

**CHILD PARTICIPATION IN CHILD CLUBS AND SOCIAL
AND PERSONAL DEVELOPMENT
OF CHILDREN
(A Case Study of Lalitpur District)**

A Dissertation

**Submitted to Central Department of Population Studies
in Partial Fulfillment of the Requirement for Master Degree of
Art in Population Studies**

By

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2008**

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RECOMMENDATION

This is to certify that **Manju Gautam** has worked under my supervision and guidance for the preparation of this dissertation entitled **Child Participation in Child Clubs and Social and Personal Development of Children (A Case Study of Lalitpur District)** for the partial fulfillment of Master of Arts in Population Studies. To the best of my knowledge, this study is original and carries useful information in the field of child participation.

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ACKNOWLEDGEMENTS

I owe my greatest indeptness to my dissertation supervisor Dr. Bhim Raj Suwal for his valuable suggestion, guidelines, kind cooperation and encouragement throughout the various stages during this study, despite his busy time schedule.

I would like to express my sincere gratitude to Dr. Bal Kumar K.C., Professor and Head of the Central Department of Population Studies for his valuable inspiration and encouragement.

My heartfelt gratitude goes to the members of Hatemalo Bal Club, Little step child club and Bagalmukhi child club who participates in the study. It was their participation and involvement which made this study possible. They spent many hours of their time to respond experience in the club. I am and will ever be, indebted to them for their understanding and cooperation.

I wish to express my special thanks to my family for their inspiration, cooperation and encouragement to complete this study. My sincere thanks also goes to my husband Mr. Dilip Bikram Acharya and my friend Mr. Tej Narayan Neupane for their immense help, suggestion and co-operation on various phases of the thesis preparation. I would also like to appreciate to different organizations, institutes and individuals who helped me to complete of this study.

Finally, I would like to thanks to all my friends and all the CDPS members for their kind help and co-operation.

Manju Gautam

ABSTRACT

Children have various social and personal development needs which should be fulfilled in order for them to grow into socially responsible and personality well-adjusted and capable adults who can take on important social and professional roles in the society and provide a dynamic leadership to it child club as a children's own organization is a potentially powerful institutional instrument for the development of children. This research study explores the social and personal development impacts that are associated with the membership of CCs, and identifies the social, personal and membership characteristics that can be attributed to those effects. Findings of the study are based on three child clubs, in which 103 club members participated and get their responses on a questionnaire that contained 21 statements related to the four major dimensions of their personal and social development: awareness of social issues, personal and social skills, critical personal attributed and personal and social behaviors. Findings suggest that there is active participation of girls in the club but the membership is largely skewed in favor of senior educational grade, dominant caste group and middle income group children. Members are associated with the club for varying length of time usually spend three hours every week. Membership of CC is associated with the moderate development of personal and social skills and behaviors of children and some improvement in their awareness of social issues and critical personal attributes. Age, educational level and length of membership progressively relate to the development benefits higher their properly greater the probability for getting more benefits. Gender and caste structure display the general pattern dominant caste group children experiencing findings development of children in the society for the management of CCs and for further research in this area are discussed.

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ABBREVIATIONS AND ACRONYMS

CBS	Central Bureau of Statistics
CC	Children' Club
CCWB	Central Child Welfare Board
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CWIN	Child Workers in Nepal
HMGN	His Majesty's Government of Nepal
INGOs	International Non- Governmental organizations
ILO	International Labor Organization
NGOs	Non- Governmental Organizations
SAARC	South Asian association for regional co-operation
SCN	Save the Children Norway
SUCS	Save the Children USA
SCUK	Save the Children UK
UN	United Nations
UNCRC	Convention on the Rights of the Children
UNICEF	United Nations Children Fund

CHAPTER I

INTRODUCTION

1.1 Background

Even after Nepal's entry into the modern world, Nepalese children are even in poor condition. Children are not a homogeneous group of people. Although their rights are universal, their entitlements and needs differ according to sex, age and social context (Plan Nepal, 1978).

Children constitute the most potential human resources of the nation. They represent its development and future. The present status of children in any society in fact is an indication of its direction and destination. If children in any society have a full opportunity for learning, growth and development of their personality and potential in all dimensions, the society will definitely advance into a higher stage of development. Without development conditions, their social and psychological growth will be seriously constrained, and eventually results in the retardation of the growth of the society as a whole. This is why the civilized and progressive societies give almost care and importance to creating conditions for children to grow and develop as responsible and capable citizens. But this is not happening universally (UNICEF, 1996).

"Each one of you (children) is your own person endowed with rights, worthy of respect and dignity. Each one of you deserve to have the best possible start in life, to complete a basis education of the highest quality to be allowed to develop your full potential and provide the opportunities for meaningful participation in your communities" (Maiti Nepal, 2002). The situation of children in our country and their development is in very poor shape. A large number of children around the world cannot participate in matters that affect them and have no access to development opportunities.

The term 'child' needs some qualification particularly in light of the recent UN Convention on the Rights of the Child (UNCRC) 1989, which extends the meaning of 'child' to any person up to 18 years ages. Children comprise the large segment of population in Nepal, i.e. 49 percent of the total population (CBS 2001). The UNCRC has affirmed that children are entitled to the right to hold opinions and participation. But

in our country about 29 percent children are engaged in economic activities (Suwal et al. 1997) and every year 12,000 women and children are being trafficked (CWIN, 2006). Likewise, Nepali children are facing several problems such as health hazards, lack of educational opportunities, physical violence, social insecurity, economic exploitation, sexual abuses, psychological pressures and denial of their fundamental rights, children are difficulty enjoying their rights and developing themselves to their fullest potential. These are the evidences that children's rights are violated. This is a serious and development problem of the society that needs to be addressed through child development programmes.

Children as the future leaders and the builders of the nation need special attention and care. Their issues have to be well reflected in the development planning process of the country. Children issues were not of the greater importance to Neplease Government till 1980s. Nowadays, there are several Govermental Organizations (GOs), Non-governmental Organizations (NGOs) and International Non-governmental Organizations (NGOs) working for the improvement in the situation of children in the country with a number of child-focused programmes.

An analysis of the child development programmes in the country indicates that social development of children focusing on their personality as well as social and personal ability has not received much priority. In Nepal, few institutions are working for creating institutional structures for the social and personal development of children. The most important children's institutions that has been created in the recent years is child clubs (CCs). CCs have been created at school and community level and have been successful to create a pressure for justice for children (Maiti Nepal, 2002).

Different children at different times prefer to perform with varying degrees of involvement on responsibility. The important principal again is *choice* (Hart, 1992). In this context, it is indicated that programmes should be designed which maximize the opportunity for any child to choose to participate at the highest level of their ability. Some forms of children's organizations, most notably the Nepal Scouts, have existed in Nepal and served the children. Child Workers in Nepal Concerned Centre (CWIN), Nepal's first child right organization established in 1987, has been contributing to strengthening the consortium for organizations working with child clubs to solicit their continuous support for the development of the child clubs.

Creating organizations by children themselves and managing them by themselves is the basic concept behind the initiation of CCs (Consortium, 2006). The main purpose of child club is to enhance the child participation. Participation is the process of sharing decisions which affect one's life and the life of the community in which one lives. Participation is the fundamental right of citizenship. Adults are recognized as competent members of society and they are given their rights without even questioning their individual competence. Children, however, unlike adults are not given the same opportunities to participate in community activities and then when they do what is generally dependent on the good will of adult. Participation is closely linked to democracy. It has implication for power. Children especially should be given opportunities to take an active part in their society (NPC,1997).

Children's participation is a natural outcome of the process of empowerment. Child participation is important to improve the quality of and access to services based on children's views, to ensure better child protection, to express their opinions and take actions that affect their lives of their families and they live. For save the children, the core purpose of children's participation is to empower children as individuals and members of civil society(SCN,2005).

There are various organizations of children seem to serve the purpose of providing a useful framework for them to meet their social and personal needs and development. Children's right to participation is a process-oriented undertaking and we need to explore and document the best culture practices about children's participation in our society (CRC,1989).Efforts should be given the right of children through empowerment process. It is important to understand the nature of contributions of CCs to the social and personal development of its members in order to use these social institutions for the purpose of developing children and their effectiveness in the society. The proposed study is an attempt to understand this issue.

1.2 Statement of the Problem

Children are independent subjects and hence have the rights. Children have various development needs, most important of them being their personal development. Social development needs participation like leadership, interpersonal competency, social relationship, awareness of social issues and rights, cooperation, team work skills and collaborative actions. Unlikely the social development implies the children's personal confidence, ability, constructive and positive thinking, personal motivation, etc.

Participations is about having the opportunity to express a view, influencing decision making and achieving change children's participation is an informed and willing involvement of children including the most marginalized and those of different ages and abilities in any matter concerning them directly or indirectly. Children's participation is a way of working and an essential principle that cut across all programmes and takes place in all areas from home to government, from local to international levels (SCN, 2005).

While children meet some of their social and the school, they are not enough in their development process. Children's own organization that is child club is potentially a very powerful instrument for the development of children. What should be done to protect child rights and social and personal development is the main subject matter. "Awareness related programmes

like street drama and discussions should be organized in our community and with our parents regularly. If parents understand children, they will respect child rights" (Maiti Nepal,2002).

In Nepal, CCs came into the picture in 1990's. They have been expanding rapidly in the various part of the country. Currently, there are over 9,000 children institutions including child clubs until the July 2005. Out of total child population 229,074 children are participating in institutions. Among them 98,277 are girls children and 130,797 are boys (Consortium, 2006).

Although the number of CCs at present is limited, there is some evidence that they are making contributions to helping children develop socially and personally. This phenomenon needs to be studied closely in order to understand the nature and extent of developmental impacts on children. Based on such understanding, the social experimentation in the forms of CCs can be properly organized and widely extended. There has been very little effort to date to examine systematically the developmental impact of CCs (CWIN,2006).Hence there is a need for a study to look at this issue. In this context, this study tries to answer the following questions.

- a. What is the situation of CCs in Kathmandu Valley?
- b. What are the social and personal development impacts that are associated with the membership of CCs?
- c. Are there any differences in effects in terms of the personal and social characteristics of their members?

1.3 Objectives of the Study

The overall objective of this study is to examine the situation of child clubs with particular reference to participation and social and personal development of children. More specifically, the study aims:

- to analyze the situation of child clubs.
- to know the gender equity in participation.
- to know the personal and social development of children.
- to know the differences in effects in terms of the personal and social characteristics of the CC members.

