns of development and the pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation. The weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. In poor households, they often shoulder more of the workload than men are less educated, and have less access to remunerative activities (Shakya, 2000).

In this connection, Robert Chambers also highly appreciates people's participation in development activities so as to empower them, uplift their socio-economic condition and ultimately to alleviate poverty. In this connection UNDP (2000) highlights the significance of poor people's organization and their participation in development programs to alleviate poverty. The institution believes that the foundation of poverty reduction is self-organization of the poor, at the community level.

Similar to these, Marshall (1999) suggests that poverty alleviation requires expanding people's access to participation in decision-making and to knowledge, training, markets, and other productive resources for income generation such as land, technology, credit and information. He argues that securing a decent livelihood for people living in poverty requires attacking the many interrelated forces that keep them trapped in a state of deprivation. In this way, he has highly advocated for people's participation and their initiation to alleviate poverty.

Poverty in Nepal is also closely related to the degree of social, political and economic exclusion. Women and ethnic groups, by and large are left out of the mainstream of development, because they lack voice, empowerment, representation and access to economic opportunities and resources. Similarly, the remote districts and regions are further away from centres of power and influence and are the most neglected. Another key determinant, which cuts across and exacerbates the impact of these factors on the poverty patterns is weak governance, which includes ineffective government, poor resource allocation, weak implementation and service delivery performance and corruption and leakages among others (GoN/NPC, 2003).

The World Bank (1990) concludes that reducing poverty is the fundamental objective of economic development. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances?

The role of women in the strategy of poverty alleviation is regarded as a central point, which calls for priority on women empowerment and their mainstreaming. The Tenth plan perceives poverty from different perspectives. According to it, income based poverty; weaknesses in different aspects of human development and social exclusion

are the main aspects of poverty. The main indicator of income based poverty is the percentage of people living below poverty line. Human development capacity indicators are also equally important because these indicators don't change as per the change in income-based indicators. The typology of these capacities includes access to existing resources, human resource development and participation in social/political decision making process etc. The society bestows all individuals entitlement to participate in social/political decision making process and do possess right to live with human dignity. But any group or community deprived of such right by whatsoever reason it may be belongs clearly to identified poverty group or community. It is essential, therefore to bring them in the main stream of development with the identification of such deprivation. The evaluations of this type of causes also fall under the purview of analysis of poverty status (Karki, 2005).

Empowerment

The term empowerment refers to arrange of activities from individual self-assertion to collective resistance, protest and mobilization that challenge basic power relations, for individuals and groups where class, caste, ethnicity and gender determine their access to resources and power, their empowerment begins when they not only recognize the systematic forces that oppress them, but act to change existing power relationships. Empowerment therefore, is a process aimed at changing the nature and direction of systemic forces which marginalize women and other disadvantaged sections in a given context.

Empower is a process of awakening and regenerating dormant potentials that are inherent in people/human. It is not arming them with weapons rather recognizing and respecting them as equal dignified human beings. Empowerment call for liberating them from the orthodox, superstitious and conservative constraints imposed on legislation for protection of equal legal rights, and abolition of gender inequalities are the tools of empowerment (UNDP, 2004).

World Bank defined, "Empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives"

UNDP, 2004 defines as, "Empowerment is about full participation of people in the decisions and processes that shape their lives. It is viewed in the context of politics and programmes designed to strengthen people's capacity to respond to their needs and priorities and civil society organizations are viewed as mediators or catalytic agents for people's empowerment and focus on strengthening these mediating structures."

It is process of gaining control over self, ideology and the resources which determined power. Empowerment means sensitization to misbelieve and mal-practices and their rejection. It means recognizing that women's subordination and men's superior status aren't part of natural order of things but is imposed by a system of discrimination which is socially constructed and can be altered.

In other word, empowerment indicates the sufficient provision of power to those who are powerless disadvantaged, marginalized to take control of their lives. It is also a state to be able to provide them and take care of their food, clothing and lodging. Poverty is on extremely complex issue. It encompasses not only poverty measured by lack of income but also human poverty characterized by deprivation in a long healthy life, in knowledge, in a decent standard of living and in participation of the development process that affects everyday life. Hence, poverty and empowerment are also closely associated in enabling to make the choice of one's life.

Indicators of Women's empowerment (Hashemi & Schuler 1993)

According to Hashemi and Schuler, main indicators of women's empowerment are as follows:

1. **Mobility:** A women is considered empowered if she is able to visit places such as markets, medical stores, go outside the village if she can visit these places alone then she is considered more empowered.
2. **Economic Security:** A women is considered empowered if she owns land, houses and other productive assets, if she owns cash and has savings.
3. **Ability to make small purchase:** if a woman can purchase small items, household goods, small personal items if she can do it on her own

without asking her husband especially purchasing her own earned money she can be empowered.

4. Ability to make larger purchase by her own earned money. What she has brought indicates her increased purchasing capacity.
5. Involvement in major decisions mostly two types of decision like house repair, small animals, leasing land or buying vehicles, rickshaws especially with her earned money then she can be considered empowered.
6. Relative freedom from domination and violation within family from her in laws and husband especially, restricted mobility for example to antenatal care, to fathers place battering and access to resource within the will of the women then she can be considered empowered.
7. Political and legal awareness, a woman can be given a point each for knowing the name of the local government officials, a member of parliament or even the prime minister. Further points can be given if she has attended a led a Champaign and started to advocate.
8. Participation in public protest and political campaigning. A woman is empowered if she has campaigned or protected against social issues as wife beating, unfair wages, unfair prices etc.

While we talk about ability, mobility, access to resources, purchasing capacity, bargaining capacity as some indicators of women's empowerment Nepalese community women fall into a minimum level, however, some economic independency has been achieved through saving and credit programs but are not economically sound yet which determines economic status of women. The above mentioned indicators of women's empowerment are applicable in Nepalese context too but till now we have less achieved due to various socio-cultural obstacles. It indicates that Nepalese women have still had a far away to be empowered (Bhattarai, 2009).

