

Chapter: One

Introduction

1.1 Background of the study:

Education is a light to lead an individual in a bright path. So Aristotle says “Education is the creation of a sound mind in a sound body.” According to the human civilization, Education system was started from the ancient period but, with the explosion of knowledge it started to run with formal system so the people were leaving it that, were unable to catch it. After that non-formal education was started in 1960 where Philip Coombs played the vital role to give birth of it (Shrestha, Shina & Basnet, 2061)

Brembeck, (2010) said that non formal education was silent enterprise and Philip Coombs gave the structure of it. So, we can say that Non- Formal Education is not the substitute and antagonist of formal education. Instead of it is the innovation and Dialogue.

Poverty refers to such an economic condition in which people lack income good enough to obtain their basic level of food, housing, health, education etc. Poverty is categorized in two groups. They are i) Absolute poverty and ii) Relative poverty. An individual is in absolute poverty if his or her income is not sufficient enough to meet basic needs. Relative poverty defines income in relation to the average. In this method, the entire population is ranked in order of income per capital. (Dhungel and Mainali,2009).

Poverty and unemployment are more widespread in the third world countries where there is little industrialization, more corruption and political instability, high population growth and less skilled manpower. In Nepal about 30% of people are still living below poverty line. A record shows that the population in absolute poverty has reduced to 31% from the earlier figure of 41% in a decade. The most important step towards poverty eradication is

employment generation. Poverty alleviation has remained a major focus of Nepal's all economic plans. The 8th five year plans in particular, set aim for reducing poverty and achieving a higher economic growth (Shrestha, Shina & Basnet,2061).

The 3 years interim plan (2064/65-2067/68) has also aimed at poverty alleviation and reduction of the gap between rich and poor through employment generation. It has set the following programmes in this regard.

To increase investment in the reconstruction, rehabilitation, reunification and development of infrastructures. To create new employment opportunities by encouraging private sectors in cottage and small scale industries. To prioritize labour-based enterprise activities in rural area in order to create employment. To create employment opportunities for dalit, downtrodden and disadvantaged women, disable madhesis and backward classes and minorities for their income generating by carrying out target programmes based on micro-credits separately in Himalayan, Hilly and Terai Regions.

Poverty is more than income or human development; it is also vulnerability and a lack of voice, power and representation (World Bank, 2000/01). Poverty is a burning problem in the world. It is a multidimensional issues as well as a concept has been an alarming concern of not only developing countries. But also of developed of adequate food, clothing and shelter and area without access to health services, safe water, sanitation and education. The developed countries have the problem of unemployment during abuse, violence and crime all because of the widening gap between the haves and have-nots.

More than one billion (1115 million) people still continue to live in absolute poverty quite far away from such progress. Three quarters of such

poor live in countries of the Asia Pacific nearly half of them in South Asia (UNDP/CERID, 1997).

Under the Education Regulation 1992, a National Council for Non-Formal Education has been constituted to formulate policies, coordinate programmes, carry out follow-up activities and supervise non-formal education. The Minister of Education and Sports Council comprises representatives from various related ministries and NGOs. The following agencies have been working to extend the NFE programme.

National Council for NFE, District Committee for the Development of NFE
District Education Office, NFE Unit, Village Literacy Campaign Committee
Regional Directorate, NFE Unit (MOE, 1993).

The literacy campaign has been extended to at least one district in each of the five development regions; approximately 100,000 illiterates became literate in just one year in 1990 alone. During the period 1993/94, the total number of children covered by out-of-school programmes was 77,688 (MOECW, 1993). Despite this, the progress achieved is far from adequate. The amount of funds allocated to non-formal education is as low as 0.3 per cent of the total educational budget. Besides, there are other problems such as the shortage of educational materials, lack of follow-up and evaluation. Unstable and random approaches taken to carry out policies and programmes must be eliminated. These problems are related to every aspect of policy, coordination and uniformity as well as technical areas.

The Living Standards measurement survey conducted by CBS/Nepal, in the year 2060/61 BC has determined Rs 7,696 per person per year as the poverty line or poverty threshold level of income. This amount includes the cost of buying the minimum basic needs of the people viz. food, clothing, shelter etc. In Nepal, Central Bureau of Statistics (CSB) conducted Living Standards

Measurement Survey in the year 2052/53 BC. At that time, 42% of the total population was found below the poverty line. After 8 years, CBS once again conducted Living Standards Measurement Survey. According to this survey only 31.5 of the people were below the poverty line (Dhungel and Mainaly,2009).

Literacy has been based to begin with other programmes for the illiterate people; however literacy and income-generating programme has helped only to those who have some assists and option to change. It has not helped much to the poor and down trodden people. It was also not found to bring change in the people who are traditionally bound and do not feel ownership in the programme. Literacy was not able to benefit the poor as envisaged, as it did not provide income at the instant. It takes quite sometimes to get the return, which is not possible for the poor who have to live in hand to mouth situation. Poor people need more help and separate programme focused towards income-generating that can raise their economic status along with literacy (NFEC, 2000).

The EFA2004-09 has emphasized non-formal classes in low literacy area especially Mid Western, Far Western and Central Terai. In previous fiscal year out of the total 21000 quota in 55 districts, only 25000 (90%) classes were conducted. Nearly 200000 women benefited from these classes. Almost 500 participant representing 5 percent of the total dropped before completing the course.

Introduction to IGP as a mode and means of NFE

The program has been implemented in the organization of MOES/NFEC in the support of NFEC/UNESCO with CLC.

The objectives of IGP are - to increase the attendance in literacy classed and reduce drop out. To strengthen and sustain in acquired literacy skills. To motivate the participants in the acquisition of for further skills. To provide

opportunity of income generation through local resources. To support community development by increasing income of low income having person and family, (MOE, 2004-09).

Income generation group formation is central to the programmes. Women are encouraged (teach the skills of saving by training) to form saving group and Mobilize the serving for income generation activities when they begin second phase of literacy class. This incentive is targeted towards poor indigenous women. The mobilizers assists in organization the meeting they also tend income generation group meeting. The CLC provides them support through their clerks to solve any problems- account loan in risk, conflict etc.

It is important to recognize that the poor deprived of their basic needs. Education rights don't constitute a small in significance minority more than 2.8 billion people, close to the half of the world's population live on less than the equivalent of \$ 2/day. The situation is somewhat paradoxical it is not that the world hasn't progressed in terms of economic prosperity. But that has not contributed adequately to eliminate of poverty as the UNESCO commission on culture and development point out, in spite of four decades of development efforts, poverty remains high. Leakage between poverty and education has to be viewed with in these evolving situations with respect to global poverty and spread a basic education.