1.4 Significance of the Study

Social and personal development of children is the critical investment for the future of the nation, but it has not received much priority is on their health, education and protection while these are undoubtedly critical aspects of child's life, they are not sufficient for the overall development of children in the society. Their leadership quality, social competency, and personal confidence should also be developed, for which it is important to provide them institutional structures within which they can learn these important qualities (NPC,1997). CCs in Nepal provide such a framework for them.

In this context, findings of this study will make available an empirical and analytical basis for understanding the nature and personality development of the member children. They will help CCs and the organizations supporting them to enhance their effectiveness and usefulness by focusing on those aspects of their functioning that are likely to create more impact. They will provide a basis for motivating other organizations to support for the creation of CCs on a much wider scale. The study will also identify areas for further rigorous studies on the various aspects of association between CCs and children's development.

1.5 Organization of the Study

This report is organized into seven chapters. The first chapter gives general background of the area of study, introduces the research issues and objectives, and outlines the need for the study. Chapter two reviews the relevant literature on the theme. It is followed by description of research methodology adopted to carry put the study. Chapter four presents the situation analysis of CCs. Similarly chapter five describes the socio-economic and demographic situation of children. Chapter six presents the social and personal development of children and chapter seven provides summary of the findings of the study, conclusions and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

Child related issues have emerged an increasing interest in the recent years. In particular, child rights including child participation and personal and social development of children has been a subject of growing volume of literature. This chapter reviews the available literature on children's organization and their right to participate.

The most basic needs of human beings are referred to as rights. Like other groups of people, children are right holders. Participation is one of the very important aspect of citizenship. Every child has the right to participation in the programme of child right issues, particularly in matters concerning their best interest. Child participation is 'Right Based Approach' to the child development. Participation is not always related to economic resources, but it is more related to attitudes and behaviour of children. Participation not only allows a child the right to have a voice, it equally valuable in enabling children to discover the right of others to have their own very different voices (Hart,1992). Child clubs are a popular way to encourage child participation. These clubs provide a safe place for children to learn, play and carry out activities that benefit their communities. In recent years, children participation has been established as an issue of special debate, discussion and concern. Child Right to participation can be interpreted in different ways. One way of participation in relation to children is the "Ladder of Participation" developed by Hart,1992. He presented the eight levels of participation. He has categorized these levels in three forms with definition.

Non-Participation

Children in first three steps are treated by adults as objects not as independent actors with capacities of their own and without being given information or having their views treated with respect.

Pre-Participation

In this step, children are representatives, their opinions are treated seriously but the project is associated with adults. So, this step is called pre-participation step of children.

Participation

In this step of participation, children can initiate and direct their own projects. Adults are able to leave alone to design their own project. So, this is the step of child participation.

Children both (girls and boys) have the equal right to participate in child clubs. The best place for getting an opportunity to do social work, learning to work with others, getting to speak publicly with confidence and learning about child rights is child clubs. Exactly, it is hard to find what children's participation does not involve and how can develop their personality through participation. So on the basis of Hart's 'Ladder of Participation', a Regional Working Group on Child Labour in Asia 2003 defined the following points regarding children's participation.

Child Participation involves	Does not involve
Recognizing the value of children's knowledge and contributions.	Suggesting to children what they should think or say Sharing experience and expertise with children.
Learning from children.	Devaluing adult's experience and expertise.
Findings way to make it easy for children to make decisions and implement them. Using children to do adults' work.	Helping children and adults to understand their rights and responsibility.
No rights for adults and no responsibilities for children.	Sharing power with children. Handing overall power to children.

2.2 Influences on Social and Personal Development of Children

Social and personal development is an inevitable and critical part of the process of growing of living and being successful in the society for each individual human being.

Hurluck (1978) suggested that social development means acquisition of ability to behave in accordance with social expectations. The social ability is developed through the process of socialization mainly during the childhood period. He further suggested that there is little evidence that people are born social, unsocial and much evidence that they are made that way by learning. This learning process is called socialization.

Friedland (1973) identified that there are three main processes in socialization, viz: learning to behave in socially approved ways, playing approved social roles and development of social attitudes. Participation in socialization is a skill acquired through practice and experience, as in all kinds of interactions. These processes are closely interrelated and failure in any one of them will lower the individual's level of socialization.

Gupta (1992) stressed that the four elements play significant part in socialization, i.e. the physical and psychological heritage of the individual, the environment in which he/she lives, the culture of his group and the experience of the individual. Hurluck(1978) analyzed on the importance of group for social development as. "The social group influences children's social development by encouraging them to conform to social expectations, by helping them to achieve independence, and by influencing their self-concepts".

However, groups may not meet all the social development needs of children. When childhood comes to an end, most children are far from satisfied with the progress they have made in social development. The influence of social group is greatest during childhood and the early part of adolescence. The process of socialization that takes place within the group is thus important for meeting social development.

Adams (1973) suggested that four conditions are essential for effective socialization: Opportunities for interactions, opportunities to talk about topics that are interesting to others, motivation to be social, and an effective method of learning under guidance.

Uttech and Hoving (1969) identified a study of the relative influence of peers and parents in children's decisions at different ages found that when advice from the two differs, children are more likely to be influenced by peers than by parents as childhood progresses.

Besides the influences of the group, personality factors also play an important role in the social and personal development of children. Personality is the dynamic organization within the individual of those physical systems that determine the individual's unique adjustments to the environment. Psychologists have identified

two core components of the personality pattern. They are self - concept and the traits (Hurluck, 1978). The self-concept is the concept people have of who and what they are. Traits are specific qualities of behaviour such as: reactions to frustrations, ways of meeting problems, aggressive and defensive behaviour in the presence of others.

The two dimensions of personality are functionally integrated. Cattell and Dreger (1974) pointed out that

When the self-concept is positive, children develop such traits as self - confidence, self - esteem, and the ability to see themselves realistically. They can then assess their relationships with others accurately and this leads to good social adjustment. When, on the other hand, the self-concept is negative, children develop feelings of inadequacy and inferiority. They are uncertain and lack self - confidence. This leads to poor personal as well as social adjustments".

Consortium (2006) suggested that social development can be achieved by providing opportunities for sharing, taking turns, making friends, helping others, cooperative experiences and building self-esteem. And the study showed that the personal development can be seen through emotional development, intellectual development, creative development and physical development of children.

2.3 International Commitments on Children

Before nineteenth century, child right issues were not challenged. The development of international law on the rights of the child since the beginning of the 20th century has run. The first international instrument dealing specifically with the rights of the child is the 1924 Declaration of the Rights of the Child. The Declaration did not speak the 'right of the child' nor the stated obligations towards children. This is one of the important Declarations because it established the concept of children's rights on an international level. The attention to these rights were discussed in connection with the drafting of the 1948 Universal Declaration of Human Rights. Later, the concept of child participation was emerged after the establishment of UN Convention on the Rights of the Children in 1989.

a. UN Convention on the Right of the Children (UNCRC) 1989:

The UN has officially acknowledged the rights of children through a Universal Declaration in a UN convention known as Convention on the Rights of the Children (20 November 1989). The Convention was ratified by Nepal on 14 September, 1990. UNCRC suggests create a universal standard for the rights of the child. It focuses on ensuring the rights of children such as:

- Participation of children in decision - making
- Protection against discrimination.
- Prevention of norm.
- The provision of assistance for basic needs.

UNCRC has raised child participation as an important aspect of children's right. The participation of the family and the home environment were emphasized in the convention. Article 3 represents the best interests of the child but there is no particular definition of 'what the best interest of the child' actually means. The Right to participation according to the Convention can be defined as the right to take part in decision-making process. In the convention, the right to child participation is most clearly stated in Article 12 which focuses that “the views of the children should be represented and that views are to be taken in all matters”. The right to participation, however, is not only progressive but also one of the rights that the convention has established which is necessary to implement.

b. ILO Worst Form of Child Labour Convention 1999 (182) and Recommendation 190

The ILO convention lays down general or technical guidelines to be applied at a national level. The ILO convention does not focus the especial attention to child participation but it requires immediate action on child right to free basic education and the need to remove the children from work and period their social integration.

c. SAARC Declaration, 2002

The Government of SAARC have shown their commitment on various issues of protection and promotion of rights of the children coming from the Colombo Declaration 1991 to the 11th SAARC summit Declaration 2002 in Nepal. The Major issues raised in the declaration were infant and under 5 mortality, malnutrition, age at marriage, prohibition of child labour, right to education but the Declaration did not give especial attention to promote child participation.

d. Convention on the Elimination of All forms of Discrimination Against Women (CEDAW), 1979

Nepal ratified the CEDAW on 5 February 1991. The Convention focused the girl child especially in participate in sports, and physical education (article 10), right to participate in NGOs (article 7), right to enter into marriage (article 16), right to participate in prohibition of child marriage.

e. Beijing Platform of Action + 5 Declaration

The Fourth World conference on Women and Development held in 1995 in Beijing identified 12 critical areas of concerns including the right of the girl child. Among other problems, the especial attention was given to promote the girl child's awareness and participation in social, economic and political life. Beijing + 5 declaration further reaffirms and strengthens the issues related to child rights.

f. A World Fit for Children Declaration, 2002

In May 2002, United Nations General Assembly Special Session on Children (UNGASS) was held in New York to share past experience on the situation of children of the world. The Assembly adopted four major areas to protect and promote the right of the children with a theme 'A World Fit for Children. The UNGASS Declaration has taken the following principles to promote the child right to participation issues such as:

- * Put the Children first.
- * Leave no child behind.

- * Educate every child.
- * Listen to children and ensure their participation.

The declaration also argues that all the state parties must develop a Ten-Year National Plan for Action for Children by 2003 through consideration the some of these strategies.

2.4 Nepal's Response to Implement the International Conventions to Promote Child Participation

After the initiation of UNCRC, various programmes, structures and organizations have been developed to improve the status of children and help them to develop everywhere in the world. The first level of child participation programme includes the children participation in community activities and in decision-making. The second level of child participation programme includes the programme not only activate children's participation but also given them power within their programmes. The final level programmes are closely connected to the existing governing structures. In these programmes, children exercise more power in decision making. Mel (2001) concluded that.

