



University for Peace
Universidad para la Paz



Master of Arts in International Peace Studies
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(UPSAM)

Curriculum Development

Peace, Conflict and Development

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Peace, conflict, and development are the major issues of this time. Conflict leads to many developmental challenges unless it is resolved in time. Similarly, unsystematic developmental approaches increase social disparity, social exclusion, injustice, environmental degradation, etc. Development should allow for increased participation in socio-economic activities in order to enjoy economic, social, cultural, and political rights. Development should always be a process of bringing positive change in societies which enables the people to eliminate poverty, preserve biodiversity, and solve ecological crises. In conflict-torn regions, peacebuilding, social sector reformation, economic sector reformation, and infrastructural development are the priority areas of modern development. Access to land for the landless people, promotion of the tourism industry, and appropriate use of natural resources are the landmarks of development, which developed countries should help the developing countries achieve by providing financial and technical assistance. Though there are many challenges to the development of the least developed countries, appropriate use of natural resources can help to achieve the sustainable developmental goals at local and national levels of every country.

**This curriculum is submitted in partial fulfilment of the requirements for
the degree of Master of Arts, International Peace Studies**

Permission for Use of the Curriculum

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Full title of Curriculum: Conflict, Peace and Development Studies


Degree: **Master of Arts in International Peace Studies**

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University Department: Peace and Conflict Studies

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Declaration of Academic Honesty

I hereby declare that this research report is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

Signed Eric Myer
18 June 2010

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Date.....
18 June 2010

This curriculum has been submitted for examination with my approval, as the UPSAM program supervisor:

Signed..... Victoria Fontan

Victoria Fontan
University for Peace

Date..... 29/06/10

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In fond memory of my father, Sashi Dhar Regmi (1940- 2006)

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Academic Chapter

Peace, Conflict and Development

Introduction

Peace, conflict and development are the key major challenges in this modern era. Everyone wants to feel free from fear and want. Peace, happiness, prosperity, cooperation, development, respect of human rights, food security, inclusive democracy, social justice, gender equity, environmental justice, etc. are determinant ingredients which allow people to live peacefully. However, people in many places around the world are living under threat of conflicts.

The first and the second World Wars determined the dominant modes of conflicts in the twentieth century. Creveld states that "since the World War II, perhaps four-fifth of world's military power is controlled by a handful of industrialized states, the United States, the Soviet Union and their allies NATO and Warsaw Pact"¹ and these days these countries are fighting for democratic systems. Galtung states that "after World War II the countries most frequently engaging in war have been the USA, the UK, France and Israel; all of them democracies. Most countries in the 'US-led coalition' against Iraq in the Gulf War were democracies."² Nowadays, nation-states and people are frequently fighting innumerable wars; e.g. continental, inter-state and intra-state. Civil war has attracted the attention of people which "serves political aims when it challenges existing authority."³

Even after the collapse of the Soviet Union – when people thought that the end of the Cold War would establish peace in the world and that development or human well-being would be a common agenda in the new millennium- humanity never experienced full safety from the proliferation of weapons of mass destruction. Creveld expresses the views that "nuclear weapons are instruments of mass murder"⁴ and the uncontrolled supply of small arms and weapons has destroyed the hope of peace. Peter Lock states his views that the proliferation of small arms reflects the dangerous situation in developing countries as most of the internal wars are located in the South World Countries.⁵

¹ Martin Van Creveld, *The Transformation of War*, (New York/London: The Free Press, 1991), 1.

² Johan Galtung, *Peace by Peaceful Means*, (London/New Delhi: Sage Publication, 1996), 50.

³ Stathis N. Kalyvas, *Logic of Violence in Civil War*, (Yale University: Cambridge University Press, 2006), 17.

⁴ Martin Van Creveld, *The Transformation of War*, (New York/London: The Free Press, 1991), 10.

⁵ Peter Lock, *Small Arms – A Challenge to World Peace*, (Policy Paper 17: 2001), 6.

The political, economic, social, cultural and environmental agendas of vulnerable groups are still marginalized, and although the notion of development has been popular since the past century, huge numbers of people are still not able to enjoy economic, political, social and cultural development. Todaro and Smith argue that some people have "more than enough to eat, are well clothed and healthy, and have a reasonable degree of financial security [while] 40% of the world's population lives in poverty, on less than \$2 a day."⁶ Environmental sustainability can protect the lives of poor people and "the governments and citizens of rich countries need to play their part in the pursuit of the goal of global partnership for development."⁷

Global Context

The world is globally interconnected. The agenda of peace and development cannot be an issue for one person, one tribal group, one community, one religious cult, one country or one continent. Many scholars have argued that these twin agendas are deeply connected and can change the global political and economic paradigm. On one hand, human beings have achieved unbelievable progress in the fields of science, technology and development. At the same time, there has been an increase in social inequality and the number of poor and vulnerable populations. Now, the challenges to development are to deliver life-sustaining goods such as food, health, shelter and protection, improve the living standards of the people, and widen the socio-economic activities in which "all human rights and fundamental freedoms can be realized."⁸

In spite of that, modern development has significantly contributed great achievements in the areas of poverty, illiteracy, and disease and mortality rate reduction. Development, however, is threatened in poor nations in the sense that large numbers of people are still living in conflicting situations, even in places that are very rich in natural resources. Ballentine shares his ideas that accesses to economic resources incite grievances and "demonstrate a variety of ways in which economic factors combine with political factors to facilitate the outbreak of hostilities."⁹ The widening gap between the rich and poor countries, i.e. most of the Southern countries and developed countries of the West, between urban and rural areas and between have and have-not, has increased

⁶ M. P. Todaro and S. C. Smith, *Economic Development* (England: Pearson Education, 2009), 2.

⁷ Ibid, 23.

⁸ UN Declaration on the Right to Development 1986, Article 1, paragraph 1.

⁹ Karen Ballentine, *Beyond and Grievance: Reconsidering the Economic Dynamic of Armed Conflict*, in *The Political Economy of Armed Conflict: Beyond Greed and Grievance*, eds. Karen Ballentine and Jake Sherman (London: Lynne Rienner Publishers, 2003), 260.

the economic crisis and inequalities. South Africa, Sierra Leone, Namibia, Botswana, Haiti and Brazil have widening gaps among the people and regions.

We have already begun to feel the effects of environmental challenges. Depletion of natural resources, social disparities and disempowerment of vulnerable populations have led to challenges for sustainable peace and development. Food deficiency - a combined result of the unmanaged industrialization and globalization of agriculture - is a major factor in unsustainable development. In the mean time, development is a central agenda of the UN – UN Secretary General Boutros B. Ghali presented *An Agenda for Development* in 1994- and expressed that "development is a fundamental human right."¹⁰ Similarly, the world community has already expressed a strong commitment to the Millennium Development Goals developed in 2000 and many international conferences have been held to discuss development. However, despite all these efforts, the international community is still unable to adequately address the problems. The major course of action is to concentrate on the global agenda of development that will consequently establish peace.

Regional Context

Development experts and economists proclaimed the 21st century to be the Asian century, due to the region's miracles in economic development.¹¹ Despite this great fact, Asian people are not free from social injustice, hunger, disease, conflict or developmental crises. Many people and children are dying each day due to environmental crises and food deficiency. In the South Asian region several countries are considered to be low economic countries including Afghanistan, Bangladesh, Bhutan, India, Nepal and Pakistan, while Maldives and Sri Lanka have lower-middle economic conditions.¹² The South Asian Association of Regional Cooperation (SAARC) faces multiple problems including population growth, ongoing conflicts, poverty and economic disparity.

South Asian people have experienced the terrible India-Pakistan War which "remains one of the most enduring and unresolved conflicts of our times."¹³ In addition, they have also endured the Pakistan-Bangladesh War,¹⁴ the Sri Lankan ethnic conflict

¹⁰ *An Agenda for Development 1994*, Report of Secretary General, paragraph 3.

¹¹ Yayori Matsui, *Women in the New Asia*, (London/New York: Zed Books, 1999), VII.

¹² M. P. Todaro and S. C. Smith, *Economic Development* (England: Pearson Education, 2009), 42.

¹³ T. V. Paul, Causes of the India-Pakistan Enduring Rivalry, in *The India-Pakistan Conflict: An Enduring Rivalry*, ed. T. V. Paul, (New York: Cambridge Press, 2005), 3.

¹⁴ *Ibid*, 11

which has "existed in Sri Lanka since 1983",¹⁵ the India-Kashmir state formation conflict,¹⁶ an incomplete democratic movement in Bhutan, where Nepali-origin Bhutanese people are forced to leave their own country,¹⁷ etc. Also, the atomic weapons competition between India and Pakistan threatens peace in South Asia and the world as a whole.

National Context

Nepal experienced a decade-long armed conflict from 1996 to 2006 which raised many issues related to gender, social inclusion and development that were unheard in the past. Poor economic conditions and exclusive state policies make the societies susceptible to conflict. The economic growth of the country failed to address the problems of Nepali people; such as access to health, education, social justice, etc. Hence, Nepal underwent a decade long political armed conflict from 1996 to 2006, due to the lack of inclusive democracy. Nepal, now, "aims at laying a foundation for economic and social transformation to build a prosperous modern and just Nepal."¹⁸ For this, political involvement of people at the decision making level is a need to strengthen democratic institutions and achieve sustainable economic growth. The 200 Interim Constitution of Nepal should assist this change, as it ensures "to establish and develop healthy social life on the foundation of justice and morality by eliminating all types of inequalities and by establishing harmony."¹⁹

It is a fact that developmental work cannot smoothly move forward where the military agenda is at the centre of the state. The frequent preparation for war absorbs inordinate resources and impedes the development of the country. As long as a substantial part of the country's national revenue is given to military expenses, the country is unlikely to increase the budgetary amount to devote for health, education, infrastructure, drinking water, agriculture, etc.

A decade-long armed conflict forcefully established incalculable issues of social inclusion, justice, rights of minorities and development. The 2006 Comprehensive Peace Agreement (CPA) and the 20 Interim Constitution of Nepal agreed to accept

¹⁵ Deborah Winslow and Michael D. Woost, *Articulation of Economy and Ethnic Conflict in Sri Lanka*, in *Economy, Culture and Civil War in Sri Lanka*, eds. Deborah Winslow and Michael D. Woost, (Bloomington/Indianapolis: Indiana University Press, 2004), 5.

¹⁶ Tapan K. Bose, *Building Peace in Kashmir*, (New Delhi: Sage Publication, 2004), 25.

¹⁷ Michael Hutt, *Unbecoming Citizens: Cultures Nationhood and the Flight of Refugees from Bhutan*, (New Delhi: Oxford University Press, 2003), 14.

¹⁸ Interim Plan of Nepal 2008.

¹⁹ Interim Constitution of Nepal 2007, Article 34 (5).

development and peace as part of the national agenda of Nepal. The country is on the path "to accomplish the progressive restructuring of the state in order to solve the class related, ethnic, regional and gender problems existing in the country"²⁰ and it further commits to "build a common concept in order to have the socio-economic transformation of the country."²¹

Keeping all these things in the center, the course offers theoretical as well as practical knowledge to the students about the concepts of development and peace. The course emphasizes the developmental challenges of the people in South Asia and the region's possibilities to achieve the goals of peace, given that positive development should be considered a prerequisite to enduring peace.

Local Context

This course provides a comprehensive overview of contemporary conflicts and philosophical perspectives of developmental issues. Tribhuvan University (TU), Nepal, has recently started a new multidisciplinary Master's Programme of Conflict, Peace and Development Studies (CPDS) to offer a high quality education on contemporary conflicts and developmental issues rooted at local, regional and global levels. The academicians, professors from various departments, visiting professors from other Universities and experts from different specialized fields like humanitarian relief, diplomacy, negotiation and mediation, military and human rights are directly and indirectly involved with the new programme to provide in-depth knowledge and nurture the capacities of the students to learn about these issues and produce a globally competitive human resources. As part of the exchange programme, the students from Sri Lanka, a SAARC country, travel to Nepal to join the programme and vice versa. Thus, this course is an academic cooperation in the educational field between Nepal and Sri Lanka.

This course, Peace, Conflict and Development, with a holistic approach, will cover new areas of learning to build students' skills of critical reflection and responsibilities for the society in order to compete at a global level. Therefore, this new course, introduced under the Postgraduate/Master's Programme at TU, will complement

²⁰ Comprehensive Peace Agreement 2006, preamble, Law Books Management, Kathmandu

²¹ Ibid, Clause 3.12.

the other courses of the Programme and open new areas of learning to understand regional and global issues from local developmental perspectives.

Course Description

This course covers issues of peace, conflict and development; it deals with the broad understanding of the multifaceted, interdependent themes of peace and development. The content of this curriculum covers various facets of peace, conflict and developmental issues like the concepts of peace and conflict, political and economic aspects of conflict, defining development, violent conflict and development, social mobilization of development, endogenous developmental strategy, economic aspects of reconstruction and recovery, international cooperation, a global agenda for development, natural resources and sustainable development, agriculture, international cooperation for development, tourism and education.

Special focus will be given to the national context of Nepal, which faced a decade-long armed conflict from 1996 to 2006, and where even today, numbers of armed groups are threatening the peace process. However, the course will readily cover the different regional as well as international problems that require international cooperation to find solutions: political conflict, developmental issues, climate change, education and reconstruction and recovery of the post-conflict countries.

Students will become aware of the practical aspects of this course to develop essential views on peace and conflict, the global development agenda of the 21st century, natural resources and sustainable development.

Main Goal

The primary goal of this detailed course is to enhance knowledge, skills and value-related ideas for exploring political, economic and socio-cultural perceptions of peace, conflict and development. It will strengthen the fundamental knowledge of the learners to envision and participate in the reconstruction of development and peace in the 21st century.

Significance of the Course

The significance of this curriculum lies behind its ample philosophical overview of contemporary perspectives of peace, conflict and development. It offers a comprehensive outline of peace and developmental theories, both in historical and

practical ways. It will be useful for researchers, academicians and policy makers who are keen to enhance specific knowledge on conflict transformation from developmental perspectives. In order to achieve the objectives of the course, it will impart specific knowledge through transformative teaching methods. Further, it will stimulate critical and creative thinking of students in order to carry out developmental works in their respective areas to address conflicts and establish peace.