There is no darts of imperial evidence linking education with number of development indicators. Historically it is well known that countries which has invested in education have benefited in terms of better economic growth and reduced poverty levels. It is now widely excepted that investment in human capital is one of important keys to break the poverty cycle. In fact, discourses on poverty articulated in the last ten years including the now familiar concept of "Human Development Index", have significantly expanded the contours of our understanding of the relationship between education and development.

Poverty alleviation has been an important agenda in all developing countries and central themes of the development discourse for the last more than five decades. Each WFE, particularly, programmes, involving skill building for income generation a potential instrument for poverty alleviation?

Historically, poverty has been viewed mainly as indicated by low level of income among the individual poor, or by slow growth of GDP at the macro/national levels. Therefore, in the part international assessments heavily depend on income level as the basic major of poverty. However, there is now universal agreement that dimensions of poverty for transcend this traditional definition. This broadening of the concept new vision of development as important in human wellbeing. Poverty lines are routinely determined in every country; poor constitute a very large number of varied groups, difficult to be treated under one level called those below poverty line.

Non Formal education has been a significant component of education policies and programmes in developing countries for the past nearly three decades. A minimalist technical definition of non formal education would describe it as: Non Formal Education occurs "when learners optional to acquire further knowledge or skill by studying voluntarily with the teacher who assists their self determined interest, by using organizes curriculum, as is the case in many adult education course and workshop." Though limited in scope there definitions draws attention to the importance and potential of education, learning and training that take place outside organized educational institution. (Analysis of field experience from Asia 2010)

1.2. Statement of the Problems

According to the census report 2058 B.S, literacy rate of Nepal is 53.74%. Lacks of formal education system in rural communities of Nepal, most of the people are illiterate and they depend upon cultivation. Rural population is growing and traditional cultivation system is not enough to foster them. So, the cultivation should conduct from scientific techniques, non formal education can help it and the main role of NFE should be for poverty alleviation.

Illiteracy and poverty are the major problems in our country. Due to these problems, other various problems are taking place and to solve these problems this study is done on the poverty reduction. Non formal education is intended for all age group and section of society. So it can provide skills of various occupational area to earn money more than previous job. Illiteracy should be removed with non formal education and poverty should be removed with income generating programme. Both things are possible only with education, so this study also focus on NFE and poverty reduction. Education is the key to open the lock of poverty from where people get chance to uplift their life. So, education is the most important to alleviate poverty.

1.3. Rationale of the study

Nepal is a poor country and still the government is beyond to find out the solution from its root level. So, this will attempt to address the poverty alleviation issues through non-formal education. Hence, this study will enable the planners and development practitioners in understanding the role of non-formal education and in designing educational development that would contribute to poverty alleviation. It will help policy makers in taking information. It will also be helpful to all those who are directly or indirectly involved in poverty alleviation programmes.

1.4. Objectives of the study

This study is conducted on the topic Role of Non-formal education for poverty reduction; the major objectives of this research are as follows:

- a. To find out the role of non-formal education in income generating programmes on house-hold income.
- b. To find out the contribution of income generating programme to increase voice, power and representation.
- c. To identify the problems of access to income generating programme.

1.5. Research questions

Regarding the objectives, following questions are asked with the people who are involved in non formal educational programmes for income generating.

- a. What should be done by NFE to IGP?
- b. What are the main objectives of IGP?
- c. Do they increase their voice, power and representation from IGP?
- d. Why is NFE needed?
- e. Do you face any problems in IGP?
- f. What suggestion do you give to solve the problems?

1.6. Delimitation of the study

Delimitations of the study are following:

This study is done in only one municipality named Dharan of Sunsari district.

Out of many mode of IGP conduct by NFEC, only pig and goat rearing programme was taken for study.

1.7. Definition of terms

1. Non Formal Education : Non formal education is a mode of education which is given to those people who are deprived from Formal education system
2. Income Generating Programme : Programme which is conducted to be sustainable.
3. Community learning Center : Learning centre for the illiterate people

Chapter :Two

Related literature Review and Theoretical Framework

There are many literatures related with the topic but the literature of the study conducted inside the country and related with education and poverty has been discussed in this chapter.

2.1 Review of the Related Literature

The Nepal living Standard Survey (NLSS) carried out in 1995/96 conducted that poverty is more severe and intense in remote rural areas especially the Mid and Far western hills and mountains. Poverty rate was 44 percent in rural areas (compared to 23% in urban areas and 4% in kathmandu valley) and it was 53 percent in the far Western Terai region and even higher (56%) in mountains and still higher (72%) in far western hills and mountains (NPC,1997c). There are income disparities related to gender caste and ethnicity. Disparity is also seen in human development indices in regions, urban and rural areas, caste and ethnicity and gender (UNDP, 2002).

According to World Bank (2004) on its world development report, making services work for poor people, it has established an international poverty line: \$1 per day per person in 1985, purchasing power parity. In 1979, World Bank wrote, "Everyone in Nepal is poor" except few professional and business men. It has also given the importance to education and services work for poor people in Nepal. This report presents the status of poverty in Nepal, (World Bank 2004).

According to fact sheet, CERID, 2005 "Nepal government has prioritized quantitative acceleration as well as qualitative augmentation in non-formal education. For this purpose various strategies have been framed.

Operating non-formal and alternative education programs for out of school children and youths.

Conducting functional literacy programs focused on developing basic life skills and on income generating skills for adult population specifically for women's employment. Implementing follow up programs to enhance neo-literates' abilities to deal with the emerging needs. Establishing community learning centers (CLCS) as the venue and support system for literacy activities, continuous/life long learning and community-based educational forums and income generating activities.

These strategies have been framed on the background' of the Dakar declaration (2000), In essence, the emphasis of the declaration calls for the provision of basic education whether delivered formally or non-formally. All people, especially those that are most disadvantaged and socially excluded should be guaranteed access to basic education of decent quality. The current literacy rates show a steady improvement over the years. However, the improvement pace seems to be too slow to meet the EFA goal by 2015. The challenge for achieving better adult literacy lies in the fact that a large majority of the population in Nepal are subsistence farmers who have little time to spare for literacy efforts. In view of this challenge special measures for the communities remaining far behind in literacy will be developed. Mainly, communities in remote and access- difficult geographical contexts,(e.g. Dalits minority ethnic groups, women and economically disadvantaged groups) will be the priority constituencies.

