

# Children's Worlds National Report

# NEPAL



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## 1. Introduction

The survey on children's well-being entitled International Survey of Children's Well-Being (ISCWeB) is a world-wide research on children's subjective well-being (Rees and Main, 2015). Nepal joined in this survey from its second wave in which 15 countries participated. The data on different dimensions of children's well-being from 8, 10 and 12 years old children in 15 countries were collected. Incorporating the data sets of all 15 countries, A Report on the Children's Worlds Survey, 2013-14 was published. The present national report on Children's Worlds survey, 2019 in Nepal is the third one in the series. It is expected that the international report will include data sets of 40 countries for multi-national comparison.

### 1.1 Context and Population

#### The context

Children are the future of human generation, who will make a wonderful world to live at. Hence, their present world should have an environment in which they can grow to the extent possible and release their highest potential. As stated in Convention on the Rights of the Child, 1989, they have right to grow and develop their full potential (CRC, 1989). In this context, in order to assess whether the present environment is conducive to children for their growth and development, it is necessary to find out their own perception of and views towards the subjective well-being of children. They were asked directly to give an assessment of understanding their own well-being.

The purpose of this survey is to identify the ways of improving children's well-being by creating awareness among children, their parents and their communities as well as among opinion leaders, decision makers, professionals and the general public. The objective of this survey is to collect solid and representative data on children's lives and daily activities, their time use and in particular, on their own perceptions and evaluations of their well-being. It is expected that the study of children's worlds in as many countries as possible certainly helps to raise awareness of children's well-being and their life situations and to influence government policies and services (Rees and Main, 2015).

#### Population

Population census in Nepal is conducted in every 10 years by Central Bureau of Statistics (CBS). Hence, still data of National Population and Housing Census 2011 is used as authentic data and it has comprehensive disaggregated data on several aspects of population. The population of Nepal was 26,494,504 (12,849,041 males and 13,645,463 females) with an annual growth rate of 1.35% (Central Bureau of Statistics, 2012). Based on the latest United Nations estimates, the

current population of Nepal is 29,812,944 as of Monday, February 4, 2019. Twenty percent (5,991,808 people in 2019) of the population live in urban areas (World Population Review, 2019).

### **Geography**

Nepal, officially the Federal Democratic Republic of Nepal, is a landlocked multiethnic, multilingual, multi-religious and multicultural country (The Constitution of Nepal, 2015). Geographically, Nepal is divided broadly into three ecological zones: Terai region (the lowland), mid hill region (the midland) and Himalayan region (the highland). The lowland Terai occupies about 17 % of the total land area of the country. The midland i.e. the mountain region accounts for about 64 % of total land area, which is formed by the Mahabharat range that soars up to 4877 m and the lower Churia range. The altitude of highland i.e. the Himalayan Region ranges between 4877 m to 8848 m. It includes 8 of the highest 14 summits in the world, which exceed altitude of 8000 meters including Mount Everest, the highest peak of the world (CERID, 1984 and Geography of Nepal - Nepal Tourism Board, 2019 ).

### **Percentage of Children**

The population of 8 to 12 year old children in Nepal is 3,455,499 which come out to be 13% of the total population. Even the disaggregated data by single year of age reveal that the number of children of respective age group is 733,228 in 8 years old age group, 552,867 in 9 years age group, 811,748 in 10 years age group, 562,582 in 11 years age group and 795,076 in 12 year age group. Further analysis of these data reveals that the percentage of children in 8, 9, 10, 11 and 12 years age group in the country out of total population is 2.8; 2.1; 3.1; 2.1; and 3 respectively (CBS, 2012).

### **Religion**

The CBS (2011) identified and reported ten types of religion categories. Hinduism is the religion of 81.3 % of the population and Buddhism is followed by 9% of the total population as the second largest religion. Islam, Kirat, Christianity, Prakriti, Bon, Jainism, Bahai and Sikhism come under minority religious groups.

### **Caste/Ethnicity**

Nepal is a multiethnic country. Distinctly, the people of Nepal belong to two broad groups: Indo-Aryan and Tibeto-Burman. The Indo-Aryan group is concentrated mostly in the Terai ecological belt and the Tibeto-Burman ethnic group in the mountain ecological belt of the country. In the hills, the distribution of ethnic groups is rather different because of inter-mixing that took place through the ages (CERID, 1984). According to the census report of 2011, there are 125 caste/ethnic groups (CBS, 2011).

## **Mother Tongue**

Nepal is a multilingual country where 123 languages are spoken as mother tongue as reported in the census report 2011. Nepali which is an official language, is spoken as mother tongue by 44.6% of the total population followed by Maithili (11.7%), Bhojpuri (6.0%), Tharu (5.8%), Tamang (5.1%), Newar (3.2%) and others (23.6%) (CBS, 2011).

