

Community Development The Nepalese Context

Theories and Practices

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Publisher's note

Integrated community development programmes have commenced in Nepal even before the last three or four decades, though only in traces. Yet such activities have not reached the expected quantity or level. One of the main causes for such a condition can be the lack of related reading materials in the Nepali language, research articles, extension, completed statistical details and adequate co-operation between development workers. If a particular organization can exchange the experience gained at a certain place with other organizations, a lot of time, labour and resources may be saved. The same can be utilized in mobilizing community development programmes at a higher level.

Community development is an inseparable part of the country's development, which is itself a highly complicated affair. Therefore it is necessary to accelerate the pace of community development in order to speed up the development of the country as a whole. To provide optimum contribution in this field, the Society for Community Development Professionals (SOCODEP) was established two years ago. Those who are involved in community development in different places and others with genuine interest of being involved in this field came together to set up this organization. In order to fulfil its objectives SOCODEP has initiated various activities.

It is a well known fact that despite various reading materials related to community development being available in English, there is lack of good quality reading materials in Nepali language. Moreover, it has been found necessary to document the experiences gained through the different activities implemented by various organizations in this field. This book is the result of the experience and incessant effort of Krishna K.C., a highly experienced community development worker and a member of SOCODEP. He is currently working as the Chief of Training Section in Redd Barna Nepal. We hope that this book will be of some assistance to the people of various communities, who are actively involved in community development. This endeavour will be successful if the people can realize even a minimum degree of support from this book. However, the task of appraising and evaluating the degree and nature of utility obtained from the book towards the actual implementation of community development activities rests solely with our readers. This publication is the first attempt of SOCODEP in this field. We request our readers to help us by pointing out the areas of improvements and providing valuable suggestions to make this book even more useful.

Finally we offer our sincere thanks to Mr K C for effort in writing this book and to Redd Barna Nepal for providing financial support and encouragement in publishing it.

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A Few Words

Development is an on going process. It may be defined as the transition from the existing condition into an improved one. Development is related to human beings instead of some other object. The most significant resource of the nation is human power. Thus the goal of development is human development. Speaking in more specific terms, The actual target group of development are the poor, destitute and disadvantaged communities, who are marginalized by both man made and natural causes. Community development can be defined as the progress of such communities in an integrated manner in terms of their social, physical, political and cultural sphere of livelihood. It is also said to be a process that requires active involvement of the beneficiary groups at all the levels of project.

Before initiation community development programmes, meaningful information regarding the history of the particular community and its existing conditions should be obtained with the community members. Moreover, the collected information should be analyzed with the community members. This will help in finding out the actual needs easily, While implementing programmes the objectives and indicators of development should be considered. It is better to think seriously on the positive and potential negative aspects of all the activities. To implement programmes in a national organizations that are presently involved in community development, e.g. Redd Barna, action Aid, IDS, Etc. The opinions and views of the experienced personnel of these organizations have also been expressed through this book.

Almost forty years have passed since the beginning of community development in Nepal in an organized manner of the NGO's in addition to the attempts made by the Nepalese Government. Despite this long time period, reading materials related to this subject have not been developed in our national language in a satisfactory and adequate manner. There can be doubt that such materials should be made available in simple nepali language rather than in English for majority the community development workers. Having realized this fact, this attempt is made to contribute to community development field even though at the level of activity.

This attempt is based only on my limited experience and study. The subject itself being vast, it is not so unnatural that all the points included in this book may not be sufficiently explained. The book proceeds to give a brief introduction of community development. Special emphasis is laid on the fact that service delivery alone is not absolutely correct, but process should also be adopted for permanent or long term and Sustainable development. The latter is possible only through maximum people's participation, which must exist at all the levels of the activities from the time of identifying the actual needs, making each and every decision till the final outcome. Only through such a participatory process it is possible to make the local community self reliant.. It has been repeatedly mentioned in the book that such a participatory development process leads towards making it sustainable, regular and continuous

Often community development is linked – deliberately or otherwise- with only physical development thereby disregarding the human, social, economic and political aspects. Besides the community is made dependent upon external organizations instead of being self reliant. To help in reducing such bitter realities is another objective of this book.

If we look back in the past and talk about this preceding steps, we can easily conclude that we have been victimized, exploited and made dependent in the name of development. The poor are becoming poorer and the rich richer. Using development as an excuse, is it proper to do so? Does the target group of development comprise only the rich and middle class families? Have all the members of all the communities been able to utilise equally all the facilities? It has become our duty to segregate these realities and identify the way for solving these problems.

With regard to human development there must be enhancement of awareness and social movement. This has great significance in community development. In the present context it is relevant that this idea should be given serious thought and considered as the most important part of community development.

This book has incorporated the outcomes from various training workshops conducted by Dr. Tom Lent, Dr. Bengt Ageros and myself as well as the idea, knowledge, skill and labour of innumerable friends. I would like to express my gratitude to all my friends who have helped me in different ways. The ideas and opinions of all the employees of

Redd Barna are expressed in this book in some form or another. Some have helped the task of in typing the manuscript in addition to the usual official work. Ms Sita Ghimaere, Mr. Rabin Chitrakar and Ms. shanta Laxmi Shrestha have offered their comments and suggestions for the improvement of the content. My son, Mr Ashok G. C., has copied the manuscript. Mr. Ramesh Adhikari has helped by helped by pointing out all the typing errors. Mr Min Bahadur Bista, Mr. Govinda Neupane, Mr Manjul, Dr. Tika Pokhare, Mr Raj Bhai Shakya, Ms Tusi sharma and Mr Mahesh Shama have provided comments, suggestions and encouragement in writing this book, assisted in collecting materials and in the editing of the content and language errors. I offer my thanks to these people without whose help, I am sure, this book would not have been published.

I would also like to thank the prominent persons of various organizations, who have helped me by providing answers to my questions with regard to this book.

There is still a lack of clarity in terms of the concept, understanding and language related to community development. Therefore the expressions may not be smooth and easy flowing and inn some places the idea may not be very clear. I offer my apologies for these hindering aspects. This being my first attempt in this field, there may be a lot of areas requiring improvement. I look forward to the valuable suggestions from other well experienced and competent intellectual persons working in this filed.

Finally I would like to thank the publisher SOCODEP, Mr. Ramesh Ranjit for computer typesetting and Manoj Offset press for printing.

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COMMUNITY DEVELOPMENT

While analyzing the standard and speed of community development in the present context of Nepal, the main demand is found to be in relation the various developmental attempts with the basic well being of the people in its dynamics. It is quite natural that the need for some additional and substantial contribution is felt in the existing development efforts in order to fulfill such objectives. It is clear that the combined effort and determination of all the organization- government, semi government and non government – as well as of the community is essential to carry out this difficult responsibility.

1. COMMUNITY DEVELOPMENT: DEFINITION AND CONCEPT

It seems contextual to discuss the terms community development and development before defining community development. The term community in the context of the rural areas refers to a group of people belonging to a single or different classes/castes, ethnic groups and age groups having similar or different desires, expectations, thoughts, ideas and cultural norms but living in a particular geographical area. Positive changes in the different aspects of the community resulting in their well being, progress and improvement is understood by the word development

The positive changes occurring in an of the avarious aspects of any community can be termed as development, which takes places according to the actual needs and desires of the community. Thus development may also be defined as a planned process of change occurring continuously. In this process the community identifies the problems and the ways to solve them, implements activities, co-ordinates and develops future plans.

Community development is related to human, physical and economic development. Human development includes positive changes in the norms, values, attitude and behaviour of the community members, increase in knowledge and skills, physical facilities – construction of infrastructure such as drinking water, school buildings, hospitals, roads bridges, canals, etc. Human development should support physical development for long term or sustainable.

During the past few decades community development has become a popular topic. Some people regard it as the dynamic essence of social changes. Whatever it may be regarded as , the fact has been established that community development refers to the development of the social aspects of the community, positive changes in the attitude of the community members, the development of local or community based organizations and an increase in the living standard of the community people. (Furthermore, community development method focus on both process and service. Here service refers to infrastructure development project or assistance provided by the government. Similarly the term process refers to education, knowledge, increase of awareness level in different sectors and making the community self reliant, In other words, process gives priority to the development of a person's tendencies. It is difficult to examine service and process separately since they are coexistent in development).

The main concept of community development is based on the fact that the human, social, physical and economic development of the community members is possible only through their collective effort. According to the conference held in Cambridge in 1948, community development is defined as a campaign conducted by the eagerness and participation of the community for increasing its living standard. Different organizations have analysed this in their own way and determined the objectives. The primary objective of community development is to have positive changes based on community felt needs in a sustainable manner through implementing participatory community development activities with clear vision, mission, objectives and strategy. For this, there must be facilitation provided by the organizations already involved in development activities on order to generate their personal interest, motivation and a great enthusiasm within the community. Thus their capacity to identify their real needs, obstacles/ problems and root causes of the problems will be development. In this context, MG Ros and Arthur Denholm said that community development is a process or procedure through which the community analyses & recognized its reality in terms of needs and transforms these into behaviour or action. By going through this process themselves, the community members can increase their self confidences and decision making power.

The process of community development involves assisting and facilitation the community to analyse, understand and identify its problems properly and fund out their root causes and also enabling the community to work out possible solutions and implementing these. Thus self confidence of the community members will increase and they will be empowered to make decisions on their own. As a result there will be development of collective leadership in a society. Local leadership with interest of the community may be existent in every activity thereby it is possible to make the programme continuous and sustainable. This fact is equally applicable in the urban, remote, industrial or in any other area.

While talking about development, it is absolutely important to remember that any kind of development takes palce, first thing should be to work with the mind, brain and heart of the community in the very beginning. Thus the people are make capable of making their own choices/ decisions that influence their life. This in itself is development. One can say that there is development where the community members can utilise their own capacity

to the maximum, independently decide on their individual benefits, believe that their fate is in their hand, can take risks and feel that the positive or negative impact of the decisions taken by them are entirely their own responsibilities.

When educational programmes initiate development of local leadership by raising public awareness, self confidence and mental power, often there is rivalry among different groups regarding power, rights, establishment of different organizations and development in other aspects. May have accepted this as a form of people's movement. Only fulfillment of the basic physical needs such as housing, food and clothing of the community and availability of technology, materials and other facilities does not necessarily mean that the community is developed. Development needs to include all aspects of human lives; such as, social security, human rights, individual respect and peace, control over own life etc. Each individual of the community must be provided the opportunity for personal development. There must be financial security and political freedom. Cultural norms and values should be appropriately evaluated and preserved, environment is very important for human being and it must be made favourable and there must be availability of physical resources. In consensus to this idea, R kindo, P Tret, N Kujur and M Bhagat have said in their article, DVV, that community development is social development where there is appropriate division of power and rights; This is also known as democratic demand. It means human rights should be respected; each individual and group should be given importance and should be respected. This refers to being law abiding, providing a good security system and making justice equally available to all. It also maintains very close relation with the cultural aspects by promoting culture, establishing or improving unity, solidarity and equality and giving appropriate respect to the local norms and values. Thus it introduces not only the community but the nation as a whole. It is based on the local physical, social and political environment, which it not only preserves but also improves.

Therefore, in this present situation, community development shows the process of standard increment for qualitative life in an integrated manner in the life of the community. This fact should be remembered by community development workers at all the levels of activities.

Some say at community development means transforming the existing conditions towards modernization. Desmond A Dabro says that development is the mental and social change of men (women). It helps them to increase production in large quantities in a sustainable way.

The objective of community development is to strengthen a society, which can advance in every possible step of development after deep contemplation. Thus, such a society will be formed that can make every decision by itself, determine common needs, plan, strategies and activates and implement them. Improved qualitative educational programmes are extremely necessary to increase public awareness as mentioned earlier. The ideas, norms and values of the human race may also change through education. These changes may take place and the social structure itself may undergo transformation.

While implementing community development programmes, a lot of consideration should be given to the appropriate utilisation of local resources, true participation of the people and decentralization. Kikewise, special attention should be given to prevent discrimination against social justice in any and every aspect. Here the development worker needs to play the significant role of a facilitator (but not as decision maker).

In the words of Kameshwar Jha, community development is a process, a method, a programme and also a movement in relation to develop a community and a nation as a whole.

To summarise, Development is a continuous process for betterment of human lives. It is a process to build awareness about their situations/ problems, available choices, possible solutions through which there will be desired/ positive changes from one stage to another in a sustainable manner by their own initiatives and responsibilities.

It may be concluded that community development is an ongoing process for the benefit of humanity. It is a process of making the community aware about its own conditions and situations, problems and available possible means of solving them thereby transforming from one state to another through people's participation in fulfilling the immediate basic needs by themselves.

2. SERVICE AND PROCESS IN COMMUNITY DEVELOPMENT

It is certainly fruitful to think deeply on the role and impact of service and process in community development. Community development refers to the positive changes occurring in all the different aspects of the community. The working process required to bring about such changes is understood by service or procedure. Both service and process are found together in community development and these are complimentary to each other. Service some can be the product of process, which is again necessary to make service sustainable. Thus it is very difficult to analyse service and process separately. If sustainability and continuity are existent in any programme, it is said to be process oriented. The impact of a programmed may be for a short term and there may not be any possibility of sustainability. Such a programme is said to be service oriented, where the giver simply gives continuously and the receiver receives in an inactive manner. However, if service is generated from process, there is definitely some help towards bringing in sustainability to the programme. The need for service or process can be determined on the basis of the condition sometimes on service and at other times on process.

Observing Service and Process Separately

1. Service:

Service refers to the facilities, contribution, support, donation, gift, etc. made available on the basis of the needs felt by the project without considering properly whether the interests and the needs of the people have been understood. Sustainability, continuity and regularity in the future of such programmes are doubtful since there is a lack of true or animated people's participation. The organization providing service makes majority of the decisions instead of the beneficiaries. Service includes activities such as providing directions to the target groups and making materials for physical development available. Here a top down approach is adopted for the programmes and the immediate problems can be solved. This increased the desires and expectations of the community and the concerned organization is highly praised. Possibly the community may obtain knowledge and skill to a certain extent but ultimately the trend of dependency on the said organization is established. But it has also been found that under certain conditions and circumstances the programme may not be extended without being service oriented. Therefore process should be adopted in the beginning of the programmed in spite of service.

2. Process:

Process includes all the activities that lead any programme, activity or service towards sustainability, regularity. Here the target group is encouraged to be self reliant by making the people aware about identifying their own need by themselves, planning implementing activities and also about their long term impact or sustainable benefits. Maximum acknowledgement is given to people's participation since all the decisions are made by the community thereby making the people self respected and self reliant. As a result the programme becomes sustainable. Activities such as raising awareness within the target group (through discussion conversation, training, seminar, practice, exhibition, etc.) making them competent by imparting knowledge and skill, making the knowledgeable persons more effective, etc. come under process.

Being a bottom up approach, it can be termed as community centred or oriented. The community becomes active, creative and self reliant since it identifies the needs and resource and mobilizes them. As a result long term benefits may be achieved through any programme. According to William W Biddle and Loureide J Biddle in their book, 'Encouraging community Development', one of the objectives of process is to create co-operation for mutual benefits through capacity development of the community. This requires two main factors. Firstly the community develops in a co-operative manner, where all the people work together, through their own effort without any external influence. All the decisions and activities regarding the establishment of such a community are done through the collective effort of the local community members, specialists and motivators. Secondly a new community can not be created if the community members refuse to support community structure and the motivators, theoreticians and related bodies (or officials) have similar outlook. For this the community members themselves should make decisions; they should be motivated and should determine the nature of the future community. This will help to determine how beneficial the community will be. Eventually a new co-operative society will be created.

As sample exercise, the following activities have been separated into service and process.

Table 1

	Drinking Water& Construction	Forestry	Health
Service	Co-operation in term of materials and technology; active participation of the project in all the conditions or stages of construction.	Perform tree plantation, and make seeds, seedlings, plastic, pipes, insecticides and other materials and technical assistance available through active participation of the organization.	Provide medical treatment, hospital, health post. various clinics, other materials and technical assistance
Outcome	- immediate benefits obtained; programme can be completed; - Possibility of depending on the project. - only short term benefits obtained but maintenance may not be possible	community may be attracted; seedlings may not be preserved; possibility of misuse of resources; future responsibilities may not be know or carried out	possibility of misuse of materials; dependency on project; shout term relief from disease
Process	-equip the community in different ways by raising awareness; -implement activities together with people on the basis of total and animated people's participation	People are making aware on the need of tree plantation. perform tree plantation through active people's participation; conduct training and exhibitions on knowledge and skills base on local interest and needs	raise awareness regarding health; organize health training and workshops; select and train local health leaders and send them to schools
Outcome	-project may require a long time period for completion; -possibility of long term benefits through democratic decisions, monitoring, caring, maintenance and repair; -by being self reliant the project may be sustainable.	materials can be used properly; preservation of seedlings and extension of extension of forest in possible; community may acquire various skills and knowledge utilizing which the programme may have continuity; however or have patience for a long time period may be difficult	-improvement may take place in health, sanitation and nutrition; time period may be long; progress towards self reliance is possible; there may be reduction in the number of patients and in the mortality rate and increase in the average life expectancy

	Agriculture(Livestock Health)	Promoting Self Reliance by Increasing Awareness Level.	Adult Education
Service	distribution of seeds, materials, fertilizers and pesticides; soil examination; management of nursery ; distribution of seedlings and improved breeds of livestock	organize training s decided by the organization; provided ideas and materials that the community may not be able to digest, manage or has capacity for	distribution of educational and other materials; programme implemented through active participation of the organizers but not the people
Outcome	Short term problems may be solved ; increase in agricultural and animal products; programme cost may rise; there may be sufficiency or lack of knowledge and skills	little increasement may occur in awareness level: self reliance may or may not be existent because the needs may not be assessed and it may be beyond the capacity of the community	community may praise the organization; programmes and classed may start immediately; effectiveness of the programmed may be reduced through misuse of materials; dependency towards project and negligence in mobilization of materials may take place
Process	identifying of needs and interests of the (farmers') community; promoting availability of reading materials; organizing exhibitions on procedure and outcome based on the needs; conduct training , field trips and discussion	identifying training needs of the community by the community itself; bring about total and animated people's participation of the community at all the levels (planning, implementation and monitoring); distributing benefits or profits	providing training after need assessment; conducting classes after forming committee through local participation; facilitating and organizing community discussion (through community participation); discussing in the class in a practical way; identifying problems and their root causes; recommending possible solutions
Outcome	Increase in production; income generating sources may increase continuously; however it may take a long period of time; through increase in different skills and knowledge positive change may occur which are sustainable and long lasting.	Programme becomes sustainable through awareness and self reliant attitude of the community	Increase in awareness; increase in percentage of literacy; improvement in community life style through increase of practical knowledge and skills; it may require a long time period; there may be lack of patience.