The above-model of CLC was developed as a part of CLC evaluation task which CERID performed for UNESCO, kathmandu office. In a situation where CLC's roles are needed to focus on various crucial aspects of better living it is imperative, therefore, to reengineer CLC with the capacity to generate more enabling outcomes such as: good cultural practices and

enhancement of good tradition, social harmony, income generation and poverty alleviation, Entrepreneurship skills development, political awareness and democratic practices, lifelong learning for better quality of life, quality and relevance in education.

According to Lamichhane on 1993 on his book, perspectives of Non-formal adult education, normally, learners and those who guide the course organize instruction in response to needs and interests identified by the participants. In contrast, informal education occurs in situations where neither the learner nor the source of instructions makes conscious effort to engage in learning activities (Lamichhane, 1993)

The EFA report on NFE policy/ strategy, prepared by MOES, provides emphasis for operating non formal and alternative education for the facilitation of out of school children and youth. Similarly, the policy document of 10th plan, guides to run programs effectively on adult literacy and child education inspiring the targeted community particularly the women to education, and to run the program of literacy, post literacy and continuous education in an integrated manner and to run these programs in coordination with other development programs with the involvement of the local bodies, governmental and non government organizations for achieving the objective of increasing the literacy rate.

According to Manandhar, 1987, on his book Asian South Pacific Bureau of adult education: objectives and Marx K.1850, Structure of Production, Non-formal adult literacy programmes are of three categories according to the level of development of a country. In industrialized countries, non-formal adult literacy will have greater components of technical education and counting education and will focus more towards entertainment and personality development. In moderately developed countries like Thailand, the literacy program is a multi faceted literacy package. And in very under

developed countries like Nepal, the focus is by and large placed on more literacy (Manandhar, 1987).

Flash report II, MOE and sports, Department of education, 2005. The annual strategic implementation plan (ASIP) targeted that-61760 women would receive basic literacy whereas 40179 would receive functional literacy and 6027 woman would benefit from income generating self employable skills through women literacy programme. The woman literacy programme I was target in all 75 districts whereas women literacy programme II and skills training in 73 districts except in Kathmandu and Manang. The information is not included in the school questionnaire as these are conducted in communities. Hence, it was expected that the information related to this as well as adults' literacy classes will be captured in status report, 2004-2005,(MOE,2005).

Analysis the contribution of family education to household income. Analysis the contribution of family health to household income. Assess the relationship between family education and family health. Examine the interrelationship among, family health and income Human capital is main contributor of family income .Rural householders in an agrarian economy are the low level of farm productivity. The rate of technology transfer is affected by household literacy. The level of health development of a family is a complex character and no single variable can reflected this complexity. Average years of schooling of household members of the 10 years and above age group were also a significant development of family income. Schooling increases family income and household interest is to send their children to school, the availability of educational institutions in the vicinity determines the years of schooling. Remoteness of the area is also reared with lower levels of family income. When a household head is a female, children attend school more frequently than in the householders where heads are male.

In an agrarian rural poor economy, number of children in the family is significant determinant of family education. When the household head is educated, it is obvious that there is a realization of the importance of education for the family members. Schooling requires some cash investment.

The Tenth Five year plan of Government of Nepal aims at improving the access and quality of primary education. The plan also has, among others, the objectives of expanding non-formal literacy programme, development and expansion of secondary education production of middle level technicians and production of higher level skilled human power,(NPC, 2003).

The government has set a target to achieve 70 percent literacy by the end of the Tenth plan period, and a long term national target aims to wipe out the literacy by the end of the twelfth plan (2015). The following policy guidelines have been embraced to address the goal as mentioned above. to implement adult literacy and out-of-school education program by involving NGOs11-NGOs, to reduce the gap between male and female literacy rates, to give priority to low literacy areas, to emphasize integration of functional aspects into post-literacy and continuous education programs, to involve unemployed educated human resource in the extensive operation of non-formal education programs, to strength the mechanism for effective. Co-ordination between GOs, NGOs and I-NGOs from the grassroots level to the national eve, to use local and popular media for effective participation in NFE programs, to prepare a literacy mapping (village level to national level), to decentralize NEF programs, to conduct special literacy classes for prisoners

The United Nations decades for the eradication of poverty (1997-2006) is not just another in a series of such action. It is a worldwide endeavor to comfort the problem of human degradation caused by abject poverty. It is a remainder that a goal of universal peace, which we show urgently sick, can't be achieved until there is a fair and just world in which every one is able to live

and work in dignity. It is estimated that 1.3 billion people live on less than US\$ 1 per day. This number is growing steadily as newly poor groups are being created by civil war, loss of employment and restructuring of society. Respect for human rights, meeting basic human needs and more equitable distribution of wealth are clear priorities for the eradication of poverty. There is no simple causative relationship between education and poverty. There are illiterate among the rich and literate people among the poor.

It is not enough to provide general education for poor people, young people and adults. Careful research and planning are need beforehand to ensure that real learning needs are need and that the education provide for the disadvantages learners enables them to participate on equal footing with those who are more advantaged. Many attempts have been made to improve educational opportunities for disadvantages group although not enough has been done to sustain the successful strategies. Yet the importance of education in poverty eradication is recognized for the development of personal and technical skill and they acquisition of knowledge. In reaching disadvantages group the teacher remains at the centre of education.

Poverty eradication is a long term goal and it will take generation to reach. Each country has a responsibility to do its utmost to bring about a socio economic and cultural milieus that permit universal and lasting human development to take place. This achievement requires an environment in which peace, justice, fairness and a respect for human dignity prevail. Absolute poverty is a violation of human rights and its eradication should be centre of any strategy for global development. Agenda-21 in its objectives for combating poverty purpose to focus on national development plan and budget and on investment intended to improve policy and programmes directed at rural areas, the urban poor, the human and children. It advocates the achievements of sustainable livelihood as a broad goal for combating poverty. The social summit held in Copenhagen in March in 1995, drew the world's attention to the

magnitude and complexity of the problems of poor people. Its objectives were concerned with the alleviations and reduction of poverty, expansion of productive employment and enhancement of social integration. It further expanded the concept of sustainable livelihood. This programme of action purpose the identification of the livelihood system and survival strategies of people who live n poverty with a new of building on their efforts in sharing their participation in programme for combating poverty.

Concern for the role of education in poverty eradication lead UNESCO to organize a consultation in March 1997, which bought together representatives from international and bilateral agencies. Government and an NGO, to discuss the role of education in poverty eradication. The consultation was followed by a round table on the same issue in the 29th session of the UNESCO general conference in October in 1997. UNESCO and UNDP under the project "literacy as a tool for the empowerment of the poor" conducted a study in 10th Asian countries. Many of the suggestions and recommendations in this document have been made before and are written into the programme framework for agencies and government. The finding of the ten countries studies summarized in the following statements: "education can be an effective instrument of social change only when it functions as life empowering forces by arming human individuals with essential skill of literacy, innumeracy, communication and problem that solving and productive work."