## **Economic Context**

Nepal is one of the least developed countries in the world (Nepal GDP Annual Growth Rate, 2018). The world economy which was severely buffeted by the financial crisis of 2008/09 is steadily recovering from its ailment, showing signs of successive economic vitality and potency. Positive signs are also clearly discernable due to the completion of general elections held for the first time after the promulgation of constitution that assured political stability and favorable investment climate in Nepal. The contribution of service sector activities to gross domestic products (GDP) has increased while the contribution of agriculture sector has shrunk to 27.6 percent in the current fiscal year 2017/18 (Nepal GDP Annual Growth Rate, 2018). Though there are no precious mineral resources and petroleum, Nepal is rich in water resource. Tourism has been steadily growing in recent years. Remittance, recently, has been a major source of national income contributing to GDP (25% to the GDP in 2012). Remittances to Nepal have a stronghold in the national economy and they have also transformed the lives of a large number of rural people (Nepal Remittance Association, 2019). Education and health sector is estimated to contribute 7.2 percent and 1.7 percent respectively to GDP in current fiscal year. The preliminary estimate of economic growth is 5.9 percent in the FY 2017/18 while an average annual growth rate over the last decade is 4.3 percent. Per capita GDP at current prices is estimated to increase by 12.3 percent and stand at Rs. 103335 (USD 1004) in FY 2017/18 (Ministry of Finance, 2018). It was Rs. 92,031 (USD 866) in the previous fiscal year.

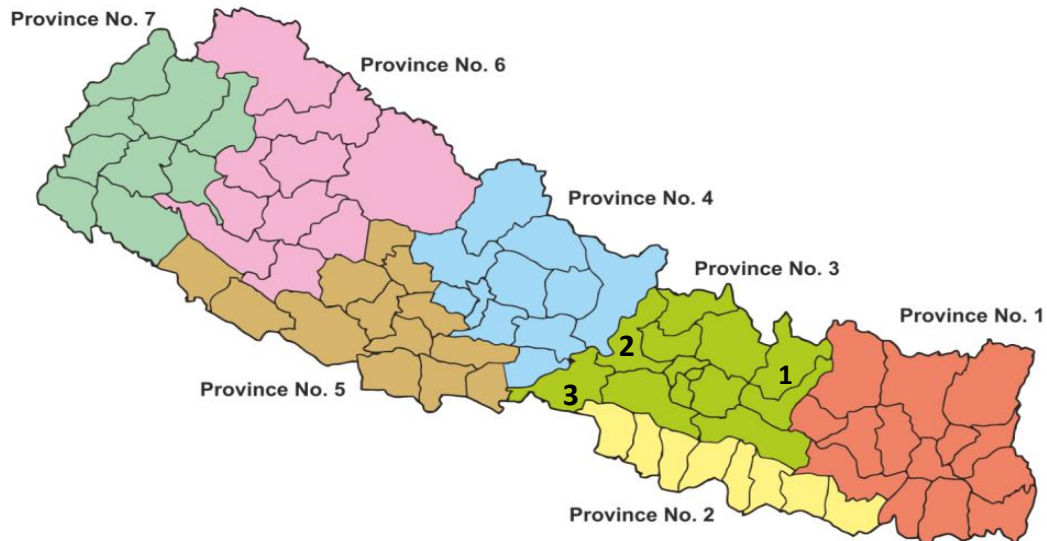
## **Education System**

School Education in Nepal is of 13 years duration, with basic education including one year of early childhood education and development and pre-primary education (ECED/PPE) to grade 8 and secondary education having grades 9 to 12. In this context, the services of ECED/PPE are provided to the children before they reach 5 years. Children in Nepal enter first grade/class of school education at the age of 5 (School Sector Development Plan, 2016).

The 5 to 12 years age group children, normally, are expected to attend 1 to 8 grades of basic education. Specifically, 8, 10 and 12 year old children study at grades 4, 6 and 8 in schools respectively. However, there are over age children in each grade because of late enrollment in the schools and repetition rate. In 2017-2018, out of the total 35,601 schools, 35,211 are basic (Grades 1-8) and 9,447 are secondary (Grades 9-12) levels (Department of Education, 2017).

## 1.2 Sampling: Strategy and Outcome

According to the Constitution of Nepal 2015, the country is divided into 7 provinces and 77 districts.



Nepal team decided to include only one province in this survey i.e. Province No. 3 as shown in the map given above, to conduct this survey in smaller area. With a view to cover three ecological belts of the country, three districts – Dolakha (1) from mountain, Dhading (2) from hills and Chitwan (3) from Terai/Plain region – were selected for this survey.

Province No. 3 has been selected based on three reasons. First, geographically, Nepal is divided into three regions: mountains in the north, hills in the middle and plain region (Terai) in the south. Those regions extend from east to west as stripes. Chitwan represents plain region, Dhading represents hills and Dolakha represents mountains. Second, all sample districts have urban, rural and remote areas. So, schools from rural, urban and remote areas can also be included in the survey. Hence, children of most of caste and ethnic groups can be included in the survey. Third, all districts can be reached by road, not necessary to go by airplane. This will help us to reduce the cost of field work. Hence, Province No. 3 will represent geographical regions of the country.

In Nepalese context, it is preferred to conduct survey for 10 and 12 years old children as the level of understanding of 8 years old children in Nepal was not satisfactory. Hence, 1,000 children from each age group were be selected randomly considering gender balance.