3. OBJECTIVES OF COMMUNITY DEVELOPMENT

Since the members of the communities the forces and main channel of development, the main objective of community development is to promote human resource development. Without developing human resources there can be no development at all. In other words, without promoting human resources development any other type of development may become short term. The objectives of community development assist in bringing about qualitative increase in the living standard of the community members. The objectives in their basic form are as follows:

- ◆ to facilitate in developing collective community leadership through promoting the ideas of self respect, self reliance and self confidence by raising awareness within the community (in the areas of social and economic problems, people's rights and culture) thereby preparing a solid foundation that will liberate the community from poverty, exploitation inequality and other problems of the community;
- ◆ to facilitate in the development of necessary local organizations, people's organizations and assist in their co-ordination with the government and non government organizations(NGOs); when people are committed, motivated and organized for something for the community, they will also feel powerful and they will have a control over their own lives. This is one of the very important objectives of community development.
- ◆ to facilitate for positive changes in public opinion and mental disposition of the community members by elimination superstitions, social malpractice an social injustice thereby reflecting it in their behaviour;
- ◆ to provide support in implementing self sustaining action plans by improving required practical knowledge and skills, identifying locally available resources and utilizing them to the maximum so that it may help in reducing the gap between the rich and the poor and assist in fulfilling the minimum needs of the community;
- ◆ to help in preparing the background for physical development on the basis of local people's participation.

4. COMMUNITY DEVELOPMENT : HISTORICAL BACKGROUND IN THE NEPALESE CONTEXT

Although process oriented community development programme has not yet begun in an organized and planned way, it is incorrect to say that service oriented community development programme is totally unknown. It has been found that from the ancient times different social services or service oriented community development activities are being conducted in Nepal. The various organizations involved in community development programmes or social service are briefly discussed below.

Certain customs and rules still prevailing in the villages, though gradually disappearing in the towns and cities, are highly commendable. The Parma system (helping one another through exchange of labour), which is followed from the ancient time, is still being operated in the village areas. In different places the **Dhikuti** system (certain amount is collected every time among the members and each time) is being followed in various ways with the objective of helping one another through proper utilization of a lump sum amount of money. Similarly the **Guthi** system (use of communal land or property) of the Newars may be considered. It is still continued in an effective way in the towns and cities. The **Bheja** (to assist to weak member of the group) system of the Major society is extremely effective at the local level even today. All the decisions of the village are made by those local organization/ systems such as the Guthi and the Bheja (grassroots organization).

The **Sithi** originated in the Lichhavi period. This local organization was acknowledged by the village communities. Its primary activity including finding out the main problems within the village and taking steps to solve them. Sithhi used to conduct construction and cleaning programmes of rest housed, inns, resting places under trees, small irrigation canals, roads and trails, drinking water sources & taps, etc. in a highly effective manner. The Malla and Shah dynasties also promoted continuation of this Sithi system. In this context, Prithvi Narayan Shah also felt the

need to increase production in the country and directed the community to construct irrigation canals. As a result the local communities discussed among themselves and constructed irrigation canals by mobilizing local resources.

The establishment of many other organizations for various development activities have also been found. Turning back the pages of history we discover the establishment of the sanitation office in 1920 with the responsibility of cleaning the town. In 1921 the Chandra Charkha Pracharak Guthi was established. It continued to help women specifically through income generation. The Industrial Council was established in 1935 along with the Agricultural Council and the office for the communication of skills in garment and cottage industries. In 1948 the *Paropakar* (charitable organization) was established along with the Public Welfare Organisation in 1950. The National Planning Committee was established in 1940 to formulate plans for 15 years.

The principal objectives of these organizations were to be involved in activities related to social well being and to conduct various development programmes. The village Development Programme was initiated with community development in 1951. At first it conducted programmes under the Ministry of Agriculture and later under the Ministry of Development. In order to make this programme more effective, the Rural Development Department was established at the central level. This department was under the Ministry of Development. The main objective of this Rural Development Programme was to initiate qualitative increase in the living standard of the rural communities through the development of rural industries resulting from the voluntary and active efforts made by village community itself. It provided different types of technical manpower at different levels e.g. specialists in agriculture, livestock rearing, education, health, training, construction, co-operative, etc. and trained male and female village volunteers at the village level. Eventually the Department of Rural Development and the Rural Development Centre were transformed into the Panchayat Development Centre. Thus the Rural Development Programmed began operating under the name of the Panchayat Development Programme.

Similarly the Tuberculosis Prevention Association and the Family Planning Association were established in 1953 and 1958 respectively. These organizations are conducting programmes specially in the field of community development. The Guthi organization has also been active in Nepal since 1964. The Nepal Red Cross Society has been operating in Nepal since 1963. Besides providing relief during disaster, it has also been conducting various community development programmes.

Activities such as building and extension of roads and trails, construction and cleaning of drinking water taps, wells, resting places under trees, inns and rest houses were extensively done through the collective effort and unity of every village community in a small scale. Generally speaking, these activities were accomplished easily without any external assistance, simply through the interest and leadership of the local community itself under religious influence. In 1976 the Social Service National Co-ordination Council (SSNCC) was formed through the establishment of 6 different co-ordination committees. The objective of the council was to co-ordinate all the activities performed by various community development organizations and social workers who are active in different ways in the country. The SSNCC is now known as the Social Welfare Council (SWC).

Currently in Nepal different integrated or sectoral community development programmes are being operated by local NGO's 13 at the national level, 154 at the local level, 5 at the regional level and 50 by INGO's , through financial support from different countries and donor agencies. The organizations are found to have originated at different times with different roles and responsibilities. A few clubs are in the front lines in development and social work whereas many are in need of encouragement and motivation.

While examining the different five years plans, it has been found that rural development has been emphasized to a certain limit as shown below.

First Five Years' Plan – 1960/61:

- ◆ Development of rural remote areas was emphasized.
- ◆ Development of agriculture, education, health, transportation, communication, etc. were emphasized.

- ◆ Collective development was emphasized through Sajha (co-operatives).
- ◆ To initiate rural development more speedily and effectively, the country was divided into 150 blocks and Block Development Officers were employed.
- ◆ Toward the end of the specified time period political change took place.

Second Five Years' Plan- 1962/63 – 1964/65 :

- ◆ Rural development was not regarded separately but as a part of sectoral development.
- ◆ The law of land reform came into being in 1964.

Third Five Years' Plan – 1965.66 – 1969/70 :

- ◆ Rural, remote area development was not mentioned particularly.
- ◆ Regional development was greatly emphasized.
- ◆ Different cereals and cash crops in the Terai region, fruit farming in the hills and livestock rearing in the mountain regions were given greater importance.

Fourth Five Years' Plan – 1970/71 – 1974/75 :

- ◆ Regional development was given maximum emphasis.

Fifth five Years' Plan – 1975/76 – 1979/80 :

- ◆ Social Service National Co-ordination Council was established.
- ◆ Regarding rural development, emphasis was laid on area development, target group development and ecological development.

Sixth Five Years' Plan – 1980/81 – 1984/85 :

- ◆ Rural development was considered separately in a special way.
- ◆ To fulfil basic needs, development of remote areas, rural development and community development were emphasised.

Seventh Five Years' Years' Plan – 1985/86 – 1989/90 :

- ◆ Rural and remote area development was greatly emphasized to fulfil basic needs.

Involvement of International Organisations in Community Development

Till now (Mangsir 046) there are 50 INGOs active in Nepal. Those organizations that are directly related to community development are mentioned below.

S.N	Organisation	Year of Initiation	Registered Under
1	Action Aid Nepal	April 1985	CSCC
2	Plan International Nepal	May 1987	"
3	Oxfam	July 1985	"
4	Redd Marna South Asia	July 1984	"
5	Save the Children Foundation (US)	November 1980	"
6	Lutheran World Service	June 1984	"
7	The Peace Corps	April 1987	"
8	Unitarian Service Committee Canada (USC Canada)	November 1980	"
9	World Neighbours	January 1982	"
10	South Asia Parthnership Nepal	March 1985	"
11	Danish Volunteer Service		"
12	Canadian Centre for International studies and Co-operation in Nepal		"
13	CARE International in Nepal		"

* CSCC – community Service Co-ordination Council

Other International Organisations

S.N	Organisation	Year of Initiation	Registered Under
1	Adventist Development and Relief Agency International	January 1987	HSCC
2	Christoffel Blinden Mission (NNJS) Christoffel Blinden Mission (NAWB)	December 1982 September 1984	"
3	DISVI- MOLISV	July 1986	"
4	International Planned Parethood Federation (Regional Office)	June 1982	"
5	Freedom From Hunger Foundation	February 1985	"
6	Norwegian Church Aid	November 1984	"

7	Norwegian Association of the Mentally Retarded	November 1980	"
8	Ryder Chesire Mission for the Relief of the Suffering	February 1985	"
9	SEWA Foundation	September 1985	"
10	SEWA Service Society	September 1985	"
11	Swiss Red Cross Society	January 1986	"
12	Underprivileged Children's Education Programmes	August 1982	"
13	Water Aid	January 1987	SWC
14	World Missionary Evangelism	March 1982	HSCC
15	UNICEF (a few programmes)	March 1987	"
16	Terre Des Hommes	August 1983	"
17	Napal School Project	September 1986	"
18	French Madical and Sanitary Aid	August 1983	"
19	Japanese Red Cross Society	May 1983	"
20	World Lyon Union	June 1987	"
21	The Merymol Fathers	September 1987	"
22	Kuratoreum Tuberculose in Der Welt	July 1987	"
23	World Society of Jesus	November	"
24	Swedish Red Cross Sociaty	December 1987	"
25	Jonh Hopkins Univesity	March 1988	"
26	Centre for Development and Population Activities	March 1988	"
27	World Canada Youth	May 1988	"
28	Helen Keller International	May 1988	"
29	Private Agencies Collaborating Together(PACT)	June 1988	-
30	Association for Ophthalmic Cooperation in Asia	-	-
31	Comite Francais contre La Faim (CCFC)	-	-
32	Foundation Eye Care Himalaya	-	-
33	Freidich Naumen Foundation	-	-
34	German Nepal Help Association	-	-
35	NEPRA	-	-
36	Yemaji Fumiko Culture Foundation	-	-

* HSCC- Heath Services Co-ordination Committee
 CDCC- Child Development Co – ordination Council
 SWC – Social Welfare Council

5. HINDRANCES OF COMMUNITY DEVELOPMENT

For a long time, Different programmes under community development have been promoted in the country by the government and local communities. However development has yet to take place according to the expected form. Despite the government and non government development efforts, It seems difficult to say that the fruits of development have been achieved according to the objectives of investments. Some of the salient constraints in failing to achieve the appropriate positive results, according to the investments, are given below.

1. Social and Personal Problems

- a) Traditional system of caste and sexual discrimination
- b) More involvement in entertainment or temporary pleasure
- c) Being careless and disorganized.
- d) Lack of the habit of hard working

- e) Perplexity in conservation ideas and superstitions
- f) Lack of the habit of saving
- g) Dominating attitude among one another
- h) Keeping to personal ideas, withes and opinions and being habituated to blaming others
- i) Migration or sparse population
- j) Lack of practicality between rights and decentralization
- k) Adhering to traditional agricultural methods
- l) Less representation of users' groups in leadership
- m) Lack of strong local leadership
- n) Opportunities are not available

According to T. Thesian, poverty and other problems of the villagers does not arise only from natural causes. It is also due to human, social and political causes such as in the case of problems like the system of unequal distribution of land, minimum wage rate, less income, system of caste discrimination, weakness in the public organization, unequal distribution and practice of rights, etc. According to a study, 75% (3/4) of the world's population is responsible for only 12.5 % respectively. Such problems are not unusual in Nepal.

According to the study conducted by Dr Ram Praksh Yady, there is a trend of high interest rate in the remote areas of Nepal, the rate being 5% per month. The interest is accumulated and considered as the principle amount on which further interest is taken. A farmer may take a loan of Rs100.00 and has to pay

Rs 27,000.00 after 10 years. If someone takes Rs 1000.00 as loan, he must pay Rs 270,000.00 after 10 years. This is explained in the following table.

Time	Principle (Rs)	Interest (Rs)	Amount (Rs)
1 st 3 months' period	100.00	15.00	115.00
2 nd 3 months' period	115.00	17.25	132.25
3 rd 3 months' period	132.25	19.84	152.09
Last 3 months' period	152.09	22.81	174.90
		Total	175.00

Year	Principle (Rs)	Interest (Rs)	Amount (Rs)
1	100.00	75.00	175.00
2	175.00	131.25	306.25
3	306.25	229.70	535.94
4	535.94	401.96	937.90
5	937.90	703.42	1641.32
6	1641.32	1230.99	2972.31
7	2872.31	2954.20	5026.51
8	5026.51	3769.91	8796.42
9	8796.42	7597.33	15393.7
10	15393.75	11545.34	26939.09

If Rs 1,000.00 is taken as a loan at this compounded interest rate, two. years later it becomes Rs 3,000.00, Five years later Rs 160,000.00, 7 years later Rs 50,000.00 and 10 years later it becomes Rs 270,000.00. In this case how do we help our community to use bank or other ways to solve this kind of problems? This is a Challenge for all of us.

2. Problems Related to Management

- a) Plans: unrealistic action plans and lack of appropriate facilities during implementation of programmes and absence of proper and necessary monitoring and evaluation.
- b) Not planned for Sustainability: Target or service oriented implementation instead of qualitative or process oriented
- c) Recruitment policy: not providing encouragement to individuals who are suitable capable, persevering and having strong desire and selecting workers wrongly

- d) Resources: unequal distribution of resources and power
- e) Centrally based plans: development plans not being oriented towards local communities but towards the centre

3. Natural and Physical Problems

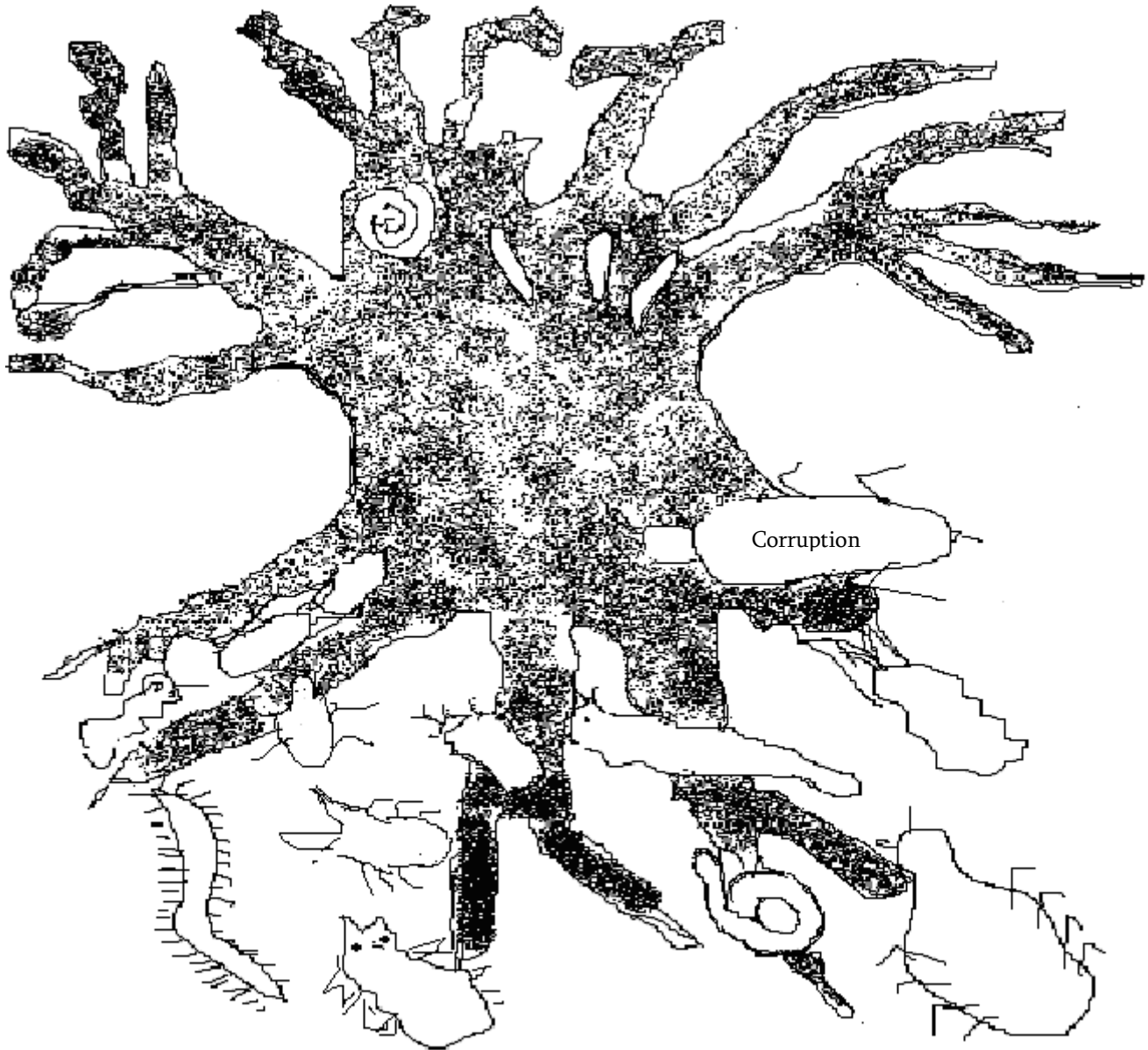
- a) extreme geographical conditions
- b) gradual decrease in productivity and fertility of soil
- c) gradual decrease of physical resources and facilities
- d) loss of environmental balance
- e) lack of communication facilities
- f) lack of utilization of appropriate technology

4. Others problems

- a) lack of awareness (e.g. absence of people's participation caused by lack of education)
- b) poverty
- c) lack of technical knowledge
- d) unhealthy condition
- e) continuation of the trend of deforestation
- f) lack of knowledge regarding local culture, language, dialect and tradition among a great majority of the development workers

The diagram on the following page further clarifies some of the existing problems of development.