Most education systems are centrally planned and administrated and are narrow focus on academic achievements geared to progress through educational level. though children who do not fit in to this educational ladder do not succeed in the system. The time has come for education system to develop a more dynamic planning approach. Science and technology must be brought closer to community in a language that they understand. In an age of rapid technological advancement, opportunities must be created for learning groups to be exposed to new technologies, but starting with what they knows in

ways consistent with their culture capabilities. Education can help to create greater harmony traditional practice and modern science and technology, so that poor people can benefit from both the worlds.

Woman's literacy and saving and credit programme in Nepal: The Health, Education and learning programme in Nepal is intended to integrate training in literacy with health education and it build round the participation of a community health volunteer, who is local women. The programme has three district phases: basic six month literacy course, supplemented by health relation, three month post literacy course to discuss a specific health takes, twelve month continuing education programme (without facilitator), to study a set of booklets written by the learners. This model was drawn on an adopted in order to empower women through financial services. In this approach supplementary exercises are provided for the six months basic literacy course with a short illustrate discursions of aspects relating to gender, women's empowerment and group formation.

At the end of the course, the (Neo literate) women continue with a three months post literacy course (thalani) in which they use their new literacy skill and knowledge to learn more about group formation, rules about saving and credit, maintaining accounts and family budget, calculating interest rate and awareness about women's assets. In the final (third) phase the women use a five book continuing education series that provided information on group decision making, using group savings- fund to provide credit to members and those outside the book, access to outside credit and practice mathematical problems to help maintain group accounts. Once the five month programmes has been complicated, the woman form saving groups or go on to use credit to form micro- enterprises. In two district of western Nepal, 77 saving and credit groups, each with a membership of 7 to 12 women were formed over a period of two years. (Source world education report Nepal,1996)

2.2 Theoretical Frame work of Study

Maslow's hierarchy of needs

Developed by Abram Maslow in 1943A.D, the need-hierarchy concept of motivation is a widely used theory of motivation in organizations. This theory primarily attempts to answer the question, what factor motivate employee at work? According to Maslow's clinical experiment, he finds five basic needs which motivate employee to behave in certain ways at work. These five needs are related to each other and arranged in a hierarchical form. They are: i) Physiological needs ii) Security needs iii) Social needs iv) Esteem needs and vi) self- actualization needs.

Maslow 1943, categories five needs into two level- higher level and lower level needs. Where as physiological and security are the lower-level needs. Social esteem and self-actualization needs are the higher order needs. The lower-level needs are never completely satisfied. They recur from time to time. Maslow argue that the average person is satisfied 85 percent in physiological needs,70 percent in security needs, 50 percent in social needs, 40 percent in self-esteem needs and 10 percent in self actualization needs. The lower order needs are dominant early in life, where as the higher-order needs become more important as a person matures. (Adhikari, 2005)

Karl Marx- Economic Determinism

Marx arrived at an evolutionary theory of society in which the whole system of natural law fell into place as the ideology appropriate to a specific stage of development. The normal course of social development is feudalism, capitalism, socialism with a form of political organization fitted to each. Moreover, his theory of revolution made evident the mechanism by which political change takes place. it is the incompatible interests of social classes and the struggle between them to dominate society in their own interest. The French revolution relieved the middle class from exploitation by the older

classes but left it an exploiting class. the wage-earning proletariat is an inevitable product of capitalism which rises 'pari passu' with the bourgeoisie. The success of the bourgeois revolution which in the end will sweep away the new exploiting class. But the final step will complete the process by abolishing classes and exploitation altogether.

Marx made it quite clear that he did not regard himself as having originated the theory of class antagonism. In the revolution of his own day Marx believed that he saw a new type of revolutionary uprising which had as its spear point not a middle class intent upon political right but a working class rising to the consciousness of its own degradation and confusedly determined to alter not the political super structure but the underlying economic causes of social inequality (Thomas and George, fourth edition)

2.3 Educational Implication

Education enhances productive capacity of human beings. Therefore education is the primary vehicles to enhance economic growth. Economic growth gives impetus to economic development. Economics, in this sense an establishment of firm economic base with employment opportunities. Employment opportunities presents source of income thereby contributing to reduce poverty. When a community suffered from various circle of poverty, government should provide non formal education to enhance economic growth and basic life skill. The above mention Principles prove that non formal education is needed to remove poverty from the society. These principles give a glance to know or watch out the economic condition of the people who are living under the poverty line.

Chapter : Three Methodology

3.1 Research Design

Descriptive design is used to conduct this study. Research is done in both qualitative and quantitative method.

3.2 Data Collection Procedures

This study is based on more qualitative data. So, during the study, more emphasis is given to collect accurate information and research is tried to get the reality of respondents as possible.

3.2.1 Population:

People who are involved in non-formal education programme to increase income. Chief of Non-formal Education programme from Dharan municipality, secretary of all Bachat Samuha and Seven Bachat Samuha are selected to study.

3.2.2 Sample size

All together there are 77 members in seven different group, out of them 14 members from seven different groups who are involved in pig and goat rearing items, program chief of non-formal education programme of municipality, secretary of all Bachat Samuha are selected for this study. Poor people who are living in the different ward mostly 13,14,15,16,17,18 and 8. Theses people are beyond from formal education and non-formal education is providing an opportunity to read and write where it also helps to increasing their income by rearing pig and goat.

3.2.3 Sampling method:

Sampling method is one of the key point of study on particular topic. So, the following method are applied for sampling. Area is selected by applying

purposive sampling method. Members are selected by applying simple Random sampling method.

3.2.4 Sample selection Criteria

The following mention points are given the criteria to select sample for study. Benefit group from non-formal education, people who are living below the poverty line, low economic status and beyond from education.

3.3 Instrumentations

The following instruments are used for information:

1. Questionnaire
2. Discussion

3.4 Source of Data

Primary source of data: Dharan municipality, secretary of Bachat Samuha and participants in IGP programme have provided the data of non-formal educational programmes which are running in Dharan municipality with the motto of literacy for income generating.

Secondary source of data: All the Bachat Samuha and Dharan Municipality which are selected for this study and the activities which has been done by them.

3.5 Data Analysis Procedure

Data analysis procedure is done by presenting table, graph and percentage ratio of participants according to castes.