Nepal team used probability proportional to size while selecting children of 10 and 12 years age group. The data of schools and children were used from Flash Report 2016/2017 published by Department of Nepal, Government of Nepal. Prior to selection of children, public and private schools will be selected considering probability proportional to size. The details of sampling strategy are given in Table 1.

**Table 1: Details of Sampling Strategy**

Development Region	District	Ecological Belt	Total students in district (1-8)	Portion of total students (%)	Projected samples of students c=g+h	No. of sample schools d=c/36 d=j+k	No. of Public schools	No. of Private schools	No. of sample students in public school	No. of sample students in private school	No. of sample public school i=g/36	No. of sample private school j=h/36
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Province 3	Dolakha	Mountain	46,215	19	380	11	396 (92%)	33 (8%)	350	30	10	1+1
	Dhading	Hills	84,840	35	700	20	608 (93%)	45 (7%)	651	49	18	2
	Chitwan	Terai	110,777	46	920	26	389 (70%)	165 (30%)	644	276	18	8
Total			241,832	100	2000				1,656	355	46	11

- Note: 1. Data in column a, e and f are derived from Flash Report 2016/2017 published by Department of Education, Government of Nepal
2. b = total students in each sample district divided by total students in three sample districts. e.g. 46,215 divided by 241,832 x 100 = 19%
  3. c = 19% of 2000 (1,000 children from each age group x 2 age groups = 2,000 children) = 380 children
  4. It is decided to select 18 students from 10 years old children and 18 from 12 years old children from each school. Hence, d = 380 divided by 36 = 10.
  5. Percentage in e and f are calculated from e and f.
  6. g = 92% of c e.g. 92% of 380 = 350. Similarly, h = 8% of 380 = 30
  7. One more private school from Dolakha district was added.



## Preparation of Questionnaire

In order to collect required data for this survey, the questionnaire developed by core team of Children's Worlds survey was translated into Nepali language, which was pretested in a group of 8 children of 10 and 12 years old to get feedback. On the basis of feedback of pretesting, language of Nepali version of questionnaire was improved and it was translated back into English to ensure the accuracy of translation. Again, on the basis of back translation, Nepali version of questionnaire was improved and made ready for data collection.

## Data Collection Procedures

According to sampling strategy, 1044 questionnaires from 10 years old children and equal number of questionnaires from 12 years old children from 58 schools were got filled up. The questionnaires were cleaned and made ready for data entry. School-wise questionnaires filled up by the students are presented in Table 2.

Table 2. No. of Sample Schools and Sample Children by District

Districts	No. of Schools			No. of Students in		
	Public	Private	Total	Public	Private	Total
Chitwan	18	8	26	648	288	936
Dhading	18	2	20	648	72	720
Dolakha	10	2	12	360	72	432
<b>Total</b>	46	12	58	1656	432	2088

## Data Entry and Analysis

Prior to data entry, experienced staffs who were involved in the data entry of ISCWeB second wave were given orientation about the data entry in SPSS files. After completing data entry, it was verified to check whether the data entry work is accurate. Errors were corrected wherever they were found. Data entry files were cleaned. From these cleaned SPSS files, tables were prepared for presentation of results.

## 2. Results

### 2.1 The Participants

As per sampling strategy of this survey, attempts were made to include equal number of boys and girls in each age group. However, after field work, it was found that 10 years old girls were slightly higher than boys while 12 years old boys were slightly higher than girls. In totality, this survey has included equal number of boys and girls covering both 10 and 12 age groups as shown in Table 3.

Table 3. Sample Children by Gender and Age

	10 year-old	12 year-old	Total
<b>Boys</b>	510	529	1044
<b>Girls</b>	534	515	1044
<b>Total</b>	<b>1044</b>	<b>1044</b>	<b>2088</b>

### 2.2 The Home and the People Children Live With

As shown in Table 4, since 95% of 10 years of children and 97% from 12 years old children live with their family, they are lucky enough to get love and affection of the family. In addition, there are a few children who are not so lucky to live with their family. There are orphaned and abandoned children who live in orphanage or children's home with a family environment. Similarly, some children are also living in foster homes, though their number has not been estimated.

Table 4. Type of home children live in (Percentage)

	10 years	12 years
<b>I live with my family</b>	94.9	96.8
<b>I live in a foster home</b>	2.2	0.5
<b>I live in a children's home</b>	2.9	0.3
<b>I live in another type of home</b>	0.0	2.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

While analyzing the data of children living with family, it was found that more children from 10 and 12 years old children are living with mothers than fathers. The reason behind this fact is that fathers usually go abroad for work. Children are also living with brothers and sisters in the family. On an average, each 10 years old child has 3 brothers and sisters and 12 years old child has 2 brothers and sisters. Table 5 further shows the children living with grandfathers is less than those living with grandmothers.