DEVELOPMENT



PEOPLE'S ATTITUDE REGARDING PROJECTS

Who sent this project here?
Why

A lot of new people are coming
and going? I wonder why!

This big officers coming from
far are very lucky. Our luck is
not so good.



Projects come and go. It is for
the big people. Not for the
common people like us.

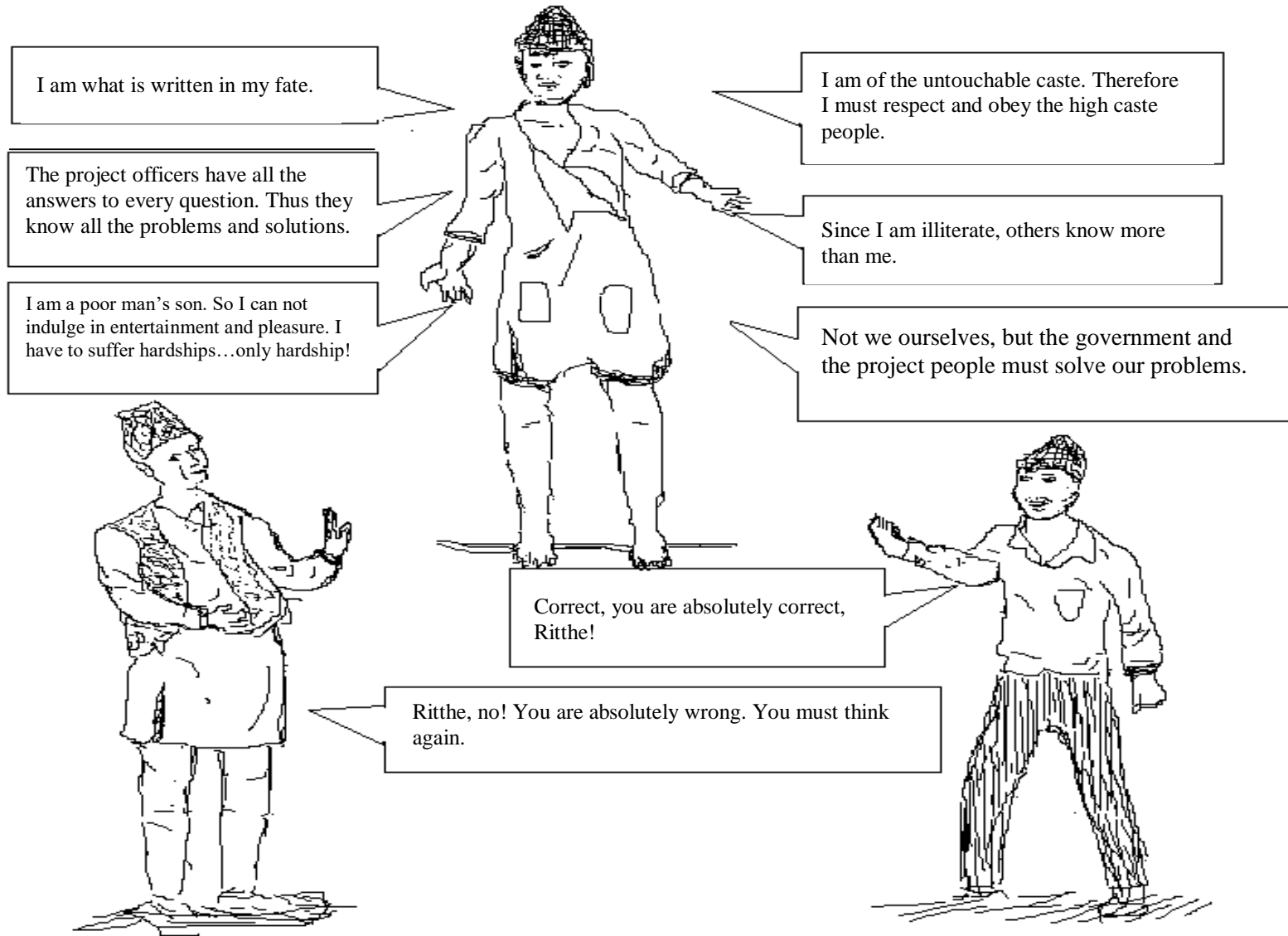
The project officers have high
salary and allowances and enjoy
many facilities. But they deny
such facilities to the community.

The officers are perhaps passing time
in our village.



Why don't you talk with the project
officers? Then you will also
understand.

What the Community Members Think About Themselves



6. BASIC ELEMENTS OF COMMUNITY DEVELOPMENT

Some basic condition or elements are necessary to make any community development campaign effective and successful. These elements are discussed in this chapter.

A. **People are the Master of their destiny**

First and most important thing is that we all development workers must believe that People are the Masters of their destiny. An outsider does not have rights to make a decision for others. Only those who will bear the consequences of their own decision are also allowed to make the decisions.

B. **Local Interest, Participation and Leadership**

The basic factor of community development is intensive and responsible involvement of the local community in the development process. Local leadership, which is the foundation of development, has equal significance in all the stages of development. It helps to generate sustainability, regularity and continuity to the programme.

C. **Solidarity within the Community**

The term community refers to a society or group having similar or different needs and interest but living together in a particular place. According to Bogards, community is a social group the members of which resides within a specified area and possesses an attitude of sharing. If the community has unity (or unity in diversity) and a feeling of sharing instead of selfishness, it plays an important role in community development. Mutual co-operation within the community occupies a highly significant place in development activities. Development workers must understand that it is effective in bringing about changes in society.

D. **Integrated Programmes Based on the Needs Assessed in a Realistic Way**

The problem in a community are interrelated and interlinked each other. They are complex in nature. To be able to solve those problems we need to tackle in a holistic way (not by fragmented or sectoral way).

Community development programmes are conducted on the basis of the actual needs of the community.

These needs are related to the innumerable aspects of community life. Therefore it is necessary to conduct integrated programmes including a number of sectors.

E. **Identification of Resources and Their Maximum Mobilisation**

Knowledge of local resource and their utility, increased income generation through production according to available resources, appropriate use of local and external resources, equilibrium between local and external resources and maintenances of relationship between the community and organizations as well as different branches and sub branches of the government are to be given special consideration in terms of community development. It is a fact that programmes, which are implemented in such a way that they are dependent on local resources, are fruitful.

F. **People as Partners in Development and their Participation:**

Starting within the family, people's participation reaches the national and international fields. Without people's participation is necessary to impart sustainability, regularity and continuity to the programme and to maintain impact on the life the community for the maximum time period. People's participation means active involvement of the community to the fullest extent from the initial stage of the programme till the final stage. In this connection, development workers must understand that programmes should be implemented not for the community. In other words, while implementing programmes, multidimensional development must be brought about in society by the collective effort of the development workers and the people of the community provides labour participation on compulsion or due to embarrassment or lack of proper understanding or gives donation or delivers speeches, it cannot be termed as animated participation. Total participation of the people is attained when the community makes decisions when they feel ownership and responsible on their decisions, when they implements and contributes to the programme wholeheartedly through coonskins realisation on their part. True participation refers to the working unity based on the understanding between the project and the community and the individual ideas acceptable to both parties. Participation should be understood as partners' participation between the community and the assisting organisation. Therefore development workers a need to be clear about the meaning or analysis of actual people's participation. The programmes must be applicable to almost all the groups within the community. Only then it is possible to have maximum support, involvement, contribution and participation of the community in the process of development as a partner of development. If the selection of programme based on identified needs is done on the basis of people's participation, it is possible to involve a large number of groups. However, it is inappropriate to consider the

sayings and decisions made by the boisterous political leaders of the community in the name of people's participation. (Further discussion on this topic is provided in Chapter 13.)

G. Communication and Decentralization:

It is necessary to have good communication among the members of the community, between the local organization and the community and among the government, the organization and the community, appropriate methods such as regular meeting and discussions and media of communication should be adopted for this. Through the communication media the idea of development must be promoted among the people and there must be meaningful exchange of experiences. This will bring effectiveness in the development process. Similarly through the decentralization of power the community people may get the opportunity to utilise their ability and authority thus becoming competent. Under such conditions there is greater possibility of sustainability in the programme and increase in its effectiveness. Knowledge, authority, power and programme have long lasting relationship and are closely connected to communication and decentralization.

- H.** It is extremely necessary to have a strong and powerful management system in order to achieve the goals of community development. How sound and proper the projective may be, will never be fulfilled if the management aspect is weak. Therefore the primary goal of management is to give a substantial form to each of the determined objectives. To make management effective, firstly it is necessary to explain the objectives in a simple, specified and practical language. Any programme can be conducted in a democratic, well organized and systematic manner. But we must reflect on the fact that both the elements radical and conservative – are present within community development. It can challenge the disorganized social structure and unequal distribution of power resulting in some changes in the pre existing social framework. These changes may include proper distribution of power on a permanent basis due to public awareness and development of decision making power on the part of the community itself through changes in leadership. In connection to this, while conducting any programme, the management body must realize the importance of total consensus, localism and gradualism. This will indeed result in the attainment of perfection in the standard and quality of people's participation.

7. COMMUNITY DEVELOPMENT STRATEGIES & ACTIVITIES:

According to David C. Korten and Eric Amit, the strategies of development agencies are described as follows:
Strategies of Development Agencies: Three Generations

-	<u>1st Generation</u>	<u>2nd Generation</u>	<u>3rd Generation</u>
<i>Approach:</i>	Give a fish	Teach to fish	why finishing?
<i>Defining Feature:</i>	Charitable, welfare and relief	community development	Transformation, people's movements, sustainable development
<i>Problem Definition:</i>	shortage	apathy/intertia	structural, lack of vision
<i>Location of Problem:</i>	within disadvantaged	in disadvantaged community	in systems, institutions
<i>Time Frame:</i>	immediate	project cycle	indefinite future
<i>Scope:</i>	individual family	community village	national, global
<i>Agency role:</i>	doer, pater familia	teacher, mobiliser	catalyst, ally, facilitator
<i>Management Orientation:</i>	logistics	project	strategic & self/management
<i>Education Required for Beneficiaries:</i>	basic skills	skills and leadership	local skills and globe awareness

According to the book called "From **Relief to People's Movement**" the strategies of development oriented NGOs are given below:

The Strategies of Development-Oriented NGO: Four Generations

	First Relief and welfare	Second community Development	Third Sustainable	Fourth People's Movements Systems Development
<i>Problem Definition</i>	Shortage	local inertia	institutional and policy constraints	inadequate mobilizing vision
<i>Time Frame:</i>	immediate	Project life	10 to 20 years	indefinite future
<i>Scope:</i>	individual or family	neighbourhood or village	region or nation	national or global
<i>Chief Action</i>	NGO	NGO + com'ty	all relevant public and Private institutions	loosely defined networks of people & organizations
<i>NGO role:</i>	doer	mobiliser	catalyst	activist/ educator
<i>Management Orientation:</i>	logistics management	project management	strategic management	coalescing and energizing self- managing networks
<i>Development Education</i>	Starving Children	community Self-help	Constraining policies & institutions	spaceship earth

Issues, problems and strategies included under community development programmes are selected on the basis of the needs experienced by the community itself. This is known as participatory method. Often it becomes difficult to determine which is the most important community activity which does not prevent local initiatives. But after analyzing the general conditions of Nepal, a few of the numerous activities of community development are discussed below. While conducting all these activities, people's participation should be given recognition and it should geared towards sustainability, continuity and regularity in the activities in order to obtain long term benefits. As the needs and problems are integrated the programmes must be conducted in an organized and integrated manner.

If may not be possible to do everything by one NGO. The NGO must keep in mind that they can co-ordinate with other relevant organizations for other kind of activities that the community needs. The co-ordination and linkages should be done together with community members or community based organizations. It is always important to assess the situation and find out the strengths of the community and encourage them to do things that they can do themselves. The main thing is that we should not be locked ourselves (NGO) with our set ideas. Let us try to be open for alternatives.

A. Educational Programmes in Community Development:

Educational activities form the backbone of community development and it gives room towards sustainability of the programmes. Such activities bring an end to the age old malpractices, unnecessary subordination, social injustice and superstitions. It results in the development of true and collective leadership at the local level. Therefore the community must be made cortically aware through discussion conducted as a part of the educational programme. Awareness, individual rights, social and economic problems, their caused and possible means of solution, increase and practice in various kinds of practical knowledge and skills, cultural revival; leadership, people's participation and sustainability, must be included as a part of the educational programmes.

B. Community Organisation as learning groups:

When community feels that they need to arrange some kinds of working groups representing all sectors, groups, rich and poor etc., this group can work as catalyst, role model and also be informed what is happening in and around the community. This group can also be a source of information and education for an NGO working in the community. If there are organized groups, the sustainability aspect gets easier.

C. Programmes Related to Agriculture in Community Development:

Nepal being an agricultural country, profound significance is attached to agriculture. In the present situation of the country, on one hand the community is dependent on agriculture for survival, while on the other hand, traditional agricultural methods are still practiced and there is minimum or no land with the poor farmers due to unequal distribution of land. Thus knowledge regarding agriculture, vegetable farming, livestock health, etc. must be imparted in a highly practical way applicable to the local situations. Information on improved quality seeds and seedlings, maximum utilization of land, application of technical knowledge and skills and income generation programmes must be provided to the community. Similarly there is need for greater knowledge and skill related to livestock rearing. Whatever knowledge and skills are provided to the community, these must be practical and provide long term benefits. It is extremely important to promote community oriented and process oriented development in the agriculture sector.

D. Women and Children (for both Able or differently abled) Development Programme in Community Development

Total development of the community can not take place until there is specific focus and improvement in the conditions of women and children, who are so called weak and vulnerable from the economic and social perspective. Leaving women, who comprise 50% of the total population of the community, priority should not be given to the development or well being of some prosperous groups or smart males because it only helps to increase the socio-economic gap within the community. Thus it seems imperative to conduct programmes that can raise the standard of awareness regarding women's rights, roles, activities and responsibilities. There can be no second opinion about the fact that if programmes that make women self-reliant and increase their self-confidence are conducted together with income generation programmes, it will certainly be fruitful for the society as a whole and also for children. On the other hand, attention must be given constantly to the fact that there is a possibility of further exploitation of women due to the increase in their work load. At the same time the majority of innocent, tender and weak children of today – who are the parents of tomorrow and leaders of the future – are deprived of a lot of facilities due to various personal, domestic, social, cultural and management weaknesses. To do good for them and to provide various facilities is obviously a very good investment and contributes to the progress of the country. It is necessary to provide service to the unable, differently able and incapable children by developing special programmes thereby protecting them from social oppression and exploitation based on CRC principles.

E. Nutrition and health Programmes in Community Development

It is foolish to think that the health conditions of the community have improved if there are many doctors in the village and many hospitals have been established. Instances of early death due to the inability to afford doctor's fees and medicines are seen widely. Thus the government or non-government organizations need to think seriously on local herbs and emphasize on the same in health education. Programmes must be conducted according to the identified causes of ill health. Such causes can be social, cultural, religious, or poverty based and need detail in-depth discussion. In reality preventive health programmes need to be conducted on a priority level.

F. Productive Programmes in Community Development

Poverty stands as a challenge to community development. It is customary to conduct income generation programmes for poverty alleviation. A person having sound economic condition and feudal tendency gains comparatively more benefits from income generation programmes. Being limited within the existing political and social structure, it seems difficult to have such income generation programmes for the effective and locally appropriate. Since the government has been conducting income generation programmes without considering this

issue, instead of the actual target group other group is achieving benefits. While analyzing the situation of agriculture development it is seen that despite some increase in production the lower class people in society are not able to achieve benefits due to the unequal distribution of resources and production. Thus production oriented programmes should be conducted and steps must be taken towards equal distribution environmental imbalance. Therefore it is necessary to conserve the environment through conducting tree plantation campaigns so as to preserve different types of plants, grass, fuel wood and forest.