Most of the initiatives in the area of children's participation start a one level and develop through a second and third level, through it should be possible for them to be engaged in a of these levels. It is easy to start a programme and to activate children's involvement in a programme but it is not easy to establish a programme which has a power in it."

Following the Ratification of the UN Convention on the Rights of the Child by His Majesty's Government of Nepal (HMG/N) in 1990, the Children's Act was drafted and approved in 1992 to guarantee the equal right of the children. Other instruments including the Labour Act (1992), the Breast Milk Substitute Act (1992), Social Welfare Act (1992) have been enacted to safeguard the rights of the child and ensure their protection and development. After the Beijing Conference, the most recent initiative taken by the Government of Nepal is the establishment of Ministry of Women, Children and Social Welfare Board' in 1995. The Ministry is charged with the responsibility for activities related to child rights and welfare (UNICEF, 1996).

Children as a development concern was only recorded for the first- time in Nepal in Seventh Plan (1985-90). The Eight Plan has not any target to develop child rights. The Ninth Plan has incorporated the policies and programmes on education, health and child development issues. The Interim Constitution (2063) ensures the right of the child and state policies towards children. The article four stresses that no child should be discriminated to participate in the school, family and community life.

2.5 The Growth of Child Clubs and Child participation in Nepal

Child participation is important to improve the quality of and access to services based on children's views, to ensure better child protection, to express their opinions and take action to raise awareness among children whereas the child club in a organization to protect and promote the rights of the child through child participation(Concern Nepal,2007). According to Child Participation Guidebook developed by Central Child Welfare Board (2006), there are two kinds of child participation through Child Clubs such as:

- i. School based participation
- ii. Community based participation

Besides child clubs, Nepal Scouts have served the children of the country in many important ways since 1952. But the clubs, which are emerged in recent years in Nepal are different in one very important respect from most children's organizations in the country. They are managed in varying degrees by the children themselves. It seems that a major factor in the rise of phenomena has been growing desire of child serving international and national non-government organizations to fulfill the participatory Articles of UNCRC. There were only one or two child clubs in the late 1980's in Nepal but later, Plan International started organizing children in child clubs since 1991. The Save the Children Norway began similar jobs in Lamjung, Udayapur and Palpa in 1992/93. Bal Chetna Samuha was established in 1994 by organizing the same group of children who were gathered to take part in UNCRC report preparation in Kathmandu. The Hatemalo Bal Samuha was established in 1996. At the end of the july 2005 more than 9,000 child clubs were established in Nepal in which 229,074 children are organized. The distribution of activities of those development agencies is not found equal in all region of the country. Most of the clubs are gender balanced, caste inclusive and governed by democratic practices. The activities of these clubs

include child-to-child activities in health, literacy, child marriage, non formal education, sports, recreation and cultural activities. The mid-Hill and Terai regions have many child clubs but not surprising that there are no child clubs in high mountain districts in Nepal (SCN and SCUS, 2002).

In Nepal, the child clubs were began in different ways but the emphasis was given to child training programmes in villages. In 1990, Save the Children Norway (SCN) has launched child-to-child programme in Lamjung district. In 1982, Radio Nepal started the Children's Radio Programme with support from UNICEF. Later on the Hatemalo Radio Programme was developed as a child-to-child Radio programme to raise awareness about disability and child related issues.

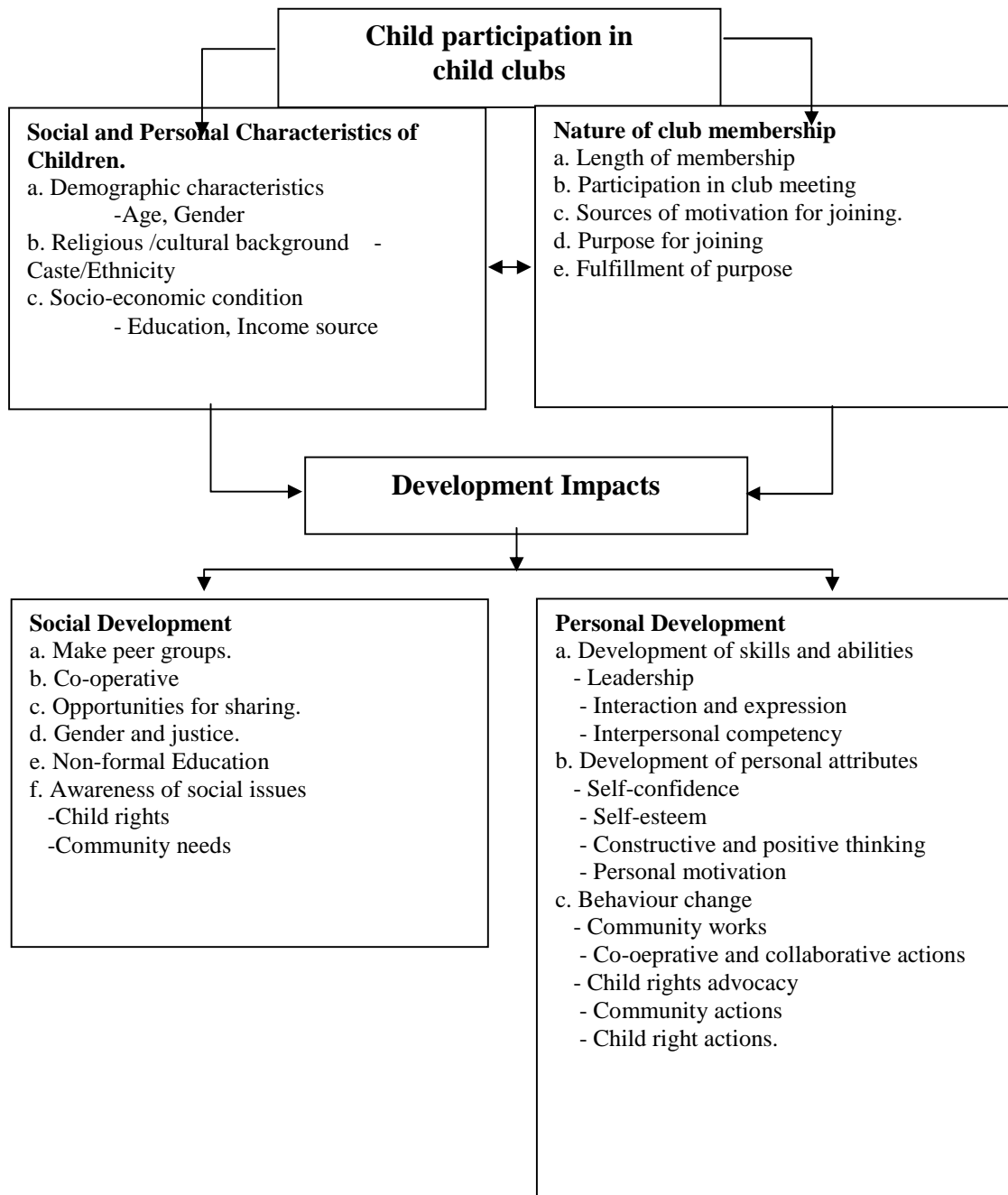
In recent years, different child right forum has launched different programmes in Nepal. CWIN has honoured the conception of children's participation since 1997. CWIN has launched a new campaign called 'Build New Nepal with Children'. In order to enhance children's participation in the community, CWIN has been organizing a series of training and workshop programmes. Similarly, Concern Nepal and Central Child Welfare Board (CCWB) are working to develop a National Child Protection Policy. They have run their objective to promote children's participation with 'Right-Based Approach'. Plan Nepal also implements child right-based programmes in three areas - child protection, child participation and gender and social inclusion.

Several organizations like Plan Nepal, CWIN, Concern Nepal have supported the development of children's organization. The number of total child clubs of Kathmandu Valley as estimated by the Consortium of various organizations supporting child clubs (consortium 2007) is 351 (see Appendix I).

2.6 The Conceptual Framework the Study

The review of some of the relevant of research studies suggests a number of factors that affect personal and social development of children. They include religions- culture, socio- economic and demographic factors that affect the children's development. In view of this, a conceptual framework had been developed to identify the development effects on children through child club.

Fig. 1: Conceptual Framework of the Study



The present study will above Framework shows that there are social and personal characteristics of children and Nature of club membership affect the development. This shows the framework clearly shows the different types of social development and personal development of children through child participation in child clubs.

2.7 Operational Definitions of Key Variables

a. Make Peer Groups

Make peer groups for making them in different activities like drama/story telling, learning, etc. conducted by the club.

b. Cooperative

Cooperative such as for willing to help and working together in child club activities.

c. Opportunities for sharing and interaction and expression

Opportunities to shows their creatively, inherent capacity with interaction in child club activities.

d. Gender and Justice

The involvement of girls and boys in every club activities.

e. Self- Esteem

Self-esteem such as affection, acceptance, love, belongingness, respect towards children.

f. Leadership

Leadership such as activity leadership in planning and conducting leadership in planning and conducting club activities including field trips, service learning projects and fund raising activities.

g. Awareness of Social Issues

Awareness of social issues such as child rights, community needs use of time, environment protection, etc.

h. Child Right advocacy

Child right advocacy such as right to have name, respect, education, healthy life, freedom, love and belongingness, etc.

i. Community Actions

Participations in community actions such as environment protection sanitation programme/plantation, etc.

CHAPTER III

METHODOLOGY

This chapter describes research design and procedures used to carry out the present study. It first introduces the study area followed by description on population and sample size. It then describes the data collection method and procedures. Finally, data analysis procedures are described.

3.1 Research Design

The basic objective of the study is to explore social and personal development impacts associated with the membership of children clubs. The study adopted exploratory research design. The exploratory research design is useful in identifying a general relationship between two or more sets of variables representing a social phenomenon about which there is not much previous understanding. As there has not been much inquiry into the social and personal development impacts of the membership of CCs and into the factors contributing to those effects, the exploratory research design was adopted to plan and carry put this study.

Within the overall framework of the exploratory research design, this study uses the case study method to collect and analyze the data to inquire into the research problem. The study collected required data from four CCs and its members.

3.2 Sample Size

Hatamalo Bal Club, Little Step Child Club, and Banglamukhi Child Club, all from Lalitpur district are taken as sample CCs. These three child clubs are selected for case study in view of its size, years of operation and accessibility.