Relevance of the Course

This course is basically developed for students of Nepal and South Asia. Thus, it is expected that the learners will gain in-depth knowledge and an overall understanding of contemporary conflicts and peace, as well as the nexus of peace and development by providing a wide range of theoretical and practical aspects of the topics through transformative methods of education. Besides this, the course will augment the essential skills of the learners to analyze the political and economic features of conflicts and to unearth appropriate solutions for developmental strategy.

This course covers broad world views of political, economic, cultural, environmental and global issues and draws on key insights to understand the various complexities of contemporary conflicts. It provides a comprehensive philosophical overview of historical and contemporary conflicts. The course also explores what is really needed for the development of the people living in slums with complete hardship. In addition to all these things, it will fulfill the needs of Tribhuvan University, Nepal, which has started Conflict, Peace and Development Studies (CPDS) as a multidisciplinary Master's Programme to explore political and economic aspects of Conflict and Development Studies.

General Objectives

This course mainly draws on key insights of contemporary issues of peace and conflicts related to development at local, national, regional and global levels. The course further aims to offer a broad conceptual framework to establish links between peace, conflict and development during the conflict and during post-conflict peace processes.

In this course the students will be able to:

- Understand the concept of conflicts and peace.
- Acquire the comprehensive concept of political and economic aspects of contemporary conflicts.
- Elaborate the multiple meanings of development in different contexts.
- Understand the nexus between conflict and under-development.
- Elucidate the importance of social mobilization for development.
- Explicate the endogenous developmental strategy in local and regional levels.
- Figure out the in-depth knowledge on the importance of reconstruction and recovery in post-conflict situations.
- Be familiar with the notion of international cooperation for development
- Discuss the holistic views of global agenda for development.
- Project the importance of natural resources for sustainable development
- Demonstrate the nexus between tourism and development.
- Identify the significance of agriculture for development.
- Explore the consequences of education for development.
- Understand the linkages between peace, conflict and development.
- Draft a proposal for the development on any specific conflicting zone.

Intended Outcomes

After the completion of this course, participants will have a holistic understanding of peace, conflict and development. They will understand the meaning of conflict and how to build effective methods for preventing conflicts and transforming societies in order to achieve sustainable development.

By participating in this course, the students will have:

- Understood the concepts of conflict and peace.
- Acquired knowledge about political and economic aspects of contemporary conflicts.
- Elaborated on the multiple meanings of development in different contexts.
- Understood the nexus between conflict and under-development.
- Elucidated the importance of social mobilization for development.

- Explicated endogenous developmental strategies in local and regional levels.
- Gained in-depth knowledge on the importance of reconstruction and recovery in post-conflict situations.
- Became familiar with the notion of international cooperation for development.
- Discussed the holistic views of the global agenda for development.
- Projected the importance of natural resources for sustainable development.
- Demonstrated the nexus between tourism and development.
- Identified the significance of agriculture for development.
- Explored the consequences of education for development.
- Understood the linkages between peace, conflict and development.
- Drafted a proposal for the development of any specific conflicting zone.

Contents

This course covers local, national, regional and global issues concerning the agenda of peace, conflict and development. In order to achieve the main goals as well as the objectives, it encapsulates issues related to the following diverse and compatible topics:

- Concepts of Peace and Conflict
- Political and Economic Aspects of Conflicts
- Defining Development and Peace
- Conflicts and Development
- Social Mobilization and Development
- Endogenous Developmental Strategy
- Economic Aspects of Reconstruction and Recovery
- International Cooperation for Development
- Global Agenda for Sustainable Development
- Natural Resources, the Environment and Sustainable Development
- Tourism for Development
- Agriculture for Development
- Education for Development

- Presentation.
- Field Visit.

Detailed Outline of Sessions and Respective Readings

No.	Contents and Readings
1.	<p>Concept of Peace and Conflicts</p> <p><u>Required Readings</u></p> <p>Bhattraï, Baburam. (2003). <i>Maoist Agenda for Peace process</i>. Retrieved from http://www.cpnm.org</p> <p>Fisher, Dietrich, (2007). Peace as Self-regulating Process. In Charles Webel & Johan Galtung (Eds.) <i>Hand Book of Peace and Conflict Studies</i>, London/New York: Routledge, (pp. 187-205).</p> <p>Galtung, Johan. (1996). <i>Peace by Peaceful Means</i>. London/India: Sage Publications: (pp. 265-274).</p> <p>OECD. (2008). <i>Evaluating Conflict Prevention and Peacebuilding Activities</i>, (pp. 1-4). Retrieved from http://www.oecd.org/dataoecd/36/20/29289596.pdf</p> <p>International Alert. (2000). <i>Peace and Conflict Sensitive Approaches to Development</i>. (pp. 2-9). Retrieved from http://www.internationalalert.org/publications/93.php</p> <p>Strategic Foresight Group. (2009). Economic Costs. In <i>Cost of Conflict in the Middle East</i>. Turkey/Switzerland/Norway, (pp. 1-20).</p> <p><u>Recommended Readings</u></p> <p>Hansen, Emmanuel. (1988). <i>Africa: Perspectives on Peace and Development</i>. London: Zed Books, (pp. 1-21).</p> <p>United Nations. An Agenda for Peace -1992. Retrieved from http://www.un.org/Docs/SG/agpeace.html</p>

2.

Political and economic Aspect of Conflicts

Required Readings

Cater, Charles. (2003). The Political Economy of Conflict and UN Intervention: Rethinking the Critical Cases of Africa. In *The Political Economy of Armed Conflict: Beyond Greed and Grievance*. London: Lynne Rienner Publishers. (Pp. 19-45).

Collier, Paul. (2001). Doing Well Out of War: An Economic Perspective. In Mats Berdal & David Malone (Eds), *Greed and Grievance: Economic Agenda in Civil War*. Boulder, Colorado: Lynne Reinner Publishers, (pp. 91-111).

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Pyakurel, Bishwamber. (2004). *Nepal's Conflict Economy: Costs, Consequence and Alternatives*. The Working paper. Nepal: Economic Association, (pp. 9-39).

Thapa, Manish. (2008). Maoist Insurgency in Nepal: Context, Costs and Consequences. In Seema Shekhawat & Debidatta Aurobinda Mahapatra, (Eds.), *Afro-Asian Conflict: Changing Contours, Costs and Consequences* New Delhi: New Century Publication, (pp.78-100).

Recommended Readings

Crook, Richard C. (2001). *Strengthening Democratic Governance in Conflict Torn Societies: Civic Organization, Democratic Effectiveness and Political Conflict*. IDS Working Paper 129. England: Institute of Development Studies. Retrieved from

<http://www.gsdrc.org/display&type=Document&id=99>

Meier, Gerald M. & Rauch, James E. (2000). Political Economy. In *Leading issues in Economic Development*. New York: Oxford University Press, (pp. 421-515).

Paris, Ronald. (2004). Towards more Effective Peacebuilding. In

	<p><i>At War's End: Building peace After Civil Conflict</i>. New York: Cambridge University Press. (pp. 179-205).</p> <p>Ravenhill, John. (2005). <i>The Study of Global Political Economy, in Global Political Economy</i>. Oxford: Oxford University Press, (pp. 3-27).</p>
3.	<p>Defining Development and Peace</p> <p><u>Recommended Readings</u></p> <p>Escobar, Arturo. (1995). Conclusion: Imagining a Post-development Era. In <i>Encountering Development: The Making and Unmaking of Third World</i>. Princeton: Princeton University Press, (pp. 212-226).</p> <p>Rist, Gilbert. (1997). Definition of Development. In <i>The History of Development: from Western Faith to Global Faith</i>. London/ New York: Zed Books, (pp. 8-24).</p> <p>Szirmai, Adam. (2005). Developing Countries and Concept of Development. In <i>The Dynamics of Socio-Economic Development: An Introduction</i>. Cambridge: Cambridge University Press, (pp. 1-34).</p> <p>Todaro, Michael P. & Smith, Stephen C. (2009). Divergent Development: Pakistan and Bangladesh; Contemporary Model of Development; Understanding a Development Miracle: China. In <i>Economic Development</i>. Pearson Education Limited, (pp. 91-108, 158-192, 193-206).</p> <p><u>Recommended Readings</u></p> <p>Galtung, Johan. (1996). Development Theory. In <i>Peace by Peaceful Means</i>. Sage Publication, (pp. 127-195).</p> <p>Greff, Gary & Ford, Stephanie. (1992). Regional Path of Development, in <i>Annual Review of Sociology</i>. Vol. 18, (pp. 419-418). Retrieved from http://www.jstor.org/stable.pdgplus/2083461.pdf</p>

4.	<p>Conflicts and Development</p> <p><u>Required Readings</u></p> <p>Bouvier, Antonie. (1991). Protection of the Natural Resources in Time of Armed Conflict. <i>International Review of the Red Cross</i>. No. 285, (pp. 267-278).</p> <p>Gordan, Staurt. (2005). Evaluating Nepal's Integrated Security and Development Policy: Development, Democracy, and Counterinsurgency. In <i>Asian Survey</i>, University of California Press, Vol. 45, No. 4, (pp. 581-602). Retrieved from http://www.jstor.org/stable/pdfplus/4497118.pdf</p> <p>Humphreys, Macartan. (2003). <i>Economic and Violent Conflict</i>, Harvard University, (pp. 1-31). Retrieved from http://www.preventconflict.org/portal/economics/Essay.pdf</p> <p>International Peace Bureau. (2005). Military Tools – The Impact of Weapons on Development in <i>Warfare or Welfare? Disarmament for Development in the 21st Century</i>. Geneva. (pp. 45-75).</p> <p>Kim, Namsuk & Conceição, Pedro. (2009). <i>The Economic Crisis, Violent Conflict, and Human Development</i>. A UNDP/ODS Working Paper. New York: United Nations Development Programme, (pp 1-13).</p> <p>UN Agenda for Development, 1994.</p> <p><u>Recommended Readings</u></p> <p>House of Commons <i>International Development Committee</i>. (2005). <i>Conflict and Development, in Conflict and Development: Peacebuilding and Post-Conflict Reconstruction</i>. (pp. 7-13). Retrieved from http://www.publications.parliament.uk/pa/cm200506/cmselect/cmintdev/923/923i.pdf</p> <p>Tschrgi, Necla. (2006). <i>The Security Development Nexus: From Rhetoric to Understanding Complex Dynamics</i>. A Paper Submitted to the Swiss Yearbook of Developmental Policy</p>
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5.	<p>Social Mobilization and Development</p> <p><u>Required Readings</u></p> <p>Interim Plan (2008). <i>Local Development</i>. Chapter 27, (pp. 337-355).</p> <p>Passy, Florence & Giugni, Marco. (2001). Social Networks and Individual Perceptions: Explaining Differential Participation in <i>Social Movement</i>. Retrieved from http://www.jstor.org/stable/pdfplus/685032.pdf</p> <p>Pigg, Stacy Leigh. (1992). Inventing Social Categories through Place: Social Representation in Nepal. In <i>Comparative Studies in Society and History</i>. Vol. 34, Cambridge: Cambridge University Press, (pp. 491-513).</p> <p><u>Recommended Readings</u></p> <p>de Wall, Alex. (2002). Social Mobilization for Peace, <i>Demilitarizing the Mind</i>. Alex de Wall (Ed).Africa World Press. (pp. 93-114).</p> <p>Tsutsui, Kiyoteru. 2004. Global Civil Society & Ethnic Social Movement in the Contemporary World. In <i>Sociological Forum</i>. Vol. 19, No. 1, (pp. 63-87).</p>

<p>6.</p>	<p>Endogenous Developmental Strategy</p> <p><u>Required Readings</u></p> <p>Menchu, Rigoberta. (2007). Principles of Endogenous Development; Ways of Learning Endogenous Development; Supporting Local Initiatives; Creating an Enabling Environment. In <i>Learning Endogenous Development: Building on Bio-Cultural Diversity</i>. COMPAS: Practical Action Publishing, (pp. 1-40; 41-80; 159-182; 205-233).</p> <p>Edwards, Andres R. (2006). Sustainability and Community. In <i>The Sustainability of Revolution: Portrait of a Paradigm Shift</i>. New Society Publishers, (pp. 29-48).</p> <p>Todaro, Michael P. & Smith, Stephen C. (2009). Economic Growth and Environmental Sustainability: The Philippines. In <i>Economic Development</i>. Pearson Education, (pp. 517-529).</p> <p><u>Recommended Readings</u></p> <p>Kalaw, Maximo T. (1997). Indigenous Cultured Regional Understanding. In <i>Soul and Society: Papers on Sustainable Development</i>. Anvil Publishing, (pp. 146-151).</p>
<p>7.</p>	<p>Economic Aspect of Reconstruction and Recovery</p> <p><u>Required Readings</u></p> <p>Kang, Seonjou & Meernik, James. (2004). <i>Determinants of Post-Conflict Economic Assistance</i>. (pp. 149-166). Retrieved from http://www.jstor.org/stable/pdfplus/4149592.pdf</p> <p>Ohiorhenuan, John & Kumar, Chetan. (2005). <i>Sustaining Post-Conflict Economic Recovery: Lessons and Challenges</i>. Bureau of Conflict Prevention 7 Recovery Occasional paper 1. United Nations Development Programme. (pp. 1-14). Retrieved from http://www.undp.org/cpr/we_do/eco_recovery.shtml</p> <p>Surke, A., Wimpelmann, T., & Dawes, M. (2007). <i>Peace Process and Statebuilding: Economic and Institutional Provisions of Peace Agreements</i> (pp.1-53). Retrieved from</p>

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8.	<p>International Cooperation for Development</p> <p><u>Required Readings</u></p> <p>Robert, Alexlord. (1984). The Problem of Cooperation. In <i>The Evolution for Cooperation</i>. New York: Basic Books, (pp. 3-24).</p> <p>UN (2003). <i>Monterrey Consensus of the International Conference on Financing for Development</i>. (pp. 5-23). Retrieved from http://www.un.org/esa/ffd/monterrey/Monterrey/Consensus.pdf</p> <p>UN (2008). <i>Follow-up International Conference on Financing for Development to Review the Implementation of the Monterrey Consensus</i>. (pp. 1-24). Retrieved from http://daccessdds.un.org/doc/UNDOC/LTD/N08/630/55/PDF/N0863055.pdf?openElement</p> <p>Chambers, W. B. (2008). From Stockholm to Johannesburg via Malmo: A Historical Overview of International</p>

