

The Role of International Development Organisations in Educational Development in Nepal: A case study of Nepal and New Zealand

Sagarmatha



Salleri



Introduction

- Education aid – teachers' training programme - NGOs in Nepal in partnership with INGOs
- Compare training programme of two NGOs – REED and LSF
- Has the capabilities of the participants been expanding or diminishing?
- Capability approach – normative tool to evaluate freedoms of students and teachers plus their agency
- Decisions students & teachers value – prospect of removing hindrance to those freedoms – expanding capabilities

Research Significance

- Inclusion of students who are supposed to benefit from aid – research gap
- Human angle rather than economic angle to understand the problems related to educational aid in Nepal

Research Question

1. What are the valued capabilities of students, trained teachers and related stakeholders in Solukhumbu and Kathmandu district?

Methodology

- Qualitative research methodology
- Case study is the chosen approach for this study

Sampling Procedure

- **Opportunity sampling**- the first to volunteer
- **Participants:** 4 students & 4 teachers -primary and secondary level
- Resource person from (MOE, Nepal)
- A Trainer - REED
- A Trainer - Himalayan Trust Nepal
- A Trainer from the Himalayan Trust NZ
- 2 students - primary school, Kathmandu - grades 3, and 2 teachers who teach at the same school
- A teacher trainer from LSF
- The Co-founder of LSF

Data Analysis

- **Interpretational analysis-** based on grounded theory - identify concepts, themes and patterns
- Data will be coded into categories
- Set of categories will be refined through constant comparison

Findings from data collection

- INGOs - make the training modules consulting with teachers
-teachers don't consult with the students – important piece
- Students want the teachers to value them and teach in a friendly way
- Refresher training focused only on English, Maths and Science