Other indicators for women's empowerment can be her meaningful participation in development programs and saving programs, decision making at the household, community and state level. How women participate and at which level do they participate remains still a big question in the process of women's empowerment in

Nepal. Women's empowerment process through participation is another school of thought that gives women direction for her actions. If a woman is able to assess how she acts and reacts, express her thought and feelings freely then that is also one frame of empowerment. It determines her ability and performance that places her in some criteria of setting to achieve her set goals and her set of values will develop that way. For example, women who contribute in agriculture and production working mostly 10-12 hours a day without paying, if she starts to analyze her own work and bargain with her household head for some resources she wants for her personal use, then that is also one level of empowerment. Her confidence raises and it increases her participation next time in family setting and decision-making (Bhattarai, 2009).

Policies and Programs related to Women's Empowerment

In Nepal, a number of efforts have been conducted to enhance women's empowerment since 1975 to till now.

Formation of women Service Coordination Committee (WSSC) in Social Service National Coordination Council (SSNCC).Amendment of "Mulki Ain" to grant inheritance to unmarried daughters of aged below 35 years. Women Development Section(Later upgraded to Division) in the ministry of Local Development.Plan of action for Women in Development by WSSC and Women Development Division in the Ministry of Labour. Incorporation of WID in Home Science and Women Development curriculum,in Tribhuvan University.Child and Women Development Section in NPC, Women Education Unit in Ministry of Education .National Women and Child Development Council was formed Ministry of Women and Social Welfare. "Equality and Empowerment Policy".

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Country status Report and National Planning and Consultation Workshop on CEDAW. Participation of women in conflict resolution and the peace process, preparation of a national action plan for the social rehabilitation of women affected by the conflict and its implementation and gender awareness and advocacy.

Interim Plan has specially concentrated to bring Nepalese women in the mainstream of national development. In fact, it has taken some special policies to boost up the living standard of Nepalese women. According to interim plan

Women will be encouraged to actively participate in the institutionalization of democracy and the electoral process. Measures will be taken to ensure that 33 percent of the beneficiaries of the programs run by the ministries are women. At least 33 percent women representation in the state machinery will be ensured through legal, policy and institutional reforms. Composition of women representation will be proportionate to the structure and diversities of women in the society. To check and control all kinds of violence against women including human trafficking, acts related to women's rights will be reformed and pro-rights perspective collaboration at cross-border points will be promoted. Skill development trainings and psycho-social counseling programs to remedy emotional suffering will be conducted for women who are victims of violence and at risk. To protect and control violence against girl, children and women, legal provisions will be tailored to promote and mobilize the community on initiatives to seek legal remedy and for setting up Para-legal committees.

Special measures will be taken to socially and economically empower single women. The Ministry of Women, Children, and Social Welfare (MOWCSW) will be restructured and its institutional capacity will be strengthened in order to develop it as an exclusively specialized national entity for coordination, facilitation, and monitoring and information management in its areas of operation. The National Women Commission (NWC) will be strengthened and made autonomous in order to make its function effectively. The capacity of the monitoring and coordination network as well as the Task Force set up for effective implementation of the National Action Plans related to the CEDAW trafficking will be activated and enhanced. Infrastructure, staffing and institutional capacity of women development offices functioning as focal points of contact for gender issues at local levels will be strengthened for effective coordination, facilitation and monitoring of gender equality and women empowerment activities. Capability of community level entities working for women empowerment and the women's NGO agencies as well will be enhanced and made accountable.

Social, economic and political empowerment of women categorized as the backward groups, Adibasi Janajatis, Madhesis, single women, Muslims, women with disability, marginalized and poverty-stricken, will be empowered to actively take part in all fields.

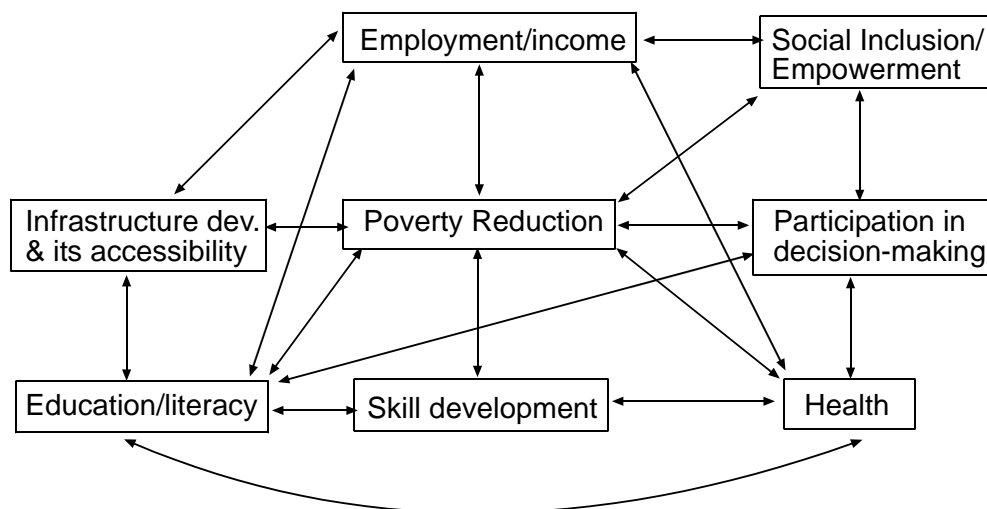
Rehabilitation centers will be opened and special programs will be launched in collaboration with NGOs for the protection of the rights of conflict-affected women, displaced women, single women and women with disability, and for their social security. National Action Plan as per the UN Declaration on social rehabilitation of conflict-affected women will be made ready and a process of facilitating a secure and courteous return of dislocated women will be set up in motion. Services and facilities such as free education and skill development training, free basic health services, psycho-social counseling, easy access to financial investment and legal help will be extended to conflict affected women (GoN/NPC, 2007).

Gender disparities are wide in Nepal. Government efforts have been focused on empowering women, but gender-based social exclusion remains strong. Women are one of the groups who are deprived and left behind in terms of access to resources. It is not limited to any particular caste or area but to overall sectors of society. Women comprise 50.1 percent of the total population of Nepal of per census 2001. Patriarchy pervades most of the country's castes and ethnic groups; Nepal has one of the highest indices of son preferences in the world. Boys not only pass on the family name, but represent "insurance" for parents in their old age and can carry out important rituals when parents die. Girls generally work at home and in the fields, considered too unimportant and risky - to educate, given the high value attributed to virginity and the dangers the schooling in the company of boys and men outside the home hold might pose to virginity. By contrast, early marriage constitutes a kind of virginity insurance (UNDP, 2004).