Table 5. Children Living with Family Members (Percentage)

Family members	10 years	12 years
Mother	96.3	97.3
Father	92.0	94.3
Grandmother	1.9	1.0
Grandfather	37.6	33.5
Brothers and sisters	33.5	26.2

### Satisfaction with the people

#### children live with

A single item was asked to the children to seek their view on their satisfaction with the people they live with in 'an 11-point scale: 0 for not all satisfied and 10 for fully satisfied'. Their responses are given in Table 6.

Table 6. Satisfaction with the people you Live with (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.3	0.6	0.3	0.8	2.7	5.6	4.7	7.9	10.3	9.6	57.3

Table 6 shows that 57% of the children are fully satisfied with the people they live with. The other children though they are not fully satisfied with the people they live with, the percentage of their responses reveal that their level of satisfaction with the people they live with is on the high side of the scale.

#### Agreement with the statements related to family support

Six positive statements related to family support were asked to the children to rate on a five-point scale: 0 for I do not agree, 1 for agree a little bit, 2 for agree somewhat, 3 for agree a lot and 4 for totally agree. Children's responses are presented in Table 7.

Table 7. Family support to children (Percentage)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
There are people in my family who care about me	2.2	2.5	4.1	19.3	71.8
If I have a problem, people in my family will help me	2.0	2.7	4.0	20.3	71.0
We have a good time together in my family	3.8	6.0	8.7	21.5	60.1
I feel safe at home	3.1	2.6	3.3	18.2	72.8
My parents/carers listen to me and take what I say into account	3.2	4.5	6.6	22.1	63.5
My parents and I make decisions about my life together	3.9	2.8	4.8	21.3	67.3

Among the six statements mentioned in Table 7, heavy focus is given to the statement “I feel safe at home.” As other positive statements supplement the statement with safe home. Notably, 71 percent children totally agreed that people in their family used to care about them and help them whenever they are in problem. Table 7 further shows that their participation in decision making related to their life and acceptance of their voice were taken into consideration. Besides, the children enjoyed living in family as they have good time in families.

### 2.3 The Home Where Children Live

Linking with children’s high positive response for the statement ‘I feel safe at home.’ Table 8 clearly reveals that the high percentage of the children are satisfied with the house or flat they live. It further indicates that 56% of the total children are completely satisfied with the house or flat where they live. A meaning from this result can also be derived that they are satisfied with the house or flat where they live in the sense that they feel quite safe at their residence.

Table 8. Satisfaction with the house where you Live (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live	0.7	1	0.8	1.2	2	7.2	4.7	5.5	8.3	12.5	56.3

Table 9 shows the availability of rooms, beds and study place for children. It is a matter of satisfaction that 54% of 10 and 12 years old children have their own room in Nepalese context. On the contrary, only 54% of 10 and 12 years children have place to study, which is not satisfying. It is also somewhat fair that 67% of 10 and 12 years old children have their own bed.

Table 9. Things you have at home

	Percentage
Own Room	54.4
Own bed	67.6
Place to Study	54.1

### 2.4 Friends

A single item was asked to the children to seek their view on their satisfaction with the friends in ‘an 11-point scale: 0 for not all satisfied and 10 for fully satisfied’. Their responses are given in Table 9.

Table 10. Satisfaction with the Friends (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends	0.2	0.8	0.4	2.7	2.8	8.6	6.0	6.3	17.5	10.7	44.0

The percentage of children who are satisfied with their friend is also on the high side of satisfaction. However, the percentage of children who are fully satisfied with their friends is below 50%.

In addition to 'satisfaction with your friends', four statements related to friends were asked to the children to rate on a five-point scale: 0 for I do not agree, 1 for agree a little bit, 2 for agree somewhat, 3 for agree a lot and 4 for totally agree. Table 11 shows that children have highly positive views towards four different statement related to friends whether it is for boys or girls or it is for 10 or 12 years old children. In the 0 to 4 five point scale, the percentage of children who responded all statements remained on the side of the scale. It implies that children's affinity with their friends was appreciable.

Table 11. Responses of children on friends by gender and age groups

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I have enough friends	2.5	7.2	7.2	25.9	57.2
My friends are usually nice to me	3.7	6.8	9.3	27.5	52.8
Me and my friends get along well together	3.0	4.6	9.7	22.5	57.3
If I have a problem, I have a friend who will support me	3.3	4.4	7.1	24.1	61.1

## 2.5 School

Children's responses on satisfaction with i. *their life as a student*, ii. *things they learned in school*, and iii. *children in their class* were collected in an eleven-point scale. Percentage calculated from their responses reveal that children of 10 and 12 years age groups lay on the high side of the scale. Children were more satisfied with their life as a student compared to 'things they have learned' and 'other children in the class'.

Table 12. Responses of children on friends by gender and age groups (Percentage)

	0	1	2	3	4	5	6	7	8	9	10
Life as a student	0.2	0.6	0.4	1.6	1.8	6.4	4.2	5.8	8.1	10.7	60.1
Things you have learned	0.1	0.4	1.1	1.1	1.9	2.8	2.9	5.5	8.6	16.4	59.2
Other children in your class	2.9	0.8	1.2	2.1	2.8	6.9	5.1	8.6	8.8	13.9	47.0

### Satisfaction of Children with School Related Matters

Percentage of responses of 10 and 12 years old children on seven items related to teachers' support, students' support and school safety are given in Table 13. These are agreement scale with 0 for I do not agree, 1 for I agree a little, 2 for I agree somewhat, 3 for I agree a lot and 4 for I totally agree.