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<p>9.</p>	<p>Global Agenda for Sustainable Development</p> <p><u>Required Readings</u></p> <p>United Nations. (1994). <i>An Agenda for Development</i>. Retrieved from http://www.un.org/Docs/SG/agdev.html</p> <p>United Nations. <i>United Nations Millennium Declaration -2000</i>. Retrieved from http://www.un.org/millennium/declaration/ares552e.htm</p> <p>Human Development Report, (2003). <i>Millennium Development Goals: A Compact among Nations to end Human Poverty</i>. Retrieved from http://hdr.org/en/media/hdr03complete.pdf</p> <p><u>Recommended Reading</u></p> <p>Interim Plan (2008). <i>Vision, Goal and Strategy of the Interim Plan</i>, Chapter 4, (pp. 26-40).</p>
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<p>11.</p>	<p>Tourism for Development</p> <p><u>Required Readings</u></p> <p>Cater, Elert. (1995). Environmental Contradiction in Sustainable Tourism. <i>The Geographical Journal</i>. Vol. 161, no. 1, (pp. 21-28).</p> <p>OECD. (2005). Using a Territory's Culture to Promote Local Development, Local Development Based on Attracting Visitors and Tourists, The Relative Contribution of Cultural Activities to Local Development, Promoting</p>

	<p>Local Development by Creating Cultural Products. In <i>Culture and Local Development</i>. Organization for Economic & Cooperative Development, (pp. 23-27, 49-51, 62-83, 93-97).</p> <p>United Nations Economic and Social Council, (2007). <i>Economic and Social Commission for Asia and the Pacific: Regional Study on the Role of Tourism in Socio-Economic Development</i>. Retrieved from http://www.unescap.org/EDC/English/Commissions/E63/E63_14E.pdf</p> <p>Zurick, David N. (1992). Adventure Travel and Sustainable Tourism in the Peripheral Economy of Nepal. In <i>Annals of the Association of American Geographers</i>. Vol. 82, no. 4, (pp. 608-628).</p> <p><u>Recommended Readings</u></p> <p>Neto, Frederico. (2003). A New Approach to Sustainable Tourism Development: Moving beyond Environmental Protection, In <i>Natural Resources Forum</i>. (pp. 212-222).</p> <p>Stan, Stevens. (2003). <i>Tourism and Deforestation in the Mt Everest Region of Nepal</i>. (pp. 255-277). Retrieved from http://www.jstor.org/stable/pdfplus/3451451.pdf</p>
12.	<p>Agriculture for Development</p> <p><u>Recommended Readings</u></p> <p>Nepal Planning Commission. <i>Interim Plan of Nepal 2008: Agriculture</i>. (pp. 141-164). Retrieved from http://www.gov.np/uploads/plans/2008/1228112950.pdf</p> <p>Nepal Planning Commission. <i>Interim Plan of Nepal 2008: Land Reform and Management</i>. (pp. 175-187). Retrieved from http://www.gov.np/uploads/plans/2008/1228114617.pdf</p> <p>Szirmai, Adam. (2005). Agricultural Development and Rural Development. In <i>The Dynamics of Socio-Economic Development: An Introduction</i>. Cambridge: Cambridge University Press, (pp. 354-425).</p>

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13.	<p>Education for Development</p> <p><u>Required Readings</u></p> <p>Szirmai, Adam. (2005). Education and Development, in <i>The Dynamics of Socio-Economic Development: An Introduction</i>. Cambridge: Cambridge University Press, (pp. 213-254).</p> <p>Sterling, S. (2001). Reorienting Education – Designing for Change, in <i>Sustainable Education: Re-visioning Learning and Change</i>. Bristol: Green Books Ltd., (pp. 77-88).</p> <p>Todaro, Michael P. & Smith, Stephen C. (2009). Education System and Development. In <i>Economic Development</i>. Pearson Education Limited, (pp. 387-396).</p> <p>Meier, Gerald M. & Rauch, James E. (2000). Education. In <i>Leading issues in Economic Development</i>. New York: Oxford University Press, (pp. 216-240).</p> <p><u>Recommended Readings</u></p> <p>Salathong, Jessada. (2009) <i>Education for Sustainable Education and Human Security</i>. (pp. 34-43). Retrieved from http://www.torikai.usdownloadjournal_Spring2009.pdf</p>
14.	Presentation
15.	Field Visit

Methodology

Various teaching strategies will be applied in this course to generate an appropriate pedagogical environment inside the class, in which participants themselves have the opportunity to interact among the fellows as well as the facilitator(s). A transformative teaching methodology will be successively implemented to deal with many emerging concerns related to peace, conflict and development.

Adults are self-directed learners and there will be a strong partnership between the students and the facilitator. Here, the course aims at constructing a basic paradigm to nurture the learners' capacities to develop critical thinking, individual creative perception, build self management skills and take the responsibility of their learning. The instructor will facilitate their learning by providing expert knowledge where necessary.

Teaching Strategies

The teaching strategies are comprised of lecture methods, round table discussions, guest lectures by the experts of the respective fields and experienced persons, discussion about community events and debriefing the previous sessions by a group of students with comments by other fellows on the issues. Similarly, role-playing, short drama presentations, brain storming, talk shows on developmental projects, discussion on current related events, simulation, watching video clips on conflict and development, group presentations on the specific issues, a field visit and draft writing will be the strategies for nurturing the learners' capacities. These teaching methodologies are adequate for understanding the philosophical and theoretical principles of peace, conflict and development.

The debriefing of the previous session(s) by the students will allow them to initiate the discussion and develop their skills for analyzing texts critically. The students will participate in group discussion activities, sometimes making their own group themselves, which will help them to learn self organization and to understand the situation. Role play will be used in the class to reflect on real local events - regional and global issues of conflict and the importance of endogenous developmental strategies - the facilitator(s) will intervene if it becomes necessary and will make comments after the presentation.

Simulation and short drama presentations will be inherent parts of the teaching/learning method and the students will take part in these activities according to the needs and importance of the topics. The students will learn a lot from simulation and

will understand the various natures of states, organizations and state authorities that really play the foremost roles in transforming the conflict for peace and development.

Students are encouraged to talk about their own experiences of peace, conflict and developmental activities in their areas. However, distinct teaching methodologies will be applied in specific cases if need be.

Readings on Pedagogical Proposal

Bache, Christopher M. (2008). Introduction; Resonance in the Classroom; Group Fields, Group Minds. In *The Living Classroom: Teaching and collective consciousness*. Albany: State University of New York Press, (pp. 1-14, 7-42 & 43-68).

Cawagas, Virginia. (2007). Pedagogical Principles in Educating for a Culture of Peace. In Toh S. H., & Cawagas, V. (Eds), *Cultivating Wisdom, Harvesting Peace*. Brisbane/Queensland: Multi-Faith Centre, (pp. 299-306).

Morin, Edgar. (2001). *Seven Complex Lessons in Education for the Future*. Paris: UNESCO Publications.

Szirmal, Adam. (2005). *The Dynamics of Socio-Economics Development*. Cambridge: Cambridge University Press.

Todaro, Michael P. & Smith, Stephen C. (2009). *Economic Development*. Harlow: Pearson Education.

Teaching Resources

An assortment of teaching resources will be used to make the class lively:

- Articles published in journals related to reading chapters.
- News and events published and broadcasted in different medias related to the course contents.
- Country based materials related to the course contents.
- National and regional governmental policies on development.
- National budgetary amount for peace and development.
- Regional and global materials related to the course.
- UN materials on peace, conflict and development.
- Films, video clips and TV footage.
- Websites.
- Reference books related to the contents.

Evaluation

Evaluation is a key factor of teaching and learning activities. It is important to see whether the students understood the teaching and acquired the concepts of the course conveyed to them during the teaching sessions.

Criteria

The central goals and teaching objectives are the main concerns for the learners. The evaluation criteria will assess if the students understood the core concepts of the course and whether the course contents and teaching methodologies need further improvement in the next year's session. Critical thinking, writing on the assigned subjects, drafting proposals, comprehensive reading, debriefing events analytically, interpretation of the issues and assimilating the ideas will be useful for evaluating the whole session. For making it more scientific and reasonable, it is suggested using both cumulative and formative evaluation during the session hour and at the end of the session respectively.

Evaluation Tools

The following evaluation tools will be used:

Evaluation Tools	Sessions
Debriefing the previous class	All sessions (except sessions No. 1, 14 & 15)
Group discussion and presentation	Sessions No. 1, 2, 3, 4, 7, 8, 9, 10 & 12
Sharing individual experiences to practice brainstorming teaching methodology	Sessions No. 5, 6, 11 & 13
Short drama presentation	Sessions No. 5 & 6
Teacher-led discussion	All sessions (except sessions No. 14 & 15)
Short Video and reflection & TV footage	Sessions No. 3, 4, 5, 6, 10 & 11
Role play	Sessions No. 7 & 13
Simulation	Sessions No. 2 & 8
Poetry recitation and songs	Sessions No. 9 & 13
Round table discussion	Sessions No. 10 & 12

Guest lectures and discussion	Sessions No. 6, 11 & 12
Group Presentation	Session No. 14
Field Visit	Session No. 15
Drafting an individual report	After field visit
Evaluation form	At the end of the course
Final exam	University conducts at the end of academic year

Along with the activities, the students write short reviews of each session including core ideas of authors, interpretation of the text, ideas that the learners criticize most and the general evaluation of the readings in about 250 words. Similarly, they will prepare an individual writing assignment of 2000 words about the "Developmental Strategy in any Specific Conflicting Area." The assignment can be about local, national, regional and the global issues that the students are familiar with

The purpose of formative evaluation is to explore what changes need to be made in the teaching strategies and course contents to improve students' learning. Similarly, summative evaluation will be carried out to study the effectiveness of the course at the end of the session.

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- Bellentine, Karen & Sherman, Jake. (2003). *The Political Economy of Armed Conflict: Beyond Greed and Grievance*. Eds. London: Lynne Reinner Publishers.
- Escobar, Arturo. (2008). *Territories of Difference: Neo Ecology for the Twenty First Century*. London: The University Press.
- Li, Tania Murray. (2007). *The Will to Improve*. London: The University Press.
- Shekhawat, Seema & Mahapatra, Debidatta Aurobinda. (2008). *Afro-Asian Conflict: Changing Contours, Costs and Consequences*. New Delhi: New Century Publication.

Administrative Chapter

Course Title: Peace, Conflict and Development

Course Code: None

Prerequisite: None

Course Length: One Semester

Credits: 50 Marks

Course Meeting Time and Place: 3-7 PM. CPDS Hall, Kathmandu

Intended Participants: Students in the Master's Programme under CPDS, Tribhuvan University, Nepal

Assessment

This course will be assessed on a numeric marking system.

Regular attendance is required of all fellows for active participation in the class. Fellows should actively participate in overall class discussions to demonstrate their skills, knowledge and perceptions through the arguments of the authors delivered in the text(s) and their own analytical thought of the textual points.

A group of students will be responsible to lead the class discussion during each day. Other students will comment on the ideas delivered by their fellows and add some ideas if need be. The detailed activities are stated in methodological section.

The reading materials include various articles, official documents, reports and chapters of different books. The fellows should prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

The students will be required to perform other activities as shown in the table.

No.	Assessment	Allocated Marks	Responsibility of the students
1	Participation	10%	The students will participate in various class activities to fulfill the objectives of the course and will demonstrate their academic ability.

2	Reviews	10%	The students will write the short reviews of each chapter in about 250 words covering textual ideas, interpretation, critical thinking and criticism.
3	Presentation	10%	The students will be required to make a 30 minute presentation on any issue given to them/ or selected by them.
4	Essay	10%	The students will write an essay on a "Developmental Strategy in any Specific Conflicting Area" in about 2,000 words, fulfilling the requirements of academic writing.
5	Draft	10%	The students will draft an individual report of field visit.
6	Final Exam	50%	Every student will take a final exam.

The final examination will be held at the end of the semester and the duration of exam will be three hours.

Instructor's Biography:

Teacher's Manual

Session: No. 01: Concept of Peace and Conflict

1.1 Objective

To have participants explore the basic concepts of peace and conflict, and students become familiar with the concept of peace and conflicts at local, regional and global levels.

1.2 Points for Discussion

- Concepts of peace and conflict
- Causes of conflicts
- Effects of conflicts
- Conflict and peace in Nepal
- Peace approaches

1.3 Session Content

Concept of Peace and conflict

What is the general understanding of the words peace and conflict? Perhaps this is a fundamental question. How are peace and conflict counterparts to each other? Put simply, peace is the absence of violence. It is a pleasant moment in which everyone feels safe and proud within and outside the territory. Miller states that peace is:

A political condition that ensures justice and social stability through formal and informal institutions, practices, and norms. Several conditions must be met for peace to be reached and maintained:

- Balance of political power among the various groups within a society, region, or, most ambitiously, the globe.
- Legitimacy for decision makers and implementers of decisions in the eyes of their respective group as well as those of external parties duly supported through transparency and accountability.
- Recognized and valued interdependent relationships among groups fostering long-term cooperation during periods of agreement, disagreement, normality, and crisis.

- Reliable and trusted institutions for resolving conflicts.
- Sense of equality and respect, in sentiment and in practice, within and without groups and in accordance with international standards
- Mutual understanding of rights, interests, and intents and flexibility despite incompatibilities.²²

According to this definition, political balance, state legitimacy, social inclusion and respect of human rights are the major components of peace. The words justice and social condition refer to the accountability of state authorities towards its people as a key aspect for peace. In Johan Galtung's words "peace is non-violent and creative conflict transformation" and "peace work is a work to reduce violence by peaceful means."²³

Grewal expressed the view that negative peace refers to the absence of violence and peace is not achieved by peaceful means. Similarly, positive peace refers to structural integration, optimistic ideas and is achieved by peaceful means. In this sense, positive peace deals with social justice through equal opportunities for all people, a fair distribution of means and resources, equal rights to political and socio-economic power and unbiased enforcement of law. It helps to eliminate the root causes of conflicts, violence, and injustice and establishes the interconnectedness of all people in the society.²⁴

Human beings need four things: survival, economic prosperity, political freedom and cultural identity to be happy.²⁵ Similarly, direct violence, structural violence and cultural violence threatens people's ability to enjoy their lives. Fischer explains eight components of peace in the following way:²⁶

Needs	Negative Peace	Positive Peace
Survival: absence of direct violence caused by military power	Absence of direct violence: ceasefire, disarmament, prevention of terrorism, nonviolence	Life-enhancing cooperation and prevention of direct violence: peace-building, conflict transformation, reconciliation and reconstruction

²² C. A. Miller. *A Glossary of Terms and Concepts in Peace and Conflict Studies*, (Addis Ababa: UPEACE, 2005), 55-56.