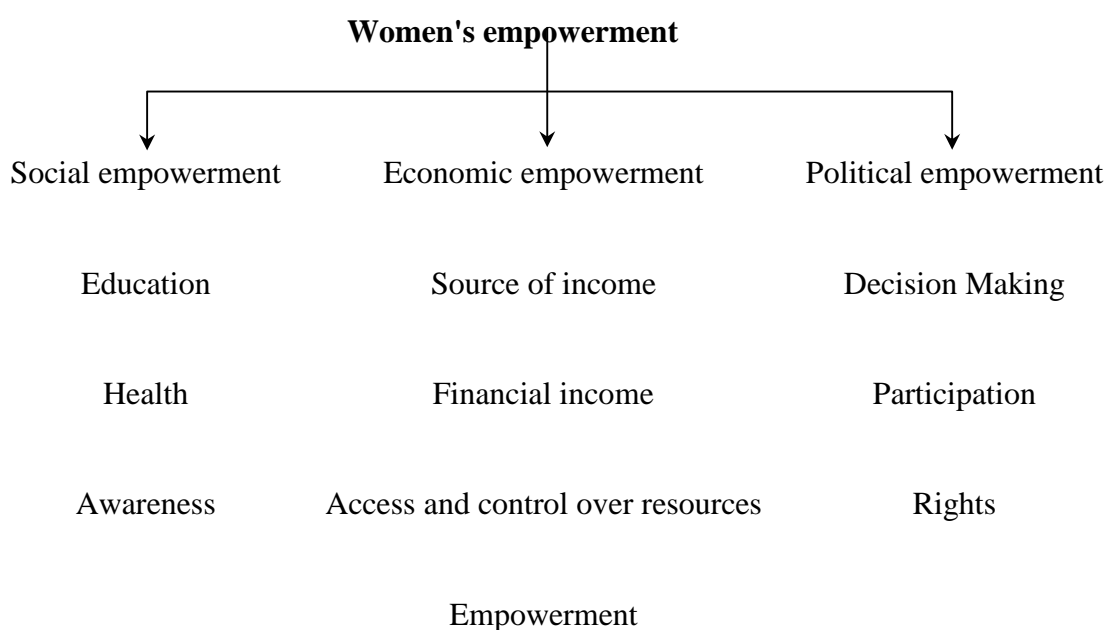
The history of Early Childhood Development began with the early development of human civilization. It existed widely from Greek civilizations to the West and Vedic civilizations in the East. The Greeks and Romans considered the child as an important member of the family and they took care to observe the rights and responsibilities of their children. Similarly, this was seen in ancient India too. Ancient Indians considered the child essential for a place in heaven and they reared their children with love and care (Shrestha, 1997).

2.2 Conceptual Framework

Dimensions of Poverty Reduction



Poverty is a multidimensional phenomenon. It is the bundle of different socio economic problems caused by many factors. Poverty is not only the state of having low income but also having low level of living followed by poor health and lack of sanitation, low level of education, poor/low level of development infrastructures and less or no access of people on these resources. Therefore, all these factors are the dimensions poverty reduction. Improvement and growth on these reflect reduction of poverty (Karki, 2005).



Parvin et al (2004) set a number of indicators to measure women's participation in household decision making:

- 1) Child education
- 2) Child marriage
- 3) Buying household items
- 4) Buying personal items
- 5) Buying household assets
- 6) Buying agricultural inputs
- 7) Use of contraceptives
- 8) Avail treatment
- 9) Avail recreational facilities
- 10) Visiting parents and relatives

For the proposed study, the considered indicators for decision making are given below:

- 1) Buying personal items
- 2) Visiting places
- 3) Arranging recreational facilities
- 4) Meeting with peoples
- 5) Child education
- 6) Child marriage
- 7) Making small or big purchases

Conclusion, decision making agency refers to a particular dimension of empowerment that is frequently used in empowerment studies. In relation of income with empowerment poverty is of different forms, but in one sense it is inability to meet the basic needs of life, which can be measured by income. A general picture of the poor

or underdeveloped countries is that the majority of populations live with inadequate income, which hinders their voices and choices. There are various theories and models to mitigate poverty and build capacity of the people. Women of Nepal, particularly those in rural areas aren't involved in economic activities or their involvement in economic activities is underestimated or not considered at all, which remains a contributing factor to poverty of women and absence of their voices and choices. Poverty alleviation targeted through the provision of economic opportunities to the women is one of the ways for improving the women's status. Their economic and social development is not possible unless employment creation resource generating and economic self dependency activities aren't implemented. One approach suggests that if the skills of human resources could be enhanced, the resources would have been used in productive way. Along the line of the women empowerment policy and activities of the government of Nepal, the NGOs are involved in awareness raising, skill training, community forestry, technology transfer, microfinance, enterprise development for women rights campaign etc. Theories suggests that empowerment can be measured through the ability of individuals to make strategic choices about own life and again it refers to their decision making capacity or participation in decision making process and also it refers to the ability to control resources. The study further counts that empowerment works is a process which leads to a host of opportunities, increase in ability to exercise autonomy, a capacity to define one's goal and act upon them, enhancement in decision making, bargaining and negotiating capacity, where income is an essential element in household livelihoods and those who control it havw considerable power. In this study, the conceptual suppositions are involvement in child care centres through a process leads to empowerment of women by providing them with income generating opportunities combined with skills, access to resources and awareness among women in which decision making power is influenced by family, education and so on.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Rationale of Selection of the Study area

For my convenience the study was conducted in Satungal VDC of Chandragiri, Kathmandu. There were many women but especially the women working in child care centres as preschool were selected. As, the pre-schools were mainly run by women they were taken for study.

3.2 Research Design

Research design is a preliminary step in every social research. The qualitative i.e descriptive type of research design was applied to investigate about empowerment of women being involved in the child care centres. According to the objectives the data was collected presented and analyzed to fulfil the objectives. Women had been taken into consideration for interview. Analysis of data has been made from the average and percentage.