Established in 1997, Hatamalo Child Club is one of the oldest CC which is located in Jwal of Lalitpur district. This Child Club focuses on personal and social development of children. This Club has 30 members with 18 boys and 12 girls. Hatamalo is affiliated to the Hatamalo Sanchar, a network organization for the promotion of development communication of and for children. Hatamalo is organized in a General Assembly comprising all members. Its decision making body is the Board consisting of one elected President, one Vice-President, one General Secretary,

one Treasure and Executive Members. The club members meet every Friday for two to three hours to decide/carry out activities under the annual calendar of operations made by them.

Established in 2004, Little Step CC is another CC of Lalitpur district which is located in Patan. Its activities focused on giving them education and aware about child right protection of children as a member of CC. There are 52 children with 16 boys and 36 girls. The girls participation seem to be in higher proportion. None of the organization helps to promote their CC. Its decision making body is the board consisting of elected persons like Hatamalo child club. The club members meet every Saturday for three to four hours to decide/carryout activities under the volunteers.

The Bangalamukhi Child Club was also established in 2004. It has 21 children as members. This Club is located in Mangalbazar. Among them 12 are boys and 9 are girls. It is a networking organization to give the computer knowledge to children. The organization is providing the computer training for them with the help of community donation but no one of institution is raising their fund. The club members meet every Saturday for two or three hours to take training and to decide/carry out their activities.

3.3 Methods of Data Collection

The study is based on data collected from the primary source. Required data are collected from the members of three child clubs through personal interview. The interview schedule consists of questions regarding the personal and social background of the children, their association with the club, their participation, and their feelings about impact on personal development.

The purpose of the questionnaire is to identify the changes in the various dimensions of personal and social life of the children on the basis of their club membership. According to the design of the study, these changes represent the development effects of child clubs on the member children.

The questionnaire is divided into three parts: The dimensions are formulated in the form of positive knowledge and action statements. Each statement asking the respondent to indicate the extend to which he/she possesses the knowledge and behavior covered in the statement. The questionnaire consists of 21 statements.

Responses were set on a four point scale of agreement: fully, fairly, partly and not at all.

In order to measure the development effects, the questionnaire was constructed in two parts. The first part requires the children to indicate their degree of agreement or disagreement on the basis of their awareness, skills, attributes and behavior status before joining the club. The second part required them to indicate their degree of agreement or disagreement on the basis of their awareness, skills, attributes and behavior status after joining the club on the twenty statements. The questionnaire was administered to the each CC members through face-to-face interview.

3.4 Data Processing and Analysis

The study generated two types of data: collected through personal interview, and in-depth interview with representative of CCs. All data have been analyzed descriptively mainly using frequency table. Data has been presented in tabular forms wherever possible and desirable

3.5 Limitations of the Study

As an individual project as a part of an academic program, this study suffered from severe time and resource constraints. This study is based on only three child clubs. So, the findings of the study may not be generalized CCs of the country as a whole. There are so many factors affecting to personal and social development of children.

CHAPTER IV

SITUATION ANALYSIS OF CHILD CLUBS

This chapter presents the various issues of CCs. It mainly focuses on the situation of CCs through objectives of CCs, gender composition of CC members, length of membership and problems of CCs.

4.1 Objectives of the CCs

The CCs are remarkably well-balanced in gender representation. The study also found that more boys than girls attended meetings where decisions are made, whereas similar proportions of girls and boys participate in CC activities. The research found that these three CCs have kept their purposes to sustain their CCs.

The stated purpose of Hatemalo Bal Club is to promote the rights of children while working towards their personal and social development. Its activities include group discussion on the issues concerning children and their rights and development, launch various competitive programmes, street dramas and training programmes.

The Bagalamukhi CC's purpose is to give the children computer knowledge. Its other activities include training, focus group discussion, street drama and community sanitation programmes.

Similarly, Little Step CC tries to promote child rights, enable children to advocate their rights while working towards their personal and social development. Its activities include group discussion on child rights, work as tourist guide, volunteers, launch various competitive programmes like dance, and street drama and theatres.

4.2 Gender Composition of CC Members

The gender composition of CC members is presented in Table 1. Data shows that except in Little Step CC, other two CCs have larger number of boys. 63.1 percent of the members are girls as against 34.8 percent boys in Little Step CC whenever 57.24 percent boys as against 42.86 percent girls and 60 percent are boys as against 40 percent girls in Bagalamukhi CC and Hatemalo CC respectively.

Table 1 : Distribution of Gender Composition by Sex

Child clubs	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Little step	16	34.8	36	63.1	52	50.5
Bagalamukhi	12	26.1	9	15.8	21	20.4
Hatomalo	18	39.1	12	21.1	30	29.1
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008.

Overall, participation as CC members is found to be higher for girls than boys. Since these CCs are urban-based, girls might not have been controlled as strictly by their parents to participate in social activities as in rural areas.

4.3 Length of Membership

4.3.1 Banglamukhi Child Club

Table 2 shows that majority of the members have been affiliated with the club for more than three years.

Table 2: Distribution of Length of Membership by Sex

Length of membership	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Less than 1 year	3	25.0	2	22.2	5	23.6
1-2 years	2	16.7	1	11.1	3	14.6
2-3 years	2	16.7	2	22.2	4	19.1
More than 3 years	5	41.6	4	44.5	9	42.7
Total	12	100.0	9	100.0	21	100.0

Source: Field Survey 2008.

The highest proportion of the CC members, i.e. 42.7 percent are affiliated with CC for more than three years: 44.4 percent girls and 41.6 percent boys. The least 14.6 percent children have been affiliated with the club for 1-2 years with 16.7 percent boys and 22.2 percent girls and 19 percent are affiliated for the last 2-3 years and the rest 23.6 percent have been affiliated for the last one year period.

4.3.2 Little Step Child Club

Table 3 shows that the length of membership in Little Step Child Club varies widely. The highest 40.4 percent of the members have been affiliated for the last 1-2

years. Another 26.9 percent have been affiliated for the last 2-3 years which is followed by those who joined the club for more than 3 years (19.2%). The least 13.5 percent of the members have affiliation since the last one year period.

Table 3 : Distribution of Length of Membership by Sex

Length of Membership	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Less than 1 year	2	12.5	5	13.9	7	13.5
1-2 years	3	18.8	18	50.0	21	40.4
2-3 years	8	50.0	6	16.7	14	26.9
More than 3 years	3	18.8	7	19.4	10	19.2
Total	16	100.0	36	100.0	52	100.0

Field Survey 2008.

Considering length of affiliation by gender, 50 percent of the boys have been affiliated for the last 2-3 years, as compared to just about 17 percent of their girl counterparts. Contrarily, more girls than boys have been affiliated in the club since the last 1-2 years.

4..3.3 Hatemalo Bal Club

Table 4 shows that about 30 percent of the members have been affiliated for the last 2-3 years which is followed by those who have been affiliated for the last 3-4 years (26.7%), and more than four years (23.3%). About 10 percent of the members have been affiliated for the last 1-2 years.

Table 4 : Distribution of Length of Membership by Sex

Length of Membership	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Less than 1 year	2	11.1	1	8.3	3	10.0
1-2 years	1	5.6	2	16.7	3	10.0
2-3 years	6	33.3	3	25.0	9	30.0
3-4 years	6	33.3	2	16.7	8	26.7
More than 4 years	3	16.7	4	33.3	7	23.3
Total	18	100.0	12	100.0	30	100.0

Source: Field Survey 2008.

Sexwise data reveals that the CC members' affiliation varies between boys and girls. About 33 percent of the boys are affiliated with CC for 2-3 years and 3-4 years.. Whereas a less proportion such as 11.1 percent are affiliated with CC for less than one year. In the same way, 33.3 percent of the girls are affiliated with the club for 2-3 years and the 8.3 percent for less than one year.

4.4 Problems of CCs

There has been very little effort to carry out systematic studies on CCs, their problems and impact of CC activities on the development of children in Nepal. A study commissioned by Save the Children Norway (SCN) and Save the Children US (SCUS) indicated that the organizational structure is similar in all the CCs as they have Executive Board of seven to nine persons having Secretary and Treasurer. This follows a 'Leadership' model with its emphasis on direction being provided by a few talented children with little participation by majority of the children in decision making.

The children of the Hatemalo Bal Club said that they do not have the appropriate place for doing activities. The main problem of the Little Step CC is flexible management committee and financial problem. The Chairperson of Bagalamukhi CC stated that their child club is urban-based and none of the organizations help develop their CC. Despite this, it is indicated that clubs are offering new kinds of opportunities for children at their best.

CHAPTER V

SOCIO-ECONOMIC AND DEMOGRAPHIC SITUATION OF CHILDREN

This chapter presents the demographic characteristics of CC members including Age structure of the children, sources of income, family size of the children and caste/ethnic composition of the children.

5.1 Demographic Characteristics of CC Members.

In this segment, the demographic characteristics of sample children such as age composition, family size, family attitudes towards joining the club have been analyzed.

5.1.1 Age Composition

The age range of the club members does not vary so widely. The youngest one is 8 year and oldest is 16 year. Table 7 summarizes the age composition of the CC members by sex. As can be seen, the largest group of children belongs to 11-13 years age group accounting for 37.9 percent of the total children.

Table 5: Distribution of Children by Age and Sex

Age groups	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
8-10	19	41.3	12	21.1	31	30.1
11-13	11	23.9	28	49.1	39	37.9
14-16	16	34.8	17	29.8	33	32.0
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008.

It is revealed that about half of the girls (49.1%) are aged 11-13 years whereas among boys the highest proportion (41.3%) is found to be aged 8-10 years. Only 21.1 percent of the girls belong to this age group. This suggests involvement of girls below 10 years is less than those boys. Similarly, in the ages 14-16 years, involvement of boys is higher than the girls.

5.1.2 Family Size of CC Members

Family has a major influence on the children's decision and opportunity to participate in social organizations like CC. Support of the family is crucial for them to

be able to join and maintain their relationships with CCs. Table 8 presents distribution of data about the size of family of the CC members.

Table 6: Distribution of Family Size of Children's by Sex

Family Members	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
4 and below	17	36.0	17	29.9	34	33.0
5-7	12	26.1	19	33.3	31	30.1
8-10	14	30.4	10	17.5	24	23.3
11-13	3	6.5	11	19.3	14	23.6
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008

It is apparent that the highest one-third of CC members belong to small size family, such as 4 members or below (33%). The corresponding figure for girls is 29.9 percent. This indicates that overwhelmingly majority of the CC members belong to large family size, i.e. family with more than 4 members.