Chapter: Four

Analysis and Interpretation of Data

Non- formal education and poverty reduction are the main topic of the study. Still large number of people are living below the poverty line and they are non touched by formal education where as they could not afford the fee of formal education. Due to this problem, illiterate people could not develop or show their skills. In the context NFE is providing an opportunity to read and write. Similarly, it is trying to uplift their living standard with income generating programme to reduce poverty. Due to Non-formal education poor people are being aware of income generating programme and they are involved in different occupation, among them goat and pig rearing programme are selected for this study. So, non-formal education is working as like a tool to reduce the poverty by developing skills in our country.

4.1 Role of Non-formal education

Non-formal education is very important to those people who are really in need.

Table-1 Role of non-formal education

S.N	Role	No. of respondent	percentage
1	Help to develop economic status	15	65%
2	Help to goat and pig rearing	18	80%
3	Monthly saving and fund	11	50%
4	Income pattern	8	35%

Source-Field survey, 2067

The above data has been collected through discuss, questionnaire and study. The above table shows that NFE has a great role on Income generating

programme. IGP programme has helped to develop their economic status. 15 respondents have said that IGP has given a kind of status in their society. They are happy because they were living difficult life before they have involved in this programme. When they have got the way to generate the income and their life is changed.

4.1.1 Help to goat and pig rearing

Table -2 Pig and goat rearing.

S.N	Respondent	Rearing	Debt Rs	Yearly saving (Rs)
1	10	Pig	5000	35000
2	15	Goat	5000	35000

The above table shows that people who are involved in goat and pig rearing, at least they are earning certain amount to run their life smoothly. Mostly people who are involved in male goat rearing they are keeping five to ten male goats including their kids and people who are involved in male pig rearing they are keeping five to eight. Who are keeping only male they are keeping up to eight and who are keeping female, they are keeping up to five because they used to sell their kids and are having good income.

According to Maslow's (1943 A.D) clinical experiment they find NFE programme like basic need which motivate them to earn something from income generating programme. They are taking NFE programme and IGP programme like physiological and security need. Similarly we can see the class struggle between rich and poor. According to Marx theory. 80% participants say that goat and pig rearing programme is better for them because NFE has shown the way to earn money. So, they have decided to follow these occupations to run their household income. They have considered about the importance of goat and pig rearing, increasing their economic status.

When they have started goat and pig rearing the member of each group have earned more than Rs 35000 in a year. They have fix assets also and they don't use it for other work. Now, one of the members of IGP said that before conducting IGP, they have to work in wages and they had got 50 rupees per day. That was not enough to run their family. They could not accept food at their time. But, now we are earning money to run our family. NFE programme is providing technical support and helping to invest their loan and earn money. All of them are actively participate to increase their economic status from goat rearing. According to the structure of our society people are involved in goat and pig rearing. Mostly people whoa re from Bhramin and Chettri community, they are involve in goat rearing where as people who are from Mongolian community they involved in pig rearing. On the basis of occupational profit people who are involved in pig rearing they are benefited more than the people who are following the occupation goat rearing.

According to Mark the normal course of social development is feudalism, capitalism, socialism with a form of political organization fitted to each. Pig and goat rearing programmes are helping to them to make capital which is going to be helpful to them even to involve in other sector with their strong presentation. When they have developed their status, they have started too involved in different programmes. They have got some political status too. It proves that such type of programmes helps to every poor and needy people who are living below the poverty line.

According to Nepal Living Standard Survey, (2060/61) poverty is more severe and intense in remote and rural area. Poverty rate was 44% in rural area and 23% in urban areas. It also proves that people who are living below the poverty line in urban areas, have to be encouraged for IGP through the non-formal education programme. This study is done in the urban area and it proves

that if IGP programme are runned in the urban area than they improve their economic status and develop the skill. See the table-1 to have the percentage.

The pie chart which is presented in fig: 1 also presents the percentage of role of IGP in the development economic status. Goat and pig rearing items are very common and easy to all the participants to earn money so, most of them have accepted it. Similarly they have also developed the saving habit. it also presents that people whoa are being literate through non-formal education they are having or running their life smoothly before they are not involved in non formal education programme. Mostly all the participants are leading their life very pleasantly with their occupation which can be seen through the pie chart or table presented in this data. Due to the change in their economic status they have got some kind social prestige which is like one of the valuable ornaments to lead their life in their society.

Fig:1, Role of non-formal education

4.1.2 Monthly saving and fund

From the document analysis the monthly saving and their total capital (in cash) pattern of the groups was found as follows:-

Table:-3 Monthly saving and fund

S.N	Name of group	No. of members	Monthly saving in Rs .by each member	Total amount in Rs	Caste majority
1	Janaki Nari Bachat Samuha	11	20	35000	Bhramin + Chettri
2	Nari Bachat Samuha	11	20	40000	Rai + Limbu
3	Ramro Bachat Samuha	11	15	25000	Newari
4	Hamro bachat Samuha	11	20	42000	Limbu
5	Pragati Bachat samuha	11	15	35000	Newari
6	Jagaran Bachat samuha	11	20	30000	Dalit
7	Buddha Bachat samuha	11	15	28000	Rai

Source: Field survey 2067

The above table show that all the group of IGP have saved 15 to 20 rupees per month and collected fund has mobilized in group members with 5% interests. They have used that loan in goat and pig rearing.

According to Maslow 1949, categories five needs into two level- higher level and lower level needs. the participants wanted to literate through NFE programme where as they want to learn something to generate income too. So, keeping education as higher need, they have kept income in lower needs and they are able to generate income and now income is going to be as higher needs. Mostly people who are involved in this programme they are highly profited and they have developed their social status also. We can see that people from all cast are involved in this programme where there are some problem to rearing pig and goat according to religion.

Fig:2 Monthly saving in pie chart.

The given pie chart shows the saving of seven different Bachat Samuha where the amount of saving is different between each other. The saving amount is Rs 15 to Rs 20. On the basis of saving amount, the total amount is also different but it proves that people who are doing saving they are not only saving the amounts for short term but they are saving the amount for long run too.

4.1.3 Skill development

Table 4 Skill Development

S.N	Skill	No of respondent	percentage
1	Goat rearing	11	50%
2	pig rearing	13	60%
3	Knitting hat, sweater	8	35%

Source: Field survey 2067

The above tables also presents that 50% of the participants are interested in goat rearing where as 60% of the participants are interested in pig rearing because goat and pig rearing occupation is very good to them according to market demand. They are getting a satisfactory amount by selling goat and pig. It proves that it is good to them.

The above data has been collected through the questionnaire. They have developed the capability to generate income through goat and pig rearing, where as they have developed the capability to generate income and have developed the skill of business too. Goat and pig rearing items teach them the skill of business regarding the market demand. They are doing their work smoothly where as they have some problems but avoiding the problems which they are facing, they are moving forward by developing their skill. Sometimes they face different types of problems where they want to go forward.