3.3 Universe of the study

Universe of the study comprises all the women working in pre schools and care centres e.g. the principal, teachers and the helpers who are women. All three centres i.e. Sanosansar Pre School, Vatsalya Pre School and Pathik Pre School were selected for study. There were altogether 27(Sanosansar 12, Vatsalya 7 and Pathik 8) women working in all three centres and all were taken as our respondents.

3.4 Nature and Source of Data

This study was conducted mainly on the basis of primary data. Primary data were collected from interview scheduled.

However, some information obtained through secondary sources i.e. review of related documents, articles and books and the sources of secondary information are the published and unpublished document of the government i.e. socio demographic survey of Satungal V.D.C also.

3.5 Data Collection Techniques

The major techniques used to collect data were interview scheduled and observation. Prior to ask the questions set in the questionnaire, an effort was made to create some favourable environment by giving introduction, objectives or intentions of the researchers and gossiping with some matters which may be extremely useful to build up rapport with him/her. Some practical tips were kept in mind and practiced such as: "Listen to the people", "encourage the people", "facilitate, don't teach", "respect the people", "always smile", "appreciate what they (community/ people) have" etc.

The questionnaire was designed to cover the wide range of subjects to assess the socio-economic situation such as income or employment, education, decision making mobility and so on.

3.6 Data Analysis

After completing the field work, the collected data were processed manually and analyzed in a descriptive method. Tables had been prepared and presented. Interpretation of the findings was made and analyzed. No statistical tests were applied while analyzing the data.

3.7 Limitations of the study

This study was limited to a defined geographical area i.e. Satungal V.D.C. only a small portion i.e. only the women working in pre-schools were taken. As, confined to a specific area this study doesn't and cannot portray views and ideas of all the women of the country as views and ideas expressed by the women of village might differ from other women from other place of the country.

Socio-cultural variables like caste, education, age of the participant women are not considered. While collecting primary data in the course of fieldwork for the study the respondent biases may move unnoticed.

This study was conducted only for the partial fulfilment of Master degree of Arts in Sociology that's why it was conducted under time and resources constraint situation.

In spite of all these limitations, it is hoped that with all the effort and dedication that has been put forth. Thus, the study would still is a significant and useful one.

CHAPTER 4

SOCIO-ECONOMIC CHARACTERISTICS

Data Presentation and Analysis

This chapter aims to explore the relationship of empowerment with pre-school/day care and socio demographic background. There is general conception that empowerment on day care centre plays an important role in generating income and hence, has significant impact upon decision making. At the same time, it is also equally considered important that empowerment of women is affected by the family support. This chapter discusses the reasons for the involvement of women in day care centres and its effect upon social and economic aspects. Similarly, it explains the impact of income upon their empowerment in terms of decision making. The relationship between family background basically education level and size of the family and decision making capability of women is being sought. This chapter has been divided into 5 segments. The first one deals with socio-demographic characteristics of the respondents. The second segment deals with involvement of women in day care centre and its implication to women's income. The third segment section explains what factors (day care centres or family background) affect upon the decision making capability of women. The fourth segment explains the changes in decision making capacity and last segment deals with the change in child rearing and caring practices.

4.1 Socio-Demographic Characteristics of Respondents

Socio-Demographic characteristics are related to the empowerment process. How are they related are explained in related topics:

4.1.1 Age of the Respondents:

Among the respondents from the intervention group, the maximum number of Women 17 out of 27 i.e. 62.96% belonged to age group 20-30 years followed by 31-40 age 33.33% and 41 and above was just 3.71%.

Table 1: Age of the Respondents (N=27)

Age group	No of respondents	%
20-30	17	62.96
31-40	9	33.33
41 and above	1	3.71

Source: Field survey, 2016

Since, (20-30) yrs age group is highly active age group with lots of energy and enthusiasm and always ready to set and attain different kind of goals. Thus, age plays an important role which is prevalent in my study too.

4.1.2 Education Attainment of Respondents: Education plays a vital role in awareness of people. These awareness people could participate actively in development of their society. The literacy level was categorized into four groups namely Just literate and Primary level, Lower secondary and secondary level, Intermediate level, Bachelor and above.

Table 2: Education of the Respondents (N=27)

Education	Number of respondents	Participant in (%)
Primary	6	22.22
Lower sec and secondary	3	11.11
Intermediate	10	37.04
Bachelor and above	8	39.63

Source: Field survey, 2016

Percentage of just literate and primary level was 22.22% as shown in Table No. 1. All the respondents are at least literate which means they can read and write their names. They learnt this from informal literacy classes. The respondents in lower secondary and secondary level were 11.11% and 37.04 % belonged to intermediate level and above. Only 29.63% respondents were in Bachelor level and above.

More, the educational level more employment which leads to empowerment. Thus, this shows that empowerment increases with education

4.1.3 Marital Status:

There are different stages/status in ones life. But for convenience of our study we have divided into three they are unmarried, married and divorced or single mother.

Table 3: Marital status of the Respondents (N=27)

Marital status	Number	Participant in (%)
Unmarried	6	22.22
Married	19	70.37
Divorced or single mother	2	7.41

Source: Field survey, 2016

The marital status of participant respondents is shown in Table no. 1. It shows that majority of respondents were married which cover 70.37%, remaining 22.22% of the total respondents were unmarried women and remaining 7.41% were divorced. After marriage responsibility increases as responsibility increases need for empowerment also increases.

4.1.4 Family Size: Satungal VDC has both joint and nuclear family system. The largest family size of the respondents was up to 10 persons and smallest of 3 members.

Table 4: Family size of the Respondents (N=27)

Family size	Number of respondents	Participant in (%)
1-5 person	14	51.85
5-10 person	13	48.15

Source: Field survey, 2016

Family size is an important variable determining the possibility of the supply of family labour for the farm work as 81% of population is dependent upon agriculture in Nepal. In Nepal children are considered as a free labour for their parents. So it is an advantage to have big family size especially in rural areas to fulfill the demand of labour for farm work. 48.15% respondents have family size from 6-10 persons and 51.85% had family size 1-5 persons.