5.1.3 Family Attitude Towards Joining the CC

Within the family, family attitude affects to join children the CC. Table 7 reveals that 75.7 percent of the children's family favoure to join the club whereas in case of 24.3 percent of the children, family did not favour them to join the CC.

Table 7: Distribution of Family attitude towards joining the CC by Sex

Family attitude	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Favorable	34	73.9	44	77.2	78	75.7
Un favorable	12	26.1	13	12.8	22	24.3
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008.

About 74 percent of boys and 77.2 percent of girls stated that they have got support from their family. But still 26.1 percent of boys and 12.8 percent of girls have not got support from their family.

5.2 Socio-Economic Characteristics of CC Members

5.2.1 Caste/Ethnic Composition

The caste/ethnic composition of the club members is summarized in Table 10. It is revealed that the highest 44.7 percent of the CC members are from Brahmin/Chhetri castes which is followed by those who belong to hill ethnic group (Magar/Rai/Limbu) (37.9%). Another 13.6 percent of the CC members are from Newar community and the rest 5.8 percent are Dalits.

Table 8: Distribution of children by age and Caste

Caste structure	NO. of Children				Total	Percent
	Boys		Female			
	No.	%	No.	%		
Brahmin/ chhetri	16	34.8	28	49.1	46	44.7
Rai/Magar/Limbu	22	47.8	17	29.8	39	37.9
Newar	5	10.9	9	15.8	14	13.6
Dalits	3	6.5	3	5.3	6	5.8
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

About half of the girl children (49.1%) are from Brahmin/Chhetri group and 47.8 percent boys are from Rai/Limbu/Magar/Tamang. Only 5.3 percent girls and 6.5 percent boys are from Dalit castes. It is interesting to note that children from various ethnic groups and minority communities are under represented. This indicates an unbalanced social representation in the CC membership favouring majority and dominant caste groups.

5.2.2 Parental Occupation of CC Members

Most of the children are from the families whose parental occupation is government services and teaching. Table 11 presents the distribution of children's parental occupation.

Table 9: Distribution of Children's Parental Occupation by Sex

Occupations	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Government Service	9	19.6	10	17.5	19	18.4
Own business	4	8.7	10	17.5	14	13.6
Own Agriculture	9	19.6	4	7.0	13	12.7
Teaching	13	28.3	11	19.3	24	23.3
Skilled labour	2	4.4	13	22.8	15	14.6
Unskilled labour	4	8.7	8	14.0	12	11.6
Others	5	10.9	1	1.8	6	5.8
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

The highest proportion of children (23.3%) said that their parental occupation is teacher which is followed by government service. About 23 per cent of the girl children's parental occupation is reported to be skilled labour while it is the lowest among boys (4.4%). The highest proportion of boys (28%) reported that their parental occupation is teaching.

5.2.4 Educational Level of CC Members

Education plays vital role in all round development of the children. As can be seen, none of the club members are illiterate (Table 10). Majority of them have completed primary level of education.

Table 10: Distribution of Children's Educational Status by Sex

Level of Education	No. of Children				Total	Percent
	Boys		Female			
	No.	%	No.	%		
Literate	1	2.2	-	-	1	1.0
Primary	20	43.5	28	49.1	48	46.6
Lower secondary	13	28.3	15	26.3	28	27.2
Secondary	9	19.6	13	22.8	22	21.4
Above secondary	3	6.5	1	1.8	4	3.9
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

Table 10 suggests that about half of the children (46.6%) have completed primary level of education; 49.1 percent girls and 43.5 percent boys. This is followed

by those completing lower secondary level of education (27%). The slightly less number of girls than boys have completed above secondary level of education.

CHAPTER VI

SOCIAL AND PERSONAL DEVELOPMENT OF CC MEMBERS

This chapter presents the various issues relating to social and personal development of children through CC. Firstly it presents the nature of CC membership. Then it describes personality development impacts in relation to awareness of social issues, personal and social behaviour of CC members, personal and social skills, critical personal attributes and knowledge gained by CC members.

6.1 Nature of CC Membership

6.1.1 Sources of Information about CCs

The source for participation of children are the most important aspects. Children reported that they come to know about the club for the first time from a number of sources, but the primary source of information is their friends (51.5%).

Table 11: Distribution of Children's Sources of Information About CC by Sex

Sources	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Radio/TV	13	28.3	7	12.3	20	19.3
Peer groups	20	43.5	33	57.9	53	51.5
News paper	2	4.4	6	10.5	8	7.8
Teacher	10	21.7	8	14.0	18	17.5
Other	1	2.2	3	5.3	4	3.9
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008.

Table 13 shows the girls whose major sources for information about the CC are friends (57.9%) and this proportion is found to be 43.5 percent among boys. This study suggests that children are more familiar with their peer groups. Similarly, proportion who got information from electronic media such as Radio and TV is 12.3 percent; 12.3 percent girls and 28.3 percent boys. The other sources of information are magazines, teachers, different programmes like gender training. But they are not the major source of information.

6.1.2 Reasons for/Objectives of Joining the Club

CC members have a clear idea about why they want to join the CC. Many children have reported more than one purpose for joining the CC. The most important reason reported is to gain knowledge (45.6%).

Table 12: Distribution of Reasons For Joining the CC by Sex

Reasons/Objectives	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
<i>To gain knowledge</i>	23	50.0	24	50.0	47	45.6
To show performance	10	21.7	18	31.6	28	27.1
To play game	5	10.9	2	3.5	7	6.8
To make friends	8	17.4	13	22.8	21	20.4
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey,2008.

Half of the boys as well as girls stated that they have joined the club to gain knowledge which includes to learn new things, and learn about child rights. 21.7 percent boys and 31.6 percent girls are joining the club to show their performance. 17.4 percent boys and 22.8 percent children joined the club to make friends and the lowest proportion only (10.9% boys and 3.5% girls) have joined the club to play game.

6.1.3 Participation in Club Meetings

The main purpose to establish the CC is to enhance the participation of girls and boys. It is indicated that 38.8 percent children have not got chance to participate in club meetings and 52.4 percent have got chance to participate in the club meeting occasionally (Table 14). 3.9 percent children are attending club meetings every time.

Table 13: Distribution of Children in Club meeting by Sex

Participation	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
<i>Every time</i>	2	4.4	2	3.5	4	3.9
Most of the time	2	4.4	3	5.3	5	4.8
Some time (occasionally)	24	52.2	30	52.6	54	52.4
Never	18	39.1	22	38.6	40	38.8
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

It is apparent that 52.2 percent boys and 52.6 percent girls are active in the club meetings but 39.1 percent boys and 38.6 percent girls never attended the club meetings.

6.1.4 Average Time Spent in the CC

All club members spend their time in the CC more than one hour in a week. Table 14 suggests that overwhelming majority of the CC members (84.8% boys and 87.7% girls) spend on an average of 3 hours in a week in the Club meeting. Similarly, 15.2 percent boys and 12.3 percent girls spend on an average of 2 hours in a week. It indicates girls spend more times than boys in the Club meeting.

Table 14: Distribution of Time spent in Club meetings by Sex

Time (in hours)	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
1-2	7	15.2	7	12.3	14	13.6
2-3	39	84.8	50	87.7	99	86.4
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey 2008.

6.1.5 Chance to keep on views in Club Meetings by Member

From the Table 15 it is obvious that only 26.2 percent children have got a chance to participate in the club meetings. Among them, few children have got chance to express their views in club meetings.

Table 15 : Distribution of Children's Chances to keep views in club by Sex

<i>Chances</i>	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
1-2 times	5	10.9	7	46.7	12	44.4
3-4 times	5	10.9	6	40.0	11	40.7
More than 4 times	2	4.4	2	13.3	4	14.8
Never	34	73.9	42	73.7	75	72.8

Source: Field Survey, 2008.

Table 15 suggests that 12.28 percent girls and 10.9 percent boys keep their views in the club meetings for 1-2 times and 6 percent girls and 10.9 percent boys keep 2-3 times their views in the club meetings. They are only members of the CC.

6.1.6 Sources of Motivation for Joining the CC

Like wise the others activities, similar pattern was observed in case of the sources of motivation for joining the CC. Overall 54.4 percent children say that their source of motivation for joining the CC are friends. Table 17 presents the distribution of sources of motivation for joining the CC.

Table 16: Distribution of Children's Sources of Motivation to Join the CC by Sex

<i>Sources of Motivation</i>	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Family member	6	13.0	9	15.8	15	14.6
Friends	24	52.2	32	56.1	56	54.4
Teacher	12	26.1	9	15.8	21	20.4
Other	4	8.7	7	12.3	11	10.7
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

The highest 52.2 percent of boys and 56.1 percent girls are motivated to join the club from family members.

6.1.7 Fulfillment of purpose

Overall, 13.6 percent feel their purposes have been fully fulfilled and only 3.9 percent have told their objectives are not fulfilled anymore. More than half of the children (52.4%) say that their purposes are fairly fulfilled. Table 17 presents the distribution of fulfillment of objectives of the club members.

Table 17: Distribution of Children's Fulfillment of Purposes by Sex

Frequency	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
<i>Fully</i>	8	17.4	6	10.5	14	13.6
Fairly	23	50.0	30	52.6	53	52.4
To some extent	12	26.1	20	35.1	32	31.1
Not at all	3	6.5	1	1.8	4	3.9
Total	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

About 53 percent of girls and 50 percent of boys stated that their purposes are fulfilled fairly satisfactorily. However, 1.8 percent girls and 6.5 percent boys feel that their purposes are not fulfilled anymore.

6.1.8 Leadership in Club Activities

Leadership in club the activities is very important for children. Most of the children tell that they have done leadership in various club activities. 55.3 percent boys and 44.7 percent girls have the experience of leadership in CC. Table 18 shows the leadership of the children in CC activities.

Table 18: Distribution of Children’s Ability to Lead the Program by Sex

Programme Name	No of Children				Total	Per cent
	Boys		Girls			
	No.	%	No.	%		
<i>Spelling Contest</i>	10	21.7	14	24.6	24	23.3
Computer Training	2	4.4	3	5.3	5	4.8
Nutrition Programme	1	2.2	1	1.8	2	1.9
Speech programme	2	4.4	6	10.5	8	7.8
Street Drama	4	8.7	6	10.5	10	9.7
Music	6	13.0	2	3.5	8	7.8
Not stated	21	45.6	25	43.9	46	44.7
Total	46	100.0	57	100.0	103	100.0

Source; Field Survey, 2008.