²³ Johan Galtung. *Peace by Peaceful Means*, (New Delhi/London: Sage Publication, 1996), 9.

²⁴ B. S. Grewal, *Johan Galtung: Positive and Negative Peace*, (Auckland University: 2003). http://www.activeforpeace.org/no/fred/Positive_Negative_peace.pdf (Assessed April 12, 2010).

²⁵ Dietrich Fisher, Peace as Self-regulating Process, in *Hand Book of Peace and Conflict Studies*, (Eds) Charles & Johan Galtung (Webel, London/New York: Routledge, 2007), 188.

²⁶ Ibid.

Development: absence of structural violence (hunger, disease, unjust) caused by economic power	Humanitarian aid, food aid, alleviation of poverty and misery	Building a life-sustaining economy at the local, national and global levels in which everyone's basic needs are met
Freedom: absence of structural violence (deprivation of choice and participation in decision making) caused by political power	Liberation from operation, occupation, dictatorship	Good governance and participation, self-determination, human rights
Peace culture: absence of cultural violence caused by cultural power	Overcoming prejudice based on nationality, race, language, gender, age, class, religion, etc., elimination of the glorification of war and violence in the media, literature, films, monuments, etc.	Promotion of culture of peace and mutual learning, global communication and dialogues, development of peaceful deep cultures and deep structures, peace education, peace journalism etc.

Table 1, *Source*: Dietrich Fisher, 2007

Conflict does not always turn to overt violence it can be dormant as well. However, the word conflict connotes to clash or fight between two or more warring parties, which produces a non-friendly environment in which human beings cannot feel free from fear and free from want. In many cases, conflict is associated with the word 'revolution,' or 'movement' as in the Indian Freedom Movement 1947, American Movement of Independence 1776, French Revolution 1789, Russian Revolution and the People's Movement in Nepal 2006. Whether conflict is small or wide, it has been taking place in human society from the initial stage of human civilization, evident with the Mahabharata War²⁷ and Greek War. Bihari states that in the past 5,000 years, around 14,553 wars have been fought by human beings, leaving 292 years of peace.²⁸ From this information, we prove that conflict has existed throughout time and spread to a world scale after the two great World Wars, which killed many people and destroyed a large amount of property.

Conflict is latent, but manifests for various reasons. It is an extra-constitutional struggle against state authority to fulfill the political or economic demands, capture political power, or liberate the territory. It indicates the fierce confrontation, but not

²⁷ . Kaurava and Pandava fought for 18 days for Hastinapur, India.

²⁸ . Girish Bihari in *Civil Insurgency and Intelligence Operation*.

always within a community or outside the community, through actions or behaviors to destroy the warring party. In this regard, Peter Wallenstein views that there are three forms of conflicts: internal, inter-state and state-formation conflicts.²⁹

Violent conflict has killed millions of people and most of the affected people are in developing countries. Conflict challenges the achievement of the Millennium Development Goals (MDGs). Every deep-rooted conflict at the state level is the reflection of some structural problems prevailing in political and economic levels. As long as the nation-state fails to address the political, economic and social demands of the people, they are bound to go against the state policy. In Nepal, a decade-long civil war affected politics on every level, from the local to the national arenas. "[Political] deprivation was certainly one reason",³⁰ and economic factors was another; "a by-product of Nepal's unsuccessful development endeavors."³¹

In some cases, conflict is positive to drive the society towards a progressive route. Effectively resolved conflicts ameliorate the overall situation of the people living in the slums. Similarly, conflict resolution brings structural changes at the political level and forms a team for developmental works. The best way of resolving conflict is to identify the fundamental problems and concentrate on the differences. The political movement of Nepal made an effort "to accomplish the progressive restructuring of the state in order to solve the class-related, ethnic, regional, and gender problems existing in the country."³² Conversely, unresolved conflict increases national outflow of weapons, destroys civilians and resources, increases the level of people's dissatisfaction, anger, aggression, anxiety, and ultimately the country loses its legitimacy.

Historical movements or revolutions bring changes to power dynamics in the development of countries, e.g. Glorious Revolution. Similarly, state formation conflicts between India, Pakistan and Bangladesh were fought in the past in order to solve the diverse interests of the civil society and the nation-states. In short, political movement is a constructive thing to legitimize political changes, e.g. the political movement of Nepal in 2006 and the decade long conflict that dethroned the feudal monarchy in 2008 from Nepal.³³

²⁹ Peter Wallenstein *Understanding Conflict resolution*, (New Delhi/London: Sage Publication, 2002), 17.

³⁰ Deepak Thapa and Bandita Sijapati, *A Kingdom under Siege: Nepal's Maoist Insurgency, 1996-2004*, (New York/London: Zed Books, 2006), 64.

³¹ *Ibid*, 55

³² Interim Constitution of Nepal 2007, Preamble, Government of Nepal, Kathmandu.

³³ Nepal: King Gyanendra dethroned, <http://www.rediff.com/news/2008/may/29/nepal12.htm> (assessed June, 19, 2010).

Causes of Conflict

As long as the people feel their demands are not addressed, they raise their voices and "political actors use violence to achieve multiple, overlapping, and sometimes mutually contradictory goals."³⁴ Brown states that structural factors, political factors, economic/social factors are some of the causes of internal conflict.³⁵ Political marginalization, economic disparity, social or geographical exclusion, unresolved disagreements, differences of social or cultural values, poverty, etc. are also the causes of conflicts. If we study the various internal conflicts of Asia and Africa, we find some other salient causes of conflicts:

- Past disagreements that have escalated emotional levels.
- Domination by the state.
- If the people are claiming territory or natural resources.
- Resource scarcity and resource abundance.
- If the people are unhappy with the prevailing political system.
- If people feel isolation inside the state.
- If the government uses power to suppress the conflict.
- If the people clash for political, social, cultural, linguistic and/or religious identities.
- If the people are politically marginalized.

Paul categorically mentions the main factors of conflicts as:

- Particular power asymmetry.
- Incompatible national identities.
- Deferring domestic power structures.
- Great power involvement (foreign interference).³⁶

Effects of Conflict

Every conflict creates a hurdle for developmental activities. During the conflict, the state cannot focus on managing natural resources due to poor links between development, governance and security. During conflict, all resources go to strengthen the

³⁴ Stathis N. Kalyvas, *The Logic of Violence*, (Yale University: Cambridge University Press, 2006), 23.

³⁵ Michael E. Brown, Introduction, in *The International Dimensions of Internal Conflict*, ed. Michael E. Brown (London: The MIT Press, 1996), 14.

³⁶ T. V. Paul, Causes of the India-Pakistan Enduring Rivalry, in *The India-Pakistan Conflict: An Enduring Rivalry*, ed. T. V. Paul, (New York: Cambridge Press, 2005), 21.

military force. The House of Commons International Developmental Committee (HCIDC) reports that the cost of each conflict is almost equal to the amount of yearly developmental aid worldwide.³⁷ Similarly, the world spends twelve times more on weapons than on developmental aid to developing countries.³⁸ This indicates that conflicts are costly and unnecessary. However, developed countries sometimes create conflicts to make money.

Development, human rights and human security are inherently interconnected elements and they cannot exist in isolation. "Human security thus brings together the elements of security, of rights, of development."³⁹ South Asian countries, however, have been trapped in various conflicts in different periods that have affected the collected development of the region. Still, there are many problems in India and Pakistan; India and Kashmir; the Bhutanese Government and Nepali native people in Bhutan; Bangladesh and the environmental crisis; the Maldives and environmental problems; Afghanistan and the Taliban war, etc. Even India has many internal conflicts: the political case of Kashmir,⁴⁰ Nagaland,⁴¹ and political conflicts growing inside the Indian Territory. In such complex situations, the countries cannot fulfill people's expectations and "preparation for war absorbs inordinate resources and impedes the development of social institutions."⁴²

The Maldives, Bangladesh and India have suffered a lot due to the adverse effects of climate change. The entire land of the Maldives is hardly two meters higher than sea level. Almost one hundred thousand Nepali-origin people from Bhutan have been exiled to Nepal since 1990; people who had been dwelling in Bhutan for more than four hundred years.⁴³

Conflict and Peace in Nepal

Nepal experienced a decade-long armed conflict from 1996 to 2006, though Nepalese people have experienced other various political conflicts in 1950, 1960, 1979, 1990 and 1996 to 2006. Throughout this history of conflict, Nepali people have looked

³⁷ House of Commons International Developmental Committee, 2005.

³⁸ OECD 2008.

³⁹ Human Security Now: Commission on Human Security, New York, 2003, p. 4.

⁴⁰ Tapan K. Bose. *Building Peace in Kashmir*, (Sage Publication: 2004), 324-325.

⁴¹ D. Buttry. *Struggling for a Just Peace: Naga Churches in Northeast India*. (London: Lynne Rienner Publishers), 219.

⁴² United Nations *An Agenda for Development: 1994*, Paragraph 17.

⁴³ Michae Hutt. *Unbecoming Citizens: Culture, Nationhood and the Flight of Refugees from Bhutan*. (New Delhi: Oxford University Press, 2003), 5.

for political changes to reorganize the state mechanism to deal with their problems, but in vain. Now Nepal is in the midst of a great political transition after signing the Comprehensive Peace Agreement (CPA) in 2006. Though the Nepali peace process has many challenges, it has certain goals:

- Establish sustainable peace through political change.
- Write a new constitution through the Constituent Assembly.
- Accomplish the progressive restructuring of the state in order to solve the class-related, ethnic, regional and gender problems existing in the countries.
- Work for democracy, peace, prosperity, progressive socio-economic transformation and independence, integrity, sovereignty and prestige of the country.
- Integrate and rehabilitate the Maoist Combatants living in 28 cantonments and sub-cantonments.
- Management of armies and arms.⁴⁴

Peace Approaches

Generally, conflicts and peace exist at interpersonal, community, organizational, local, national, regional and global levels. Establishing sustainable peace only at the national level is not possible. The instability of one country affects the developmental activities in neighboring countries or regional territories. However, various methods can be applied to resolve conflicts inside the country:

- Collective approach: political stability, security, rule of law, governance, human rights and development come under this approach.⁴⁵
- Participatory method: everyone living inside the specific territory of the country ought to participate in all socio-cultural and political activities collaboratively to feel pride, and people should feel local ownership in conflict resolution.⁴⁶

⁴⁴ *Comprehensive Peace Agreement 2006*, (Government of Nepal: Kathmandu, 170-194).

⁴⁵ United Nations, *In Larger Freedom: Towards Security, Development and Human Rights for All*, Report of Secretary General, (New York: 2006), 4.

⁴⁶ O. J. Sending, *Why Peacebuilders Fail to Secure Ownership and be sensitive to Context*, (NUPI: 2010),1

- Human security approach: everyone should enjoy seven dimensions of Human Security (economic, food, health, environment, personal, community and political securities).⁴⁷ Everyone wants to be free from fear, want and injustice.
- Local approach: no peace-building model is universal and it does not fit equally in all places. We should be innovative in understanding the local context and use that for conflict resolution.⁴⁸
- Multi-disciplinary method: we can address the problems from psychological, political, cultural, economic, sociological and interpersonal perspectives.
- Empowerment method: all canonized and marginalized groups, irrespective of caste, religion, language, sex, etc. should be included in the state apparatus.

In 1992, Boutros Boutros-Ghali expressed that peace as "action to identify and support structures which tend to strengthen and solidify peace to avoid a relapse into conflict."⁴⁹ After resolving conflicts, developmental activities can be launched effectively to uplift the economic growth of the country. In order to implement developmental policy, conflicts must be mitigated. Thus, every state should positively address the conflicts first. Then the nexus between development, governance and security gains strength.

1.4 Session Outcomes

After the completion of this session, students will have explored the basic concepts of peace and conflict. Familiarity with the major issues, involves being able to comprehend the following:

- Concepts of peace and conflict
- Causes of conflicts
- Effects of conflicts
- Conflict and peace in Nepal
- Peace approaches

⁴⁷ Seven Pillars of Human Security. See UNDIP Report 1993.

⁴⁸ O. J. Sending, *Why Peacebuilders Fail to Secure Ownership and be sensitive to Context*, (NUPI: 2010), 3-7.

⁴⁹ *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*. (UN: New York, 1992), paragraph 21.

1.5 Session Methodology

The facilitator will introduce the course and its relevance at local, national, regional and global levels. Then the students will be divided into four groups. The first group will discuss the basic concept of peace, linking it with local, regional and global levels. Similarly, the second group will discuss the causes and nature of various conflicts. The third group will discuss why inclusion of people is necessary for sustainable peace. The fourth group will show the relation between the peace and conflict.

The facilitator will discuss the contents using a Power Point presentation. Then short video clips will be presented to familiarize the students with peace and conflict and their effects on human lives. The facilitator will interact with the participants to explore the agenda of political parties on peace processes initiated after and before the peace process in Nepal. Finally, the general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Introduction of the course for 20 minutes.	<ul style="list-style-type: none">• By the teacher
Group discussion for 20 minutes	<ul style="list-style-type: none">• The first group will discuss the basic concept of peace, linking it with local, regional and global levels.• The second group will discuss the causes and nature of various conflicts.• The third group will discuss why the inclusion of people is necessary for sustainable peace.• The fourth group will show the relation between peace and conflict.
Group presentation for 20 minutes	<ul style="list-style-type: none">• Each group will present based on their findings and discuss in plenary.
Teacher-led discussion for 40 minutes	<ul style="list-style-type: none">• The teacher will discuss and direct dialogue between students using PowerPoint and then short video clips

	will be presented familiarizing the students with peace and conflict and their effects on human lives.
General discussion for 40 minutes	<ul style="list-style-type: none"> The facilitator will interact with the participants to explore the agenda of political parties in peace processes initiated before and after the peace process in Nepal.
Questions & answers for 15 minutes	<ul style="list-style-type: none"> By students and teacher

1.6 Session Evaluation

- Group discussion and snapshot presentations will be used to assess to what extent the learners are cooperatively sharing their perceived values of the session.
- General discussion by the students in the class will be used to identify whether they understood the information delivered in the readings and by the instructor.
- The fellows will prepare a short, but critical review of the session in about 250 words. An analytical review should include: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow opposes in the text including suggestions.