4.1.5 Sources of Income of Respondents

The occupational status or sources of income signifies whole status of family. And its impact goes to the career and status of women of the particular family. I gathered data on other economic activity of respondent and their family members besides being involved in child care centres.

Table 5: Source of Income of Respondents (N=27)

Source of income	Number	Percent
Agriculture	9	33.33%
Business	8	29.63%
Driving	2	7.40%
Abroad	5	18.52%
Daily wage	3	11.12%
Total	27	100%

Source: Field survey, 2016

Agriculture was the leading source of income in the respondent's family i.e 33.33% after that business 29.63%, driving 7.40% income from going abroad was 18.52% and rest 11.12% from daily wage. Since lower income sources lead to the need for generating other sources of income which followed the path of involvement in child care centres.

4.2. Need and Involvement of Women in Child Care Centres

Even though there are limited choices for Income Generation Activities for women in satungal VDC . With the increase in urbanization and capitalization awareness among women is on rise. All women want to be self dependent and fulfil their basic needs and increase their voices and choices as their voices and choices increases they can be confident and can develop their personnel and professional levels by engaging in various income generating activities and attain a prosperous and healthy life.

4.2.1 Reasons for the Women to Join Child Care Centres

Table 6: Reason for joining the Child Care Centres (N=27)

Reasons	Number of respondents	Participant (in %)
Family encouraged	9	33.33
Neighbour or Friends encouraged	4	14.82
Social Mobilizer encouraged	4	14.82
Self Motivated	10	37.03
Total	27	100

Source: Field Survey, 2016

Most of the participants are self-motivated to join the day care centres. Around 37.03% of participating women join the centre because they felt that they need to do something for the family and they can earn money. Around 33.33% women say that their family esp mother and husband encouraged them to join. 14.82% were encouraged by friends and 14.82% were encouraged by social mobilizer.

Through interview it was known that family heads had low income which was insufficient for whole family. As, expenses were on rise which was unsupported by the family heads the women and her family wanted them i.e. female member to join. Moreover, the participant women didn't want to sit idle at home so they joined child care centres.

4.2.2. Employment Status

Employment status of women before joining the child care centres are mentioned below

Table 7: Occupation of Women Before Joining Child Care Centres (N=27)

Occupation Before Training	Number of respondents	Participants in %
Only household works	14	51.85
Working for earning	6	22.22
Student	7	25.93
Total	27	100

Source: Field Survey, 2016

As per the above table, 51.85% of the participants were just housewives or doing just household works before they joined this Programme. About 22.22% women were engaged in little earning side by side with their household works. They were involved in weaving order based woollen sweaters, gloves, cap etc, labour works, carpet weaving and even one was involved in teaching and remaining 25.93% were student.

4.2.3. Effect of Employment on Women's Income:

Table 8: Effect of IG Programme on Per Month Women's Income (N=27)

Income earning Before employment	No of participant	%	Income earning After employment	No of participant	%
Not earning	15	55.56	Not earning	0	0
Up to 1500	9	33.33	NRs. 3000-5000	8	29.63
NRs. 1500-3000	2	7.41	NRs. 5000-10000	16	59.26
NRs. 3000-5000	1	3.7	Above 10000	3	11.11
Total	27	100	Total	27	100

Source: Field Survey, 2016

Most of the participant women i.e. 55.56% did not earn anything before joining the care centre. Only 44.44% of total participants have agreed that they had some earnings before employment in which 33.33% earned upto Rs1500 per month, 7.41% earned 1500-3000 and 3.7% earned upto 5000. But after employment the range n

earnings changed drastically i.e no one was left without earning 29.63% earned from Rs3000-5000 who were helpers/ sister or aunts, 59.26% earned Rs 5 to 10 thousand who were teachers and the remaining 11.11% were earning above 10000 who were founder principal of the schools. There was difference in income levels due to the educational level, experience and training the teachers who were educated experienced and trained had more income incomparision to aunts/sisters who were less educated and without any training.

Thus, participation in child care centres had brought women new earning opportunities according to their educational attainment as a result their income increases. This shows that involvement in child care centres lead to rise in income level of respondents.

4.2.4 Development of Skill Training Done after Joining Child Care Centre

Training on different sector helps an individual to attain self confidence and develop their professional skills.

Table 9: Training Status of the Respondents (N=27)

Type of training	No of respondents	% of total
Montessori	11	40.74
Computer	7	25.93
No training	9	33.33
Total	27	100

Source: Field survey, 2016

After involvement in child care centres they felt the need to develop skills and out of them 11 women took Montessori training, 7 women had taken computer courses and 9 hadn't taken any kind of trainings since they were the care givers/sisters and their income level is low.

4.3 Decision Making

Women's participation in decision-making both at personal and household level was studied. To analyze women's participation in decision-making, various areas of decision making, both at personal and at family level were distinguished.

On personal level, the following areas were inquired: buying personal items, visiting places, visiting markets or institutions, arranging recreational facilities and meeting with the people. To analyze decision making at family level, involvement in taking decision regarding child's education, marriage, making big or small purchases was inspected. These areas largely correspond with Parvin et al (2004).

- Buying personal items: how much she can decide to buy the commodity she wants or needs.
- Visiting places: whether she can decide herself in going different places or family influences her.
- Visiting markets or institutions: in visiting market places and institutions, whether she decides herself or family has control.
- Arranging recreational facilities: how much changes she can record in entertainment facilities.
- Arrangement of child education and health: who decides about the education the children get. Who decides to enroll children? Who decides about the medical treatment of children? Who bears the expenses for their education and health? Those who don't have children their brothers/sister were considered
- Child's marriage: who chooses a bride or a groom for the children? Who bear the expenses?
- Purchase: who decides in making small and big purchases in the family, where small purchases refer to oil, kerosene, soap, clothes etc., and big purchases refer to assets, furniture, lands etc.