Above table suggests that the girls have done leadership in spelling context, speech programme and street drama are 24.6 percent, 10.5 percent, 10.5 percent respectively but 43.8 percent girls children do not do leadership in any programmes. Similarly, the large (21.7%) number of boys children have done leadership in spelling context but 45.6 percent boys children do not have experience of leadership.

6.2 Development Impact on Awareness on Social Issues of CC Members

Some earlier studies have shown that CCs have a number of positive benefits to the member children and also to the communities where they function. This part especially looks into the development impacts in terms of awareness of social issues

which includes knowledge of child rights, knowledge of needs of the community , knowledge of environment protection , knowledge of use of time, knowledge about the gender equity before and after joining the CC on the basis of their four agreements on Fully, Fairly, Partly and Not at all.

6.2.1 Information about the Child Rights

It is apparent that every child must have the knowledge about the child rights. The study does not show the more satisfactory after joining the club but it seems to be slightly change after joining the club. The table 19 shows the change in knowledge about the child rights.

Table 19: Distribution of CC Member’s Knowledge About the child rights by Sex

Agreements	Before joining the club						After joining the club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	3	6.5	4	7.0	7	6.8	4	8.7	4	7.0	8	7.8
Fairly												
Partly	28	60.9	34	59.7	62	60.2	28	60.9	38	66.7	66	64.1
Not at all	15	32.6	19	33.3	34	33.0	14	30.4	15	26.3	29	28.2
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field Survey ,2008.

The study shows that neither boys nor girls have the full information about the child rights. The higher proportion boys (60.9%) have the knowledge about the child rights before joining the CC and same proportion for after joining the club. Similarly 59.7 percent girls have some information about the child rights before joining the club and 66.7 percent have after joining the club. Only 8 percent boys and 7 percent girls have the information about the child rights but 30.4 percent boys and 26.3 percent girls do not have the knowledge about their rights. It can be said that more children are lack of information about their rights.

6.2.2 Aware of the Needs of the Community

Community plays the vital role to learn the children about their culture. So, the children have the knowledge about the needs of the community. The study clears that children have gained knowledge about the needs of the community . Before joining the club 6.8 percent children have the fully knowledge about community needs and

after joining the club 24.3 percent children aware about that. 30.6 percent children did not have any knowledge before joining the club and this rate is found zero after joining the club.

Table 20: Distribution of Awareness About the Need of Community by Sex

Agreements	Before joining the club						After joining the club					
	NO. of Children						No. of Children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	3	6.5	4	7.0	7	7.8	13	28.3	12	21.0	25	24.3
Fairly	6	13.1	8	14.0	14	13.6	33	71.7	45	79.0	78	75.7
Partly	29	63.0	39	68.4	68	66.0						
Not at all	8	17.4	6	10.5	14	13.6						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

As Table 21, 17.4 percent boys and 10.5 percent girls did not have the knowledge about needs of the community before joining the club but this proportion is increased by 71.7 percent boys and 79 percent girls after joining the club. Comparatively girls have less number of fully knowledge about the needs of the community than boys.

6.2.3 Knowledge about the Environment Protection.

Majority of the children have idea about the environment protection before joining the club but they did not have fully information about the environment protection. As Table 22, 83.5 percent children have full knowledge about the environment protection after joining the club.

Table 21: Distribution of Children's Knowledge to Protect Environment by Sex

Agreements	Before joining the club						After joining the club					
	No. of Children						No. of Children					
	Boys		Girls		Total	Percent	Male		Female		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							38	82.6	48	84.2	86	83.5
Fairly	22	47.8	26	45.6	48	46.6	8	17.4	7	15.8	14	13.6
Partly	23	50.0	29	50.9	52	50.5						
Not at all	1	2.2	2	3.5	3	2.9						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

It is apparent that few children such as nearly 2.9 percent did not have the knowledge about environment protection before having the membership of CC. And after joining the club 82.6 percent boys and 84.2 percent girls have the fully idea about the environment protection. It seems to be there is positive impact of CCs to protect environment.

6.2.4 Utilize the time properly and effective

Like as the knowledge about environment protection, to utilize the time most of the children have fairly knowledge before joining the CC. As Table 23, 19.3 percent children have fully idea to utilize the time before joining the club as a result after joining the club 51.5 percent children gained fully knowledge.

Table 22: Distribution of Children's Ability to Utilize the time by Sex

Agreements	Before joining the Club						After joining the Club					
	No of Children						No of Children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	5	45.4	6	54.5	11	10.7	22	41.5	31	58.5	53	51.5
Fairly	22	42.3	30	57.7	52	50.5	14	46.7	16	53.3	30	29.1
Partly	15	46.9	17	53.1	32	31.1	10	50.0	10	50.0	20	19.4
Not at all	4	50.0	4	50.0	8	7.8						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field Survey, 2008.

About 45 percent boys and 54.5 percent girls have the fully idea about utilize the time properly before joining the club but after joining the club this proportion is raised by 41.5 percent boys and 58.5 percent girls. Only 1.84 percent boys and 2.28 percent girls did not have idea to manage the time properly. But after having the membership of CC every child has little bit knowledge about the utilize of time.

6.2.5 Awareness of the need for gender equity

Equal treatment for boys and girls help to increase gender equity. So, it is necessary to give knowledge about the gender equity. Table 24 shows the distribution of respondents about the awareness on the need for gender equity.

Table 23: Distribution of CC Member’s Ability to Aware the need for Equal Treatment by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	%	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	11	23.9	11	19.3	22	21.4	11	23.9	11	19.3	22	21.4
Fairly	33	71.7	37	64.9	70	68.0	33	71.7	37	64.9	70	68.0
Partly							2	4.4	9	15.8	11	10.7
Not at all	2	4.4	9	15.8	11	10.7						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008.

Table 23 reveals that all member children have before and after joining the club they have some knowledge about the gender equity. Only 4.4 percent boys and 15.8 percent girls did not have knowledge about gender equity before joining the CC and after joining the club they have partly knowledge. It means that having the membership of the CC they do not have any change to aware gender equity.

6.3: Development Impact on Personal and Social Skills of CC Members.

This section first present the social and personal changes experienced by the club members as a whole and then associates the changes with key personal, social and membership characteristics as indicated by the data. It comprises the children’s ability to lead the group, to communicate with children, to express ideas, to maintain relation, to work in team.

6.3.1: Lead the group when they are associates with CC

Leading the group is difficult for children. Most of the children did not have the courage to lead the group before joining the club. The ability to lead the group presents table 26.

Table 24: Distribution of Children's Ability to lead the group by Sex

Agreements	Before joining the Club						After joining the Club					
	Sex						Sex					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							22	47.8	26	45.6	48	46.6
Fairly	2	4.4	5	8.8	7	6.8	20	43.5	26	45.6	46	44.7
Partly	27	58.7	35	61.4	62	60.2	4	8.7	5	4.8	9	8.7
Not at all	17	37.0	17	29.8	34	33.0						
Total	46	100.0	57	100.0	103	100.0	46	100.0		100.0		100.0

Source: field survey,2008

The majority of the boys children (37%) and girls children (29.83%) did not lead any programme before joining the club. After joining the club 47.8 percent boys and 45.6 percent girls can fully lead the group. But before joining the club none of them have the fully courage to lead the group. It shows that the CC has the positive impact for children.

6.3.2 Ability to communicate with others

Child club is a place to enhance the communication between children and also to others. The study finds out the skill of children to communicate before and after joining the club.

Table 25: Distribution of Children's Ability to communicate by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							12	26.1	16	28.1	28	27.2
Fairly	2	4.4	5	8.8	7	6.8	31	67.4	34	59.6	65	63.1
Partly	39	84.8	41	71.9	80	77.7	3	6.5	7	12.3	10	9.7
Not at all	5	10.9	11	19.3	16	15.5						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source : Field survey, 2008

As table 27, 76.1 percent boys children could not communicate with others before joining the club but having the membership of CC 26.1 percent boys can fully

speak with others. Similarly, 19.3 percent girls cannot speak with others before joining the club but after joining the club 28.1 percent girls children can communicate with others. The study shows that higher proportion of children of both sexes can communicate with others after joining the club.

6.3.3 Expression of views and ideas effectively by Sex

Table 28 presents the situation of children to express their views and ideas effectively in-group.

Table 26: Distribution of CC Member’s Ability to Express views and ideas by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							26	6.5	30	52.6	56	54.4
Fairly	16	34.8	12	21.0	28	27.2	15	32.6	23	40.4	38	36.9
Partly	16	34.8	30	52.6	46	44.7	4	10.9	2	7.0	6	8.7
Not at all	14	30.4	15	26.3	29	28.2						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source; Field survey, 2008

30.4 percent boys and 26.3 percent girls could not express their views effectively before joining the club but after joining the club 56.5 percent boys and 52.6 percent girls fully express their views where necessary. The study shows that there is drastically change in personal and social skills of children after joining the club.

6.3.4 Maintain good relation by CC members

We have already known that every children have the clear idea about joining the club. Most of the children (50%) have partly skills to maintain the good relation before joining the club but after involvement in the club 44.7 percent have fairly skills to maintain good relation with others.

Table 27: Distribution of Children’s Ability to Maintain relation by Sex

	Before joining the Club				After joining the Club			

Agreements	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							22	47.8	26	45.6	48	46.6
Fairly	11	23.9	16	28.1	27	26.2	20	43.5	26	45.6	46	44.7
Partly	23	50.0	29	50.9	52	50.0	4	8.7	5	8.8	9	8.7
Not at all	12	26.1	12	21.0	24	23.6						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source : Field survey, 2008

As table 29, 26.1percent boys and 21 percent girls did not have skills to keep good relation with others. Similarly, 23.9 percent boys and 28.1 percent girls have fairly skills to keep relation before joining the club. But, after joining the club 47.8 percent boys and 45.6 percent girls gain fully skills to keep good relation after having the membership of CC.

6.3.5 Ability to work in a team

Work in a team is very interesting for every children. Most of the students want to do work in team than single. Table 30 presents the proportion of children working in team before and after joining the club.