1.7 Required Readings

Bajpai, Kanti. (2004). A Peace Audit in South Asia, In Ranbir Samaddar (Ed.) *Peace Studies*. Thousand Oaks: Sage Publication. (pp. 3-71).

Bhattraï, Baburam. (2003). *Maoist Agenda for Peace process*. Retrieved from <http://www.cpnm.org>

Fisher, Dietrich. (2007). Peace as Self-regulating Process. In Charles Webel & Johan Galtung (Eds.) *Hand Book of Peace and Conflict Studies*. London/New York: Routledge, (pp. 187-205).

Galtung, Johan. (1996). Peace and Conflict, Development and Civilization. In *Peace by Peaceful Means*. Sage Publication, (pp. 265-274).

OECD. (2008). *Evaluating Conflict Prevention and Peacebuilding Activities*, (pp. 1-4). Retrieved from <http://www.oecd.org/dataoecd/36/20/29289596.pdf>

International Alert. (2000). *Peace and Conflict Sensitive Approaches to Development*. (pp. 2-9). Retrieved from

<http://www.international-alert.org/publications/93.php>

Strategic Foresight Group. (2009). Economic Cost. In *Cost of Conflict in the Middle East*. Turkey/Switzerland/Norway: (pp. 1-20).

1.8 Recommended Readings

Hansen, Emmanuel. (1988). *Africa: Perspectives on Peace and Development*. London: Zed Books, (pp. 1-21).

United Nations. *An Agenda for Peace -1992*. Retrieved from

<http://www.un.org/Docs/SG/agpeace.html>

Session: No. 02: Political and Economic Aspects of Conflicts

2.1 Objective

The session objective is to help the students understand the concept of political and economic conflicts and analyze local and global contemporary conflicts in terms of political ideology and economic factors.

2.2 Points for Discussion

- Meaning of conflict
- Relation between political and economic conflicts
- Cost of conflicts
- Political and economic conflicts in Nepal

2.3 Session Content

Meaning of Conflict

In Latin the word 'conflict' means to 'clash or engage in a fight'.⁵⁰ It is an incompatible situation in which people or groups with diverse ideas or countries with unresolved disagreements confront each other to control or destroy the opposite warring group. However, conflict does not necessarily lead to a fight, physical clash and destruction. William Zartman expresses the view that conflict is an inevitable aspect of human interaction, and an unavoidable concomitant of choices and decisions.⁵¹

In Fisher's view, political conflict refers to structural violence in which people become victims in terms of bad governance, political power and exclusion. Similarly, economic conflict refers to the presence of structural violence caused by economic power in which people do not receive life-supporting basic needs.⁵² Similarly, Ballentine and Sherman argue that:

Where the economic factors of intrastate conflicts are were taken into account, investigation tended to focus on the role played by economic

⁵⁰ Miller, C. A. *A Glossary of terms and Concepts in Peace and Conflict Studies*, (UPEACE: 2005), 7.

⁵¹ William Zartman. *Governance as Conflict Management: Politics and Violence in West Africa*, (Brooking Institution Press: 1997), 197.

⁵² Dietrich Fisher. *Peace as Self-regulating Process*, (London/New York: Routledge, 2007), 188.

deprivation or resource scarcity in the eruption of violent conflict.⁵³

In Nepal, Bray and et al explain that "economic drivers and social inequalities have played a key role in the inception and expansion of conflict, and may potentially play a key role in its resolution."⁵⁴ He further quotes that the goal of politic-economic conflict of Nepal was to:

[...] usher in vibrant, self-reliant, independent, balanced and planned economic development in the country primarily through a radical land reform programme based on the policy of 'land to tiller' and national industrialization.⁵⁵

Recent conflicts are influenced by either political or economic causes or in some cases by both factors. Economic factors, i.e. production, distribution, employment, poverty reduction, etc. play a pivotal role in minimizing conflicts and assisting to fulfill the growing expectations of the people. Brown states that "structural, political, social and cultural forces operate [the hostilities] at a mass level."⁵⁶

Most civil wars were created by horizontal and vertical inequalities, which led to organized violence for political purposes to retain state power.⁵⁷ Political inclusion, ethnic identity, economic opportunity, employment and socio-cultural rights collectively reduce tensions to settle the problems. Similarly, William Reno identified that the chronic diversion of economic resources leads to the creation of a shadow state which fuels violent conflict.⁵⁸ Carter further writes that "two (economic and political) are predominantly economic in focus –economic predation and kleptocratic (politically corrupt) states –while two place greater emphasis on political factor –horizontal inequalities and weak states."⁵⁹

⁵³ Karen Ballentine and Jake Sherman, *Introduction*, (London: Lynne Rienner Publishers: 2003), 1.

⁵⁴ John Bray et al, *Nepal Economic Drivers of the Maoist Conflict*, (London: Lynne Rienner Publishers: 2003), 107.

⁵⁵ From *Politico-Economy Rational of People's War in Nepal*, cited by *ibid*, p. 110.

⁵⁶ Michael E. Brown, Introduction, in *The International Dimensions of Internal Conflict*, ed. Michael E. Brown (London: The MIT Press, 1996), 22.

⁵⁷ Frances Stewart in *Horizontal Inequality as a Source of Conflict*, 2002.

⁵⁸ Quoted by Charles Carter, *The Political Economy of Economy of Conflict and UN Intervention: Rethinking the Critical Cases of Africa*, (London: Lynne Rienner Publishers, 2003), 21.

⁵⁹ *Ibid*, 20.

Focusing on military strength, in many cases the use of power has created problems, without solving political tension and attaining subsequent economic backing, the crisis will escalate further. In the absence of horizontal and vertical equalities, the military solution only increases the direct cost of conflicts and "devotes a higher percentage of their budget to the military than to development needs in health, education and housing."⁶⁰

Long conflicts widen the political and economic gap among different economic classes of people in vertical and horizontal levels. Political instability, turmoil and low economic productivity of the country marginalize the vulnerable groups more, and only limited elite groups take advantage of political and economic sectors which increases the economic gap among the people and regions. An average annual income of Nepal during the conflict especially in 1998 was US\$ 220, whereas in conflict zone it was less than US\$ 100.⁶¹

Relationship between Political and Economic Conflicts

UNDP indexes show that conflict and human development have negative links, as the eight countries of the world with worst Human Development Index (HDI) are in violent conflicts.⁶² Therefore, the conflicts negatively affect the overall economic indexes of the countries, and in many cases, the conflicts can erupt due to poor developmental activities of the region. The following study shows the direct impact of political conflict in economic development. A peace and development study conducted by the Philippine Business for Social Progress states:

Poverty incidence is 57.3% in contrast to the national average of 31.8%. Per capita annual income is about US \$200 compared to the national average of more than US \$1000. In terms of human development index (HDI) –the UN's standard in measuring quality of life – Sulu, Maguindano, Lanao del Sur, Basilan, and Tawi-Tawi are at the bottom of five of the country's 78 provinces. Functional literacy rate in the ARMM

⁶⁰ *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*. (UN: New York, 1992), paragraph, 17.

⁶¹ Deepak Thapa and Bandita Sijapati, *A Kingdom under Siege: Nepal's Maoist Insurgency, 1996-2004*, (New York/London: Zed Books, 2006), 58.

⁶² In 2003, HDI value of Nepal was 0.466 and it ranked in 143 out of 175 countries. Quoted by B. Pyakurel, *Nepal's Conflict Economy: Costs, Consequences and Alternatives*, (Kathmandu: NRA, 2003), 1.

(autonomous region in Muslim Mindanao –the Philippines) is 61.2% compared to national average of 75.4%. In the 2000 the [National Survey] family and income survey (*Philippine Daily Inquirer*, 10 March 2003), Sulu posted the highest poverty incidence with 63.2%.⁶³

Political and economic vulnerabilities, low production, poor economic performance, poor investment environment, high mortality rate, low life expectancy, etc. are the major affects during war time. Quite on the contrary, the state increases its regular expenditures in the military sector and gradually weakens all productive sectors.

Cost of Conflicts

The costs of the conflicts refer to multiple aspects:

- Personal loss⁶⁴
 - Death of human beings
 - Wounded persons
 - Disappearances of people
 - Trauma
- Impersonal direct costs⁶⁵
 - Economic costs
 - Military costs
 - Environmental costs
 - Destruction of infrastructures
- Impersonal indirect costs
 - Administrative costs
 - Social costs
 - Cultural costs

⁶³ O. L. Durante et al, *Management of Clan Conflict and Rido among the Tausung, Magindanao, Maranao. Sama and Yakan Tribes* ,(USAID: 2007), 104.

⁶⁴ Loss of human beings includes civilians, security forces and armed forces.

⁶⁵ S. Waslekar and I. Futehally, *Cost of Conflict in the Middle East*, (Federal Department of Foreign Affairs, Switzerland, Ministry of Foreign Affairs Norway, and Qatar Foundation. 2009), 1-58. Here the costs include direct expenditure only.

Political and Economic Conflicts in Nepal

In Nepal, CPN (Maoist) launched an armed conflict from the rural areas because the government of Nepal failed to address the problems. The marginalized communities supported the political and economic agendas of the rebel party. A decade long conflict started from rural areas proves how political and economic conflicts are interconnected and affect the people. A decade-long conflict based on ideological differences affected the country in a very short period of time. The rebel group the Communist Party of Nepal (Maoist) assured the people "to bring about a revolution in agriculture, and it has highlighted issues of landlessness and poverty both as a matter of political conviction and to build popular support."⁶⁶

2.4 Session Outcomes

After the completion of this session the students will have been able to trace:

- Meaning of political and economic conflicts
- Relationships between political and economic conflicts
- Costs of political and economic conflicts
- Political and economic conflict in Nepal

2.5 Session Methodology

First of all, one student from the group will present his/her ideas about political and economic conflicts and explain the impacts at political and economic levels. The other students will critically comment on the presented views. Then, the facilitator will discuss the multiple aspects of political and economic conflicts at different levels. Then he/she will clarify the issues of political and ideological conflicts, linking them with the conflicts of Nepal. The recent articles published about the political and economic aspect of conflict in journals and reports will be used to discuss the issues in detail.

The facilitator will divide the students into five groups for simulation. The student will play the role of the government, political parties, civil society, journalists and local people to present the activities in the class. Finally, short video clips will be presented to familiarize the students with the situation. The facilitator will interact with the participants to discuss the agenda of political parties within conflicts and society.

⁶⁶ John Bray and et al, Nepal: Economic Drivers of the Maoist Insurgency, in *The Political Economy of Armed Conflict: Beyond Greed and Grievances*, eds. Karen Ballentine and Jake Sherman (Boulder/London: Lynne Rienner Publishers, 2003), 111.

Methodology	Activity
Debriefing the previous class for 10 minutes and introduction of the course for 20 minutes	<ul style="list-style-type: none"> • One of the students will debrief the previous class and another student will briefly introduce the current class. The rest of the class should critically comment on the summaries.
Teacher-led discussion for 40 minutes	<ul style="list-style-type: none"> • The teacher will lead a discussion in the class using PowerPoint. He/she will discuss the various aspects of political and economic conflicts and how these conflicts affect the development of the country.
Group presentation for 30 minutes	<ul style="list-style-type: none"> • The fellows will discuss the political and economic aspects of conflicts reflected in national newspapers, mass-media, and journals.
Simulation for 40 minutes	<ul style="list-style-type: none"> • The class will be divided into five groups: government representatives, political parties, civil society, journalists, and local people. They will participate in a simulation in order to discuss the topics.
Questions and answers for 20 minutes	<ul style="list-style-type: none"> • By students and teacher

2.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered in the readings and by the instructor.
- The students will lead the session discussion based on prescribed readings.
- Group discussion and snap shot presentations will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The teacher will interact with the students using the question-answer approach to evaluate the effectiveness of their knowledge and to know whether they will be

able to analyze local and global contemporary conflicts in terms of political ideology and economic factors.

- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow opposes in the text including suggestions.

2.7 Required Readings

Cater, Charles. (2003). The Political Economy of Conflict and UN Intervention: Rethinking the Critical Cases of Africa. In *The Political Economy of Armed Conflict: Beyond Greed and Grievance*. London: Lynne Rienner Publishers. (pp. 19-45).

Collier, Paul. (2001). Doing Well Out of War: An Economic Perspective. In Mats Berdal & David Malone (Eds.), *Greed and Grievance: Economic Agenda in Civil War*. Boulder/ Colorado: Lynne Reinner Publishers, (pp. 91-111).

Humphreys, Macartan. (2003). *Economics and Violent Conflict*. Harvard University, (pp. 1-28). Retrieved from <http://www.microconflict.eu/Publications/RWP6-Pj.pdf>

Pyakurel, Bishwamber. (2004). *Nepal's Conflict Economy: Costs, Consequence and Alternatives*. Kathmandu: Nepal Economic Association, (pp. 9-39).

Thapa, Manish. (2008). Maoist Insurgency in Nepal: Context, Costs and Consequences. In Seema Shekhawat & Debidatta Aurobinda Mahapatra (Eds) *Afro-Asian Conflict: Changing Contours, Costs and Consequences*. New Delhi: New Century Publication, (pp.78-100).

2.8 Recommended Readings

Crook, Richard C. (2001). *Strengthening Democratic Governance in Conflict Torn Societies: Civic Organization, Democratic Effectiveness and Political Conflict*, IDS Working Paper 129. England: Institute of Development Studies. Retrieved from <http://www.gsdrc.org/display&type=Document&id=99>

Meier, Gerald M. & Rauch, James E. (2000). Political Economy. In *Leading issues in Economic Development*. New York: Oxford University Press, (pp. 421-515).

Paris, Ronald. (2004). Towards more Effective Peacebuilding, *At War's End: Building peace After Civil Conflict*. New York: Cambridge University Press. (pp. 179-205).