4.3.1 Decision On Women’s Savings

Table 10: Decision on Utilization of Women’s Savings (N=27)

Involvement in saving after involvement	Respondents in(%)	Decision on savings	Respondents in(%)
Yes	85.18	Self decision	37.04
No	14.82	Jointly with husband or father	59.26
		Husband or family member decide	3.7
Total	100	Total	100

Source: Field Survey, 2016

The women following childcare centres 85.18% percent of the participating women are found engaged in savings by forming groups among themselves or joined the existing savings and credit mobilization groups and cooperatives. For spending from their savings, the women mostly don’t decide on their own. 59.26% of the women consult with their family members –husbands and family heads or father – for their savings, while 37.04% of women can decide on their own how they would spend their money. 3.7% of women responded that their husband or other family members decide how to use saving spending. Interestingly enough, though we suppose, the savings or earning from the women income would enable them in their personal spending, but the women claim they spend their money for family purposes, particularly for children. Women still need to negotiate or seek prior permission from their husbands or other male members of the family in order to spend their savings.

4.3.2 Effect of Child Care Centres on Women’s Decision Making Capacity

Table 11 : Decision Making Capacity of Women Before and After the Intervention

Entent of decision making	Personal matters N=27		Family matters N=27	
	No of respondents	% of the total	No of respondents	% of the total
Before				
Low	19	70.37	22	81.49
High	8	29.63	5	18.51
After				
Low	1	3.70	14	51.85
High	26	96.3	13	48.14

Source: Field Survey, 2016

Before the participation of women in child care centres, 70.37% of them had low decision making capacity in personal matters. Personal matters covers areas like: buying personal items, visiting places, visiting markets or institutions, arranging recreational facilities and meeting with people. 29.63% of them have high influence on these decisions making. After women employed, their decision making capacities in personal matters raised to 96.3% high. So this show, involvement of women in child care centres, enhances their decision making capacity in personal matters to great extent. Family matters covers areas like: child’s education, child’s marriage and making big/small purchases. Before the involvement of women, 81.49% have low and 18.51% have high decision making in family affairs. But after their involvement in the centres, 51.85% are still having low decision making capacity and 48.14% enjoying high decision making capacity. So there is moderate level change in family level decision making.

The concept goes that when the women engage in income generation program and start contributing to the family expenses, the women start enjoying respect in the family. This change suggests that the status and respect of the women in their family are raised. Since they share more family responsibility, they command a relationship

of trust in the family and their family members give more value to her time and works outside.

4.3.2.1 Effect on Women's Decision in Visiting Markets or Institutions

Usually in the village areas, the outside works are carried out by the male members of the family, and even when the women need to go outside, they are found to be accompanied by male members. Following the income earning the women are usually linked with different groups and institutions for their works and orders.

The increase in number of women visiting markets or institutions is comparatively lower than other changes. There reason for it is that traditionally the village women buy goods themselves from the market places, and also they manage small shops or stalls to sell their goods. Here the change takes place particular in the exposure of the women to other institutions or organizations, which they need to visit and keep network for their business and orders.

85.18% women told that they can decide to visit market or institution and purchase their personal things needed for them by the money they had earned. For remaining 14.82% women they need to ask their husband or elder members of the family

4.3.2.2 Effect on Women's Decision in Arranging Recreational Facilities

What is common for recreational facilities is that people need to fulfill the basic demands for living first, and then they can think of their recreations. Most of the village male heads of families are involved in agriculture farming and small business in the nearby market places. When they provide money alone to meet all family expenses, it becomes a burden on them, but when the women of the houses also engaged in some income earning and share earnings in meeting partially the small demands of the family, the burden on the male heads lessen to little to moderate extent.

In addition to fulfilling the basic needs of life, the recreational facilities in the families add to the status of the family, which is a change in the family, whatever little, brought about by the involvement of the village women in income earning.

88.89% women told that they can arrange recreational facilities or attend recreational programmes but remaining 11.11% respondent told that they had to get permission from family members to attend such.

4.3.2.3 Effect on Women's Decision to Meet People

During survey at Satungal VDC, the researcher saw the women's involvement in the market places and thus interaction with the people. Following the involvement in child care centres, the women said, they have more exposure outside and more interactions with outsiders. Case study 1 is done to elaborate this point.

Case Study 1

Laxmi Shahi

Age: 24

Marital status: Unmarried

Education: Bachelor second year

Laxmi shahi is native resident of satungal who lives with her father mother and younger brother. Her family are engaged on agricultural work. It was hard for her to continue her studies after her SLC. Since her family's primary source of income was agriculture her study increased the household expenses then one of her relatives suggested her to join sanosansar pre-school. Then she joined the school it was hard for her to manage her college and teaching but as time went on she adjusted. She goes to school on day time and on morning to her college. She now helps her family by taking tuitions on evening. She says "engaging on this school helped me to gain confidence to face public and to attain higher studies. I can manage my expenses on my own". I can go out with my friends and can enjoy too with the money which I earn.

4.3.2.4 Priority of Women's View on Child Education

The financial condition of family matters in case of children's education. The general picture is that the greater the family earning, higher the level of education of the children. At Satungal VDC, the children usually pursue education as much as they can. It is learnt that during the skills training, 19 out of the 27 selected women had joined literacy classes initially. This literacy has raised awareness among these women for education of their own children. The earning women now can share

expenses of the children and assert them to pursue education to their level best. During the interview the women remarked that either the husband decides about the children's education or both spouses decide it together. Some women explained that wives decided when to enroll children as the wife was looking after the children; she knew the right time to send children to school.

More ever, when the women are employed on child care centres they learned the child care practices, how to feed them how to teach them how to make them active and so on. Women who are engaged on child care centres told that one reason for them to involve in child care centres is to give their child proper education. Case study 2 is done to elaborate this point.

Case Study 2

Nabina Lama

Age: 27yrs

Marital status: seperated

Education: SLC

Number of children: 1

She is from manang and had entered on Kathmandu with her husband 5yrs back. Her husband went abroad for job and settled there with another woman and now she is with her 4yrs daughter. It's been four years that her husband had left her. Previously she was so upset and it was so hard for her to sustain her life. She went in search of job and worked 1 yr on daily wage which was very hard for her. Then a friend of her took her to Vatsalya pre-school where she is working as an assistant i.e aunty/sister for last three years and her daughter is reading in lower kindergarten. It was hard for her to pay the house rent so she now lives in school and look after school after school time also. She says "If my friend hadn't shown me this path me and my daughter would have died of hunger and without education."

Now she is able to manage her expenses and educate her daughter also. She had started depositing money in bank for better and secured future.