As shown in Table 13, percentage of children who totally agreed was found to be highest for school safety followed by teachers' support and teachers' caring to the children. It means they are happy with the teachers and school safety. However, the item 'arguments between children' got the least responses from the children.

Table 13. Responses of children on school matters (Percentage)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
My teachers care about me	1.8	6.5	5.9	25.9	60.0
If I have a problem at school my teachers will help me	1.3	4.4	6.9	25.2	62.2
If I have a problem at school other children will help me	2.5	6.6	9.0	27.2	54.7
There are a lot of arguments between children in my class	9.9	8.6	14.3	31.0	36.3
My teachers listen to me and take what I say into account	4.4	9.3	8.3	26.0	51.9
At school I have opportunities to make decisions about things that are important to me	13.7	7.4	8.3	24.5	46.0
I feel safe at school	2.9	5.3	5.2	19.0	67.6

### Bullying

Table 14 shows the responses of 10 and 12 years old children in totality on how often they are hit by, called by unkind names and left out by other children in the last month. Table 14 makes it clear that cases of bullying were found in schools. Among them, calling the children by nicknames was more frequent compared to hit by friends and left out by friends.

Table 14. Bullying in the last months (10 and 12 years age groups)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school	57.0	23.5	13.2	6.3
Called unkind names by other children in your school	43.2	18.2	12.2	26.4
Left out by other children in your class	56.1	21.5	12.5	9.9

## 2.6 The Area Where Children Live

As in other countries, children in Nepal live in a definite locality. As they responded in an eleven point scale, only 48% of the total sample children (10 and 12 years old children) are fully satisfied with the area they live in. Their responses somewhat distributed above mid-point of the scale.

Table 15. Satisfaction with the area where you live

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live	0.5	0.7	0.5	0.8	2.6	5.9	3.5	7.7	15.1	14.6	48.1

### Satisfaction with Local Area and Adults

Children's Worlds survey consists of six items related to their local areas. Percentage of children's responses on a 0 to 4 five-point agreement scale for these six items is given in Table 16. Interestingly, high percentage of children's responses was observed in 'agreed a lot' and 'totally agreed'. It means specifically the children agreed a lot and totally agreed for three statements: 'If I have a problem there are people in my local area who will help me', 'adults in my local areas are kind to children', adults in my area listen to children and take them seriously and I feel safe when I walk in the area I live in. It implies that children are safe in locality they live in.

Table 16. Responses about location and adults by gender and age groups (Percentage)

	I do not agree	Agree a little bit	Agree somewhat	Agree a lot	Totally agree
I feel safe when I walk in the area I live in	4.0	7.3	7.1	38.1	43.5
In my area there are enough places to play or to have a good time	18.6	8.6	12.6	23.5	36.6
If I have a problem there are people in my local area who will help me	2.3	4.8	9.5	26.9	56.5
Adults in my local area are kind to children	4.5	5.9	8.0	25.4	56.2
In my local area, I have opportunities to participate in decisions about things that are important to me	16.4	10.9	15.1	23.5	34.1
Adults in my area listen to children and take them seriously	9.7	10.6	8.4	26.0	45.3

## 2.7 Money and the Things Children Have

Children may have their own money and must have their own things that are necessary for daily use. Table 17 reveals about money and the things 10 and 12 years old children possess.

Table 17. Money and things children have (Percentage)

Which of the following do you have	10 year-old	12 year-old
Clothes in good condition	91.4	96.4
Enough money for school trips and activities	56.7	58.7
Access to the Internet at home	32.7	23.6
The equipment/things you need for sports and hobbies	60.5	63.4
Pocket money/ money to spend on yourself	46.1	40.7
Two pairs of shoes	76.4	85.1
A mobile phone	36.7	25.4
The equipment/things you need for school	76.5	88.1

The analysis in this set of questions starts from pocket money/money to spend on themselves and enough money for school trips and activities. Table 17 presents that more than 50% of the children do not have pocket money. It means that they are supposed to be in a position that they are not in a condition to buy things they like. It is a disadvantaged position the children are experiencing. Similarly, only 58% of 10 years old children and 59% 12 years old children can afford school trips and activities. It is also a serious limitation for school children. It implies that some children may be deprived of school trips because of not being able to paying necessary fees. On the other hand, it is satisfying that children, albeit not all have it, have school dress. But provision of two pairs of shoes of good condition is not available to some children. Similarly, some children do not have equipment/thing necessary for school and the percentage of children who do not have equipment/things for sports and hobbies are more in number compared to those who have equipment/things for school. Interestingly, some children have mobile phones and access to internet, in Nepalese context, it is somewhat satisfying.