Table 28: Distribution of CC Member's Ability to work in team on Gender Basis

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
No.	%	No.	%	No.			%	No.	%			
Fully							17	37.0	19	33.3	36	35.0
Fairly	4	8.7	8	14.0	12	11.6	25	54.4	33	57.9	58	56.3
Partly	32	69.6	32	56.1	64	62.1	4	8.7	5	8.8	9	8.7
Not at all	10	21.7	17	29.8	27	26.2						
Total	46	100.0	57	100.0	103	100.0	46	100.00	57	100.0	103	100.0

Source: Field Survey, 2008.

The study shows that 8.7 percent boys and 14 percent girls had done various work in team before joining the club. But 21.7 percent boys and 29.8 percent girls could not work in team. This proportion is raised more for boys 37 percent and for girls 33.3 percent after having the membership of children. Majority of the girls have fairly skills to work in team. The result shows boys seem to be more active to work in team after having the membership of CC.

6.4 Development Impact on critical personal Attributes members

This part specially looks into the development impacts of CCs on children in terms of their personal attributes to develop their personality, skill, knowledge. This part includes the self-confidence, positive and constructive thinking and personal motivation to achieve and succeed.

6.4.1 Self confidence of children

Confidence is an important aspect to build children's carrier. Without confidence nobody can success. As Table 31, we see the confidence of children before and after joining the club.

Table 29 : Distribution of Confidence of Children by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully							19	41.3	17	29.8	36	35.0
Fairly	4	8.7	3	5.3	7	6.8	25	54.4	31	54.4	56	54.4
Partly	23	50.0	27	47.4	50	48.5	2	3.4	9	15.9	11	10.7
Not at all	19	41.3	27	47.4	46	44.7						
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source : Field survey, 2008.

Before joining the club only 8.7 percent boys and 5.3 percent girls have the fairly confidence to do task and 41.3 percent boys and 47.4 percent girls did not have any courage and confidence to do work. Nobody had the fully confidence before joining the club, but after joining the club 100 percent boys and girls have more or less confidence to do work. 41.3 percent boys and 29.8 percent girls have fully confidence. The suggest that boys children have more confidence to do work than girls children but the proportion of girls are slowly increasing.

6.4.2 Positive and Constructive thinking of children

It is obvious that all children may not have same thinking. Some have positive thinking, some have constructive thinking and some have both. Table 32 shows the change of children in thinking before and after joining the CC.

Table 30 : Distribution of Children's positive and constructive thinking by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully												
Fairly	10	21.7	9	15.8	19	18.4	28	60.9	24	42.1	52	50.5
Partly	24	52.2	34	59.6	58	56.3	15	32.6	31	54.4	46	44.7
Not at all	11	26.1	13	24.6	24	25.2	3	6.5	2	3.5	5	4.7
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008

Majority of the children (50.5%) have little bit personal attribute to think positive and constructive before the club. But 26.1 percent boys and 24.6 percent girls fairly positive. After joining the CC 60.9 percent, boys and 42.1 percent girls think positive to others. However, still 6.5 percent boys and 3.5 percent girls have not positive thinking. The rate of positive thinking is increasing which can be taken as impact of CC.

6.4.3 Personal motivation to achieve and succeed

To become the success every person must have the personal motivation. Table 33 presents the children's personal motivation to achieve and succeed.

Table 31: Distribution of Children's Personal motivation by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	2	4.3	2	3.6	4	3.9	4	8.7	6	10.5	10	9.7
Fairly	12	26.1	14	24.6	26	25.2	34	73.9	42	73.7	76	73.8
Partly	10	21.7	23	40.4	33	32.0	4	8.7	5	8.8	9	8.7
Not at all	22	47.8	18	31.5	40	38.0	4	8.7	4	7.0	8	7.8
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008.

Before joining, the club 47.8 percent boys and 31.5 percent girls didnot have motivation to do work and only 21.7 percent boys and 40.4 percent girls had little motivation. It seems that before joining the club boys are more ambitious than girls but after joining the club more than 73.9 percent boys and 73.7 percent girls have the personal motivation to do work and to get succeed.

6.5 Development impact on personal and social behaviors of CC members

Personal and social behaviors of children in the society and within the team help to encourage the societal development of children. Personal and social behavior direct affects the children’s personal development. This indicates involvement in group and community works, cooperate and collaborate with others, advocate child rights, family attitude towards children’s future.

6.5.1 Involvement of children in group and community works

Table 32 shows most of the children satisfied with their association with the club as they feel their involvement in community works is increasing.

Table 32: Distribution of Children’s Involvement in Community Development works on Gender Basis

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	2	4.3	3	5.3	5	4.8	21	45.6	23	40.4	44	42.7
Fairly	11	23.9	7	12.3	18	17.5	16	34.8	18	31.5	34	33.0
Partly	19	41.3	35	61.4	54	52.4	9	19.6	14	24.6	23	22.3
Not at all	14	30.4	12	21.0	26	25.2	0		2	3.5	2	1.9
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008

Only 4.3 percent boys and 5.3 percent girls had a chance to involve in community works before joining the club. Some of have got a chance and 30.4 percent boys and 21 percent girls never involve in community works. But after joining the club they are involving more times than before. Study shows 45.6 percent boys and 40.4 percent girls seem to be involved. Boys participation in community works seem to be in higher proportion.

6.5.2 Children's participation in action of child right protection

Children have the right to protect their rights. They can involve everywhere to protect their rights. Majority of the children 44.7 percent did not involve in child right protection before joining the CC and 71.8 percent children most of the time involve in protection of their rights.

Table 33: Distribution of Involvement of CC Members in Protecting child rights on Gender Basis

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		Girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	2	4.3	3	5.3	5	4.8	3	6.5	4	7.0	7	6.8
Fairly	1	2.2	3	5.3	4	3.9	33	71.7	41	71.9	74	71.8
Partly	11	13.9	17	29.8	28	27.2	10	21.7	12	21.0	22	21.4
Not at all	32	69.6	34	59.4	66	44.7						
total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008

As table 35, 69.6 percent boys and 59.4 percent girls children did not active to protect their rights before joining the club and only 4.3 percent boys and 5.3 percent girls were involved in protection of child rights. However, after joining the club, 71 percent boys and girls aware to protect their rights. Everybody knows that their right should be protected. It is the greater achievement of CC.

6.5.3 Family used to discuss about their children's future

Table 36 presents the families attitudes towards concerning with their children.

Table 34: Distribution of Children’s Families Discussion with their Children by Sex

Agreements	Before joining the Club						After joining the Club					
	No. of children						No. of children					
	Boys		Girls		Total	Percent	Boys		girls		Total	Percent
	No.	%	No.	%			No.	%	No.	%		
Fully	2	4.4	3	5.3	5	4.8	13	28.3	7	12.3	20	19.4
Fairly	6	13.0	0		6	5.8	24	47.8	36	63.2	58	56.3
Partly	19	41.3	23	40.4	42	40.8	8	17.4	8	14.0	16	15.5
Not at all	19	41.3	31	34.4	50	48.6	2	6.5	6	10.5	9	8.7
Total	46	100.0	57	100.0	103	100.0	46	100.0	57	100.0	103	100.0

Source: Field survey, 2008.

41.3 percent boys family and 34.4 percent girls family never discussed with their children about their future. Only 4.4 percent boys family and 5.3 percent girls family discussed with their children before joining the club. But after joining the club 28.3 percent boys family and 12.3 percent girls family discuss with their children. Most of the family discuss with their son than daughter. It shows that parents have the positive prospective towards child clubs. However, still some family never discuss with their children that rate is 6.5 percent for boys and 10.5 percent for girls’ children.

6.6 Knowledge gained by children being the member of CC

The study suggests that everybody has the own experience form being the member of CC. The activities, which they like most in the club, they do not like in the club, knowledge about their rights, their skills have been taken as a achievement of the children.

6.6.1 Children’s favourite Activities in the CC

It is apparent that every child has the at least own favourite activities of the CC. Many children have more than two activities, which are favourites for them. These are given in table 37.

Table 35: Distribution of Children's favourite activities of the CC by Sex

Programmes	No. of children				Total	Percent
	Boys		girls			
	No.	%	No.	%		
Drama	26	56.5	38	66.7	64	62.1
Training	29	63.0	32	56.1	61	59.2
Game	19	41.4	23	40.4	42	40.8
Music	28	60.9	30	52.6	58	56.3
Programme	13	28.3	20	35.1	33	32.0
To make calendar	11	23.9	11	19.3	22	21.4
Yoga	9	19.6	12	21.0	21	20.4

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008:

Majority of the boys 63 percent tell that their favorite programme is training such includes computer training, leadership training. 60.9 percent boys tell that they like music and 19.6 percent boys tell that they like the yoga. Similarly, 66.7 percent girls say that they like to do drama and 40.4 percent like to play in groups. The study clears that boys seem to be more interested in training and music and the girls are interested in doing drama.

6.6.2 Dislike the club activities by children

Majority of the children 70.9 percent say that they do not like the stupid nature of children such as do not utilize the rule of the club, going outside, laughing. 53.4 percent tell that they do not like the absence of children in club meetings.

Table 36: Distribution of Factors Hindering to Involvement in Club Activities on Gender Basis

Activities	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Stupid nature	32	69.6	41	71.9	73	70.9
Quarrel	28	60.9	23	40.4	51	49.5
Teasing	37	80.4	46	80.7	83	80.6
Music	1	2.2	2	3.5	3	2.9
No participation in club meeting	20	43.5	35	61.4	55	53.4
Game	6	13.0	8	14.0	14	13.6
Drama	9	19.6	5	8.8	14	13.6
yoga	4	8.7	4	7.0	8	7.8

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008.

As table38, 80.6 percent boys and girls donot like the teasing behave of their friends. More than 50 percent boys and girls tell that their friends teasing them when they are doing activities. It is cleared from the previous study, in every CC, a few children have got a chance to participate in the CC meetings but not all of them. So, the findings suggest that one of the activities which do not like the children is not a chance to involve in CC meetings for boys and girls.

6.6.3 Child Rights Learnt from Club Activities by CC Members

Education is the most important right of Children. The study shows that 100 percent students know their first right is education. Table 39 presents the Child rights gained by children being the CC members.