According to Mark's an evolution theory of society in which the whole system of natural law fell into place as the ideology appropriate to a specific stage of development. In the same way skill development programme has bought the evolution in the society. The whole system of society like haves ant haves not changed and the people who are doing it getting some status with their ideology which they have developed.

According to the flash report II, MOE and sports and department of education, 2005, the woman literacy programme-I was targeted in all 75 districts where as woman literacy programme II ans skill training in 75 districts except in Kathmandu and Manang. It also proves that skill development programmes are needed to the poor people to develop their economic status. Table 3 also presents that through the skill development programme with the help of NFE people have developed their skills and having a good position even in the society.

4.2 Contribution of income generating programme

Income generating programme has helped them to increase their voice, power and representation in the society.

Table- 5 Contribution of income generating programme.

S.N	Contribution	No. of respondent	percentage
1	Speech in the mass without hesitation	7	50%
2	Develop the feeling of self confidence and dignity	10	75%
3	level of voice and decision making power	9	63%
4	Level of Representation	6	40%
5	Aware about rights	11	80%

Source: Field survey 2067

4.2.1 Speech in mass without hesitation

The above table shows that 50% of the participants give speech in the mass without hesitation. All of the participants have to give speech once a month in their group. They can speak in mass without hesitation. All of the participants of each groups were conducting speech programme. They also said that after the engagement in the income generating programme they realize that working in the group has great return. Like other people in society they are not keeping any kind of hesitation to speak out though some times they get difficulty to select the word and language to speak or give speech in mass.

Regarding the Marx economic determinism they saw a new type of revolutionary uprising which has as its spear point not a middle class intent upon political right but a working class rising to the consciousness of its own degradation and confusedly determined to alter not the political super structure but the underlying economic cause of social inequality. Similarly, According to

Maslow's needs theory they are aware about their needs and they are following such type of occupation which are fulfilling their needs.

4.2.2 Develop of self confidence and dignity.

More than 75% of the participants express that reading and writing skills and the income generating activities together helped to build confidence in them. It has reduce their hesitation to accept change and be ready to do new and innovative things. It has also developed their status in the society. Now they are confidence and they have their own dignity. Due to the increase on the confidence and dignity they have also developed their status and it has helped to develop their skill.

4.2.3 Level of voice and decision making power

According to the participant's observation, 9 members out of 14 were passive to share their opinion at the time of group mobilization. But now they are actively participate in their home to give various decisions in family. It also female dominated society but also most of participants can give decision at their home and society because of their income and awareness level but not in the past. It has proved that most of the participant shad not given decision in past but they are able to give essential decision at their home and society. They are also searching their role at home and society like esteem and social needs. More than 63% of the participants actively taking part in decision making.

According to Maslow 1943, 50% of social needs and 40% self-esteem needs are the lower level needs but they are very important. Similarly their voice and decision making power are like lower level needs. It proves that ti is the contribution of income generating programme. So it is very helpful programme to every one who are living a very difficult life in society.

4.2.4 Level of representation

Most of the participants of each group have no representation power in the society. IGP has developed their income, voice and decision power in their family. But they could not represent different developmental programme at their community except goat and pig rearing which has provided by participants observation. Only 40% of the participants can represent in the society. They were living very difficult life before this but we can see that they can show their presentation in society with their occupation but it takes time. After the involvement in this programme they have raised their presence in every sector where they have to be.

Still like Marx theory, we can see the bay between rich and poor so, class struggle is needed through educational and economical development in the society.

4.2.5 Aware about rights

After the involvement in IGP more than 80% of the participants are aware about their rights. Because most of the participants are female and they were not aware about their rights. In the present condition the situation has changed and they are aware about their rights. At least they can read and write so they can read the newspaper and have knowledge about their rights. They can talk about their rights which are offered by the government in ant office.

Fig: 3 Contribution of Income generating programme

The above mentioned pie chart also shows the contribution of IGP in the percentage. After the involvement in IGP more than 50% of the participants has developed their speaking habit without hesitation. Similarly they have developed their self-confidence and dignity also. Nearly 63% of the participants are taking place in decision making level also. It proves that they have developed their status. But still there is the problem of representation because only the 40% participants are able to present them. The big achievement is aware about rights. It means, 80% of the participants are aware of their rights and able to ask their rights also. According to the percentage which is seen on the chart proves that people who are involved in this programme they are highly benefited. they have developed their skill to run their life smoothly as well as they developed themselves in every angle.

4.3 Problem of access to income generating programme

According to the participants they have different type of problems on income generating programme. They are in need of support to solve their problems with the permanent solution. So, their problem should be addresses by the concerned sector and the government. Below presented data shows the problem which are with them and they are collected through discussions and interview.

Table-6 Problem of access on IGP

S.N	Problem	No. of respondent	Percentage
1	Lack of education	8	35%
2	Lack of self-confidence	9	63%
3	Matching fund in the initial stage	11	80%
4	Problem of veterinary doctor	10	75%
5	Lack of grazing space	10	75%
6	Social problem	6	40%

Source: Field survey 2067

4.3.1 Lack of education and self confidence

The above mention table shows that there are different types of problems on income generating programme according to the respondents'. According to the chief of Dharan Municipality and Sectary of Bachat Samuha, "Due to lack of education and self confidence this programme is not completely touched to the poor people. More than 63% of the participants are lacking the self confidence. To uplift their occupation and to encourage them, it is necessary to lunch education programme and to develop self confidence. Due to lack of confidence some people are still carrying some kind of hesitation so

to avoid it people should be educated and encouraged. Education is the most to remove their problems.

According to Marx theory, the normal course of social development is feudalism, capitalism, socialism with a form of political organization fitted to each. It means to have a balance society, the problems should be studied of the poor people and should be encouraged them to develop their economic status with varieties of skill development programme.

4.3.2 Matching fund

This programme is running in poor area so, matching fund in the initial stage is a great problem to access this programme. 80% of the participants are unable to prepare the matching fund. In order to remove this problem government should help them. If they get help from other than they can do something to run their life which helps to reduce poverty. So initial stage matching fund is one of the big problems in such type of society.

4.3.3 Problem of veterinary doctor and grazing space

Similarly they are having the problem of veterinary doctor also. 75% of the participants are suffering from this problem. According to the participants they have lack of grazing space also. Mostly they won't get veterinary doctor, if they get doctor then they use to charge a big amount so, this is a great problem to them. Sometimes they face problem even to get medicine. Where as they have the problem of grazing space. Specially people who are involved in pig rearing, they are having this problem as a big deal because behind it so many reasons are lying on the head of this occupation.

