

**EXPERIENCES IN NON-FORMAL EDUCATION IN NEPAL:  
NARRATIVES OF WOMEN**

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# OVERVIEW

- Introduction
- Problem
- Objectives
- Theoretical
- Literature Review
- Methodology
- Result
- Conclusion

## Non Formal Education (NFE)

**UNESCO Institute for Statistics, 2012**

- Addition, alternative or complement to formal education
- Education for adult unable/unlikely to enroll/re-enter formal education.
- Programs of adult and youth literacy
- Education to out of school children and programs of livelihood development.

## NFE and its roles in skills development

**European Commission, 2020**

- Values, social and emotional skills
- These skills are for better adaption to changing nature of labor market
- Responds to work-related needs and fulfilment.

# PROBLEM STATEMENT

Unequal power and resource distribution (Khan, 2013).

Illiteracy hinders in decision making process (Mengistie, 2022)

Modernization and advancement (UNESCO, 2020)

NFE, not recognized as formal education (MoEST, 2022)

Low literacy puts people at disadvantage, multiplier effects, more likely to be unemployed.  
International Adult Literacy and Skills Survey (IALSS)

# PURPOSES OF THE STUDY

To explore the stories of Nepali women joining non-formal education

To explore changes in the skills that they have experienced from NFE.

# LITERATURE REVIEW

1

- Institutionalized, deliberate and educational institution (UNESCO, 2012)
- Learning based on needs and circumstances, accessible (Latchem, 2017)

2

- Lack human resource and budget (NCE, 2021; Neupane, 2019)
- 1% in NFE, no recognition and lack of ownership (NCE, 2021)

3

- Life skills: self-worth, confidence, communication, knowledge and social capital (Simac et al., 2019)
- Increased access of resources (Dahal et al., 2021)
- Enhances mobility, leadership and asset management ( Mengistie, 2022), (UNICEF, 2020)

# THEORETICAL FRAMEWORK

## AMARTYA SEN'S CAPABILITY APPROACH

- Capability and human functioning are core ideas
- Crucial in understanding the opportunity aspects of freedom and human rights.

## Theory in study

- NFE minimizes barriers for education
- Necessary skills and knowledge to enhance their capabilities, enabling them to live lives aligned with their aspiration.

# METHODOLOGY

## RESEARCH DESIGN

- Narrative inquiry presenting participant's experiences chronologically  
(Connelly & Clandinin, 1990)
- Collaborate with participants to understand and inquire into experiences  
(Clandinin, 2022)

## INFORMATION COLLECTION

- In-depth interview
- Observation, documents, picture and other sources of data

## QUALITY STANDARD

**Temporality, Sociality and Place**  
Linkage of story with experience and experience with places.  
(Clandinin & Huber, 2010)

## DATA ANALYSIS

- Process of making sense out of the data”  
(Butina, 2015)
- Data organization, restorying
    - Coding process
    - Categories or theme
    - Interpretation of data



# BEHIND THE SCENE: UNVEILING PARTICIPANTS' UNTOLD STORIES

1

## Participants

- Sunita, Sabina, Radha and Pasang (Name changed)
- Agricultural family, wage labour.
- Early marriage

2

## Social norms and structure

- Preference to son.
- Girls-household, boys-state ruler.
- Girls are property of others, worthless to invest in their education.
- Education ruins girl's life world

# BREAKING THE BOUNDARIES: RETURNING OF WOMEN TO SCHOOL

10

1

## **Low confidence and self-esteem**

I did not use to get the customers when they used to ask items in English. I have returned them without selling the things they were available in my shop. I used to feel less confidence while dealing with customers with good profession. I have felt embarrassed when they used to laugh at my writing, seeing writing errors and style.  
(Sunita, participant of research)

## **Feeling of Embarrassment and distress**

2

I did not have to deal with the outer world since my husband used to do everything. When he fell sick, I was one to take care everything. I did not know to write details in cheque so, I used to ask help of staff at bank but they did not respond me properly. With irritation and astonishment, they questioned my ability and reasons for not being educated. I could not read and sign documents in my daughter's school. I used to feel very bad and cried many times in my situation. (Sabina, research participant)

# BREAKING THE BOUNDARIES: RETURNING OF WOMEN TO SCHOOL

11

3

## **Lack of employment skill**

•With frequent visits of foreign customers seeking services and information, the demand for communication in English and computer skills became essential. I did not have those abilities, thus, I had to leave my job. I have heard that the pharmacy is providing a good salary, Rs.22,000 per month for this post. (Sabina, Participant)

## **Lack of public speaking skill**

4

In this previous local level election, I was approached by one of the political parties for the position of Deputy Mayor. I agreed and participated in the election campaign. In the campaign, I was supposed to give a speech but I could not utter a single word when I grabbed a mike. I left without a word and at that moment, I strongly felt that I could have delivered a speech if I had an ability to write the speech and read them. (Sunita, Participant)

1

## **Emotive Expression**

It's late but the dream of studying has become true for me now. I was not fortunate to get pen and copy in my child hood, I was given sickle but I don't think age matters in learning. Now, I can read books and get inspired to do something for my country.