G. Environmental Conservation Programmes in Community Development

The land surface of Nepal is mostly covered by hills and mountains. Thus deforestation caused frequent landslides and floods. This results in the loss of fertile soil, destruction of life and property as well as environmental imbalance. Therefore it is necessary to conserve the environment through conducting tree plantation campaigns so as to preserve different types of plants, grass, fuel wood and forest.

H. Infrastructure Construction Programmes in Community Development

While conducting all the above mentioned programmes, awareness of the community must be raised and knowledge and skills at the local level should be increased to the maximum. It must be remembered that this will lead to sustainability in the programmes. With this thought in mind programmes related to construction can be conducted. Self reliance on the part of the community is supportive to construction the physical basis of development. The community must participate in the construction of drinking water, bridge, road, trail, canal school building, etc. in addition to the external assistance in terms of materials and technology. Therefore, knowledge and skills regarding such construction must be provided properly to the community through on the job training and have plans regarding maintenance and repair in the future should be made through discussions with the community.

I. Appropriate Technology in Community Development

Instead of introducing new and extensive technologies it more desirable to develop appropriate and adaptable and adjustable techniques through proper mobilization of local resources. This makes maintenance, repair and even reconstruction easy. (Apart from the above mentioned programmes there may be other types of programmes and focus according to the time, situation and need of different local communities. Multidimensional development of a community is possible when all the different programmes necessary for the community are conducted in an integrated manner.)

One should be aware that what activities will give direct benefits to our intended beneficiaries rather than running any activities without thinking of target group and degree of benefits.

8. WORKING APPROACHES OF DEVELOPMENT AGENCIES

At present there are government and many non government national and international organizations active in the community development. Some of these are conducting integrated community development programmes while others are only conducting sectoral activities. Different perspective regarding organizational equality or within the project itself are often heard. A project may seem comparatively better and more successful than others based on the following reasons.

Decision	Facilitate the community members to make all the decisions by themselves so as to make them feel that the activities are performed or are going to be performed by themselves.
Solution	Assist and facilitate the community to solve problems in a more practical way according to local customs.
Sustainability	Think seriously about the sustainability of the programmes from its initial stage and make all possible efforts to impart regularity, sustainability and continuity at every stage of the programme.
Need	Need identification process is very important, in this process,
Identification	it is good to find strengths and weakness of the community as well. Conduct programmes keeping in focus the actual needs of the community.
Idea	Give the impression that they are the masters of their destiny . Introduce the organization not as one that fulfils whatever demands are made by the community, or in other words, keep the community away from the thought that the external organization is a milch cow.
Methods	Fully participatory methods are to be used. Adopt different methods of community development in an appropriate manner according to the needs of the community.
Planning	Develop very sound, extensive and substantial plans related to all the aspects and levels of the programme (so that the integrated aspect of the programme may grow) in a fully participatory manner.
Organisational	Assist in providing sustainability to the locally existing groups
Development	and community based organizations and their initiatives towards institutional development through education and training and the establishment of working unity with them.
Execution	One has to plan and conduct programme based on the pace of the community. Therefore one should bring flexibility into the programme as and when required.
Commencement	Start the programme in a small area and monitor together with community properly.

Some common strategies adopted by the “ Gramin Bank” of Bangladesh, Small farmers’ Development Programme and IDS – now known as the IIDS – of Nepal and the “ Aga Khan” of Pakistan are as follows (according to Dr Ram Prakash yaday, 1990):

1. Conduction target oriented programmes for specific target groups
2. Conducting programmes by organizing people having similar conditions, desire and wants
3. Conducting discussions, mass gatherings and group meetings very frequently

4. Proper mobilization of local resources and savings
5. selection of highly dedicated and competent persons with leadership qualities for the prominent posts of the organization
6. Emphasis on the development of the people (women and the poor) at the lower level of society
7. Maximum decentralization of power and responsibilities
8. Emphasis on programmes aimed towards increasing self confidence and mental power within the community
9. People's participation as the chief factor in every stage
10. Highly co-operative, amiable and friendly relation between the target group and the employees

9. POSSIBLE DEGRADATION OF COMMUNITY DEVELOPMENT

Community development includes both the positive and negative aspects. A lot of positive aspects have been extensively discussed in this book. While segregating the positive aspects from the negative ones the latter are found to be almost insignificant. Both these aspects are dependent on the working procedure or mode of the project or the community. Thus it is difficult to specify the exclusively positive or negative aspects. Some of the negative aspects that have deterioration influence on community development are given below. Besides these, there may be other caused for degradation as well; for example, time period, situation, environment, etc. Whatever be the cause, the possible impact of degradation of community development are given below.

- ◆ The external organizations make various efforts to impart sustainability to the programme thereby achieving long term benefits. At the same time, efforts are made to increase self dependency, self respect, self confidence and mental power of the community as a part of human development. Despite this fact the community may be despondent on the external or donor
- ◆ It is a well know fact that the good local customs, rituals, practices and culture of a community should be preserved without any interference (in the customs, working procedures, leadership, norms and values, etc.) even at the coming of an external organization in any village. Despite this, the local culture is gradually deteriorating and changing. This is certainly not a very pleasant situation. Instead of elimination the weaker aspects of the existing tradition, culture and customs and promoting the development of its beneficial aspects by further strengthening them and making them simpler, more practical and contemporary, there is possibility of the promotion of modern and foreign culture in our country.
- ◆ It is obvious that the different activities conducted from the ancient times such as the construction of roads, resting places, wells and drinking water taps, community activities, community services, etc. which are inspired by community feeling are gradually disappearing. Despite the such objectives of community development that promote unity the community and conducting of programmes with the collective effort of the whole community, it is found that the community is slowly becoming individualistic.
- ◆ Mostly the advantaged class achieve maximum benefits from the external organizations. Thus the rich may become richer and stronger and the poor are exploited even more. As an impact the gap between the rich and the poor may increase even further. It mainly depends on the individuals who control the programme and its budget and the specific objectives of such control.

10. STAGES OF COMMUNITY DEVELOPMENT PROGRAMME

Planning is necessary for type of activities; otherwise the purpose and the action may tend to be far apart. When planning makes plans, they develop different stages or steps of planning. In a complex activity such as community development, planning must be done with extreme care and on the basis of people's participation. Some necessary steps to be considered during planning and its aftermath are discussed below. The community needs to pass through these various stages while being motivated to accept new information.

A. **Collecting Information**

Listen to what the community says; try to hear things which are not said out loud, observe their conditions and situations in a critical and analytical manner.

B. **Community Discussion**

Exchange relevant information, experiences and discuss other aspects with the community.

C. **Identifying Problems**

Collect information regarding the problems actually felt by the community and the root causes of those problems.

D. **Sequence of Problems**

Help in prioritising the needs of the community based on root causes, keeping the problems in focus.

E. **Programme Objectives**

Determine objectives that are clear, attainable and can be evaluated and include the involvement of the community during the whole process. (Education programme: It must be conducted informally in a small scale before the initiation of the actual programme to increase the level of public awareness within the community. The community that is aware can identify from a close distance. It is capable of identifying the root causes of these problems and their possible solutions. Thus actual and active participation of the community is achieved in all the stages of the programmes starting from the planning stage.)

F. **Planning**

Help in planning strategies & activities and implementation of different programmes.

G. **Implementation of the plan**

Conduct programmes within the mainstream of people's participation through proper mobilization of local resources resulting from the exchange of technical and common knowledge and skills.

H. **Maintaining Co-ordination**

Make the existing services sustainable, increase public awareness, institutionalize educational and other programmes, increase links, network and relation among different organizations and maintain co-ordination (together with CBOs if any and also with community members)

I. **Follow-up, Support, monitoring and Evaluation**

Based on people's participation perform follow-up and support activities and also monitoring and practical evaluation of the programme and offer suggestions for improvement.

11. INDICATORS OF COMMUNITY DEVELOPMENT

After having initiated programmes for community development in a planned way there must be intensity in development through positive changes within the community which obviously has to be based on the needs in the community and of course set objectives of the programme. If such changes (based on the objectives) are not observed, if symptoms of development in all the other aspects are not found or if development does not occur within the community in an integrated manner, the investments become meaningless. If the living standard has not increased in comparison to the previous state and there is no simplicity and positive changes in the attitude and behaviour of the community members, it may be understood that there has been no effective impact of development. Therefore, it will be appropriate to use some of the following indicators in order to find out whether the favourable changes to the existing time period have taken place

Attitude	Have positive changes taken place in the attitude of the community (more and better understanding and thoughts, concept of co-operation, concept of social service and of collective effort and even behavioural changes)? Has increase in different skills and in the concept of self respect occurred? How satisfied are they now?
Physical Facilities	To what extent has improvement taken place in the quality of life though the achievement of physical facilities such as education, health, drinking water, transportation, etc. and though the increase of income sources of the community?
Production and Distribution	Has there been any increase in the agricultural and other productions and in the productivity and improvement in the distribution procedure? If so, to what extent? Is there may increase in consumption along with production? how is the living standard of the people?
Development of Skilled Manpower	Has the development of technical and common skills and that of skilled manpower occurred? Has it been able to fulfil local demands?
Mobilisation of Resources	Have the available resources been appropriately recognized and mobilized? Are the formal and informal group or organization and also leaders in the community involved or mobilized?
Structure of Institutionalisation	Have the local communities based or social organizations adopted institutionalized structures? Are there any community based organizations? Are they better institutionalized?
Relation	Has relationship been established between the local organizations and other government and non government organizations?
Local Co-ordination	Has each activity been coordinated by the local organizations in a simple manner? Do they (local organizations and community) have better links and networks with other organizations?
Co-operative Attitude	Are the people of the community aware of co-operative attitude and are they performing various activities through co-operation?
Future Plans	Does the community have some sort of vision? Do they feel that they are the master of their destiny? what type of ideas regarding future plans exists within the community? Are these related to the execution of the on going programmes? Executing programmes in a

new way? Introducing new programmes? What other plans have been made by the community?

12. COMMUNITY DEVELOPMENT: TODAY'S REALITY

Since it is difficult to conduct programmes of community development through people's participation, the project or the development workers themselves make decisions, they also accomplish the activities by spending the allotted money themselves and provide various facilities to the community to make them happy. Such rumours are quite frequently heard. But from such programmes the community may not achieve long term or sustainable benefits. Hence it is important to consider people's participation as the backbone of any programme. It is an acceptable fact talking of people's participation, women- who comprise almost 50% of the total population of the community, must not be forgotten. It seems easy to work with the youth of the community because of their consciousness, energy and enthusiasm. However, the experiences and suggestions of the elderly people of community are indispensable. At the same time social norms and values of the local community should be respected to the required limit. It here are some norms having negative influence, it may be necessary to change these. However, it must not be forgotten that such changes may take place very slowly.

It is necessary to clarify at the very beginning the differences between the concept of development as understood by the community members and that of actual development. Often the community development workers feel that they know more about the problems and solutions of the local community than the members of the same community. However, the fact that the community knows more about its realities must be respected as the truth. It is possible that sometimes the community may think erroneously that the development workers have all the answers to every question. This is due to the false impression, behaviour and activities performed by the development workers. However such an idea is completely false and the development workers may need substantial effort to eradicate such beliefs

To look for large scale and good quality benefits from any programme during its short period on the part of the manpower involved in development activities in the present situation means being far removed from reality. Thus reality seems less than the hopes and expectations of the people which are not fulfilled completely. This may bring about lethargy in the programme. Similarly, there may be decrease in the level and quality of services provided and the process adopted and this may create a disheartening situation. Although community development programs have been conducted for some time, the remote and far remote places have not been penetrated till today. Even then all the other geographical areas of the country have not been touched.

From the aspect of programme implementation, if the present situation is observed, it is felt that there is strong interference of the political workers and activities. This influences the implementation aspects of the programme. Likewise, the tendency of giving more emphasis on service than on process is seen on the part of the administrative units in connection with community development. However, process needs to be emphasized more. On the other hand, both community development and social service are observed from the same perspective in spite of certain differences existing between them. At the same time more attention is given to communication and publicity than to the achievements thereby causing deterioration in this area. Moreover a strong working unity between the management group and the implementation group is needed so that implementation may take place without any hindrances.

The community should be made completely aware and there must be integrated or multidimensional development. To attain this there must be selfless co-operation among the community members on the basis of the existing conditions. The process of community development can be compared with a woman giving birth to a child. The role of the development worker is like that of a nurse assisting during delivery. Just as the mother assumes all the responsibilities of the new born baby, likewise the community must take full responsibility of the programme. Such a situation is possible only when the community becomes conscious, diligent and organized and brings independence through struggle against various types of exploitation. Hence the following units can be considered as the channels of development.

- ◆ local community and community based organization ,
- ◆ government (for support only)
- ◆ non government organization (for support only)

Therefore it can be concluded that actual people's participation is the main pivot of community development

13. PEOPLE'S PARTICIPATION IN COMMUNITY DEVELOPMENT

Definition and Context

If a new person related to the development process enters a community, the first question that may arise is what the person can do for that community. But the attention of the community members may not be towards what they themselves can do for their own village. In reality this is a bitter truth.

All the members of a family work or support the well being of their family with their body, mind and wealth. This is termed as family participation for the particular family. Similarly, people's participation means all members of the community or village assisting or working together for the improvement of their village with their body, mind and wealth mind, words and actions.

The term people participation includes as lot factors, e.g. people, togetherness, and taking part. The true meaning of this term the underlying though behind the question raised in first paragraph of this chapter are in opposition to each other. Hence people's participation refers to implementing programmes in a collective manner having first considered the strengths in the community, what the individual can do, what the other person can do and what they all do together.

People 's participation is also said to be existent when the community achieves common benefits through programmes that are planned according to the desires and needs analysed & expressed by the community members and also implemented and evaluated with their help.

In a conference held in February 1981 Julius Nereere had mentioned that if the community members are not involved in the development process in a individual & personal level, there is no real development .The people themselves must work for their own development.

According to some people, participation is a clear indication of the involvement and contribution of a large number of people of the community in the programme activities. This results in positive impact in their life. It may also increase their income and help them to feel more secured and develop self respect. People's participation can be summarized as involvement and contribution of the community members in making all the decisions at every stage of the programme from the beginning till the end and in implementing the programme. Participation may be based on the individual, Attitude, organization and policies. People's participation is directly related to the economic status, power, time and resources. Hence it is advisable to consider the cause and impacts of participation while talking about people's participation, e.g. to find out who has control over financial and other resources and power. Through participation in any activity there is every possibility of gaining a lot of information, knowledge and skills relative to the different conditions and situations of the programme. As a result positive increase may occur in the awareness level of the community that leads towards creating a situation where local resources and power can be redistributed according to the needs; and eventually, redistribution may occur.

The ultimate objective of people's participation can be expressed as to render the community members capable in taking part in all the decisions that influence their individual lives thereby them to fulfil their psychological desires in a satisfactory manner.

Participation may also refer to the target group performing all the different activities of the programme in an organized way. Having completed the programme plan, it is brought into and people's participation is asked for in customary manner. This is a widely practiced method. Both the government and non government organization talk about people's participation. What type of people's participation are they looking for? work? labour participation from the people? money? listening to speeches? agreeing to whatever is said? showing respect ? offering good food and drinks? easy acceptance of whatever is given? continue doing whatever working is assigned? discussion and analysis of existing situation? exchange of knowledge and experiences ? making plans according to the situation? carrying out the collective responsibility of implementing programmes according to the plans? bearing

full responsibilities of performing in all the aspects of the programme from planning till evaluation and re-planning? or what?

Types of People's Participation

1. Coerced Participation

To accomplish a particular programme often the village headmen or the political leaders induce participation compulsorily by using threats or creating fear. Due to fear or threats the local communities display participation though unwillingly. This is known as coerced participation, the credit of which usually goes to the leader or the main person mobilizing such type of people's participation and the participants are unaware of the norms and values of people's participation. The political leaders believe that in the context of Nepal if motorable roads are constructed as a part of the country's development, it will be easy to get votes in the future. Political leaders with such ideas make participation, as fixed for each household, compulsory. Thus coerced people's participation is assembled but no thought is given as to how the community members, who are living below the poverty line and comprise nearly 44% of the total population, can provide people's participation. It is necessary to analyse who will achieve what kind of benefits and to what extent from motorable road construction, who drives vehicles and who rides them.

2. Bought Participation

The village leaders and programme officers give detail directions to the consumers' groups on what activity to do, how to do it and what not to do. Direct participation refers to people's participation mobilized on the basis of such directions. In such type of people's participation all the activities are performed according to the given directions only. The participants' views are not given proper regard. After the successful accomplishment of the activity, the credit or the benefit of it goes to the person who has directed it. In the third world countries most of the programmes are implemented in this way.

3. Bought Participation

Often the related leaders, finding it difficult to assemble people's participation freely, provide some facilities to attract to community. This type of participation is called bought participation where facilities such as food, shelter and money are provided. Such people's participation is used only by the leaders to display their lordship as in the case of protest demonstrations, processions on different national days, etc. Similarly, the non government organizations may also assemble such participation with the objective of accomplishing a programme while solving the problems of daily survival of the community. Usually the leaders are benefited from this type of people's participation in which the concept of participation is not considered.

4. Negotiated Participation

Through discussions certain issues such as who will participate, in what type of activities, and to what extent etc. are negotiated and then the activities are implemented according to the decisions taken. Even in this type of people's participation there is great influence of the leaders or project officers. Depending on who influences the negotiation and in what ways, the benefits of the project are proportionately achieved.