4.3.4 Social problem

There are different types of social problems also, when they have started goat and pig rearing they are facing some problems of fodder and bare land. Similarly some of the jealous people blame that they are spoiling the

environment by keeping pig near their home. Some time they face other social problem also. Due to doctor's problem sometime they have to bear the great loss and in that situation they use to be frustrated so the group member are needed to persuade them that they should not loss their courage.

People, who are having different types of social problem, sometimes get frustrated with their occupation. So, to remove social problem, all kinds of discrimination between the people like rich and poor, upper class and lower class, haves and haves not etc should be avoided. People should be encourage for their better work where as problem should be settled with negotiation for positive change to the people who are involved in the mention occupation.

According to the tenth five year plan of government of Nepal aims to improve the access and quality of primary education. The plan also has, among others, objectives of expanding non-formal literacy programme, development and expansion of secondary education, production of middle level technicians and production of higher level skilled human manpower.

Fig:4 Problem of access on IGP

The bar graph also shows that they have problem and the problems are presented in bar graph with their percentage like lack of education 35% , lack of self confidence 63%, matching fund in the initial stage 80%.

4.4 Ways to solve the problems:

The above mentioned table with data shows that there are different types problems and to solve the problems following ways can be used. The problems which are seen in their occupation should be address to encourage them to develop their problems. Otherwise they would be frustrated.

Table 7 Ways to solve the problems

S.N	Ways to solve the problems	No. of respondents	Percentage
1	IGP should be launched from NFE	9	63
2	Government should provide loan	14	100
3	Fodder and vetenary doctor should be available	10	75
4	Group mobilization activities should be run	6	40
5	Awareness programme should be run	13	90
6	Economic status should be developed	10	75

Source: Field survey 2067

The ways to solve the problems can be present as like Maslow's hierarchy of needs because the problems come one after another so, the solution also comes like needs and they should be solved one by one according to their needs. like they have initial matching fund problem so government should provide loan to them. To provide the loan is the basic needs like Physiological needs. Likewise other ways to solve the problems should be solved which encourage the participant to do their best.

4.4.1 Government loan

All participants are saying that government should provide loan to start their occupation because matching fund in the initial stage is a great problem to them because all of them are from poor community. If the government provides the loan, the other people are also interested to have these occupation which helps to reduce the poverty and make people self dependent. In the present situation poverty is one of the great curse of the society where as a big problem to the government also. In order to reduce the poverty government should take the step to provide loan to the poor people where as the next things is take from the rich and give it to poor to reduce poverty by doing some skill which can promote their life standard.

4.4.2 Availability of fodder and veterinary doctor

The table also shows that nearly 75% of the participants are suffering from lack of fodder and veterinary doctor. Due to political reason sometimes they are unable to get fodder for long time like strike. So, in that situation they need help. Similarly veterinary doctor should be available in their need. If government is able to manage the doctor and ease to get fodder, it helps them every sector. There must be the fodder center which can provide fodder to them when they don't get enough amounts to pay in the present but they have to pay later on. It means there must be the credit facility for certain periods to get the fodder. Doctor should be provided by the government who use to charge a nominal amount with them.

4.4.3 Group mobilization and awareness programme

IGP programme should be lunched in poor area and more and more people should be mobilized in group activities. Mostly, female should be encouraged in this programme so, more than 45% of the participants are focusing in group mobilization activities. More than 90% of the respondents have agreed that they are back because of not having any awareness

programme. So, all of them are saying that awareness programme should be run time to time to aware the people about IGP programme.

According to Marks, struggling with various problem of society if we move forward then poverty can be reduce by making capital which helps to burry the ditch of rich and poor. Unless poor people are not going to mobilize with awareness programme, to reduce poverty is a dream which is seen under the full sun. When people get chance to present them in any group mobilization then they learn something which encourage them to do something. So, when they learn something they get eagerness to do something which makes to run their life in an easy way and helps to reduce poverty. Non formal education programme has constituted the way to the people who are involved in this programme. It has not made them only literate, it has also promoted them to develop their skill and to follow an occupation which makes them easy to live their life.

4. 4. 4 Economic Status

In order to develop their economic status different types of programme should be lunched which can be beneficial to them to get house hold income. More than 75% of respondents were not conscious about the economic status due to illiteracy but after lunching the IGP programme they are very conscious about it. Now they are ready to do something to develop their economic status. From IGP programme, they have developed their status with voice, power and representation in the society. So, we can say that they can do something if they are involved and encouraged from IGP.

The above table shows the ways to solve the problems. All of the participants say that income generating programme should be launched from non-formal education because they learn something from NFE to develop their skills which would be beneficial and key point to select the occupation.

Fig: 5 Ways to solve the problems

Fig no 5 presents the ways to solve the problem where we can figure out the percentage of participants which they need to solve their problems. Government loan is mostly needed to all the participants because all of them are from the poor and difficult to get matching fund in the initial stage. Awareness programme, fodder and veterinary doctor needs are also addressed by the concerned sector. Their problems should be categorized and solved like Maslow argue that the average person is satisfied 85% in psychological needs, 70% in security needs. Similarly others too. The solution of the problems should be ordered like the lower order needs are dominate early in life, where as the higher order needs become more important as a person matured.

Chapter: Five

Findings, conclusion and Recommendations

5.1 Findings

In the developing countries people living in abject poverty are usually illiterate. They have little or no access to goods and services, and for the most part they are excluded from shaping the political environment which determine their fate. Poverty is a multi- dimensional factor which goes beyond the lack of money. Its social and cognitive dimensions destroy personal wellbeing. Certain groups have been marginalized by socio- economic developments. Poverty is not a homogenous condition.

The major findings of the study are: IGP is conducted in Dharan 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. All of the participants of each group could fulfill their basic need easily. NFE programme has provided technical support to goat and pig rearing and ideas for loan mobilizing for each group members. They are sending their children to school They are conscious about importance of education, importance of vaccination and knowledge of hygiene and sanitation, importance of goat and pig rearing, monthly saving, feeling of self confidence and decision-making power etc.

They felt problems in goat and pig treatment, bare land for goat grazing and social problems. They suggested for removing matching fund, providing veterinary doctors, important books for goat and pig rearing. Other programme as most as possible and remove social problem. They got knowledge about need and importance of education to them and for their children. They are able to make their respectable status in the society. Regarding the problems, people

who are involved in this programme are encouraged to run their occupation because they are having a kind of respect in the society from different sector whereas helping hands are good for them.