Table 37: Distribution of Child Rights Awareness among CC Members on Gender Basis

Child rights	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Education	46	100.0	57	100.0	103	100.0
To have entertainment	17	40.0	30	52.6	47	45.6
To have nutritious food	27	58.7	29	50.9	56	54.4
No exploitation	18	39.1	15	26.3	33	32.0
Safe	9	19.6	11	19.3	20	19.4
Freedom	9	19.6	14	24.6	23	22.3
To gain knowledge	12	26.1	14	24.6	26	25.2

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008.

The second priority is given by boys for their rights is to have food 58.7 percent, no exploitation 40 percent. Similarly, 52.6 percent girls know that their right is to have entertainment including dance, music, game and 50 percent girls tell that they should have the nutritious food. The study suggests that every child knows the at least one child right.

6.6.4 Knowledge Gained by Club Members about Community Development.

Most of the children are aware about the community development but few children still do not have any knowledge about community development. 83.3 percent children say that for the community development there should not be any kind of discrimination and 68.6 percent say that every person should have cooperative nature.

Table 38: Distribution of Knowledge about Socialization factors on Gender Basis

Activities	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
No discrimination	39	84.9	46	80.7	85	83.3
Co- operation	30	65.2	40	70.2	70	68.6
Sanitation programmer	21	45.6	24	42.1	45	44.1
Don't quarrel	28	60.9	34	59.6	62	60.8
To make friend	20	43.5	25	43.9	45	44.1

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008

As table 40, more than 80percent boys and girls aware about the elimination of discrimination. 70 percent girls tell that the knowledge about cooperation and 60.9 percent boys tell that we do not quarrel in the society. Also more children know that the environment should be protected.

6.6.5 Skilled Gained by the CC Members

All children say that they have the at least two or more skills to show their performance. More than 50 percent children say that they can do drama and some say that they like and also can to do dance. Table 41 presents the skills of children.

Table 39: Various Skills Acquired by CC Members on Gender Basis

Skills	No. of Children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Confidence	21	45.6	21	36.8	42	40.8
To do drama	25	54.4	28	49.1	53	51.5
To make friend	14	30.4	15	26.3	29	28.2
Training	14	30.4	16	28.1	30	29.1
To do dance	10	21.7	21	36.8	31	30.1
To play game	9	19.6	18	31.6	27	26.2
Do work in time	15	32.6	22	38.6	37	35.9
To gain knowledge	10	21.7	17	29.8	27	26.2
Leadership	20	43.5	13	22.8	33	32.0

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008.

54.4 percent boys and 49.1 percent girls can do drama. Similarly, 36.8 percent girls like to do dance but only 21 percent boys like dance. It shows that girls are more interested in doing dance. Like wise, 43.5 percent boys like to lead the programme but that proportion is seen only 22.8 percent in girls. The study suggests that girls want to have entertainment and boys are active in knowledgeable activities.

6.6.6 Children's personality development from the club activities.

Child club's activities give a great chance to do personality development of children. 77.7 percent children say that they can lead the group and also programmes. Similarly, 55.3 percent say that they think positive. The table 42 presents the detail information about the children personality development.

Table 40: Factors Involved in Personality Development on Gender Basis

Personality Development:	No. of children				Total	Percent
	Boys		Girls			
	No.	%	No.	%		
Confidence	18	39.1	17	29.8	35	34.0
Co- operation nature	10	21.7	9	15.8	19	18.4
Leadership	32	69.6	48	84.2	80	77.7
Positive thinking	25	54.4	32	56.1	57	55.3
To play game	11	23.9	9	15.8	20	19.4
To saw performance	2	4.4	6	10.5	8	7.8

Note: Column percent may exceed 100 due to multiple response.

Source: Field survey, 2008.

Majority of the children 69.6 percent boys and 84.2 percent girls lead the programmes. 54.4 percent boys and 56.1 percent girls say that they have the positive thinking. 23.9 percent boys and 15.8 percent girls can play game in group. It can be said that less improvement can be seen to show their performance.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the findings of the study and presents conclusion. Recommendations are also made for the formulation and implementation of policies and programmes for the social and personality development of children through CCs. Areas for further search are identified.

7.1 Summary

This study was designed to explore the social, personal and membership characteristics of the CC members, to identify the impacts of CC membership on the social and personal development of members and to examine the nature of CC membership. In order to build the conceptual framework for its design, the study reviewed theoretical literature related to influences on social and personal development of children. Similarly, rights of the children, programmes and organizations for the development of children, and Nepal's response towards international conventions were also reviewed as a background to understand the need for social and personal development of children and the institutional structures available for it. The main argument has been that child clubs provide an institutional framework for the development. Available research works on the impacts of CCs on the development of children were also reviewed.

The present study was carried out as a case study of a CCs hatemalo, Little slep and bagalamukhi located in Lalitpur district. A sample of 103 club member were personally interviewed using an interview. Schedule to collect information on the social and personal characteristics of the members of the club and the nature of their club membership. A questionnaire was used to collect information on the perceived impacts of the club on them. The major findings of the study summarized below:

7.1.1 Social and Personal Characteristics of CC members

The findings of the study suggest that majority of the CC members are likely to be teenagers, girls and primary level students. Nearly one-third of the CC members were from the 11-13 yrs age group, with children outside this, range associate only in limited numbers. Girl's participation in the club was high with girls slightly

outnumbering boys as members of the club. One third of the children's income source is official work of their parent. Majority of the members of the CCs were studying in the lower secondary grades, although students of higher secondary and above secondary grades were also the members of the club.

Children from major caste groups BLC and Magar/Rai/Limbu were more likely to join the CC in clear majority. Children from various ethnic groups and minority communities were under represented. Majority of the CC members came from a small size family. As the family size increased, the probability of the children joining the club progressively decreased.

7.1.2 Membership Characteristics of CC Members

The study shows that friends serve as the main source of information and motivation about joining the club. Half of the club members got the information about the club for the first time from their friends. The other sources of information were in order of importance radio/TV, family, school Teachers. Majority of the club members were motivated by their friends to join the club. The other minor sources of motivation were family, magazine, neighbours and school visiting programmes.

The study also shows that most of the club members are with the club for not too long but are active. Majority of the CC members were not active as they participate in the club meetings. However, some members did not attend meetings. Most of the members spent an average of three hours in a week in the club. Majority of children has joined the club to gain knowledge. Others because members to demonstrate their talents and to develop intellectual capacity and confidence.

Most of the club members were satisfied with their association with the club as they felt that their purposes had been fulfilled to a large extent. However, one - third members felt that their purposes were fulfilled only partly. More than 50 percent children has done leadership in club activities.

7.1.3 Development Impact of CC Members

The study found positive social and personal development impacts of CCs on children. The members reported of positive changes after they had joined the CC. They perceived of improvement in the personal and social aspects of their development.

There was improvement across all four dimensions of their personal and social development viz. awareness, personal and social skills, critical personal attributes, and personal and social previous. The degrees of change though, varied. More significant change took place in social and personal behaviours as well as personal critical attributes. The most significant impacts on the CC members has been on their behaviours relating to child rights and community works. Like wise they significantly developed their expressive ability, awareness of child rights protection, leadership, communication and interpersonal ability. Less improvement mentions of their social and personal development. The benefits to children progressively increased with the duration of the membership. Those club members who spent an average of 2.3 hours in a week reported of the highest level of development impacts. Longer hours of association with the club did not necessarily result in more benefits to the club members in terms of their social and personal development. 100 percent children said that they should have the right to education.

7.2 Conclusion

Some important conclusions can be drawn about the development impacts of CCs on their members from the findings of the study. This study has firmly demonstrated that CCs can be an effective institutional instrument for the personal and social development of children. In particular CCs can enhance children's social and personal skills and behaviours. They can also develop social awareness and critical personal attitudes of children. The present range and level development of children's skills and behaviours progressively. Their impact on children's awareness of social issues is less.

Children from ethnic minorities and senior grades of schooling have very limited participation in the CCs. It seems that CCs may not have yet created a space

for full social equity in terms of membership composition. However, the gender balance of the membership is good was reported knowledge about environment protection and information about child right protection. Those aspects of personal and social development recorded significant improvements which were less developed at the time of joining the club indicating significant potential of CCs to help children develop their under-developed knowledge, skills, attributes and behaviour.

The club members in senior age groups experienced more development impacts than those in junior age groups across all four dimensions of social and personal development. Higher the age of club members, greater was the probability of gaining development benefits from the club membership. Similarly, girls their club membership as compared to boys.

Findings in Laos suggest that the club members with higher level of education were benefited more from their club membership as compared to those with lower level of education. The club members from the dominant caste groups such as Brahmin /chhetri and Magar reported for significant improvement in all dimensions of their development. Children of ethnic minorities were not as much benefited from their membership of the club. The general social disadvantage to the people from minorities was also equally applicable to the CCs.

The members with longer duration reported of considerable improvements in all certain personal and membership characteristics of the club members such as age, gender, educational level, caste structure and length of club membership determine the extent and nature of development benefits for children. Age educational level and length of membership progressively relate to the development benefits : higher their properly greater the probability for getting more benefits. Gender and caste visible in the society. Boys are experiencing more the dominant caste groups. In this sense the CCs are yet to adopt a more balanced approach to create a fully equitable opportunity for children to gain development benefits from CC membership.

7.3 Recommendations

The findings of the study have some important implications for the formulation and social development of children, management of CCs, and further research in this area: based on the findings, some recommendations are offered.

The study has demonstrated that CCs have tremendous potential for personally and socially developing children. As such they should be formally recognized and actively promoted by the government and other non-government organizations as a key institution for the development of children in all parts of the country.

CCs should seek to pursue more balanced membership and more equitable involvement in its activities of children from different personal, social and membership strata. Participation of members in the club activities should be closely monitored to ensure equitable opportunities, and special programmes should be introduced to involve less participating members so that they can also derive as much benefits as the more active ones.

The present range of activities of CCs needs to be expanded so as to make even greater impact on the critical attributes of the members. CCs should give more importance to raising the awareness of children on social issues and developing their social behaviours through more innovative programmes. This is important for the overall development of the personality and social ability of children.

Further studies on this theme are necessary, a more comprehensive study on the development benefits of CCs covering a larger sample size and more variables is required to validate the findings of this exploratory case study. It would be necessary to enquire into why all members of the clubs are not getting equal benefits. Additionally, it will be important to study the impact of different kinds of club programmes on the development of children. Lastly, the effectiveness of CCs in terms of developing children should also be evaluated for a better understanding of the observed differences in the benefits as perceived by the children from their membership of the club.