4.3.2.5 Priority of Women's View on Child Marriage

In many of the areas, women are found to be coming up side by side with the male family heads. Women with their own income, however little, have increased role in family matters, but in case of children's marriage, they women have still little say. One reason for this is marriage remains a matter of social connection. In social affairs still women have less involvement compared to the male counterparts. And in nuclear households, the decision about the future spouse for the children is never made without the (formal) household head i.e. the husband. After all, the decision whom their daughter or son shall marry has dramatic impact on their child's future as well as on the family's reputation. What is notable here is even if a wife does not take a final decision about the future daughter or son in law, with the collection of information on potential brides or grooms; she had a noteworthy influence on the outcome of the decision making process .

4.3.2.6 Priority of Women's View on Family Purchase

Whatever small amount the women earn from their business or work, their contribution in the family is accepted. Since they contribute to the family, the family heads now pay more attention to the women's choices regarding purchase of lands, properties or other family necessities. If the decision making process is participatory, better and more acceptable decisions can be made. Income earning opportunities for the women have pushed the women ahead as decision maker in the family.

Thus in overall, it's noteworthy that though there is a trend for women to work outside, but the society remains still male dominated. Even in the families, male remains the influential person traditionally. Case study 3 is done to explain this .

Case Study 3

Sarita Thakur

Age: 32yrs

Marital status: married

Education: just literate

Number of children: 3, two daughter and one son

Her native house is in Saptari but had entered Kathmandu with her husband who is a driver. Her husband does work on daily basis and get paid on daily basis i.e get paid for the days he had been on work and if he misses work he is empty handed. She is working on sano sansar pre school from 2 yrs as an assistant i.e. sister/auntie. As her husband goes for work she finishes her house hold chores prepares meal makes her children ready and goes to school at 9am along with her youngest daughter who reads on upper kindergarten. She spends 8 hrs of school and returns at 5pm after finishing her assigned work. After that she is busy on her household chores.

Recently she got infection on her uterus so she took leave and went for checking without her husband who was busy on his work. She is continuing her treatment and her employment helped her in her medical expenses and other.

She is very satisfied with her job and says "This job is better than other job for me and according to my knowledge and skills since here is not so much work load and i am paid regularly and my one child is reading here free of cost ". Previously it was very hard for her to maintain household expenses but after enrolment in this centre it was very easy and without tension.

Sarita Thakur's husband also supports her saving activities. Her health, hygiene, sanitation, food taking is improved as well. Now, she cooks food in gas stove instead of kerosene stove from her income she managed to buy a gas stove. This way her time in kitchen works is reduced and she can utilize the time in more productive works.

4.4 Changes in Decision Making Capacity

This section analyses whether women’s increased workloads correspond with an increase in decision-making participation before and after the enrolment in child care centres.

4.4.1 Savings and Decision Making Capacity

Here capacity building is mathematically related to savings, which is related to income. Here the calculation is made between decision making and involvement in doing savings. In the table, decision making capacity was taken as the parent population.

Table 12: Decision Making Capacity Before and After and Involvement in Savings N = 27 [% within involvement in saving]

Decision making	Involvement in saving in (%)	
	Yes	No
Before		
Low	70.37	66.67
High	29.63	33.33
After		
Low	0	3.7
High	100	96.3

Source: Field Survey, 2016

As per the calculation in above table, those who were not involved in savings, 66.67% have low decision making capacity in personal affairs, and 33.33% have high decision making capacity in personal affairs before they were involved in child care centres. But after the involvement, all of them have high decision making capacity even they were not involved in doing saving. Whereas, those who are involved in savings, after their involvement in child care centres, 3.7% of them have low decision making capacity where as 96.3% of them has high decision making capacity. And before the involvement 70.37% of them have less and 29.63% have high decision making capacity in personal affairs. Here, though not doing any kinds of savings their decision making increased significantly after, it may be because the percentage involved in savings is higher than percentage not involved in savings.

Income can be measured quantitatively by counting the amount of savings the women make and the amount of money the women spend for personal expenses. This measurement is related to her decision-making capacity. When the women do not have income they have to ask and consult the family heads regarding what they want to buy and why they need money.

On the other hand, income earning opportunities give women certain level of freedom of choices like visiting places, visiting organizations or institutions, meeting with people connected with their work or business, and buy some recreational facilities on their own.

4.4.2 Women's Involvement in Society

Usually in villages the women are engaged in many of the feasts or ceremonies, which are part of their rituals. When there are some gatherings organized in connection with education and health, women generally take part in. As part of the child care centres, the participants had classes. These classes taught them basic language and arithmetic skills which the women can apply in their day to day activities and in maintaining accounts of their business. It was also known that some of the women had already literacy. The literacy part also gave them information on personal and family health and hygiene, and on the places/centres the women go for their health problems.

The child care centres is not very old in the locality, and the women are also not involved in income earning for long time. There is obviously a trend at Satungal that the women are coming up with their own ideas of enterprise development and income earning sometimes with family support and sometimes with support from NGOs. These women are still not active in planning of and participating in wider social or political Programmes. They are still not connected with other associations or organizations outside the village.

4.4.3 Perception of Society at Women Working

Through the survey and interview in the Satungal village, an outlook towards women's involvement in some income earning works is noticed. The society is convinced that maintaining household works, the women can work outside for extra income. The added income of the women can help the families to meet family expenses, and save some money for future investment or incidents as well.

4.5 Changes in Child Rearing and Caring Practice After Involving in Child Care Centres

After being involved in the child care centres they knew how to feed their babies and how to engage them in various kinds of works which enhance the physical and mental capabilities of the child. Child rearing and caring practices changed not only to the 18 respondents i.e. 66.66% who had child but for the rest also. They learnt to make their babies happy, to feed them healthy and making the eating session more entertaining, to increase different abilities of the child as mental physical social and others. It helped them to give their child timely education without being worried about the cost and expenses in reading since the child care centres had given them the facility to teach their child upto upper kindergarten. The child care centres offered two time meals so that they don't have to worry about tiffin and the time which they spared in making tiffin were utilised in household work or in caring the child.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary

Women need to be engaged in a productive activity which gives them opportunity to reduce economic dependency. The increased level of income for women along with awareness improves their self confidence, engages them in decision making in personal and family affairs. Income in hand of women enables her confidence to put forward her options and share views in family decision and making choices of their own. The confidence and economic strength may motivate and enable her to participate in different social events and associations.