5.2 Conclusion

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 rearing, 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. They are not able to solve all their problems so they are seeking the help from different sector to solve their problem. Similarly they are also seeking more awareness programme and skill development programme to develop their skill and be aware to run their life smoothly by doing something or following occupation to make a status in the society. It is necessary to pay the visit by the government sector also in such poverty area to know the condition of poverty and to find out the importance of education to those people who are living in poverty.

5.3 Recommendation:

There must be flexibility in the amount and pre-condition of matching fund. The social justice approach of development should be "taking from rich and give to poor". Total amount of matching fund is unable to change the condition of targeted group. Programme should teach the life skills to the participants. Along with addition of the duty and payment and selecting criteria should be touched to poor. To solve the inter- group conflict and to manage

support to women different programmes should be launched. 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. IGP programme should be lunched in that area where people are really in need and can take part actively to uplift their status. Poor people should be benefited with these programmes.

Secretary of the Bachat Samuha should be aware with the members who are involved in this programme because they are the very close person with them and they need to give proper guidance to them about the importance of non formal education and to run their occupation.

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Role of non formal education for poverty reduction.

Questionnaire to the chief of Dharan Municipality

Appendix-One

Name:-

Education:-

Age:-

Address:-

1. Does NFE programme help them to learn something?

Yes

No

2. Are they able to develop their skills?

Yes

No

3. If they are able to develop skill, what are they?

Ans:-

.....

.

4. Do they increase their voice power and representation from IGP?

Some of them

most of them

None of them

5. How does income generating programme help them to increase their voice, power and representation?

Ans:-

.....

6. Is IGP programme good to poor people?

Yes

No

7. Are these programme running in poor area?

Yes

No

8. What type of people are involved in IGP programme?

Ans:-
.....

9. Is it helping on house-hold income?

Yes No

10. Do they have any problem?

Yes No

11. Do they need more class?

Yes No

12. Since how long they are involved in programme?

Ans:-
.....

13. Is it touchable to all?

Yes No

14. Do they present their view in the group?

All can present Most of them can present
Some can present None of them can present

15. Are they happy from programme?

Yes No

16. What is the role of NFE programme on IGP?

Ans:-
.....

17. What are the main objectives of IGP?

Ans:-
.....

18. What are their problems of access that you find on IGP?

Ans:-
.....

19. What are the ways to solve the problem?

Ans:-
.....

Role of non formal education for poverty reduction.

Questionnaire to the participants

Appendix-Two

Name:-

Education:-

Age:-

Address:-

Name of Bachat Samuha:-

1. Does NFE programme help you to learn something?

Yes

No

2. Does NFE programme help you to develop skill?

Yes

No

3. If so what are the skills?

Ans:-.....

.....

4. Does IGP programme help to earn house-hold income?

Yes

No

5. How does IGP programme help to earn house- hold income?

Ans:-.....

.....

6. Why are you interested with NFE programme?

Ans:-.....

.....

7. Do you send your children to school?

Yes

No

8. Are you involved in group mobilization?

Yes No

9. Why are you involved in group mobilization?

Ans:-.....

.....

10. Can you represent your view in the group?

Yes No

11. What activities do you conduct in group?

Ans:-.....

.....

12. Do you need help to run your occupation?

Sometimes Always Never

13. Do you need more class?

Yes No

14. Do you save money?

Sometimes Always Never

15. What is the amount that you saved per month?

Ans:-.....

.....

16. Are you satisfied with your occupation?

More satisfied less satisfied not satisfied

17. Do you get help from other?

Yes No

18. Have you learn something about sanitation?

Yes No

19. Does your family help you?

Sometimes Always Never

Role of non formal education for poverty reduction.

Questionnaire to the secretary of Bachat Samuha

Appendix-Three

Name:-

Education:-

Age:-

Address:-

Bachat samuha:-

1. Are people involved in NFE programme?

Yes

No

2. Are all participants involved in IGP?

Some of them

Most of them

All of them

3. Are they able to develop their skills?

Yes

No

4. If so what are the skills?

Ans:-.....

.....

5. Do they increase their voice, power and representation from NFE programme?

Yes

No

6. Do you encourage them to involve in group?

Sometimes

always

never

7. Do you mobilize the group?

Sometimes

always

never

8. How does income generating programme help them to increase their voice power and representation?

Ans:-.....

.....
9. Do they present their view in group?

Some of them

most of them

None of them

10. Do they have problems?

Yes

No

11. Do they discuss their problem in group?

Yes

No

12. Do they get help from other?

Yes

No

13. Are they saving money?

Yes

No

14. If so what is the amount?

a) Rs 10 to 15

b) Rs 15 to 20

c) Rs 20 to 25

15. What is the role of NFE programme on IGP?

Ans:-.....
.....

16. What are the objectives of NFE?

Ans:-.....
.....

17. What are your problems on IGP?

Ans:-.....
.....

18. What are the ways to solve the problem?

Ans:-.....

.....

Role of non formal education for poverty reduction.

Participants details

Appendix-Four

S.N	Name of participants	Education	post	Address
1.	Mr. Shirshir Shrestha	B.A	NFE chief	Dharan-15
2.	Mr. Paras Bhattra	B.B.S	Secretary	Dharan-13
3.	Miss Ayusha Rai	B.A	Secretary	Dharan-14
4.	Miss Sabina Shrestha	B.B.S	Secretary	Dharan-15
5.	Mrs. Nitu limbu	I.Com	Secretary	Dharan-16
6.	Miss Sangita Shrestha	B.B.A	Secretary	Dharan-17
7.	Miss Alisha Kandel	B.B.S	Secretary	Dharan-18
8.	Mr. Buddha Raj Rai	B.B.A	Secretary	Dharan-8
9.	Miss Anju Sapkota	Literate	Member	Dharan-13
10.	Mrs. Sunita Basnet	Literate	Member	Dharan-13
11.	Mr. Chandrhang Limbu	Literate	Member	Dharan-15
12.	Mr. Hari Rai	Literate	Member	Dharan-15
13.	Mr. Sanjog Shrestha	Literate	Member	Dharan-14
14.	Miss Saral Shrestha	Literate	Member	Dharan-14
15.	Mr. Chandra Limbu	Literate	Member	Dharan-8
16.	Mrs. Bhadra Limbu	Literate	Member	Dharan-8
17.	Mr. Govinda Shrestha	Literate	Member	Dharan-17
18.	Mrs. Kanchan Shrestha	Literate	Member	Dharan-17
19.	Mrs. Muna Rokka	Literate	Member	Dharan-18
20.	Mr. Milan Shankhar	Literate	Member	Dharan-18
21.	Mr. Ram Rai	Literate	Member	Dharan-16
22.	Mrs. Shanti Rai	Literate	Member	Dharan-16