Ravenhill, John. (2005). The Study of Global Political Economy. In *Global Political Economy*. Oxford University Press, (pp. 3-27).

Session: No. 03: Defining Development and Peace

3.1 Objectives

The objective of the session is to have students elaborate on the multiple meanings of development at local, national, regional and global levels. Then, they understand why development is necessary for establishing peace and vice versa.

3.2 Points for Discussion

- Meaning of development
- Development: a global perspective
- Economic development and justice
- Nexus between development and peace

3.3 Session Content

Meaning of Development

- Development is not just economic growth, it is growth plus change.⁶⁷
- We have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. As leaders we have a duty to the entire world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs.⁶⁸
- What is the meaning of growth if it is not translated into the lives of people?⁶⁹
- Development can be seen as a process of expanding the real freedom that people enjoy.⁷⁰
- Our primary goal in development must be to reduce the disparities across and within countries.⁷¹

⁶⁷ U Thant, in *Forward to United Nations Development Decade*. 1964.

⁶⁸ United Nations, Millennium Declaration, 2000, Quoted by: M. P. Todaro and S. C. Smith, *Economic Development*, (Addison-Wesley: 2009), 2.

⁶⁹ UNDP, Human Development Report, 1995, Quoted by: M. P. Todaro and S. C. Smith, *Economic Development*, (Addison-Wesley: 2009), 2.

⁷⁰ Amartya Sen, Quoted by: M. P. Todaro and S. C. Smith, *Economic Development*, (Addison-Wesley: 2009), 2.

⁷¹ James Wolfensohn, Quoted by: M. P. Todaro and S. C. Smith, *Economic Development*, (Addison-Wesley: 2009), 2.

The word `development´ refers to the process of improving the quality of human lives, offering all basic needs to all people. The three major factors of development are improving the people's levels of living (drinking water, food, housing, education, health service, etc.), guaranteeing self-esteem (socio-cultural rights, political rights, economic rights, civil rights, etc.) and increasing people's awareness. Hence, Sen's words "development has concerned with enhancing the lives we lead and freedom we enjoy."⁷²

Development: a Global Perspective

The common responsibility of development is to respect people's dignity, equality and equity.⁷³ Therefore, development has the common goal of developing countries in order to liberate citizens from poverty and to build a free world where people can live a fully human life. Myint basically states that it has two general approaches:

- The fight against poverty: focuses on the problems of poverty, hunger, disease and misery in order to improve the situation in the short-term.
- Economic and socio-development: this developmental approach concentrates on the overall aspect of development, comparing the developmental activities of regional countries to achieve better developmental outcomes in the long-term.⁷⁴

Development and liberation movements are integral to each other. Development without liberation is meaningless and vice versa. However, in developing countries, we should focus on the fight against poverty, hunger and disease; this should be the first priority to achieve the MDGs. According to the UN Declaration on the Right to Development:

[Development] is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and in the fair distribution of benefits resulting there from.⁷⁵

⁷² Amartya Sen, *Development as Freedom*, (New York: Knopf, 1999), 14.

⁷³ United Nations Millennium Declaration 2000.

⁷⁴ H. Myint, *The Economics of Developing Countries*, (London: Hutchinson, 1980), 2.

⁷⁵ UN Declaration on the Right to Development 1986, Preamble.

UN Declaration focuses on the human right perspectives of development and people have the right to participate to enjoy all sorts of fundamental freedom:

The right to development is an intelligent human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural; and political development, in which all human rights and fundamental freedoms can be fully realized.⁷⁶

In the 70s "economic development came to be redefined in terms of the reduction or elimination of poverty, inequality and unemployment within the context of a growing economy."⁷⁷ In the following remarks Dudley Seers indicates what the three components of development actually are:

What has been happening to poverty? What has happened to unemployment? What has been happening to inequality? If all three of these have declined from high levels, then beyond a doubt, this has been a period of development for the country concerned.⁷⁸

Development should fulfill the needs of all people and it ought to root out all sorts of discrimination, exploitation, and oppression in terms of economic class, caste and gender. Thus, what development means at local and national levels is a fundamental question. What are the basic components of development? Development includes economic, social, cultural and political rights for the improvement of every individual irrespective of caste, sex, religion, geographical region and religion.

Development and Justice

We can ask the question, why is development necessary for human beings? It serves us in many ways: development is a part of social justice and economic growth. Without economic development, social justice cannot be achieved and without social justice, economic development cannot reduce the socio-political conflicts. Therefore, development ensures our rights and justice:

⁷⁶ Ibid, Article 1, paragraph 2.

⁷⁷ M. P. Todaro and S. C. Smith, *Economic Institutions and Development: A Global Perspective*, Addison-Wesley: 2009), 15.

⁷⁸ . Dudley Seers, *The Meaning of Development*, (New Delhi: 1969), p. 3

- Civil rights
- Political rights
- Cultural rights
- Social rights
- Economic rights
- Child rights
- Gender justice
- Environmental justice
- Security rights

Development and Peace

Development and peace are interrelated. Development without peace is not possible and vice versa. Escobar states that "post-World II period was the 'discovery of mass poverty in Asia, Africa and Latin America."⁷⁹ Thus, developmental strategy gained priority after the Second World War, but still some Southern countries are not achieving complete economic growth. Both the USA and the USSR started to restructure the countries destroyed in the War by initiating the Marshall Plan and COMECON Plan. In spite of these attempts, before the colonial period, most of the African and Asian countries were rich. Nowadays, most of the hungry and vulnerable groups live in these two continents. What made the people so poor and what do they lack in their lives?

After the colonial period, the African and Asian people failed to institutionalize democratic culture. They indulged in conflicts to get freedom from the colonial powers and lacked human resources after freedom. As a result, the people became involved in various types of conflicts between tribal groups, racial groups, religious groups, geographical regions and sometimes with other states.

Here we can ask a fundamental question: What is the effect of conflicts in our daily lives? Naturally, in a country where the national priority is to control the conflict using military power, most of the national revenue goes to the war. In such a situation, lack of development contributes to national tension and national resources are spent by energy gobbling monsters- the military to suppress the conflicts. Then, ultimately, it weakens the national economy.

⁷⁹ Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*, (Princeton: Princeton University Press, 1995), 21.

Now, let's think about peaceful conditions of the country. In an effort to achieve peace, the country can spend all its collected revenues for welfare plans, which produces economic growth in time. In this context, the government strengthens the democratic institutions and completely supports the people. The government guarantees:

- Education
- Health services
- Employment
- Food
- Security
- Employment
- Equality in various rights
- Environmental protection
- Social justice
- Cultural participation

We should try to find the root causes of conflict to establish peace in the nation. Poverty prepares a fruitful ground for conflicts, and the ignorance of people in political activities inspires the rulers to corrupt the country. Even in the 21st century, poverty leads to hunger, bad health, untimely death and malnutrition, due to unequal developmental processes. The situation of South Asia is even worse, though this region achieved rapid economic growth since 1990, "the region has the lowest per capita income [in which] 50% of the world's poor people live here and hardly earn US\$ 1 a day to buy their foods for living."⁸⁰

Nepal experienced a decade-long armed conflict from 1996 to 2006. During this time, the government spent all the country's money to manage destructive weapons and to purchase bullets to control the conflicts. This means that the country failed to implement developmental programmes throughout the country. In fact, it created a deep gap between the poor and rich people. This time, Nepal is moving ahead smoothly to fulfill the needs of people. The Comprehensive Peace Agreement signed between the government and insurgents in 2006 committed to make political-economic-social

⁸⁰ Ashok Swain, 2002. Environment Cooperation in South Asia, (Washington/London: 2002), 61.

transformation to solve the class, ethnic, gender and regional problems which have existed in the country for decades.⁸¹

All aforementioned observations prove that conflicts create obstacles for developmental works. Peace is needed to achieve economic growth. However, the nation-state should address the conflicts and the people should be included in the state mechanism.

3.4 Session Outcomes

After the completion of this session the students will have understood the following things:

- Meaning of development
- Development: a global perspective
- Economic development and justice
- Nexus between development and peace

3.5 Session Methodology

First of all, one student from the group will present his/her ideas about the meaning of development based on the prescribed readings. The other students will critically comment on the presented views. Then, the facilitator will discuss the multiple aspects of development and its need for sustainable peace.

The facilitator will divide the students into four groups for discussion. Two groups will discuss the traditional and modern definitions of development. Similarly, the remaining two groups will discuss the local and national development concept.

Finally, short video clips will be presented to make familiarize the students with the situation. The facilitator will interact with the participants to discuss the agenda of development.

Methodology	Activity
Student-led discussion for 20 minutes about the previous class.	<ul style="list-style-type: none"> • Debriefing of previous class activities by one student and comments by other students.

⁸¹ *Comprehensive Peace Agreement 2006*, Preamble.

Introduction of the course for 20 minutes.	<ul style="list-style-type: none"> • By the teacher
Group discussion among the students for 30 minutes.	<ul style="list-style-type: none"> • Two groups will carry out necessary discussions on the meaning of development and peace in the context of Nepal, a post-conflict country.
Teacher-led discussion for 30 minutes.	<ul style="list-style-type: none"> • The teacher will discuss and direct dialogue between with students using PowerPoint.
General discussion for 30 minutes.	<ul style="list-style-type: none"> • The teacher and student will interact.
Video clips on development	<ul style="list-style-type: none"> • The students will understand different aspects of development.
Question and answer for 10 minutes.	<ul style="list-style-type: none"> • By students and teacher.

3.6 Session Evaluation

- Debriefing the previous session contents by the students will be used to identify whether they understood the information delivered by the readings and instructor.
- The students will lead the session discussion based on prescribed readings.
- The teacher will interact with the students using the question-answer approach to evaluate the effectiveness of their knowledge and to assess whether they will be able to elaborate on the multiple meanings of development in their own context.
- The facilitator will interact with the students about the various aspects of the video-clips.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow opposes in the text including suggestions.

3.7 Recommended Readings

- Escobar, Arturo. (1995). Conclusion: Imagining a Post-development Era. In *Encountering Development: The Making and Unmaking of Third World*. Princeton University Press, (pp. 212-226).
- Rist, Gilbert. (1997). Definition of Development. In *The History of Development: from Western Faith to Global Faith*. London/ New York: Zed Books, (Pp 8-24).
- Szirmai, Adam. (2005). Developing Countries and Concept of Development. In *The Dynamics of Socio-Economic Development: An Introduction*. Cambridge University Press, (pp. 1-34).
- Todaro, Michael P. & Stephen C. Smith. (2009). Divergent Development: Pakistan and Bangladesh; Contemporary Model of Development; Understanding a Development Miracle: China. In *Economic Development*. Pearson Education Limited, (pp. 91-108, 158-192, 193-206).

3.8 Recommended Readings

- Galtung, Johan. (1996). Development Theory. In *Peace by Peaceful Means*. Sage Publication, (pp. 127-195).
- Greff, Gary & Stephanie Ford. (1992). Regional Path of Development. *Annual Review of Sociology*. Vol. 18, (pp. 419-418). Retrieved from <http://www.jstor.org/stable.pdgplus/2083461.pdf>

Session: No. 04: Conflict and Development: A Challenge

4.1 Objective

To have students understand the nexus between conflict and development in their local, national, regional, and global levels. They explore why the development process is quite challenging during periods of conflict.

4.2 Points for Discussion

- Causes of conflicts
- Security cost and development
- Conflict and development
- Political system opportunities for development
- Agenda for development

4.3 Session Content

Causes of Conflicts

We come across different types of conflict at local, national, regional and global levels. After the 90s, the trends of conflict turned to ethnic-based conflicts. However, political conflict is still dominant in Asia, Latin America and Africa. Ethnic and political conflicts become violent due to the denial of power sharing, ethnic discrimination, political exclusion, poor developmental strategies and questions of political representation in political structures.

Currently, issues of peace and development have become subjects of academic knowledge. Poor and developing countries have undergone armed conflicts, civil wars, racial conflicts, etc. On the other hand, powerful countries have become involved with various internal and external crises.

Security Cost and Development

After the collapse of the USSR, many people felt that the terrible situation of the Cold War would be finished forever. Unfortunately, even in the 21st century, the threat of nuclear power is the same. We have seen increasing threats to security, political and economic stability and peace everywhere. The Stockholm International Peace Research Institute (SIPRI) Year Book states that the threats of chemical, biological, radiological or

nuclear weapons continue to be ominous prospects. Global military expenditures in 2008 totalled US\$1,464 billion, a 4% increase compared to 2007.⁸² However, the UN Agenda for Development states:

Reduction of military expenditure is a vital link in the chain between development and peace. Although worldwide military expenditures continue to consume too large a share of productive resources and capacity, progress has been made in recent years. Worldwide, between 1987 and 1992 a cumulative peace dividend of \$500 billion was realized; \$425 billion in industrial and transitional countries and \$75 billion in developing countries.⁸³

In developing countries, where huge numbers of people suffer from food deficiency and children are dying due to lack of access to basic health facilities, development should be the central core of thinking, yet huge numbers of people continue to live below the poverty line. The World Bank states that around 26% of people live in fragile states where the state delivery is insufficient, half of the children die before the age of five and the rate of maternal deaths is one-third.⁸⁴ As a result, the people experience grave poverty, social injustice, gender discrimination and political marginalization in the absence of political will to provide security for peace and good governance for sustainable economic growth. Unless we alleviate poverty from these targeted areas, we will never achieve the millennium development goals.

Emphasis in third world countries should be placed on peace-centred development programmes and countries should attempt to carry out various transformative programs to uplift the socio-cultural and economic condition of the people. Only peace-centred developmental activities can lead societies towards the positive path that can minimize conflicts. Every state should focus on the overall economic growth of the community at local as well as national levels. Vulnerable groups, lower castes (In Hindu societies, the caste system is still prevalent although it is punishable by law) and extremely poor people living below the poverty line should feel complete security. Marginalized people should feel free from fear and want. The state should completely follow a non-discriminatory

⁸² *SIPRI Year Book, Summary* (Sweden: 2009), 12.

⁸³ *UN Agenda for Development* 1994, paragraph 31.

⁸⁴ World Bank Poverty Analysis Report, 2009.

political system in order to include them in state mechanisms for implementing state policy in an effective way.