Data in Table 18 shows that 1.6% children never have enough food to eat each day and 11.6% of 12 years old children and 13.5% of 10 years old children only sometimes have enough food to eat each day. It is indeed not good to hear.

Table 18. Enough food to eat each day (Percentage)

	10 year-old	12 year-old
Never	1.6	1.6
Sometimes	13.5	11.6
Often	11.7	10.7
Always	73.2	76.2
Total	100.0	100.0



A question was asked to the children to give their response in an eleven point scale for satisfaction with all the things they have. As shown in Table 19, in totality, 48.9% of the children responded that they are completely satisfied with the things they have. Their responses were also seemed to be on the high side of the scale.

Table 19. Satisfaction with the All the things you have (Percentage)

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
all the things you have	1.2	0.6	0.9	2.2	1.8	10.8	6.2	7.3	8.3	11.9	48.9

Children were asked 'how often do you worry about how much money your family has,' in four-point frequency scale. Interestingly, their responses scattered among four options instead of clustering in upper or lower side of the scale unlike in other items. Table 20 shows that children are not serious about the amount of money their family possess. Specifically, 27.8% of 10 years old children and 22.8% of 12 years old children never worry about the money their family possess. Similarly, 38.2% of 10 years old children and 27.9% of 12 years old children sometimes worry about the money their family has.

Table 20. Worry about amount of money children's family possess

	10 year-old	12 year-old
Never	27.8	22.8
Sometimes	38.2	27.9
Often	12.1	35.3
Always	22.0	14.0
Total	100.0	100.0

## 2.8 Material and Economic Circumstances

Responses of 10 and 12 years age children selected from sample schools of selected districts i.e. Dhading, Chitwan and Dolakha on material and economic circumstances scales are presented below under scale A and B:

### **Scale A**

As indicated by Table 21, 55.8% of sample children are having electricity supply all the time at their home. It may be due to relaxation of load shedding in the country as the generation of electricity is increasing gradually and some of them have domestic solar power. Still a few children of some sample schools does not have electricity supply.

Table 21. Electricity supply at home

	Percentage
All of time	55.8
Some of the time	41.6
Not at all	2.6

Table 22 shows that 70.6% of children have running water facility whereas 22.5% of them still do not have such facility.

Table 22. Running water

	Percentage
Yes	70.6
No	22.5
Not Sure	6.9

Table 23 shows that 40.8% of children are using toilets with flushes whereas 54.8% of them still do not have such facility.

Table 23. Number of toilets with flushes

	Percentage
Yes	40.8
No	54.8
Not Sure	5.2

Modern facilities that children have at their home are presented in Table 24. It shows that the percentage of children having television seemed to be highest followed by telephone typically mobile phones. Because of easy availability of televisions and mobile phones, the children at present seemed to be less interested with radio. In addition, children reported that they have computers at their home mainly for instructional purposes. Almost only one third of children have vehicle i.e. car/van/motorbike.

Table 24. Available facilities at your home

Facility	Percentage
A computer	36.4
A television	74.8
A fridge/freezer	42.2
A radio	51.8
A telephone	72.8
A car / van / motorbike / etc.	33.4

### **Scale B**

Table 25 shows number of bathrooms children have in their houses. Still 25% of the children do not have bathroom in their home. Rest of the children have at least one bathroom.

Table 25. Number of bathroom in your home

	Percentage
None	24.9
One	43.2
Two	24.8
More than two	7.2

It is good to state that 54% of the children have their own room to sleep and rest of them sleep in other rooms with family members.

Table 26. Sleeping in your own room or shared room

	Percentage
I sleep in a room on my own	54.4
I sleep in a room that I share with other people	45.6

As shown in Table 27, most of the children's families do not have vehicle i.e. car/van/truck. However, a few of them have it.

Table 27. Family with their own car, van or truck

	Percentage
None	80.6
One	12.0
Two	4.1
Three or More	3.3

It is known from Table 28 that there are some children who travelled once and some travelled twice in the last 12 months. Importantly, there are more children who travelled more than twice compared to who travelled once or twice.

Table 28. Travel away on holidays in the last 12 months

	Percentage
Not at all	20.0
Once	22.2
Twice	16.5
More than twice	41.3

Number of computers owned by families of children is presented in Table 29. It shows that 58% of sample children's families do not have computer whereas rest of them have at least one computer.

Table 29. Number of Computer Your Family Own

	Percentage
None	58.0
One	25.3
Two	13.5
More than two	3.1

In relation to material acquisition, washing machine is the one which is least owned by children's families. Washing machine owned by families is presented in Table 30.

Table 30. Washing Machine in Your Home

	percentage
No	91.3
Yes	8.7

## 2.8 Time use

Children were asked two questions related to time use using an eleven-point scale. Table 31 reveals that 45% of total children are fully satisfied with how they use their time. In addition, the percentage of children who responded positively to this question remained on the high side of the scale. Similarly, children would like to have enough free time to do whatever they like. Table 31 shows that their level of satisfaction for the free time they have and use of their free time was also on the high side of the scale. It is seen in Table 31 that 41.5% of children are fully satisfied with the use of free time whenever and wherever they want and the responses of other children on their satisfaction in the use of time were also high.

