Role of Non-formal Education for Poverty Reduction

In partial fulfillment of course for master's Degree
M.ED second year, educational planning and management

Thesis

Presented by
Dipak Ghimire

T.U Redg no   : 12274-94
Exam Symbol no : 2140042
Campus Roll no   : 111/2063-65

Sukuna Multiple Campus

Department of Educational Planning and Management

Indrapur Morang

2067

Tribhuvan University
Sukuna Multiple Campus
Indrapur, Morang, Nepal

Date:

Letter of recommendation

This is to certify that Mr. Dipak Ghimire has completed this dissertation under my supervision for the period prescribed by rules and regulations of Tribhuvan University and dissertation entitled **Role of non-formal education for poverty reduction** embodies the results of his investigation conducted during the period 2067 in the Department of Education, Planning and Management of Sukuna Multiple Campus. I recommend and forward that his dissertation submitted for the evaluation and award.

………......…………

(Director)

Ashok Basnet

Assistant Lecturer

Tribhuvan University

Sukuna Multiple Campus

Indrapur, Morang, Nepal

Date:

Approval Letter

This thesis Report submitted by Mr. Dipak Ghimire entitled **Role of non-formal Education for Poverty Reduction** has been accepted as a partial fulfillment for Master Degree in Education

COMMITTEE FOR VIVA VOCE

S.N	Name	Designation	Signature
1.	Mr. Laxmi Kumar Shrestha	Chief of department	………………….
2.	Mr. Ashok Basnet	Thesis Supervisor	…………………
3.	Mr. Ram Prashad Karanjit	External observer	…………………

ACKNOWLEDGEMENT

First and foremost, I am indebted to my thesis guide Mr. Ashok Basnet for his invaluable scholarly support and his warm- heartedness a person with full of inspiration and cooperation, that enabled me to achieve the goal

I would like to extend my appreciation to head of the department of Education Planning and Management Mr. Laxmi Kumar Shrestha, whose theoretical class became the foundation for some chapters of the report I owe them an in-depth gratitude. I am grateful to the Head of Education planning and Management for their instruction and recommending support without which this study could not have been completed.

Finally the report is based on intensive study on different personal. so I am grateful to all of the respondent related to my research work, besides them some personnel are deserving character to appreciate by pointing the name- Mr. Shishir Shreatha, Chief of NFE programme, Mrs Rara Dhakal, Miss Sunita Basnet, Miss Rita Rai Sectary of Bachat Samuha. Similarly I owe to Mr. Robindra Subedi for his invaluable help. I am very grateful to Mrs Anjali Subedi who helped to prepare this thesis.

I would like to thanked all the members of Bachat Samuha whose data are the focus and foundation for this study.

Mr. Dipak Ghimire
Dharan-15

ABSTRACT

This study is done on the topic **Role of non-formal education for poverty reduction** which presents the condition of poverty. Generally poverty has been analyzed with two perspectives-income and capability and programs have been launched to address the both perspectives of poverty for simultaneous attack for poverty reduction. For income prospective, income generating program (IGP) and for capability prospective literacy, post literacy and life skills education programs are conducted, since 2056/ 057. Among them only IGP a mode of NFE was studied. It has kept 3 objectives with the motto for poverty reduction. The major objective is: find out the role of non-formal education in income generating programme on house hold income.

This study is based on more qualitative data also. So, during the study more emphasis is given to collect accurate information. Data analyzed procedure is done by presenting table, graph and chart etc. Land less people who live in seven different wards of Dharan Municipality is selected to study. Seven income generating groups are conducted from Dharan CLC. Research is done in both qualitative and quantitative method. Chief of NFE programme from Dharan Municipality, Secretary of all Bachat Samuha and seven Bachat Samuha members are selected to study. Members are selected by applying simple Random Sampling method. Benefit group from NFE, people living below the poverty line and low economic status is the selection criteria. Questionnaire and discussion are done for the study. Data are collected from Primary and secondary source.

The major findings of the study are: IGP is conducted in seven different wards of Municipality in Sunsari District. There are seven groups with and each member of different group saves 15 to 20 rupees per months and collected fund has mobilized in group member with 5% interest. the entire member of each group has earned more than Rs. 35000 in a year. Seven income generating groups were conduction from Dharan CLC and all groups have seven to eleven members in executive body. CLC has provided technical support to goat and pig rearing and idea for loan mobilizing for each group of members. Data has been analyzed with six tables and five figures. Data has been analyzed with these topic- Role of Non-formal education, monthly saving

and fund, skill development, contribution of IGP, problems of access on IGP and ways to solve the problems.

NFE programme has helped to conduct IGP for poverty reduction. They are seven groups and each group has conducted goat and pig rearing occupation. They collected matching fund and monthly saving, which are providing loan for goat rearing and they are earning certain amount every year. They could fulfill their basic needs easily from their occupation and their children are studying in school because of awareness. They know the importance of health, education, saving, goat and pig raring, group mobilizing, hygienic and sanitation from IGP. Their problems was goat and pig treatment, bare land matching fund and social problems and recommendation was removed matching fund, providing loan, doctor, book etc and other programme of income generation.

The programme should be conducted according to the report of need assessment and feasibility study. Assessment and feasibility should be compared of different place to launch the programme in bright place. NFE programmer should frequently visit the field, interact with the member and report procedural problem and should give opinion to higher agency.

Table of Contents

Chapter : One
Introduction

Chapter : Two
Related literature Review and Theoretical Framework

Chapter : Three

Methodology

Chapter : Four

Analysis and Interpretation of Data

Chapter : Five

Findings, Conclusion and Recommendations

List of Tables

List of figures

List of Abbreviation

Abbreviation		Full form
ASIP	:	The Annual Strategy Implementation Plan
BS	:	Bachat Samuha
CBS	:	Central Bureau of Statistics
CLC	:	Community Learning Centre
DEO	:	District education Office
EFA	:	Education For All
HDI	:	Human Development Indicators
IGP	:	Income Generation Programme
MOE	:	Ministry of Education
MOES	:	Ministry of Education and Sport
MOECW	:	Ministry of Education, Cultural and Welfare
NFE	:	Non-formal Education
NFEC	:	Non-formal Education Centre
NGO	:	Non Governmental Organization
NLSS	:	Nepal Living Standard Survey
NPC	:	National Planning Commission
UNDP	:	United Nations Development programme
UNEP	:	United Nations Education Programme
WB	:	World Bank
HEAL	:	Health , Education and learning