5. Co-operative Participation

There may be arrangements for providing various types of participation (e.g., finance, labour and others) and obtaining benefits accordingly while keeping within the limits of the specified rules. In this case, participation or contribution is usually decided upon the participants' wish, power and capacity.

6. Facilitated Participation

The leaders of project officers or development workers may raise awareness within the local community and motivate the people towards participating. This is known as facilitated participation. External resources are used in solving problems that can not be solved by the local community but participation is available for all other activities. For example in construction suspension bridges, if the poles are provided to the community the users' groups show active participation in constructing these bridges. At present in Nepal most of the non government organizations are employing this type of people's participation. The users' groups benefit from this and the views and ideas of the community are acknowledged to some extent.

7. Self Motivated Participation

Participating wholeheartedly in the development of ones own place or village without any external diction is termed as self motivated participation. In such participation it is not necessary to have external support or leaders' motivation or directions. All the decisions are made by the users' groups. Here participation is totally according to one's wish, power and conscience. This type of participation is motivated from within; it is spontaneous and alive. This is the best of people's participation.

Present Context of People's Participation

While talking of people's participation the donor agency can be regarded as the target group.

In some projects, the mid level workers take to activities planned in the office to the villages for implementation and expect people's participation at the same time. Not attaining the expected degree of participation, they tend to blame the community in various ways. This means it is necessary to understand the meaning of people's participation properly. Who should have the right to make plans for a particular community? Who influence by the programme positively or negatively? Who knows more about the norms and values, resources and power within that community? Having clarified these questions it is possible to have a clear perception about people's participation. Otherwise many families will be deprived of their basic requirements in the name of people's participation. Such realities may not be known to others besides the concerned families. Therefore a person, who has obtained numerous educational certificates but imparts to the community irrelevant ideas and expects people's participation on the basis of such ideas and regards himself/herself as an educated person, can not be justly called educated. Even a person who dreams of transforming his/ her village into heaven within two to four yeas also knows a lot. This kind of person can do nothing.

There is no doubt that despite the lack of knowledge regarding new techniques, informing of various incidents, ideas, events and results at different places, the community knows everything about its own village, cluster, neighbours' conditions, resources, etc. An example can be drawn from Mahatma Gandhi's saying – "The answer to the villagers' problems is within the village itself."

On examining the present situation, the participation of the international organizations are found to be mainly in terms of assisting in the increase of production, increase of awareness level, etc. But is clear that they have been incapable of distributing the products properly and preventing social injustice. As far as people's participation is concerned (because of which along with proper distribution of products the community can be made self reliant to achieve social justice) it seems to be insufficient and inappropriate. In other words it would it would not be and exaggeration to say that satisfactory people's participation has not been achieved.

To believe completely in people's participation means to decide upon the programme through discussion among the community members and allowing them to express their own reactions before making the final decision. If we believe in people's participation the Chinese proverb that says it is better to teach fishing than to provide fish for a meal so that the person may eat fish lifelong may seem meaningful. It seems necessary to conduct all the programmes of different organization along this line of thought which brings sustainability to the programmes.

On one hand it is said that the community people know everything about their village while on the other hand the planners, development workers and evaluation are brought from the outside. They also say that the community

knows a lot about the existing conditions of the village. Hence, would it not be better to select planners, development workers and evaluations from the local community?

On one hand it is said that the community people know everything about their village while on the other hand the planners, development workers and evaluation are brought from the outside. They also say that the community knows a lot about the existing conditions of the village. Hence, would it not be better to select planners, development workers and evaluators from the local community?

Often the development workers ask questions directed so as to get their own decisions through the responses made by the community. These responses are considered as the actual wishes and needs of the community although these may be false. In fact these are simply the responses to directed questions. Likewise some organizations make to the community that are unable to conduct big programmes and have come to undertake small activities only. These organizations then inquired what specific activities may be conducted. It means that from the very beginning it has been decided as to what activities are not be conducted.

It has also been found that sometimes the representatives of the community mention such programmes that are beneficial to them personally or to a small group only and implement these programmes.

It is not easy to make plans on the basis of people's participation. For this, it is imperative to earn the trust of the community. Through various educational programmes the local community must be given extensive opportunities to observe and examine intensively the different problems of the community. After that the decision making process should be made extensive and effective by including the actual needs of all the different groups within the community in open discussions on various sectors, organizations, gender and if possible even at the individual level. Through further discussions within the community the programmes plan should be developed based on the conclusions of the previous discussions. (The same persons should be involved in both the stages of discussions.) Likewise the programme plan should be implemented and evaluated as well. This type of planning should be understood as being based on people's participation. In other words to develop people based participatory plan is to consider people's participation as the key words thereby making the local community active participations at every stage of the programme (from programme selection till evaluation).

Factors Causing Negative influence on People's Participation

- ◆ Conducting programmes that are irrelevant to the actual wants and needs of the community
- ◆ Non Co-operation of the workers
- ◆ Demanding people's participation forcefully
- ◆ Arguments or conflicts within the community due to individual or group ego
- ◆ Unequal achievement of benefits among all the community members
- ◆ Selfishness observed in any one of the aspects
- ◆ Insufficient or inappropriate service and process
- ◆ Not having (or imparting) knowledge regarding the impact of the particular programme
- ◆ Decrease in the awareness level of the community

Other Constraints

- ◆ Impoverished condition within the community: which caused lack of time, desire and strength to become participants
- ◆ Lack of practice in the community: Since the tendency of questioning the community members in conducting any programme was not prevalent in the past and currently having to develop plans for their own development, it is quite natural that this may seen new and strange. This type of people's participation may require some time to be acceptable since it is a new concept.
- ◆ Unbalanced social environment: Due to different castes, groups and political ideologies an imbalance in the environment has originated and this has turned out to be a major constraint to people's participation.

Superstition: Degrading influence on peoples' participation is also caused largely by superstitions, fear, threats and doubles among the government, the community and the non government organizations.

- ◆ External support: When the community considers external support as charity, it naturally affects people's participation. Sometimes the acceptance of external support for development purposes may become a cause for embarrassment or uneasiness on the part of the local community. It may even be considered as an insult because of which the degree of participation may be reduced.
- ◆ Management: It is difficult to bring participation in the development process due to the bureaucratic tendency existing in the government, semi government and non government organizations. Most of the time a lot of paper work is done to fulfil formality and the organization gradually loses the trust of the community. Under such circumstances instead of qualitative progress in people's participation there is retardation.

Some Important Points for Consideration

- ◆ Participation has its own agenda of activities.
- ◆ Participation makes the community self reliant.
- ◆ An extremely poor person cannot take the necessary risk involved in participating in particular activity.
- ◆ The suggestions offered by a person, who will not experience the effect of the said suggestions, may be disregarded or accepted after serious consideration.
- ◆ Participation develops the tendency of being oriented towards long term, regularity and sustainability in the programme
- ◆ People's participation is based on local culture, norms and values.
- ◆ One who is extremely poor can not come forward boldly and speak openly.
- ◆ Development workers and community members must learn from one another.
- ◆ It is a good investment to learn and understand about the community while living in the project site at the beginning of the programme.
- ◆ Only to know is not knowledge but to understand, to feel and to transform it into behaviour as well.

Indicators of People's Participation

- a. Who takes initiatives in any particular activity? (the target group or others?)
- b. How do the discussions on the initiatives take place? (within the target group or among the leaders or among the worker?)
- c. How are the decisions taken? (collectively? according to the leaders? according to the workers?)
- d. How are the decisions implemented? (who will implement ? with whose active involvement? according to the plan or as desired?)
- e. Who plays the primary role in evaluating the outcome of the programme? (the target group or an external individual?)

Some Ways to Increase People's Participation

If programmes are conducted on the basis of people's participation, the question of how to increase people's participation would not have arisen. From the very beginning of programme initiation the decisions and execution of the programmes are not based on participation. Hence questions such as how to bring about true people's participation, what to say to satisfy them, how to call them for particular activity etc. are raised. These questions can be answered in the following ways:

1. Promote the concept within the local community
2. Facilitate the community members to make decisions by themselves about conducting programmes according to the actual needs and desires felt by the community.
3. Start conducting programmes in a small area.
4. By using the successful and satisfied participants as role model, facilitate them to conduct programmes.

5. Promote the attitude that the programme is of the community and for the community.
6. Take support of the established and respected individuals of the community.
7. Conduct programmes that provide benefits quickly.
8. Develop mutual ease and openness (among the community members and between the community and development workers) and maintain flexibility to the required amount in the programmes.
9. Development workers must foster love and respect for the community and make sacrifices as a part of their service to the community.
10. Adopt good and appropriate communication system.
11. Raise the level of awareness of the community by conducting various educational programmes.
12. Provide knowledge regarding the future impact of the programme.
13. Conduct programmes that respect social norms (that can promote maximum utilization of resources such as local positive traditions customs and culture).
14. Conduct programmes for the well being of as many people as possible.
15. Refrain from introducing artificiality in the programme.
16. Exhibit the impact of each programme.
17. Listen attentively to the community people and provide opportunities to them to develop themselves in making decisions on their own and to analyse the same.

Pre Planning Discussion Based on People's Participation.

Planning should be done on the basis of 8 “whys” (what, why, who, where, when, which and how much). In order to get response to the above 8 “Whys”, discussions prior to planning should be held sufficiently. Besides these questions, the future impact of the programme should also be discussed. This will lead towards conducting the programme with total and animate people's participation through the identification of the actual needs of the community. In order to achieve total and animated participation during discussion the following questions should be asked:

1. What are the problems that are faced daily? What are their respective causes? What may be the possible solutions for these problems? Which problems should be solved immediately? Why?
2. How much benefit can be obtained after solving these problems? what number of the population will be benefited? What may be the positive and negative impacts of the benefits?
3. How can these problems be solved? what are the resources required for this?
4. What are the locally available resources?
5. What are the resources to be imported? Where will they be found? How much money is needed for these external resources?
6. What are the responsible bodies? What are the responsibilities of the local community?
7. Who will observe and monitor the execution of the programme and how?
8. What benefits are to be achieved at the end of the programme?
9. What type of outcome may be expected in the future of the programme?
10. Should the activities be evaluated? If yes, how by whom and when?
11. What type of future does the programme have? will there be regularity, sustainability and continuity? if yes, how?

The programme plan can be developed on the basis of the community's ideas regarding the objectives of evaluation, ways of utilizing the outcome of the evaluation for future benefits, etc. According to these ideas implementation and evaluation of the programme should be done. Only then is it possible of expect animated people's participation from the beginning of the programme till the end.

Programme Planning based on People's Participation

Theoretically there is no second opinion regarding the fact that the programme plan should be developed on the basis of people's participation. It is necessary to concentrate deeply on what the local community know and in which area the awareness level of the community should be raised so that significant help can be attained in every

process of the programme planning. Generally it is found that the programme plan is developed according to the needs of the community as observed by the redevelopment workers themselves. If during programme planning on the basis of people's participation (without conducting educational programmes and awareness raising programmes and without holding pre planning discussions) direct questions are asked such as what the needs of the people are, what they want to do, etc. then, a situation is created where the expectations of the community may be raised, the actual needs may be far removed from reality and the community may express the need for large infrastructure development. However, this does not come under integrated rural development. For example, if an educated person is asked about his/her most important need, it will be difficult to get a simple reply immediately. Considering this as the base, it is quite possible that the local community may not have thought in this way before. They may not have even thought about prioritizing their problems. Therefore, it becomes necessary to conduct a lot of discussions and other educational programmes for a common farmer or a member of the community. Only then the community members come to know about what their needs are, which one should be given priority, what they should do, what and how much external support is required, from where the assistance can be obtained, what should be done to have long term impact of the programme, how self reliance can be attained, etc. At that time the programme plan should be developed in the midst of the community members and based on total people's participation to get the best result. Otherwise, the term people's participation may lose its true meaning and the programme may not be sustainable and the question of being self reliant will be unanswered.

Evaluation Based on People's Participation

People's participation plays a highly significant role in evaluating the programme in terms of questions regarding the objectives of evaluation, for whom and why evaluation is needed, in whose initiative and with whose active involvement it is being done, etc. In general evaluation is a continuous process and it should be performed to bring more effectiveness in the programme. Actual evaluation can be best performed by the local community itself because the community knows best regarding the benefits, success, failure, causes, methods, etc. of the programme. Evaluation attempts to discover the following facts for the betterment of the community and the project:

- ◆ To know where the community is going and if it is necessary to change the direction
- ◆ To become competent in developing better plans in the future
- ◆ To find out whether the expected objectives have been fulfilled
- ◆ To obtain more information.
- ◆ To bring more effectiveness in the activities.
- ◆ To find out whether the achievements are according to the investments.
- ◆ To find out whether all the attempts made are effective
- ◆ To share and exchange experiences among one another.
- ◆ To compare with programmes conducted by other organizations.
- ◆ To study one's own programme critically
- ◆ To discover the weaknesses and strengths and the successful and unsuccessful aspects of the programme.
- ◆ To improve the monitoring process as per the needs.

14. NGOS IN NEPAL

For the development of the nation the government develops the national plan, formulates policies and even implements programmes. The third world countries are themselves not fully capable of the development of their country due to the lack of resources, technologies and technicians and continued political unrest and instability in the governing body. As a result of these conditions, the need of international aid agencies is felt compulsorily. Apart from these different agencies, the role of the non government organization is also significant and is discussed below.

i. **Introduction of NGOs**

A non government organization (NGO) is an organized institution that is actively involved in a particular field with or without receiving financial support from the national or international donor agencies and is not directly under the control of government.

An NGO is initiated from the mutual discussion among some individuals. Based on such discussion the objective are determined, the constitution is developed, it is registered as an organization and its rights and acknowledged. Thus the birth of an NGO takes place. It develops programme plans according to the objectives, conducts programmes, facilitates institutional development, becomes programme oriented to fulfil the objectives, becomes an experienced organization and attains maturity. At the extreme stage of institutional development egotistical attitude may be generated in the organization. This may lead to the development of bureaucratic tendency, which may cause various types of unnecessary problems. Eventually the organization may lose its existence. Thus the life cycle of a non government organization is completed. These organizations may be of different types depending on their objectives.

According to David C Korten, in the beginning most of the NGOs were only involved in activities related to charity, support and relief and welfare services. In the second stage of development, small scale self reliant local development programmes such as preventive health and importance of agriculture were conducted. Similarly in the present context these organizations are active towards the development of a sustainable, stable, long term and permanent system. For the development of a sustainable system, activities such as the development of local leadership, bringing about changes in a sustainable way, reducing the direct participation and involvement of the organization, increasing the participation and involvement of the public and private organizations, etc. are gradually being performed.

Roberto Matinez Nagaira has mentioned that NGOs can be found to exist in different stages such as the gestation stage, development stage and the consolidation or capable stage.

(a) First Stage: The Gestation Stage

This stage includes the birth of the organization, programme planning budget arrangement, institutional introduction, mobilization of the programme, providing guidance to the organization, structure of the organization, selection of projects, etc. These activities take place after several attempts.

(b) Second stage : The Institutional Development Stage

This stage includes activities such as increase in the amount of projects, increase in the activities, determining different conditions for institutional development, increase in capacity, development of situations relative to certain restrictions from the donor agencies, learning becoming indefinite and irregular, constant attempt towards integration of the projects, re-examination and critical analysis of the policies and strategies of the organisation, etc.

(c) Third Stage : The Consolidation and Capable Stage

This stage includes important activities such as consolidation of the organization within its own circumference and situation, increase in the capacity of the organization, strengthening co-ordination and extending it, communication (transfer) of knowledge, skills and experiences, accumulating meaningful experience, bringing about remarkable improvement in institutional development and its policies and strategies, making the organization productive, collecting information regarding the social conditions and analyzing it etc.

As mentioned by Ernesto D Garilov, primarily the organizations are formed in small way for the local community at the village or grassroots level with complete support and co-operation of the community. This is their first stage. At that time there may be disagreements directly with the

individualistic, dominating superstitious social group or elements. In the second stage the trust of the organization members on their respective organizations is increased by consolidation and co-ordination of the organization. Similarly in the third stage activities such as the institutionalization of the organization, development of alliance, starting of network with many other organizations, etc. are performed.

ii. **Development of NGOs**

Within the last few years, the need and importance of the NGOs in terms of national development has been found in an increasing manner. Local government and donor agencies have often taken the NGOs as their partners. In the context of Nepal the initiation of such organizations has started from the 1950s. According to the present rules and regulations of 1977, there is provision for registration of all these organizations in the Social Service National Co-ordination Council or at the district level of the government unit. At present the NGOs are progressing with their programmes by registering themselves in any one of the six related committees of the council. An analysis of the activities conducted by the NGOs so far shows that most of indigenous local NGOs are welfare and social service oriented. Very few of the organizations are found to be involved in activities related to the development of the remote areas. In some local traditional organizations, clear indication can be found of having the necessary energy, interest and enthusiasm for being self reliant although they have not received legal approval.

In Nepal the SWC has taken the responsibility of providing guidance to the NGOs. A research conducted by the Asian Development Bank has informed the NGO world has become extremely weak. It is clear that the council needs to make strong efforts and sacrifices to improve this situation and make it effective.

Here more than 150 Organisations performing research, evaluation and consultancy services have been formed. There are 50 active international organizations registered in the council. More than 172 organisations (at the national, regional and local level) are recorded to be registered in the council. Similarly, many of the organizations registered in the Department of Industry are actively involved in community development. Some of the international organizations are not registered in the council but in different ministries. These are UMN, SCF (UK), WIF, Helvetas, the Thomas Daily Foundation, Intermeds Inc. USA, etc.