Table 31. Satisfaction of children with their time use and free time

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time	0.2	0.2	0.5	0.8	2.2	10.1	5.3	10.5	9.9	15.2	45
How much free time you have to do what you want	0.7	0.6	1.1	1.1	4.2	9.3	6.1	10	8.7	16.7	41.5

## 2.9 Subjective Well-Being: How Children Feel About Their Lives

This heading covers analysis and interpretation of data related to Overall Subjective Well-Being, Children's Worlds Subjective Well-Being Scale, Children's Worlds Positive and Negative Affects Scale and Children's Worlds Psychological Subjective Well-Being Scale.

### Overall Subjective Well-Being (OLS)

Children were asked a question which reflects satisfaction with life as a whole in an eleven-point scale: 0 for not at all agree and 10 for totally agree. The considerable percentage of children who are satisfied with life as a whole is on the high side of the scale. Especially, as shown in Table 32, 47.4% of total sample children were fully satisfied with their life as a whole.

Table 32. Satisfaction with life as a whole.

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole	1.5	1.1	0.7	1.1	2.7	4.4	6.1	8.5	13.7	12.7	47.4

### Children's Worlds - Subjective Well-Being Scale (CW-SWBS)

Table 33 reveals the percentage of responses of children on six items related to CW-SWBS. Several interesting findings can be derived from the responses given by the children in Table 33. First, except one item 'The things that happen in my life are excellent', responses given to other five items are distributed above mid-point and clustered in 9 and 10 in the scale. Second, the percentage of responses of children who are fully satisfied with the items 'I like my life' and 'I am happy with my life' was found to be highest. Similarly, the items 'My life is going well' and 'I have a good life' have got second highest response from the children.

Table 33. CW-SWBS items (Percentage)

	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life	1.0	1.3	0.5	0.9	2.1	8.2	4.4	6.8	7.8	18.2	49.0
My life is going well	0.6	0.6	0.8	1.4	2.4	6.2	4.5	6.2	7	14.2	56
I have a good life	1.5	0.6	1.4	1	2.5	5.4	4.5	5.8	6.7	14.7	56
The things that happen in my life are excellent	7.7	2.4	1.5	2.5	4.5	8.8	6.7	6.6	8.3	18.5	32.5
I like my life	0.96	0.5	0.5	1.2	1.5	3.5	3.6	5.5	6.5	10.3	65.9
I am happy with my life	0.8	0.2	0.4	0.7	2	2.4	2.9	5.7	11.4	10.4	63.2

### Children's Worlds Domain Based Subjective Well-Being Scale (CW-DBSWBS), 2003

Table 34 presents the responses of children on five items included in CW-DBSWBS. The responses given by the children distributed above mid-point in 0 to 10 eleven-point scale. The percentage of responses given by the children was the highest for the item 'Your life as a student' followed by the item 'The people you live with'. However, the item 'The way that you look' has got least attention from the children.

Table 34. Responses on Items Included in CW-DBSWBS, 2003

	0	1	2	3	4	5	6	7	8	9	10
The people you live with	0.3	0.6	0.3	0.8	2.7	5.6	4.7	7.9	10.3	9.6	57.3
Your friends	0.2	0.8	0.4	2.7	2.8	8.6	6.0	6.3	17.5	10.7	44.0
Your life as a student	0.2	0.6	0.4	1.6	1.8	6.4	4.2	5.8	8.1	10.7	60.1
The area where you live	0.5	0.7	0.5	0.8	2.6	5.9	3.5	7.7	15.1	14.6	48.1
The way that you look	3.2	0.7	1.7	2.6	3.3	10.2	6.8	9.6	15.8	12.5	33.5

### Children's Worlds - Positive and Negative Affects Scale (CW-PNAS)

Children were asked about their feeling on positive and negative affect in last two weeks in an eleven-point scale: 0 for not felt this way at all and 10 for felt this way 'extremely'. These feelings include happy, sad, calm, stressed, full of energy and bored. The percentage of children answering these feelings are presented in Table 35. Interestingly, 55.1% of the children expressed that they were extremely happy. In addition, other children who expressed their happiness were found to be on the high side of the scale. It means the percentage of children who are not happy in last two weeks were negligible. The responses on happiness was supported by the responses given for feeling of sad as most of the children who were sad remained on the low side of the scale. On the other hand, 40.6% of the children reported that they felt calm and the responses of other children for calm was also on the high side of the scale. On contrary, the percentage of children who felt stressed was found to be remained towards low side of the scale. Table 35 further shows that the children who have feeling of full of energy was not as high as feeling happy and feeling calm. Children who felt bored was also very low as 32.2% of children felt that they were not bored at all.