Conflict and Development

Violent conflict causes huge losses (see the costs of conflicts in session 3) in national revenues and destroys natural resources; it directly and indirectly affects the developmental trends of the country. During the conflict period, the government utilizes national resources to strengthen the security sector(s), which creates adverse impacts in national investment, macro/micro economic levels, the tourism industry and the industrial sector. Violent conflict causes environmental loss and policy ought to be developed to protect environment. According to Martijn Bijlsma:

In most cases, environmental damage is an unintended effect of military operations. Such damage includes the physical destruction of local ecosystems due to bombardments, the movements of military vehicles and ground forces, contamination caused by scattered ammunition, or the destruction of industrial sites.⁸⁵

The lack of development at local and national levels increases national and regional tensions; prevents other countries from offering military assistance and affects the people's rights to live without hunger, poverty and disease. The UN Agenda for Development 1994 states the impacts of militarization in developmental activities:

Development cannot proceed easily in societies where military concerns are at or near the centre of life. Societies whose economic effort is given in substantial part to military production inevitably diminish the prospects of their people for development. The absence of peace often leads societies to devote a higher percentage of their budget to the military than to development needs in health, education and housing. Preparation for war absorbs inordinate resources and impedes the development of social institutions.⁸⁶

⁸⁵ Martijn Bijlsma, Protecting Environment, in *Post-conflict Development: Meeting New Challenges*, (London: Lynne Rienner, 2005), 165.

⁸⁶ *UN Agenda for Development, 1994*, paragraph 17.

Generally, economic policies that marginalize huge masses of people are bound to increase conflicts at the societal level. As long as the war strategy worsens the national economy, the government fails to provide basic needs of the citizens, such as the delivery of services, security, health facilities, and education. During the ten-year conflict of Nepal, inequalities frequently arose in horizontal and vertical levels. Horizontal and vertical inequalities included unequal access to public employment, unequal access to public services and over-taxation and economic mismanagement, which fueled the escalation of the conflict and impacted the fragile development policy of the government of Nepal.⁸⁷ In a very short of time, conflict spread throughout the country and affected the whole nation.

Political System and Opportunities for Development

Development and democratization policies have had a complex and often troubled relationship in the past in Nepal. This relationship between these two fundamental issues, in terms of both the government's underlying political system and the government's overall development response, could not create equal opportunities for the majority of people. Gordon states that:

Nepal's insurgency affected all of the country's 75 districts since its inception in 1996; it has claimed the lives of perhaps 10,000 people, with more than half of these losses occurring after the declaration of the State of Emergency in November 2001. The Maoists seized much of the countryside (particularly the contiguous, remote, and underdeveloped western districts of Rukum, Rolpa, Salyan, Dolpa, and Jajarkot), and by the end of 2001 they had established what were in effect, regional governments in each of these districts, restricting the control of the Kathmandu authorities to the district capitals.⁸⁸

Even during the conflict period, the government of Nepal and the rebel group, the Communist Party of Nepal (Maoist), exchanged documents regarding socio-political and

⁸⁷ . Bray, John & at el , *Nepal's Economic Drivers of the Maoist Insurgency*, (London: Lynne Rienner Publishers, 2003), p. 115.

⁸⁸ Staurt Gordan, *Evaluating Nepal's Integrated Security and Development Policy: Development, Democracy, and Counterinsurgency*, In *Asian Survey*, Vol. 45, No. 4, p. 581. <http://www.jstor.org/stable/pdfplus/4497118.pdf>

economic transformation. In the absence of addressing the issues of the insurgent group, it was quite impossible to start developmental works in the rural as well as urban areas of Nepal. Rebel forces demanded:

A special plan to develop the infrastructure needed for drinking water, roads, bridges, electricity, etc. has to be made and implemented actively. A national plan for a balanced development that will eliminate the existing imbalances between villages and towns and various geographic regions has to be implemented. An integrated national water policy has to be formulated to make use of the country's vast water resources. By according primacy to small and medium hydropower projects, the entire country has to be electrified within a given time frame.⁸⁹

During violent conflict, warring groups tend to try to end the state of conflict through a progressive political solution in order to establish peace in the national and regional levels. Similarly, in Nepal, the rebel group demanded the end to all sorts of existing discrimination based on class, race and gender, through socio-political and cultural changes. The government and rebel force made a political negotiation to ensure the civic rights of minorities and underprivileged groups.

The political parties of Nepal agreed to address the challenges of the crisis to "accomplish the progressive restructuring of the state in order to solve the class-related, ethnic, regional and gender problems in the country [... through] democratic restructuring of the state and social-economic-cultural transformation."⁹⁰ During the conflict, it was very difficult to develop infrastructures in order to reduce the conflicts.

Agenda for Development

Although the concept of development is to reduce poverty, illiteracy, disease and mortality rates, development is still in danger of fading from the forefront of our agenda. The 1994 Agenda for Development states that "many of the poor are dispirited. Development is in crisis."⁹¹ However, the first priority should be to end hostilities and it states that "United Nations puts greater emphasis on peace-keeping than on issues of

⁸⁹ Maoist Proposal, see *A Kingdom under Siege*, (London/New York: Zed Books, 2003), 225-226.

⁹⁰ *Comprehensive Peace Agreement, Preamble*, The Government of Nepal, (Kathmandu: 2006), p. 170.

⁹¹ An Agenda for Development: Report of the Secretary General 1994, Paragraph 5.

development".⁹² Emergency relief and developmental policies should be the central part of national goals. The most immediate task is to alleviate the effects of war on the population and for the state to concentrate on supplying food, medicine and education during conflict and continue to do so in the post-conflict situation; "The ideals of democracy, respect for human rights and measures for social justice can begin to take form at this stage."⁹³ The 1994 Agenda for Development also states:

Accelerating the rate of economic growth is a condition for expanding the resource base and hence for economic, technological and social transformation. While economic growth does not ensure that benefits will be equitably distributed or that the physical environment will be protected, without economic growth the material resources for tackling environmental degradation will not exist, nor will it be possible to pursue social programmes effectively in the long term. The advantage of economic growth is that it increases the range of human choice.⁹⁴

4.4 Session Outcomes

After completing this session, students will understand the nexus between conflict and development in their local, national, regional and global levels. In order to acquire this knowledge, they will comprehend:

- Causes of conflicts
- Security cost and development
- Conflict and development
- Political system opportunities for development
- Agenda for development

4.5 Session Methodology

First of all, one student from the group will present his/her ideas about violent conflict and development. The other students will critically comment over the presented views. Then the facilitator will discuss the multiple aspects of violent conflicts at

⁹² Ibid, Paragraph 11.

⁹³ Ibid, Paragraph 21.

⁹⁴ Ibid, Paragraph 42.

different levels. Then he/she will clarify the issues of political and ideological conflicts and how these issues are involved in the conflicts of Nepal.

Recent articles published in journals and reports will be used to initiate the discussion in the session. The facilitator will divide the students into four groups for the necessary discussion. The groups will represent representatives of the government from the ruling party, one ethnic group, civil society and media people to present the basic views on conflict and development.

Finally, short video clips will be presented to familiarize students with the situation. The facilitator will interact with the participants on the agenda of development.

Methodology	Activity
Debriefing the previous class for 10 minutes and introduction of the course for 10 minutes	<ul style="list-style-type: none"> • First by the students and then by the facilitator
Group discussion for 30 minutes	<ul style="list-style-type: none"> • The four groups will discuss the roles of the government, ethnic group, civil society and media people for development.
Group presentation / discussion for 20 minutes	<ul style="list-style-type: none"> • Each group will present based on their findings and discuss in plenary
Teacher-led discussion for 40 minutes	<ul style="list-style-type: none"> • The teacher will discuss and direct dialogue between with students using PowerPoint.
Video clip presentation for 30 minutes	<ul style="list-style-type: none"> • The teacher and students will interact and discuss.
Questions / answers for 20 minutes	<ul style="list-style-type: none"> • By students and teacher

4.6 Session Evaluation

- Debriefing the previous session contents by students to identify whether the fellows have understood the teaching and explored the ideas of the prescribed readings.
- The students will lead a theoretical discussion based on prescribed readings and link it to their specific context.
- The teacher will interact with the students using the question-answer approach to assess their level of understanding between conflict and development in their local, national, regional and global levels. This approach will be used to evaluate whether they were able to develop critical thinking about violent conflict and development.
- The facilitator will discuss with the student the various aspects of the video clips and their significance, evaluating to what extent the students grasped the ideas.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

4.7 Required Readings

Bouvier, Antonie. (1991). Protection of the Natural Resources in Time of Armed Conflict. *International Review of the Red Cross*. No. 285, (Pp. 278).

Gordan, Staurt. (2005). Evaluating Nepal's Integrated Security and Development Policy: Development, Democracy, and Counterinsurgency. *Asian Survey*, Vol. 45, No. 4, University of California Press, (pp. 581-602). Retrieved from <http://www.jstor.org/stable/pdfplus/4497118.pdf>

Humphreys, Macartan. (2003). *Economic and Violent Conflict*. Harvard University, (pp. 1-31). Retrieved from <http://www.preventconflict.org/portal/economics/Essay.pdf>

International Peace Bureau. (2005). Military Tools – The Impact of Weapons on Development. In *Warfare or Welfare? Disarmament for Development in the 21st Century*. Geneva. (Pp. 45-75).

Kim, Namsuk & Conceição, Pedro. (2009). *The Economic Crisis, Violent Conflict, and Human Development*. A UNDP/ODS Working Paper, New York: United Nations Development Programme, (pp 1-13).

UN Agenda for Development, 1994.

4. 8 Recommended Readings

- House of Commons International Development Committee. (2005). Conflict and development. In *Conflict and Development: Peacebuilding and Post-Conflict Reconstruction*. (pp. 7-13). Retrieved from <http://www.publications.parliament.uk/pa/cm200506/cmselect/cmintdev/923/923i.pdf>
- Tschrgi, Necla. (2006). *The Security Development Nexus: From Rhetoric to Understanding Complex Dynamics*. A Paper Submitted to the Swiss Yearbook of Developmental Policy 2006. (pp. 1-18).
- Sandres, Daniel S. (1989). Social Work Development in Peace and Development in the International Context. In *Peace and Development*. University of Hawaii School of Social Work, (pp. 3-14).
- Shekhawat, Seema & Mahapatra, Debidatta Aurobinda. (2008). Conflicts, Costs and the Afro-Asian Context. In Seema Shekhawat & Debidatta Aurobinda Mahapatra (Eds.), *Afro-Asian Conflict: Changing Contours, Costs and Consequences*. New Delhi: New Century Publication, (pp. 3-17).

Session: No. 05: Social Mobilization and Development

5.1 Objective

To have students elucidate the importance of social mobilization for development. Students also reveal why the participation of people is a must for socio-economic development and how the state can implement this policy to link local development with national development.

5.2 Points for Discussion

- Meaning of social mobilization
- Importance of social mobilization
- Social mobilization and development
- Social mobilization in Nepal

5.3 Session Content

Meaning and Importance of Social Mobilization

Developing countries cannot achieve the national goal of development in the absence of participation of local people. Thus, after the '80s, the concept of social mobilization was characterized in almost all developing countries as one of retrogression for participatory development, especially in the Sub-Saharan region of Africa, Latin America and South Asia. In a miserable landscape dotted with setbacks in social and economic growth, the local involvement of grass-root organizations, community leaders, social workers, farmers, women and members from indigenous groups proved to be a sustainable developmental strategy for achieving the local as well as national goals of development.⁹⁵

With this, even at present, the alleviation of poverty will be one of the beacons of hope and positive forward movements to achieve the MDGs at national and global levels. Social mobilization basically refers to the involvement of local people in developmental works and economic activities. It is mainly based on locally available resources, local insight, local cultural participation, and local skills and knowledge to build local

⁹⁵ Quoted in, *The ICEC and Global Social Mobilization*, paragraph 1, <http://www.tulane.edu/cec/socimob.htm> (assessed May 12, 2010).

economic development. The International Communication Enhancement Centre (ICEC) quotes the definition of social mobilization:

Social Mobilization, as defined by UNICEF, is a broad scale movement to engage people's participation in achieving a specific development goal through self-reliant efforts. It involves all relevant segments of society: decision and policy makers, opinion leaders, bureaucrats and technocrats, professional groups, religious associations, commerce and industry, communities and individuals. It is a planned decentralized process that seeks to facilitate change for development through a range of players engaged in interrelated and complementary efforts. It takes into account the felt needs of the people, embraces the critical principle of community involvement, and seeks to empower individuals and groups for action.⁹⁶

The circumstances of social mobilization differ from one part of a country to another in terms of social structure, cultural dynamics and geographical features. In a predominantly rural nation, where the livelihoods of the people are basically agricultural, a social participatory developmental strategy will succeed in mobilizing the local people at local as well as national levels. UNICEF emphasizes social mobilization to achieve its goal:

WHO has stressed the need to recognize the inter-sectoral nature of health, but little concrete action has been taken to effectuate such an approach. For a health program to succeed, the health sector needs not just a helping hand from others, but a genuine partnership whereby ownership of the programs is shared and the stakes of other sectors are clearly recognized. Social mobilization is significant to activate the local communities, community leaders, social workers, local NGOs and local representatives of the government. It empowers the local areas to take decisions, select for appropriate developmental projects, monitor and implement the developmental programs and ensure the equitable distribution of facilities and services in the local areas. Through social mobilization, we can make

⁹⁶ Ibid, paragraph 6.

certain the access of women, *dalits*, *adivashi*, *janajati*, Muslims and exploited communities in different social sectors. These community people, then, are likely to feel the ownership in developmental programs and it will guarantee the use of local energy and human resources in nation building.⁹⁷

Social Mobilization and Development

Social mobilization and development are interrelated issues in every developing country. They work together in the process of achieving economic growth and empowering the local people. This process aims to stem deforestation, increase agricultural production, increase social awareness to facilitate education and improve health conditions, and provide remote villages access to the local and national markets. Through social mobilization, the respective government should develop specific programmes and policies, like using local natural resources to boost the condition of rural economies.