In this study an attempt had been made to study process of women empowerment through involvement in child care centres. General objective of this research was to find out the role of child care centres on women empowerment and descriptive method was used .There were altogether 27 respondents from three child care centres or pre schools. Interview scheduled method was used for data collection.

The major findings of this study can be summarized below:

Socio demographic composition of the respondents

17 out of 27 i.e.62.96% respondents were from age group 20-3- yrs, 33.33% were from age group 31-40 and rest were above 40 yrs. 19 out of 27 i.e. 70.37% respondents were married, 22.22% were unmarried and remaining 7.41 were divorced or separated. Family size 51.85% belonged to 1-5persons group and remaining 48.15% belonged to 5-10 persons group. For joining the centre 37.03% were self motivated, 33.33% were encouraged by family and rest were encouraged by friends and social mobilize.

Employment status

25.92% were students and 51.85% did only household work before joining the centre. Previously, 55.56% were without income which decreased to zero after joining child care centre.

Decision making

85.18% respondents involved in savings and 59.26% decide on saving with husband or family members. Decision making capacity on personal matters increased to 96.3% where as on family matters joint effort was made.

Changes in decision making and child rearing and caring practices

All respondents who were involved in saving had high decision making capacity but 96.3% women who weren't involved in saving had high decision making capacity. Not only 66.66% respondent who had child but other respondents also had positive changes in child rearing and caring practices.

Hence, after joining the child care centres respondents were empowered and it had brought positive changes on their income, decision makings and child rearing and caring practices.

5.2 Conclusion

The role of women in traditional Nepali society still remains defined by the code of religious beliefs and customary practices. In the rural settings, women are supposed to be soft and doing household works. Women are also engaged in farming in the courtyard and in field, but their labour is taken valued by family or society as economic inputs.

There is one typical aspect for women: they go for shopping, selling their farm produces and look after the family shops in both rural and semi-urban areas. At the VDC level, the women have their traditional family role, but at there is a rising level of awareness and understanding that women can participate in some income earning activities, not stopping their household activities, rather sharing the same with other women in the family and doing some commercial works in extra or idle time. This also not a new idea for women to earn some money, rather women were engaged in works like sewing, weaving etc. staying right in house and finishing all household works.

Empowerment of women, particularly women's active role in decision making in their personal areas and family aspect, is a concern for long around the globe. The governments of Nepal have also attached priority since long in women empowerment

through basic literacy, adult literacy, health services, skill training etc. These women also more or less have savings with different savings groups and cooperative firms.

It was not clearly known through the interview that how many of the women's husbands welcome that their wives work outside and earn for the family, but the impressions of the participant women as well as of their family heads suggest that family heads do not disagree at this. The women's income however small adds to the total family income and meet small family expenses. Most of the women buy materials, particularly education materials and food stuffs for their children, buy their personal items like cloths etc., and save little by little from their income.

For the purpose of their works, the women have to visit markets and institutions, meet and bargain with different people, and participate in different groups and forums, which fall in the implicit objectives of child care centres. This is a promotion of individual choices and rights. This denotes enabling women in the decision making about their personal matters. Whatever small amount the women earn, they contribute to the family, and they are more or less recognized in the family as income earners. This situation makes the family heads respectful to the women's choices and views. The women claim that they have a say in the family following involvement in income earning. Women's decision making capacity also depends on the family background, ie, family size, education and occupation of the family members, particularly of the family heads. The survey data show that following child care centre intervention, the women having 1 – 5 members in family enjoy more participation and respect in the family than those having more than 5 members in family. The women having more educated family members have gained more decision making capacity, and again the women having more professional or skilled workers in the family the more they enjoy family respect and decision making capacity. So, the extent of the success of child care centre enrollment is related to the family size, educational background and occupation of the family members of the participant women.

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Appendix: Questionnaire [FOR RESPONDENT]

SECTION I

1. Name of the care centre: _____
2. Name of participants (Optional):
3. Age :
4. Marital Status: Single Married Divorced/Separated/widowed
5. Education :
Primary Lower secondary and secondary Intermediate level bachelor and above
6. Family member (how many members in family): _____
7. Do you join any training before? _____
Training details:

SECTION 2

1. Why did you join this centre?
 - a. Family encouraged
 - b. Neighbour or friends encouraged
 - c. Social mobilizer encouraged
 - d. Self motivated
2. What did you use to do before you had joined this program?
Occupation (before): _____
3. How much did you earn that time [before joining]?
Range: a. upto 1500 b. 1500-3000 c. 3000-5000 d. above 5000
4. How did this program help increase your income?
Range: a. upto 1500 b. 1500-3000 c. 3000-5000 d. above 5000

5. How do you decide when the savings will be used and for what?
- a. I decide on my own
 - b. I decide jointly with my husband
 - c. My husband/father/brother decides for me
 - d. Any other family member decides

6. What type of the various social activities you are involved in?

Puja/Worship/Feast Saving groups/cooperative

Campaigns like on health/education Women groups

Political meetings if any others

7. Who is the predominant decision maker in your family?

a. Father/ Husband

b. Mother

c. Self

d. Jointly

8. Do you think your after involvement in this, it helped you in making personal decisions making?

Yes No

9. Do you think your after involvement in this, it helped you in making family decisions making?

Yes No

10. In the following cases, how much do you think you can decide on your own?

Who decide/influence?

Before

Buying personal items

Visiting places

Visiting market/institutions

Arranging recreational facilities

Meeting with people

Others

After

Who decide/influence?

Buying personal items

Visiting places

Visiting market/institutions

Arranging recreational facilities

Meeting with people

Others

11. Do you think that following your working/earning your family members give importance to your opinion/decision?

How much your opinion is heard?

12. Do you spend money on family/ personal matters?

Yes No

13. Do you think that following participation in the program you have more awareness about personal or family matters?

Yes No

14. Do most of the people in the society like that you do this?

15. How has it helped in child rearing and caring?