Table 35. Your feelings in last two weeks

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy	0.5	1.3	2.0	0.6	1.9	5.4	4.2	6.2	9.2	13.7	55.1
Sad	30.8	11.5	9.5	7.0	6.4	10.8	4.4	4.3	3.7	4.4	7.3
Calm	4.0	0.7	1.4	1.8	2.0	10.2	6.6	8.9	10.4	13.4	40.6
Stressed	22.8	6.6	7.8	5.6	6.7	13.4	5.8	7.5	7.4	5.7	10.7
Energy	5.9	1.6	1.3	2.7	4.0	10.1	8.1	9.0	12.2	10.7	34.6
Bored	32.2	11.5	7.6	7.1	5.3	8.8	4.6	5.4	5.0	3.0	9.3

### Children's Worlds - Psychological Subjective Well-Being Scale (CW-PSWBS)

Children of 12 years old were asked 6 items which measure psychological subjective well-being in an eleven-point agreement scale: 0 for not at all agree and 10 for totally agree. The responses of the children are presented in Table 36 in percentage. It is seen in Table 36 that children who agreed with all 6 items were on the upper part of the scale. It means their psychological well-being is highly positive. Specifically, 56.6% of the children totally agreed the statement 'I like being the way I am.' In terms of total agreement of children in other statement, they are place in following order in rank:

- I am good at managing my daily responsibilities.
- People are generally pretty friendly towards me.
- I feel positive about my future.

- I feel that I am learning a lot at the moment.
- I have enough choice about how I spend my time.

Table 36. Psychological Subjective Well-Being of Children

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am	1.1	0.8	0.5	0.9	1.8	5.6	3.1	6.3	13.6	9.8	56.6
I am good at managing my daily responsibilities	0.1	0.5	0.5	0.9	2.0	4.5	4.3	8.2	13.5	18.5	47.0
People are generally pretty friendly towards me	2.8	0.9	0.7	1.4	1.9	6.6	6.0	7.6	9.4	17.9	44.9
I have enough choice about how I spend my time	2.3	0.7	0.8	1.6	2.7	6.0	6.0	9.2	14.8	17.2	38.8
I feel that I am learning a lot at the moment	0.4	0.9	0.4	1.6	2.4	4.4	4.3	8.5	17.5	17.0	42.6
I feel positive about my future	1.2	3.2	0.6	0.7	1.3	3.9	3.9	6.1	20.8	14.9	43.6

## 2.10 Children Perceptions about Their Country

Table 37 shows that Nepalese children's perception of their own country seems to be highly positive as the percentage of their responses for four agreement statements is found to be in 'I agree a lot' and 'I totally agree'. Item-wise, it is seen that 55.7% children totally agree with the statement that Nepal is a safe place for children to live and 22.8% of them agree it a lot. Next to it, children's agreement with the statement related to their participation in decisions that are important to them is high as 50.7% children totally agreed and 22.5% agree a lot. Similarly, children's agreement is high for adults' respect for children's rights and adults care about children in Nepal. However, the percentage of their responses to these two items was found to be low compared to 'Nepal is a safe place for children to live' and 'children's participation in decisions that are important to them'.

Table 37. Perception of Children about Nepal

	I do not agree	I agree a little	I agree somewhat	I agree a lot	I totally agree
Adults in Nepal care about children	5.3	8.5	12.1	27.7	46.3
Nepal is a safe place for children to live	3.2	7.8	10.5	22.8	55.7
I think in my country adults respect children's rights	2.9	8.2	17.3	23.8	47.8
In my country children are allowed to participate in decisions that are important to them	4.1	6.8	16	22.5	50.7

### 3. Conclusion

Nepalese children of both 10 and 12 years old live with their mother and father in families. Since they live in families with their mother and father and they get care and support of family members, they have a strong feeling of safety at home. As a result, they have a good time to live together in their family.

Children are safe at school mainly because they get care and support from teachers. They also get support from peers. The cases of children being hit by other children and children left out by other children were very low. In this sense too, children are safe in schools, to a great extent.

Children felt that they were safe when they walked in the area they live in. It is caused by local people's support to solve children's problem and local adults are kind enough to them.

It is not good that still a few children do not have good school dress and two pairs of shoes. It is not good that some children did not get pocket money, and they did not have enough money for school trips. It may result in weak motivation in learning and humiliation among the friends.

Some children in Nepal are still facing the problem of material deprivation even in relation to utility services such as electricity supply, water supply and good toilets. Interestingly, through children do not own computers, they are in a position to enjoy watching television and using mobile phones.

Most of the children are **satisfied** with their life as a whole and nearly half of them are **fully satisfied** with their life as a whole. Again, agreement of most of the children with their life as a student was **positive**, more than half of them agreed that their life as a student was **fully positive**.

Most of the children felt simply happy in the last two weeks and notably, half of them felt happy all the time in the last two weeks (in the last two weeks from the day of filling up the questionnaire). On the contrary, only a few children felt sad, bored and stressed in the last two weeks.

Psychological well-being of children was ensured considering the positive responses of the children particularly given to 'I like being the way I am' and 'People are generally pretty friendly towards me'.

Finally, children's perception of Nepal is positive, to a great extent expressing on the basis of the agreement of the children for the items 'adults' care about children' and 'adult's respect for children's rights'. However, children's perception of these areas still needs to be enhanced. On the whole, children perceived that Nepal is a safe place for them to live.



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