There are many things of my interest which I could not have done before and now, I can do them. I can read stories and relate them with my life and they always motivate me to move forward. Not only reading, now I can express my feelings into words. I have written poems and participated in the competition organized by my school.

(Sunita, Research Participant)

2

## **Communication Skill**

,I can do interaction with their teachers and ask about their performances. I have experienced about school after studying that has given subject matters to discuss with my children's teachers. (Sabina, Research Participant)

3

## Banking and Technological skills

I have also started to do basic works of bank. I can fill details in the bank voucher and cheque. Last time, I visited to bank alone and filled the details myself, there were few errors but I am now confident that I can do it myself. Even I can use ATM card, use mobile and I am happy to acquire these skills. (Sabina, research participant).

4

## Leadership Skill

I was working in the community development and actively engaged in the politics but I have felt lacking on me and that was education. I could not get into leadership position. When I started to come classes, I learnt about stories of leadership and I have found that knowledge and information have given a confidence to play my role as chairperson of IPWN efficiently, The continuous learning and experience will support me in taking leadership in higher position.(Radha, research participant)

4

## Employment skill

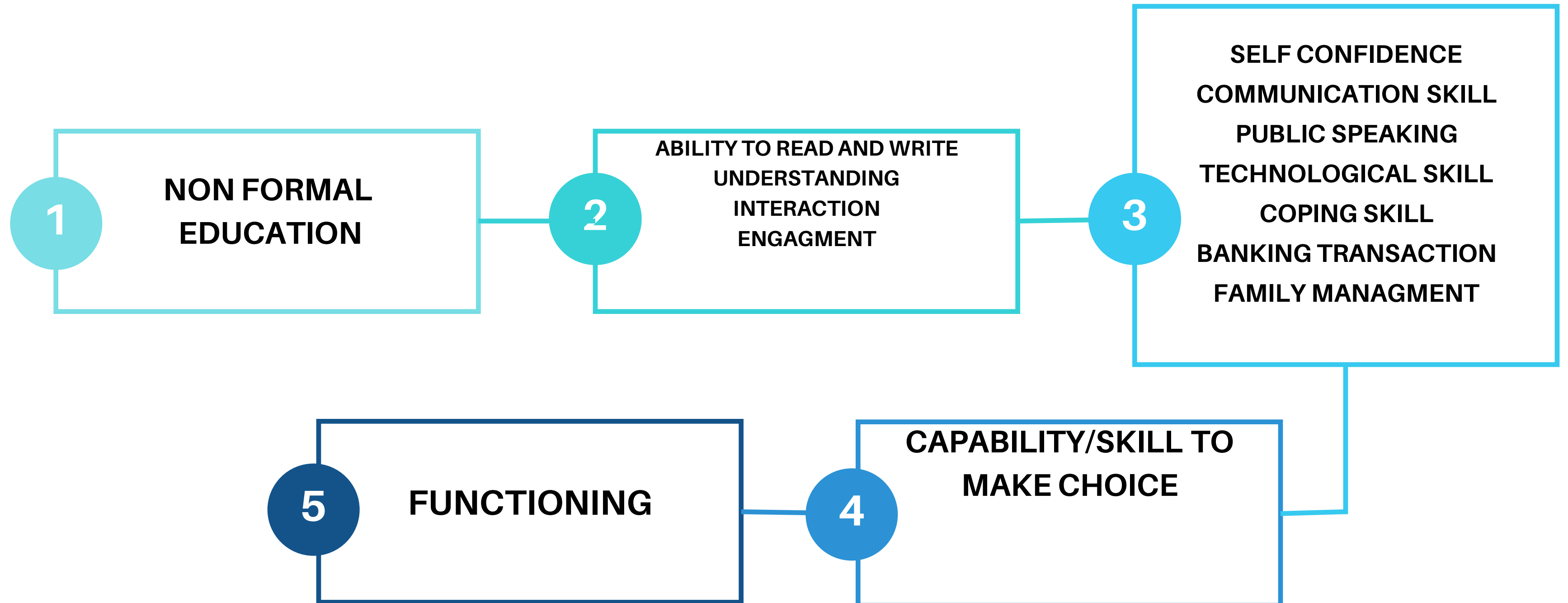
Now, I am able to read and write in Nepali and English though it is very basics. Gradually, I will be able to acquire computer skills and my English will also get improved. I aspire to get better job opportunities with this skill (Sabina, Research Participant)

5

## Certification of Skill

I have acquired language skill- Hebrew and English so, it helped me in employment at Israel. There, I learnt to care patients of Alzheimer and other terminal illness. Without educational certificate, I could not fulfill my dream to be tourist guide, driver. Now, I am studying and look ahead to pursue my career as nurse and that requires certification of my skill. (Pasang, Research Participant)

# DISCUSSION AND CONCLUSION



# Discussion and Conclusion

- ❑ Improved decision-making skills and self-confidence among women.
- ❑ Traditionally having low status, these young women are now respected as valuable community members (World Education, 2013)
- ❑ Foundation for life long learning, provides skills enhance human capabilities and prepare individual for survival and participation in an increasingly skills-based global economy. (UIL, 2013)
- ❑ Integration of learning of non-formal, informal and formal. (Norqvist & Leffler, 2017)



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