Likewise, the government organizations of the other countries, e.g. USID, GTZ, JICA, etc. are also active in Nepal. Independent international organizations like the ICIMOD are also actively involved in the country. Besides these, many organizations under the United Nations Organisations are working in Nepal. There is strong possibility of fulfilling the basic needs of the Nepalese people by the end of this century through the innumerable NGOs with adequate support, co-operation and guidance provided by the council and the government. The council, the government and all the NGOs should co-operate with the efforts put forth by the community. They should encourage the community to be more effective without causing confusion, form institutions on a permanent basis, provide required co-operation to those already formed and accept the theory of decentralization in a realistic manner. This would lead to the possibility of conducting programmes on the basis of animated people's participation thereby restoring the hope of fulfilling the basic needs of all the Nepalese people.

iii. **Characteristics of NGOs**

Based on the project site the NGOs may be of different types as a result of which their objective may also vary along with their characteristic. The characteristics of those organizations that are related to community development and social service are given below.

1. Having clear and direct relation with the grassroots level groups and people based participatory working procedures for conducting programmes in co-operation with the local community

2. Having realistic decentralization policies to provide opportunities to the local community members for exercising their rights, duties and performance
3. Understanding the importance of educational programmes (that increase awareness, knowledge and skills) for the purpose of development
4. Voluntary attitude
5. Having a small and limited project area and possessing effectiveness in the programme
6. Being non political, non profitable, democratic and development oriented
7. Having flexibility as and when needed and being committed

iv. **Internal and External Constraints of NGOs**

Different organizations have different challenges. A few of the more common ones are given below.

1. The compulsion of being registered and adopting an unnecessarily lengthy process to receive legal approval after being registered
2. Change of leadership occurring within a short period of time (in the case of the international NGOs)
3. The situation of compulsion laid down by the donor agencies
4. Compulsion emphasized by the government and its unnecessary control
5. Unavailability of skilled manpower due to insecure conditions within the community
6. Lack of basic structure in terms of facilities related to training, personality development and occupational skills
7. Compulsion of performing unnecessary paper work to send information to the local government, the council and even to the central office of the concerned organization in the case of the international NGOs
8. Interference from the government, political spheres and donor agencies
9. Difficulty in maintaining harmonious relationship between the volunteers and paid workers and between the workers of local branch and of the central office.
10. Difficulty in conducting programmes among groups that are in great need of assistance and among the poorest of the poor
11. Insecurity of the organization
12. Indistinct internal structural framework, lack of institutional development and changes and absence of active management and planning of good projects

v. **Role of NGOs in Development**

Every organization has some objective of its own. Depending on their nature and objectives, the NGOs are various types. Organisations are formed for different purposes such as performing social services, conducting community development, communicating various political ideologies, challenging the government by pointing out its faults and weaknesses, favouring and supporting the government and providing guidance etc. Here the roles of only those organizations that are related to community development are discussed.

1. To perform the role of a facilitator and motivator for the purpose of development
2. To develop self confidence of the community members by increasing awareness, knowledge and skills within the local community for sustainable, long term and permanent development
3. To develop local community based organizations for the purpose of bringing about continuity in community development and to lead the community in a positive direction through initiating social movement and mobilizing the existing traditional organizations properly through encouragement
4. To co-operate with the local traditional organizations in identifying the actual needs of the local community in a particular manner and not only in terms of using people's participation as a slogan
5. To help the community and the traditional organizations in identifying the solutions of their problems and in implementing these in a collective and organized way
6. To create situations for conducting programmes for the community people by themselves through the development of collective leadership within the community and to help in increasing relationship and co-ordination between different organizations

7. To conceptualise the community regarding their rights and duties by raising awareness about the social, economic and political conditions within the community
8. To increase mental power at the grassroots level by facilitating the people to understand about the reality of their excessive capacity and power as possessed by each individual through the local institution and to help them in conducting programmes according to their needs by assisting them proper utilization and control of their resource
9. To transfer resource , technology and knowledge appropriately as per the need
10. To expose local realities and to reflect experiences gained through research, communication and training
11. To influence the government to replicate the successful activities and procedure in a new place by first demonstrating/exhibiting these s examples.
12. To reach the weakest group and to provide co-operation in various ways as required
13. To help the community in proper utilization of the assistance obtained from different sources
14. To help in increasing production along with improving the distribution system

vi. **Community Development: Different Concepts**

It is relevant to discuss and about problems existing within the area of community development and specially those faced by the NGO sector. Therefore, the ideas forwarded by some of the well of the experienced and competent individuals, taking the leading role at various levels in the different NGOs (local and international) are given below.

- 1) While performing the leading role in an NGO, what are the major problems being faced?

Response 1

- A) It is difficult to develop NGOs at the local level.
- B) The channelisation process for news, information, description and fund is difficult. Likewise it is compulsory to provide report and justification continuously to the government, council and the central office of the concerned organization although it is quite unnecessary.
- C) It is difficult to motivate the workers to perform their duties properly by living in the project area itself. Similarly if the workers are incompetent, it is difficult to inspire the local community in a realistic way.
- D) Unfortunately more workers are needed due to the physical condition of Nepal.
- E) Often difficulties are faced due to caste differences dominating the process of mobilizing the community.

Response 2

- A) There is a lack of training related to management, evaluation and co-ordination in the actively involved organizations, as a result of which there is no exchange and sharing of policies, plans, solutions of different problems and various experiences among the NGOs. The degree of co-ordination among the bi and multilateral organizations is also found to be extremely low.
- B) There is compulsion of developing management, economic and administrative plans and implementing these within a fixed time period.
- C) It is compulsory to submit programme and financial reports at a number of places.

Response 3

- A) From time to time the decisions made on the basis of different political objectives are changing thereby causing difficulties in conducting programmes.
- B) The execution of programmes may be hindered by the delay in completing the activities under the responsibilities of the government. There may be reasonable causes for this; but still due to such delay the released budget maybe affected and the programme or project activities may be unsuccessful due to the delay.

- C) There is also delay in obtaining visa for the foreign development workers due to a lot of paper work and other problematic processes that must be undergone. Perhaps such unnecessary paper work can be decreased in other areas also.

Response 4

- A) Development management includes mobilization of resources and manpower to the fullest extent having first learnt about the existing conditions, problems and attempts made towards solving these. It involves the challenging task of mobilizing one self in an unfavourable environment and commitment towards providing various services and towards the name of the organization and its credibility.
- B) It is not easy to identify and select appropriate manpower. To motivate the selected manpower and to maintain such motivation is felt to be difficult. Besides the lack of skilled manpower exits as an obstacle.
- C) Firstly obtaining resources itself is a problem while, on the other hand, implementing activities by transporting resources to the required place without any leakage is becoming a very complicated problem.
- D) Different alternate measures must be sought by the development workers to solve problems thereby playing the role of a physician in development activities. This requires favourable environment and unrestricted situations. But in the context of Nepal, the environment is unfavorable and various restrictions stand as problems.

Response 5

- A) Often one is forced to lead the programme though being inexperienced about the community.
- B) Nepal being a Hindu (religious) country, there is no environmental equality in the political, social and cultural aspects. For example, there exists the concept that a Chhetri gives while a Brahmin receives. In reality this type of ideas prevents the creation of an environment of equality. It is a difficult responsibility to mobilize oneself in such an unbalanced social environment.
- C) The frequent changes in the country's legislation itself is a problem. Hence some efforts are required to make the management aspect more practical which may result in the introduction of simple methods in conducting the activities of all the organizations.

2. What are the problems observed in development activities in Nepal?

Response 1

- A) The resources and financial supports are not distributed equally.
- B) There is a lack of facilities in terms of transportation and communication.
- C) In spite of all the aid targeted towards development, it has not yet affected the actual state of development. The aid has only been used for the purpose of assistance.
- D) There is lack of appropriate policies for industrial development. In relation to this, the country should exhibit favourable attitude towards the policies and agreements of the neighbouring countries.
- E) The tendency of depending on others has been created instead of bringing about self reliance in the country and the nation and among the people.

Response 2

- A) The government services are limited.
- B) There is lack of trained manpower in the management, planning and evaluation aspects.
- C) Frustration has developed from unnecessary administrative problems, delay and negligence in the proper execution of control. Hence the government administrative mechanisms need to be more simple, co-operative and supportive.
- D) There is an extreme lack of women's participation in development activities as the social and cultural traditions are not favourable towards them.

Response 3

- A) Although decentralization has great significance, it is very difficult to initiate it and central control is comparatively more. As a result of this the enthusiasm of the local residents is found to be extremely low.
- B) Conservatism exists in the cultural life processes that are based on religion, caste and creed. This has led to various unfavourable influences on the collective use of water, on the ideas regarding health, on tree plantation and in the development of agricultural methods.
- C) There is a lack of benevolent feeling within the community. The people, for whose benefits the activities are conducted, themselves do not pay much attention to their own well being. While performing an activity, there seems to be more concern about what may be achieved from it and a lack of enthusiasm to do something for others' betterment
- D) Within the community knowledge regarding the condition of the worked is extremely limited. It is difficult to know what is happening and where due to limited relation and communication with the external world.
- E) New ideas often have to encounter political hindrances and obstacles.
- F) If a person the performed an activity, the moral interest of another person and his attention towards the activity is usually found lacking. Also the latter is not found alert and aware of the related activity.
- G) Most of the service oriented foreign organizations return to their own country after the completion of their working time period in the project. Then the project activities come to a stand still.
- H) A lot of programmes are being conducted together. As a result it takes a long time to let the community assess their own needs and conduct programmes on their own by first internalizing the fact the activities are to be conducted for themselves and according to their own needs. Thus it is difficult to attain people's participation in project planning.
- I) Maximum utilization and mobilization of the resources existing within the country have not been emphasized strongly in all the aspects of development.
- J) Specifically in the financial aspect, the responsibilities towards the donor agencies are not carried out fully and properly.
- K) Development means positive changes. It is also applicable in the cultural concept and norms. In other words, to bring about development, changes even in these aspects are necessary. In the present age, these types of cultural changes are being easily promoted in an increasing manner more than the requirements through the cinema, television and the coming of tourists. But these factors have caused extremely negative influences on the changes that are to be brought about by the process of development. To improve this situation is also very difficult.

Response 4

- A) Geographical Conditions:

Looking at the geographical features of Nepal, It is found that there is extreme lack of fertile soil in the country as it is almost completely covered by hills and mountains. Being landlocked, there is difficulty in exporting and importing goods. The rate of increase of population is not proportionate to fertile land. Due to the decrease in productivity of the land, increase in population and the unfavourable nature of the geographical terrain, there is extensive negative impact on development.

- B) Human Conditions:

A lot of factors must be incorporated in development. Single handed attempt is not fruitful. The interrelationship of development with every related aspect is equal in dimension. Hence the different aspects of a programme need to be analysed before starting the program. While determining a programme we usually tend to observe from only one aspect, which is a faulty procedure in itself.

- C) Government Policies and Directives :
Government policies and directives regarding development must be positive in nature. But this is seriously lacking in our country. Government policies play the overall role in development. For example, when there is decrease in the tax required for cigarette production and increase in the tax for sugar production, more investments are made in cigarette production. If such a business can be introduced from which profit can be made within a very short period of time, people will naturally turn towards it and it will increase income and production.

Similarly if the investment policies of the bank are examined, it may be found that such policies are not profitable for a majority of the communities. Therefore government policies need to be positive for development purposes. Policies that help to eliminate weaknesses in the educational and social aspects and increase production should be developed. Otherwise the export, import and industrial policies may not be of much service to the majority of the community people. Thus it is necessary to rethink on the development policies of Nepal.

Response 5

- A) Concept of Poverty :
- “He has a car but I do not have one; he has a house but I do not have one; he has a motor cycle but I do not have one.” he has motor cycle but I do not have one. By fostering such ideas the educated group also shows the tendency towards becoming rich thereby creating a significant impact on development. Even among development employees such ideas have caused difficulties in the path of community development.
- B) There is lack of development activists in its real sense. Most of the development workers are concerned with earning daily bread. To bring about development in the community through such workers is not only complicated but also impossible.
- C) The present sensitive political condition does not co-operate but opposes the birth of real development activists and their growth. Since the political wishes, decisions and policies are unfavourable towards the activist, there are multiple problems in existence.
- D) Foreign donation and aid have played a negative role in the development of the country and its impact is also negative in nature, which has generated a loss in the existing development efforts.
- E) There is lack of news and information within the community.
- F) Only physical development has been considered as development. As a result of this internal process of development has been completely disregarded.

Response 6

- A) A great many international NGO's have become involved in the country's development.
- B) A lot of foreigners have entered the scene.
- C) Coming of the so-called foreign specialists has also created problems.
- D) The trend of acknowledging only physical development's development, prevalence of cast system, lack of clarification regarding religious and political rights and extremely unequal conditions in the economic situation exist in Nepal. These conditions are not profitable in terms of the country's development.

3. **What types of problems are being faced by our development workers in the field?**

Response 1

- A) The tendency of giving more recognition to education paper qualification has generated a sense of inferiority for practical qualifications and experience.
- B) As soon as the development worker gets a job, he/she is compelled to help all the members of the family financially. Thus the development workers had to carry the economic burden of the family.

- C) The community may not accept the development workers easily due to minimum or no input from the political workers.
- D) Female workers are hindered from leaving their home and working independently. Such hindrances are due to social malpractices.
- E) Loneliness in the field may create frustration. Absence of mental recreation may lead to association with the wrong company thereby resulting in problems such as alcoholism and gambling. Thus the relationship of the development worker with the community appears to have weakened.

Response 2

- A) Family Problems: The feeling of living an isolated life is generated frustration's in the mind of development worker.
- B) Domestic problems and problems regarding property may continue to occur.
- C) The development worker feels the lack of external resources and human relationship.
- D) A situation may arise where it becomes necessary to depend on others for the execution of the programme, for technical knowledge and skills.
- E) There is lack of training during the period of service.

Response 3

- A) The development workers may be expert in technical knowledge and skills but they may lack in knowledge regarding the social and cultural trends. In such a situation the workers should present the required knowledge and skills in a simple way so that the community may understand. Otherwise a lack of interest may develop among the workers if the community fails to understand.
- B) Due to the above mentioned cause, the result of the activity may not be achieved quickly. This may also create frustration among the workers.
- C) The development workers find it very difficult to work in the social circumstances of our country, which may be described as fixed, pre structured, closed and limited.
- D) To increase effort, interest and participation of the community is difficult because here the natural and local organizations interested in performing such tasks are very few.
- E) Short term programmes have their own benefits but the opportunity to adapt in a new environment is definitely available more to the workers involved in long term programmes. Now a days short term programmes are conducted more actively.
- F) The development workers experience loneliness and isolation due to the particular (remote and lonely) place. Therefore the development of new process is necessary to provide various support services for the development workers.

Response 4

1. The development workers may not be clear about their roles. Hence they may feel accountable to the office on one hand and undergo pressure from the community on the other.

Response 5

- A) The development employees' problems are centred around the fact that they do not get sufficient salary to fulfil their expectations. Also there is no leave and other physical facilities. Thus they become frustrated and lose their interest.
- B) Resources must be invested in the development of required knowledge and skills for the development activists if not for the development workers. The lack of such knowledge may generate inferiority complex among the workers.

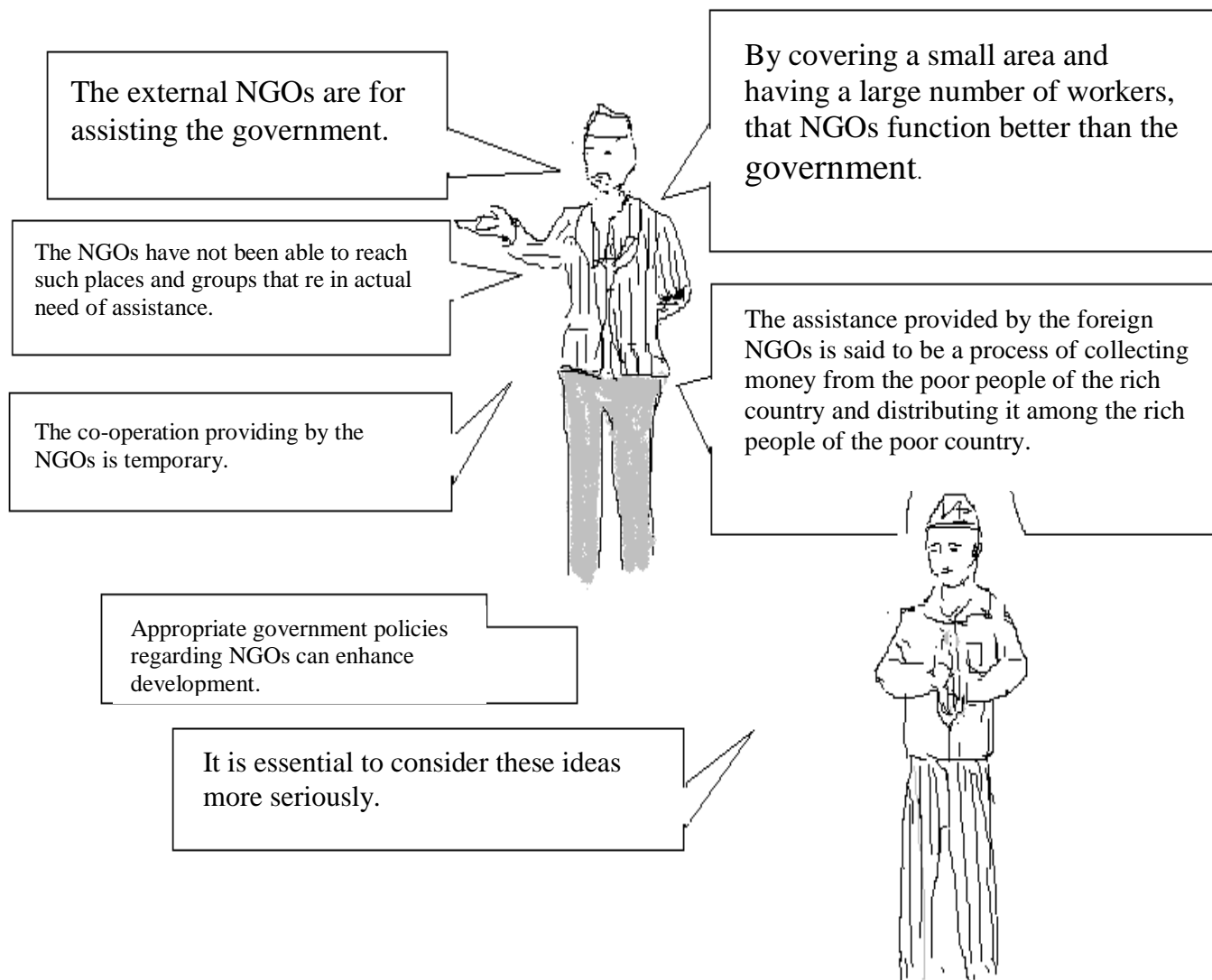
Response 6

- A) There is lack of necessary and appropriate training.
- B) There is very little possibility of learning and thinking of new ideas because of living in the same place for a long time. The workers have to talk and think about the same circumstances everyday. This makes them mentally exhausted.
- C) There is minimum time for holding discussions on different topics, analyzing, defining and finding out solutions.

Comments made by Mr. Govinda Neupane on the above points:

- 1) The problems observed and faced by skilled and experienced development managers have been presented in such a way that it has clarified the hindrances existing in our development efforts for a long time. The following points may enlighten the situation further.
 - a) Visa problem: If the delay in obtaining visa for the foreign managers as mentioned above is only a lengthening of the process, it must be shortened. However in terms of the policy, it would be appropriate not to import foreign manpower if the activity can be accomplished by the expertise existing among the Nepalese people.
 - b) Religion does not resist community development although some traditional religious beliefs may cause confusion. Nepal is referred to as a Hindu (Religious) country above. This is according to the legal language. When mass discussion at the community level takes place as a part of community development, there is no religious discrimination or intolerance.
- 2) The problems observed in the context of activities under community development in Nepal has been well recorded. However it may be fruitful to clarify the following points:
 - a) The fact that Religion, caste and creed have caused problems is area specific, which does not seem to stop the total process of community development. These problems may arise due to the inability in raising the awareness level of the community as a result of working only in the aspect of physical infrastructure as a part of community development and disregarding its social aspect.
 - b) The concept of community development and of charity are not opposed to each other but neither are the same. Community development emphasized on being self supporting and not on charity. These are two different areas altogether.

SOME COMMENTS REGARDING NGOS



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SOME IDEAS:

SUSTAINABILITY

DEVELOPMENT:

Development is a continuous process of development of human being (by people themselves) by improving the quality (environmentally, socially, politically, and economically) of lives in a sustainable manner. It involves all positive changes (as defined by the community) towards the equity and the equality among all the people with all respect every way. (NGOs are just to facilitate and support the community efforts where they are working).

Developments is a continuous process of building awareness among people themselves, about their own situations, the choices or options available, and prepare themselves to choose options for intended positive changes in the community for their own and their children's better future.

A PATH TO SUSTAINABLE DEVELOPMENT

RBC

USE OF KSA

CAPACITY/CAPABILITY BUILDING OF COMMUNITY:
Improving Knowledge/skills/attitudes through discussion/workshops/training/exposure visits etc.

WORKING APPROACHES

WORKING PRINCIPLES:
Community Organising fully participatory to ownership among the beneficiaries. Based on their needs.

SUSTAINABILITY:
long lasting benefit/impact, which is replicable in other areas easily.

RESOURCES COLLECTION AND MANAGEMENT:
Fund raising, use of funds in a very careful way etc. and too costly, Effective/ efficient use of resources, Preservation of ENVIRONMENT for future GENERATIONS.

TECHNOLOGY:
Use of appropriate technology which is available locally(repairable in the area) and acceptable/affordable for the beneficiaries.

RESOURCES GENERATION, AND PROPER MANAGEMENT.
HUMAN AND PHYSICAL ENVIRONMENT PROTECTION

USE OF TECHNOLOGY
USE of LOCAL, SIMPLE and APPROPRIATE TECHNOLOGY

KC, 11 October 1995

SUSTAINABILITY – AN INTRODUCTION

This is only a discussion paper.

Different aspects of sustainability:

Organizational sustainability: An organization can have a long life if

- The vision/ mission and objectives are very clear.
- the management systems are good,
- The decisions are made in a participatory manner.
- the accountability and responsibilities are defined and divided clearly,
- All the member of the organization are motivated for the common cause,
- Basic minimum resources (human, materials, and money resources) are available to manage the organization etc.
- The organization can adapt the changes.

Organization level sustainability can mean different thing but here but there we are talking at the community level (local NGO or any forms of local organization committed for development)

Questions to be discussed ourselves:

1. Is the community organized and committed for the activity?
2. Is the activity linked with government structures?
3. Have the community been given enough opportunities to share formation, feelings, ideas, options and consequences etc. among themselves and the RBC staff, to make a final decision so that majority claims the decision as their own?
4. How can we make sure that there are enough education/ training activities conducted?
5. Is it necessary to have a clear objective before you start an activity in the community? Do you have a clear objective of the activities you are implanting?
6. Do the people know (are they capable) how to continue themselves when RB leaves? why is it important people know how to do it themselves?
7. Is the activity small enough so that it can be managed by the villagers in every way?
8. What can be done from the project to secure organizational sustainability?

Material sustainability: Example: A school building will sustain for the time the materials such as bricks, woods, cement etc. last. If the building is not maintained well, the building can be broken within a few years. So sustainability here could mean maintenance of the building regularly to be able to **use it for a long time.** We always have to consider the investment cost up against the cost of running the activity.

Questions to be discussed ourselves:

1. Is the cost of the activity of any importance for sustainability?
2. Is it important that the villagers can afford to pay the running cost and maintenance cost?
3. What can be done from the project to secure material sustainability?

Application of (knowledge, skills and attitudes (KSA): Any knowledge, skills and attitudes learnt from experience and from other colleagues should be used in day-to-day life. If the new knowledge, skills or changed attitude leads to a noticeable change in a person's day-to-day life, one can say it is sustainable. It is important to remember that things take time, and the people involved need time to let the ideas "cook" in their minds before new ideas can be fully adopted.

Questions to be discussed ourselves:

1. What participatory management tools have you learnt to use?
2. Have you used community participatory planning method?
3. Were the intended beneficiaries included in the planning process? Do they feel themselves owners of the activity they are running? Why is the feeling of ownership of the beneficiaries important?
4. Is it likely that people will duplicate the activity? Can the people teach others if the next villages want to learn for them?

Economically organization wise, KSA: Some people say that for a project to be sustainable there must be a source of money and materials. Other say that the most important thing is that people are well organized. Other people think that if the community people (villagers) are trained, they will have the knowledge, skills and right attitudes to sustain the project.

The reality is that we often have little resource and we must use them very carefully only for the immediate needs and for long lasting results. First of all, there is not enough resources available and secondly, one has to prioritize the program activities and spend the resources accordingly. Therefore, for a project to be sustainable community people should realize the need to continue and they need to upgrade their KSA to apply it continuously. The community organization should be very strong and competent and there should be at least minimum resource available. Community people must be motivated to continue the project themselves. We can then say that the project is sustainable.

Question to be discussed ourselves:

1. How can we help the beneficiaries to define and activity that gives long-term benefits to the beneficiaries? Why is it important to get long-term benefits (rather than short-term benefits)?
2. How can an activity have a positive implication in local social/ cultural situation?
3. How can it have a positive implication (or no implication) on the environment?

What is the meaning of Sustainability?

1. **Rural population have survived for centuries** because they have been doing some thing useful responding to their needs. Therefore, any assistance to the people (who are doing something good) should be seen as a kind of small support to begin the work from the level where they are in any particular aspect (social, economy, etc.) in the community. It relates directly to improve the day-to-day life of people's standard of living. That's why people are the subject (not object) and they have the full power to decide what they need to improve further.
2. **Practically speaking, Sustainability to me means, long lasting impact/ benefit of anything that we do in the community.** This means, community people should be able to apply the concepts, ideas, skills and knowledge learnt from training/ workshop, project discussions as well as actual participation in implementation of the programme. The community should be able to follow the process continuously with some adjustments to different conditions. Activity can be linked with the national context as per the need.

Sustainable development is a development that meets of the present without compromising the ability of future generations (our children). The survival, protection and development of children depends on the kind of development we talk about and do. Therefore all agencies such as Redd Barna, other ISCA members, and UNICEF who want to see a better life for children in the future try their best to find ways in development that contribute to environmentally sound and sustainable development (to save children from negative consequences of development.) It is all about empowering community members, which means all we should do is awareness building, training/educational activities so that people are capable, they feel more confident, and as a result, they do they need to do in an organized and systematic manner.

Sustainability means – the extent to which people and their organizations can carry on over time their ability to do things for themselves. (RB Asia Seminar; adopted from SARO Project Design and

Development workshop Report, SCF UK Kathmandu, 1994). It is only possible if it is planned from the beginning and followed through a project or be part of project life.

3. When you consider the discussion on no. 1 and 2 above, the following **keywords** are very important and directly related to Sustainability:

Democratic Decisions (on what needs to be done) are to be made by the people who are intended participants, (not by the outsiders/ staff of NGOs). Very active *participation* in and organized way of the people in the area is the key to Sustainability. It means that **Community Organizing** for systematic development process (such as decision making by the community) is absolutely necessary.

Any activity to be done in the areas should be **based on local resources** available (may be little or no material input from outside). This means: look for solutions from the people so that it will be easily adaptable and that it can easily be replaceable by the local community. Again this means to use the appropriate technology and maximum use of local resources to be able to duplicate the ideas or activities in other areas.

Community may ask for **education/training** to learn skills and change attitudes to be able to maintain and make necessary adjustment according to the situation and context. Educational activities as formal/informal training and time to share ideas and thoughts among beneficiaries, are the most important activities in the community in relation to sustainable development. Therefore “how do you do” is more important than “what do you do”. So, Sustainability relates to **the process** of the activities “how do you do”.

Participatory **monitoring and evaluation** of the implementation process will help you to know whether you are working on the right track to achieve your objective in a sustainable manner.

It relates to the following:

- Manage resources and preserve the environment for future generations (our grand children)
- Effective and efficient approaches (Simple and easy process of implementation)
- People are decision makers (owners of the project). We are only facilitators in the process who should share experience and provided alternatives in the discussion.
- Community organizing, ownership of building is important before action(s),
- Competence and confidence building of the community members,
- Raising resourced locally as far as possible,
- Flexible to be able to adapt the changes in and outside the organization.

Sustainability at different Levels:

~ Global: Save the world, save environment for the future generations. Rain forests are disappearing.

= National: Recognition, Co-operation, Integration, Legal improvements, Socio-economy and political stability, Change policies and plans as per the need.

*** Organisation:** *professionalizing the organization:

Voluntarism and Professionalism

Generalists and Specialists

Regular Documentation

Formal financial management

***Organisational Culture:**

Charity of objectives

Nature of Leadership

Management styles and decision making process

Communication flow
Transparency of decisions
***Organisational Development:**
Staff Development
Systems Development
Assessing impact and cost effectiveness
Organisational Evolution

#Project:

Development Orientation:
Social mobilization
Local Capacity building
Local resources mobilization
Learning Process:
Encourage experimentation and creativity
Ability to adapt and evolve
Linkages and Net-working with other agencies

***Field/grass-roots level: *Education/awareness building and Application, Capacity building, Empowerment, Participation, Local groups, formal/informal institutions(CBOs).**

What is not Sustainable?

- ⇒ If you use new and sophisticated technologies which are not available locally, and which no one can take care of and repair after you have gone.
- ⇒ If you give out of things and material resources more than the absorbing capacity of the people
- ⇒ If you only look for short term benefits
- ⇒ If you set up many charity programmes
- ⇒ If you only look for short term impact
- ⇒ If no one can duplicate

Because:

- ⇒ People are always dependent on you or the project inputs.
- ⇒ People are passive receivers, not active decision makers, there is no feeling of ownership.
- ⇒ Project works for people not with the them.
- ⇒ Project spends a lot resource unnecessarily; which is not affordable for the people.
- ⇒ No discussions or training are organized, therefore people do not know what is happening and why things are being done

Put picture on page 78

FACTORS HINDERING SUSTAINABILITY RBC

IACK OF K.S.A OF COMMUNITY/ STAFF

Lack of competence building plans
Lack of experience and lack of/
knowledge skills/attitudes through
discussions/workshops/training
/exposure visits process etc.

LACK OF CLEAR, Management and WORKING APPROACHES

Lack of clear objectives/ strategies, and lack
of clear working approaches, non-participatory
but top-down, lack of CBOs, no ownership
feeling of beneficiaries. Not based on people's
needs. Only for Short-term lack of information

SUSTAINABILITY:
Sustainability was not though
of carefully while selecting
Objectives and planning

Lack of local resource collecting, use
and lack of management of the
resource, too costly activities
No effective/efficient use of resources
No Preservation of ENVIRONMENT
for future GENERATIONS
Lack of information.

Use of Inappropriate TECHNOLOGY
spare parts are not available locally and not
acceptable/affordable for the beneficiaries.
Lack of use of local resource,
Imposed by an outside, lack of information

**LACK OF RESOURCES GENERATION,
AND PROPER MANAGEMENT :
NO HUMAN AND PHYSICAL
ENVIRONMENT PROTECTION**

**USE OF INAPPROPRIATE
TECHNOLOGY**

KC.11 October 1995

OTHER EXTERNAL FACTORS
(Policies of Gov't., Other INGOs' working processes etc.)

Not enough local resources and inappropriate use. Lack of skills of management of the resources, too costly activities. No effective/efficient use of resources. No Preservation of ENVIRONMENT for future GENERATION.

Use of Inappropriate TECHNOLOGY.; spare parts are not available locally and not acceptable/ affordable for the beneficiaries, lack of information, Lack of use of local resources, Imposed by an outsider

Not Enough RESOURCES GENERATION, AND PROPER MANAGERMENT : NO HUMAN AND PHYSICAL ENVIRONMENT

USE OF INAPPROPRIATE TECHNOLOGY

KC, 25 Feb. 1996

A case of Nepal only the discussion:

Water and sanitations programme of an NGO in Nepal:

A rural village of Newal Parasi district situated on 12,000 ft. high was facing a problem of drinking water. People had to walk far a way to get one jar of water. Usually, women and children were the ones who had to travel a long steep way to fetch the water from a stream. The Water and sanitation project wanted to help people in the area. They usually had latrine building activity (sanitation program) and drinking water program. Therefore they asked people to build a latrine in each house in the community before providing drinking water. As a result the people built latrines and showed the NGO staff. The NGO staff were every happy. Finally they provided (pipe water) drinking water in the village. Every house has a water tap stand. When the drinking water activity was over, the NGO had to leave the area because of political/ religious reason.

After few months, a group of NGO workers visited the project area. There was no problem in drinking water. People were very happy. However, no person in the village was using the latrines at all, but they were happy to use latrine as their store. The reasons told for not using the latrine were:

- They had to feed their pigs
- the latrine smells bad
- They think that they don't really need to use the latrine and they are happy to use the latrine as store

Please answer the following questions:

1. **In the case, what is sustainable and what is not sustainable and why?**
2. What is the problem is this case?
3. What is hour suggestions to them for future programs?

Participatory Monitoring & Evaluation

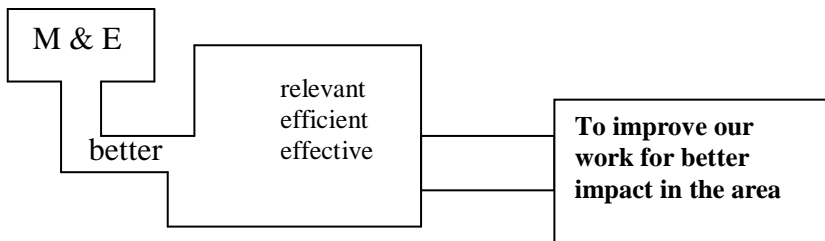
WHAT? *Everybody is watched (monitoring /evaluation) by everybody always.*

Monitoring and evaluation is a management tool to find out the progress following the plans to improve it continuously. Monitoring and evaluation is to find out whether the project is running according to the plans specifically related to the process, the results/ progress and the resources management.

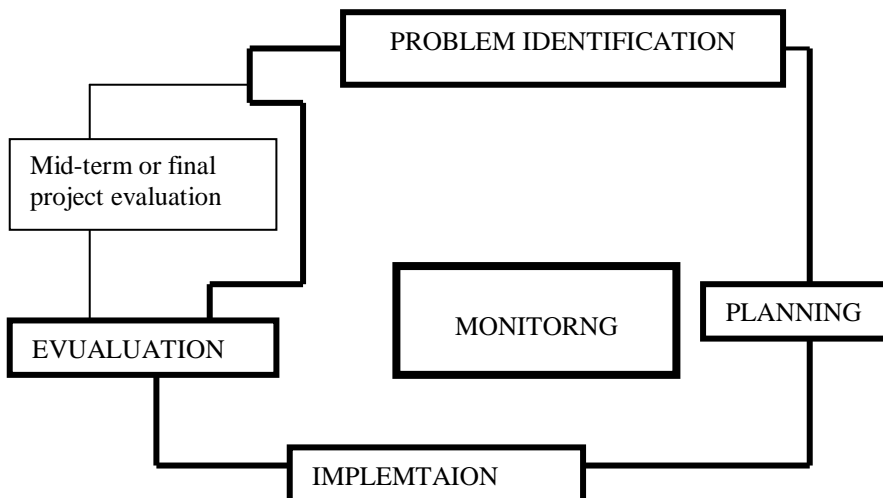
Monitoring: This is a continuous process to find out how well ht project is running, is it as planned (in terms of activity, in terms of process/ approaches), or are there changes, if so why? Is it getting the expected results? How is the quantity and quality of the results/ outcomes? How can we improve effectiveness and efficiency of the project in future?

Evaluation: Evaluation is also a continues process, we all do it (though we don't say it, sometimes we are not aware that we are evaluating as well) always. However, evaluation, as an event, is done once or twice within the project life in general to find out more clearly that what and how was it done, use of resources (whether the resources were used effectively/ wisely to achieve maximum results) and whether the objectives are achieved etc.

WHY? It is done to make the project better in terms of relevancy, efficiency and effectiveness:



DEVELOPMENT of a Project CYCLE



Activity	For whom/why?	Who does?	How often? When?	Methods/ tools
MONITORING	It is to improve the quality of work to achieve the set of objective the set of objectives as planned. Therefore it is for the (beneficiaries) project staff (implementers), Project management and program management.	Monitoring can be done at different level and by different persons such as Beneficiaries can monitor, the implementers/project staff monitors to know the progress (and keeps records), Project management can monitor to know how is the project running and whether the implement need any help etc. Therefore in summary the following people monitor the project: Beneficiaries, Project staff/ management	Monitoring is a continuous process. However, formally, there can be systems developed by the project. How to monitor, how often to monitor etc. can be incorporated in the project plans. When: It actually start from inception of the project. One has to monitor the need identification & planning process, implementing process/ strategies, progress, achievements etc. Therefore it should be for the whole life of the project.	Some examples: *Monitoring meetings (weekly or monthly etc.). *Monitoring visits with checklist /monitoring chart/sheet (indicators are used in this sheet/ chart). Some examples are given at the end of this paper. *Monthly reports of the achievements
EVALUATION	It depends why do we evaluate our projects. At least there are three parties who should get benefits form the evaluation in general: they are: * Beneficiaries, * Project(agency) * Donor	<i>Actually, we all evaluate (without expressing it).</i> Usually, it is done by an outsider together with local counterparts. Of course it is always much better if it if done in a participatory way which means the beneficiaries are actually involved in collecting data, analyzing the data and giving real picture of the impact of the project. Who: Beneficiaries, project staff An outsider	<i>Evaluation is done by every body all the (without saying it.)</i> Usually it is decided while planning your project when and how often do you want to evaluated and why. Evaluation can be done in three different times, one before implementing the project (present situation assessment), mid-term evaluation (mid-term and final) in two different times. Mid-term evaluation is basically to guide the project to the able to tell where are we in terms of process and achievements vis-a`-vis plans/ objectives and goals and how and what has to be done further to meet our goals. Whereas, final evaluation is done at the end of your project life to know exactly the impact of the project whether the project achieved the objectives and goal in a given time and also it is to learn what could be improved for the better impact.	Can be all of the following: *Use of monitoring records *Questionnaire *Workshop with staff *Workshop with beneficiaries and staff * Observations etc. and compare with previous (before project started) assessment of the situation/ evaluation if any.

INDICATORS AND MEASUREMENT (Mainly based on Participatory monitoring and Evaluation RAPA):

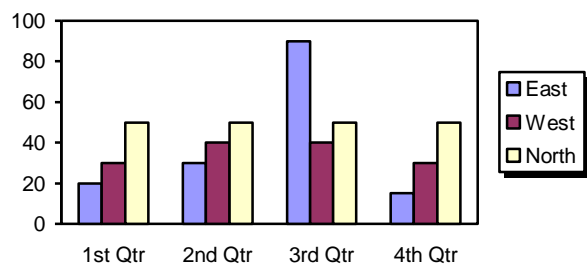
What do you want to measure

Indicators as an example

1. Social charge:

1.1. Situation of Children	No. & % of school going children, children at labour/ work, no. of street children, no. of children in difficult circumstances, (at the national level: law (legalities) and practice on the rights of children, agencies working with
1.2. Health	*Infant mortality rate, main causes of death, main diseases in the area
1.3. Nutrition	*Weight for age, weight for height, height for age (children's growth rate)
1.4. Education	*Literacy rate, average years of formal schooling, quality and quantity of school
1.5. Rural Poverty	*Income and expenditures, no. of landless family, unemployment rate, seasonal migration rate
1.6. Gender equality	*Proportion of boys/girls in the school, wage differentials, decision making practice at household level, proportion of male and female in different services, proportion of M&F in committees and participation in village meeting etc.
1.7. Environment	*Quality of land for cultivation, deforestation, different kind of pollution, Social Environment: peace, co-operative etc.
1.8. Standard of living	*Access to potable water, access to school for children, types of house and roof, household sanitation.
1.9. Disease Control	*Specific disease eradication, coverage of immunization,

An example, the following is the result of the monitoring of vaccination in three villages in each quarter. The following is a report of the project.



Was it planned for the above achievements? Are The target achieved in this case?

Monitoring Chart: An example

Village Development Committee Participation Monitoring Chart:

Adult Population: 426

April, 1995

	Jan	Feb	Mar	Apr	Ma	Ju	Jul	Au	Se	Oc	No	De
				rl	y	ne	y	g	p	t	v	c
No of farmers and % of total	54 13	57 14	62 15									
Average attendance at meetings	44	49	53									
Labour contribution(person/days)	475	1320	842									
No of participants (male/female) in training	M60 F15	20	95 3									
Leadership and participation locally (5-1)	3	4	3									

EXPERIENCE TALKS

EDUCATION SHOULD BE FOR SOCIAL CHANGE.

EDUCATION SHOULD BE FOR ALL

and

EDUCATION IS EVERYBODY'S RESPONSIBILITY

**CHILDREN, PARENTS, SCHOOL TEACHERS and ALL PEOPLE in
COMMUNITY WORK TOGETHER TO ADDRESS ISSUES IN
COMMUNITY AND IN SCHOOLS**

EXPERIENCE IS TO SHARE WITH YOU IF YOU NEED!

**-Krishna K.C.
27.12.97**

STUDY TOUR – A REPORT
EDUCATION FOR SOCIAL CHANGE

Learning is a continuous lifelong process and it is also an individual process, some learn more than others, however, no body knows everything and no one is perfect. One learns from others and self-experience. This is a short report of our Study Tour to Thailand. A group of 24 members, out of which 20 Delegates from Schools, Districts, Provinces and Ministry of Education, Lao PDR three staff from REDD BARNA (save the Children Norway) and one staff from SCF UK, visited different schools and institutions in Chiang Mai and Chiang Rai in Thailand during 30 November to 10 December 1997/ This visit was funded by REDD BARNA and SCF UK. Dr. Mythong Souvanvixay, Deputy Director, NRIES, Ministry of Education, was the team leader of the delegation, Dr. Dusit Douangsa and Dr. Phasina Tangchuang, Faculty of Education, Chiang Mai University, Thailand, coordinated this tour. The following is a short summary of our learning:

1. Education for all and All for Education: Education for Social Change:

We asked ourselves an important question; **what should be the role of Community, Teachers, Monks and Children themselves in Education.** Let us express what we have seen in Thailand.

We visited a Primary School in Vieng Papao District, they have an environment project, and school and community implement this project together. The Children in the school are playing an important role to learn from villagers and also to educate villagers and school teachers. Adults have been learning from the children. Children collect information about environment using different methods, they analyse the information themselves, they then summarise their finding which then are presented (using various methods) to the villagers and school teachers by the children. In their presentation, the situation of environment at present, causes of it, etc. are elaborated. This has been the part of the local school curriculum.

The school presented a situation where by Education is everybody's responsibility, Education should be for All and All should be involved in education. It should be an integrated effort from all the players. Community participation is must in education (as parents Teachers Association or School Committee etc.)

The children have been playing a major role in their education in the next village called Wat Nam Pu community school that we visited. They are working in a Forestry Project, which is being implemented in close cooperation among school, community and local forestry office. Again as in other village, collect information regarding the situation of their Forest (by using PRA method and individual interview and discussions with elderly people to learn the local environment and historical aspect of the forestry), they analyse and they present to the monks, school teachers and villagers. In this village, community all together and the Monks are very active to improve the quality of education. The head of the Monks says, he mobilized the house wives in the village to convince their respective husbands to contribute labour to building for their children. The chief of the village as well as the Principal says that "they do not wait for Government grants for school construction and forest management.

In a short conversation with Students in the school, they way learning outside school is very practical and rather interesting. Children say, "with the help of our parents, teachers and Monks, we have done a lot to conserve our forest", they way, "we really love our forest". Definition of Education for children is not limited to class room lecture only, it is much more than that. Children are the integral part of a society as such, their education therefore should not be limited to the school but also from their surrounding and local environment outside school.

In order to develop the decentralizing process in educational development, equal participation of the local community such as the teachers, community leaders the monks together with Children is a must. Everyone should participate equally to develop a curriculum locally. When curriculum is developed locally, Education becomes more corresponding to their local situation. Which also make community relies their participation is important.

We also visited a project on AIDS prevention, in cooperation between school and community in Ban Panglao area where school children identify the situation related to AIDS in a village accordingly they prepare and present a drama to educate the villages/community members, AIDS Education activity is integrated with school cluster where children, teachers and community are working together to reduce the level of HIV/ AIDS prevalence through building public awareness. As an impact of their activities, more people now use contraceptives such as condoms for safe sex. It was an encouraging experience to know how much children can do. This teaches us that in order to

learn and address overall development, the community issues should be discussed in schools and similarly the issues in schools should be discussed in communities.

It was not easy to believe that children can do a lot for social change. They are (perhaps) the best forces for social development. They therefore deserve respect of their capability/ ability to participate in any social activities. What Children learn in school must be relevant to their everyday lives and the situation surrounding their everyday live must be discussed in school. Children are the pillar of the nation, invest for them now is a sure return in future.

2. *We have to work towards 100% enrollment, 0% drop out and 0% repeater:*

Some of the Schools we visited reported that they have 0% drop out and 0% repeater rate. It has encouraged us too to work toward achieving 100% enrollment, 0% drop out and 0% repeater. Of source qualitative gains in enrollment depend on the **quality teaching standard** and **quality of standardized curriculum** incorporated local initiative, texts and necessary facilities. We also need to be aware of dilemma that if we only focus on qualitative gains which may result in qualitative losses. However, expressed, in an informal conversation, their interest and commitment to make some efforts towards achieving qualitative objective!!!

3. *No more Traditional Teaching BUT Child Centred Teaching Method:*

Teachers have been using new participatory teaching methods that we observed in some of the schools that we visited. Radio Cassette was played to tell a short story (case study that a teacher herself developed) about a family related to problems of drug abuse and AIDS. Students had to discuss in peers and in small groups and present the answers to the big group. However, if the comments were invited after each presentation would have been even better which was our comment. Students seemed very interested and were active to discuss and to present their ideas to the big group. They presented with full confidence. The teacher was able to be stimulus for them.

Teachers must be motivated and be creative to use child centred participatory teaching method. Children learn much better in this process than rote (memorizing) method.

4. *We need to have portfolio, student's evaluation process, and criteria for school:*

Teachers have portfolio system of each achievement and work done by each student. Their regular evaluation system of each student's achievements help parents and teachers to know what kind of help the student need and the student him/herself is also encouraged looking at the progress. It also encourages to develop a sense of commitment to improve and have healthy competition among students for better achievements. The school has some criteria for the own progress evaluation.

Quality for education in school can be improved to have better educated children if teachers are trained and if they have systematic evaluation and support mechanism!

5. *The Education should also focus on vocations/life skills in addition to strong foundation in computation and language skills: Children can be prepared to generate income:*

We visited border area Vocational Training Center, at Chiang San District, which is available for children to learn different skills. When visited a school at Ban Sanklang Nue where Children learn to make papers, recycle the used papers and also reuse of the used paper for decoration etc. Children make paper bags, photo album, and many other things for decoration etc. Children are also taught life skills related to health, agriculture etc.. This way the school had some income and the children receive some benefit from the income they make for school.

Children are not only learning arithmetic, reading/writing and analyzing skills but also they are preparing for future by learning some vocational/life skills from the school! It was possible teachers, community and children plan and develop part of the curriculum locally.

6. *The Children of Ethnic Groups need special attention:*

We visited Ban Mae Kaotom School where we have seen participatory teaching methods practiced. There are some ethnic Children who take one year for preparation in Thai language to enter to grade one in the school. The school has developed a Dictionary on ethnic language and Thai, since they do not have their own script, it is written in Thai script for teachers and Thai speaking children in order to help Ethnic children, when the ethnic children know how to read and write they can also use the dictionary, which is developed in Thai Language.

Special attention should be given to Ethnic Children in their learning.

7. *Local Curriculum and Community Participation in Education is an Alternative to Bureaucracy:*

Decentralization in Education has been an Alternative to Bureaucracy according to the experience in those schools that we have visited. Community, Teachers, Monks and Children together have developed 25 % of curriculum locally appropriate to their local situation. PTAs and School Committee are active to improve the quality of education in Schools and at the same time encourage higher degree of enrollment, less drop out and less number of repeaters. The idea of **self-learning text books** for students is very interesting one. it was at one point discussed and felt that it is possible to apply in our context too.

8. *The experience of School Cluster System in Thailand has been very positive:*

As reported, Cluster school system has been useful to pull the resources together (such as developing teaching learning aids etc.) in order to improve the quality of education and also to improve the management system in school and the cluster. Head masters together with teachers have to be active in academic and nonacademic school and community activities in order to improve the quality of education relevant to children's' everyday lives. We visited some Resource centres in a cluster, which were useful for teachers and students. They have flexible approach in terms of number of schools in a cluster. It is needed, only 5 schools can have a cluster. The cluster system does not have to be within a same administrative location but it can also be in the same geographical location and or same cultural/ethnic group location. Creating more encouraging and participatory teaching learning environment in schools was one of the strengths the schools have in the areas that we visited.

9. *We learnt from Non-Formal Education(NFE) Approach in Thailand:*

NFE Division has been active to address the issues related to Basic Education through bringing education to people's door step by providing literacy education, ethnic group special education and continuing education activities. In addition to the Basic education, NFE division also provides Vocational Education and Information Education through Self Study materials, Local centres, and through media. Community media centres through satellites, Mobile Library and reading centres are interesting ones.

10. *We should be able to use variety of presentation methods that we learnt from different schools and institutions:*

Since we visited many places and we had also opportunities to learn different kinds of presentations. Some of the examples are as following:]

- ◆ Children used big drawing in a big paper and presented, it was very clear and interesting.
- ◆ Peer presentation (one presents on flip charts at the same time the other person draws on the board the same things what been said) was very clear presentation.
- ◆ As explained, use of PRA method; where children can learn through **Self Discovery** method and they can learn through sharing ideas among themselves.
- ◆ As explained, Focus group discussion method is very useful in the community.
- ◆ We also observed Drama, role play methods that children performed for us.
- ◆ Participatory Learning Methods: Small Group discussions, presentations and question answer methods are popular in some schools.
- ◆ Puppet show on any issue by teachers or community members or students generates ideas and interest.
- ◆ CLE and AIC (Appreciation, Influence and control) methods are some of the participatory methods schools can used.
- ◆ Presentation through computer with written messages and with some symbols was very interesting etc.
- ◆ Slide show using locally make big screen (appropriate technology). However we also saw in Rajabhat University the slide with the help of computer with hi-tech auto machine.

- ◆ Video presentations were quite powerful as well.

11. Analysis during and after the study tour is absolute necessary:

Reflections of lessons learnt with good analysis of our study through self thinking and discussions each other was felt deem necessary in order to help each other to organize and systematize our learning. Otherwise we see and forget after some times and there will not any use for our study tour. We therefore discussed and came up with some actions to have workshop to disseminate to others what we have learnt.

12. Strengthening Capacity at all levels is a major task of Ministry of Education:

We have learnt many things, many of them can be applied base on our own context with some modifications. We need to think how to strengthen capacity to plan, manage and monitor the effective use of the resource at all levels is a major concern. Pedagogical skills improvement, development of teachers' guidebook and teaching aids/ materials, standardized curriculum with 20% local curriculum, improvement on teacher supervision and support systems, School planning, management and administrative systems, extra curricular activities, recognize the importance of community participation in Education and facilitation skills for teachers to get community participation, to organize PTZ and school committee and to mobilize local resources are some of the areas we will have to look into in future.

We hope that we will be able to use our learning in practice in order to help Children in Lao PDR.

- By Krishna K.C., Educational Advisor, **REDD BANNA** (Save the Children Norway), Vientiane, Lao PDR, On behalf of the Study Tour Team members. 20\12\97