This diagram illustrates the fundamental elements of social mobilization for development.⁹⁸

Inputs → ↓	Process → ↓	Outcomes → ↓	Impacts ↓
a. Political Level -Policy for development -Developmental Agenda -Resources	Information and analysis of programmes Advocacy of projects Media campaign and communication with local people	a. Political Level - Policy established - Agenda promoted - Resources used	Increased awareness through choices Enhanced skills & capabilities
b. Bureaucratic Level - Programmes - Resource allocation - Implementation	Technical assistance for the programmes Budgeting in time for completing the projects Changing behaviors	b. Bureaucratic Level -Programme formulated - Resource allocated -Programmes implemented	Improved information flow to community level Communication between communities
c. Civil & Social			

⁹⁷ Ibid.

⁹⁸ Prepared on the basis of the figure of , *The ICEC and Global Social Mobilization*.
<http://www.tulane.edu/cec/socimob.htm>

Levels	Community organization and involvement	c. Civil & Social Levels	Access of community to national policy making level
- Programmes		- Programmes advocated	
- Participation	Individual involvement	- People participated	Improved community and individual ability
- Implementation		- Programmes implemented	
- Monitoring			
d. Community level		- Programmes monitored	Use of local resources for development
- Programmes		d. Community level	
- Participation		- Programmes advocated	Improve the economic condition of local communities
- Implementation		- People participated	
e. Individual level		- Programmes implemented	
- Participation			
- Monitoring		e. Individual level	
- Implementation		- Individual participated	
		- Programmes monitored	
		Programmes implemented	

Table 2, Source: *The ICEC and Global Social Mobilization*.

Social Mobilization in Nepal

Nepal is a predominantly rural country and most of the people still live in the villages and make their living as subsistence farmers. Without the implementation of rural development, the Nepalese government cannot achieve the national goals of development. The government should try to mobilize the Nepali people by getting financial assistance from international donor agencies and should improve the conditions of life for those rural people. Pigg states:

When development policy makers plan programs, they discuss what villagers do, how they react, and what they think. Together, these images coalesce into a typical, generic village, turning all the villages of rural Nepal into the village. Commonplace as these representations of the

village and villagers are, they mold the way in which people in contemporary Nepal conceptualize national society and differences within it.⁹⁹

Similarly, the 2008 Interim Plan has placed significant emphasis on local development through social mobilization. A decade-long conflict affected the developmental works; however, the level of people's awareness has considerably increased at local and national levels. Thus, the important aspect of social development is the implementation of development programmes at the local level, relying on locally available knowledge, skills, resources and technology to meet the needs at the local level. The plan states:

For the development programs to be sustainable and to ensure effective service delivery to the masses, people's participation at the local level in the selection, plan formulation, implementation, and monitoring and evaluation is the driving concept. In this context, it is critical to ensure increasing access of the people to basic development services and facilities by implementing programs through local level institutions based on the concept of participatory and inclusive decentralization. This would demand greater emphasis on developing local bodies in the framework of decentralization, social inclusion and local governance.¹⁰⁰

Similarly, the Interim Plan expresses its commitment for systematic social mobilization in the development of Nepal:

Social mobilization activities initiated under the Poverty Alleviation Program in Western Terai (PAPWT), targeted to benefit the households below the poverty line in a total of 80 VDCs, have been completed. Under the program, such works as formation of saving groups, rehabilitation of freed bonded laborers, construction of toilets, hand pumps, tube-wells and

⁹⁹ Stacy Leigh Pigg. *Inventing Social Categories through Place: Social Representation in Nepal*, (Cambridge University Press: 1992), Vol. 34, 49.

¹⁰⁰ Interim Plan 2008, Local Development, pp. 337.

treadle pumps were taken up. The program also provided support for the development of community shallow tube wells, culverts, ponds, hand pumps, improved toilets, forest plantation, community health and training programs on agriculture and vocational skill development.¹⁰¹

Unless we use the human, land, water and forest resources as development tools, we are unlikely to achieve the national goals of development. The social mobilization of development encourages people to participate in developmental activities, which ensure local ownership in developmental affairs. The changing mind set of the people increases the enrolment of students at schools, reduces mortality rates among children under five, reduces maternal mortality rates, eliminates gender disparities and empowers the local community. In addition to this, it further integrates the social needs of the country and ensures environmental sustainability.

5.4 Session Outcomes

After the completion of this session, the fellows will have elucidated the:

- Meaning of social mobilization
- Importance of social mobilization
- Social mobilization and development
- Social mobilization in Nepal

5.5 Session Methodology

First of all, one fellow will debrief the previous class activities and other students will critically comment. Then the facilitator will ask the students to express their experiences of social mobilization and its relevance in local, national, regional and global development. The facilitator will lead the class discussion based on prescribed readings. The students will present a short drama to show the significance of social mobilization for the development of rural areas.

Then short video clips will be presented to familiarize the students with social mobilization for developmental efforts. Finally, the facilitator will discuss with the participants about the short film and the class will be concluded with a question and answer session for evaluation.

¹⁰¹ Interim Plan Nepal 2008, p. 339.

Methodology	Activity
Debriefing the previous class for 20 minutes	<ul style="list-style-type: none"> • By the student(s)
Individual experience on social mobilization for 30 minutes	<ul style="list-style-type: none"> • The students will discuss in the class.
The facilitator will introduce the session with a PowerPoint presentation for 40 minutes.	<ul style="list-style-type: none"> • Teacher-led presentation
Short drama presentation for 40 minutes	<ul style="list-style-type: none"> • Students will present a short drama to show the importance of social mobilization.
Short video clip for 15 minutes.	<ul style="list-style-type: none"> • Students will analyze the video scenes to understand the session critically.
Questions & answers for 20 minutes	<ul style="list-style-type: none"> • By students and teacher

5.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- The individual experience of students will elucidate their level of understanding about why the participation of people is a must for socio-economic development.
- The short drama will be used to know to what extent the learners are cooperative in sharing their perceived values of the session.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text including suggestions.

5.7 Required Readings

Interim Plan 2008. *Local Development*, Chapter 27, (pp. 337-355).

Passy, Florence & Giugni, Marco. (2001). *Social Networks and Individual Perceptions: Explaining Differential Participation in Social Movements*, (pp.123-153).

<http://www.jstor.org/stable/pdfplus/685032.pdf>

Pigg, Stacy Leigh. (1992). Inventing Social Categories through Place: Social Representation in Nepal. *Comparative Studies in Society and History*. Vol. 34, Cambridge University Press, (pp. 491-513).

5. 8 Recommended Readings

De Wall, Alex. (2002). Social Mobilization for Peace, in *Demilitarizing the Mind*. In. Alex de Wall (Ed.). *Africa World Press*. (pp. 93-114).

Tsutsui, Kiyoteru. (2004). Global Civil Society & Ethnic Social Movement in the Contemporary World. *Sociological Forum*. Vol. 19, No. 1, (pp. 63-87).

Session: No. 06: Endogenous Developmental Strategy

6.1 Objective

The students explicate the meaning of endogenous development, and show the nexus of endogenous developmental strategy at local, national, regional and global levels.

6.2 Points for Discussion

- Meaning of endogenous development
- Principles of endogenous development
- Endogenous development and resources
- Development and crisis
- Development and Global Deprivation

6.3 Session Content

Meaning of Endogenous Development

Endogenous development is a process of bringing positive changes in societies by using local resources, skills and strategies for their own development. Everywhere we see that developmental activities are affected by the rapid process of globalization, and people's local initiatives, skills and efforts are in the shadow. Due to modern developmental policy everywhere in the world, communities are altering rapidly and creating many more problems than before. This session will study the developmental world views through natural and human perspectives:

Endogenous means 'growing from within'. Endogenous development is, therefore, development based on people's own resources, strategies and initiatives. The available resources and solutions developed at grassroots include material, social-cultural and dimensions. It is local people with their own resources, values, knowledge and organizations who drive local development. Support to endogenous development aims at strengthening the resource base of the local population, enhancing the ability to integrate selected external elements into local practices and to broaden the options

available to the people, without romanticizing their local views and practices.¹⁰²

Principles of Endogenous Development

The world is now facing many problems and the people are now in a critical mode of social transformation and evolution. The economic and political development of this world has brought innumerable problems for millions of people on one hand; while on the other hand, some are enjoying more opportunities since the last decade of 20th century.

The global market, communication, capital flow, information technology, massive investments, etc. have boosted development statistically. Modern societies are changing drastically. The social and cultural changes, due to rapid economic growth, have presented opportunities to a handful of people and crises to millions of others. Poverty, disease, hunger, conflicts; production and selling of weapons of mass destruction, powerful drug-networks, human trafficking and environmental degradation are all human problems created in part by this skewed global growth. Some basic principles of endogenous development are to:

- Solve ecological crises through endogenous development.
- Preserve bio-cultural diversity.
- Eliminate poverty through social integration.
- Get rid of socio-cultural political tension.
- Ostracize all illegal networks through people's awareness.
- Transform the societies through new thinking.
- Link positive social movements with the mind and heart.
- Manage natural resources.
- Environmental protection and development.

Endogenous Development and Development

Menchu explains the various resources for development:

In endogenous development we distinguish six different resources:¹⁰³

- Natural resources (land, ecosystem, water, climate, plants, animals)

¹⁰² Rigoberta Menchu, *Learning Endogenous Development: Building on Bio-Cultural Diversity*. (COMPAS: Practical Action Publishing, 2007), 1.

¹⁰³ Ibid, 13

- Human resources (knowledge and skills, local concepts and ways of knowing, learning and experimenting)
- Produced resources (human-made things such as roads, canals, irrigation systems, schools, infrastructures)
- Economic resources (markets of goods, food, labour, ownership, price relations, credit systems, reciprocity)
- Social resources (family systems, ethnic organizations, social institutions, leadership, ways of solving conflicts and taking decisions)
- Cultural and spiritual resources (beliefs, norms, values, festivals, rituals, art, language, lifestyle)

Experience from Nepal

This story tells how Nepali peasants preserve grain (seed for planting) during times of acute food deficits. This experiment shows how the local skill has been an inherent part of Nepali farmers to store seed:

The Experiment¹⁰⁴

The first experiment involved testing the efficacy of using sand to protect grain from pest infestation. In the farmers' experiment they stored grain between two 10 cm layers of sand. The scientists stored grains in three ways: between two layers of sand, mixed with sand, and stored without sand. At the end of the storage period, pests were virtually absent in the grain stored between layers of sand. Untreated seed, and seed mixed with sand was highly infested. Storing between sand layers turned out to be an abandoned traditional practice. Only one participant experimented with sand in the first year, but in the second year, the use of sand for control was re-adopted by almost all participants and many other villagers.

Development and Crisis

Endogenous developmental strategies focus on the local resources, skills, initiatives and skills. The local people should feel ownership in the economic activities. Therefore it is based on people's own resources, strategies and initiatives. Modern top-down developmental policy has marginalized the local and indigenous communities

¹⁰⁴ Ibid, 161.

which has created lots of problems in their lives. Willingly or unwillingly, the people have become dependent on the technology of developed countries and almost all traditional knowledge, lore, skills, and ideas, have collapsed, creating a huge gap between the poor and extremely rich.

The World Bank explains the world's global income ratios, stating that one-sixth of the world population receives 80% of global income while 57% of the global population consumes only 6% of global income.¹⁰⁵ Similarly, *Financial Times* writes "two-thirds of global populations seem to have gained little or nothing from the economic growth that has occurred as a result of globalization to date."¹⁰⁶ We are now experiencing environmental crises, global warming, hunger, insecurity and diseases all at the same time. Thomas and Reader bring new information about the melancholic situation we are facing. In 11 years of both wars (1914-1918 World War I and 1939-1945 World War II) the killing was estimated 30 million, but now, due to hunger related problems, every year we are losing 15 million people and consequently the death of two years is equivalent of the casualties of 11 years.¹⁰⁷

Development and Global Deprivation

Now that people's expectations have been raised, however, there are many challenges to meeting the needs of the people. There is still a huge gap between and MDGs aimed at addressing the crisis of the world by 2015. The following information helps to understand the situation of people at the global level:

Health: 880 million people lack access to health care and 1.5 billion people will not survive to the age of 60

Education: Over 260 million children are not in school

Nutrition: 840 million people are malnourished

Poverty: 1.3 billion people live on less than US\$ 1 per day

Women: 340 million women are not expected to survive to the age of 40

Children: 160 million children are malnourished and 250 million children are working as child labourers

¹⁰⁵ World Bank Development News, 14 April, 2000.

¹⁰⁶ *Financial Times* 1994, Quoted by; Caroline Thomas in *Global Governance, Development and Human Security: Exploring the Links*, (Third Worldly Quarter, 2001), 163.

¹⁰⁷ C Thomas and M. Reader. *Development and Inequality*, (Basingstoke: Macmillan, 1997), 109.

Environment: 3 million people die of air pollution annually

Security: 12 million people are refugees¹⁰⁸

However, the progress chart of MDGs is not satisfactory. People are living in this harsh situation.¹⁰⁹ In order to improve the situation of the people, it is the right time of initiating endogenous developmental strategy.

6.4 Session Outcomes

By the end of this session, the students will have explicated the:

- Meaning of endogenous development
- Principles of endogenous development
- Endogenous development and resources
- Development and crisis
- Development and Global Deprivation

6.5 Session Methodology

One fellow will lead a short presentation about previous class proceedings. Then the facilitator will encourage the participants to discuss their experiences of endogenous development work at the local level. The participants will explain some activities developed with local knowledge to clarify the concept of an endogenous developmental strategy. Then, the facilitator will introduce the concept of endogenous development through a PowerPoint presentation and include events of South Asia.

Then short video clips will be presented to familiarize students with local inventions, skills, knowledge and practices. The guest lecturer will be invited to impart his/her knowledge in this field. Finally, a general discussion between the teacher, guest lecturer and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the previous class for 20 minutes and their individual experiences of endogenous development	<ul style="list-style-type: none">• By the students

¹⁰⁸ UNDP, 1997, p. 22.

¹⁰⁹ Millennium Development Goals: 2009 Progress Chart.

Teaching class materials for 40 minutes	<ul style="list-style-type: none"> • Teacher-led presentation
Short drama presentation for 20 minutes	<ul style="list-style-type: none"> • Student-led presentation
Video clips on local knowledge and experiences for 20 minutes	<ul style="list-style-type: none"> • The fellows will watch the clips and link the contents with the session
Guest lecture for 20 minutes	<ul style="list-style-type: none"> • Sharing the experience of the guest
Questions & answers for 20 minutes	<ul style="list-style-type: none"> • By the teacher, guest lecturer and students

6.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Sharing individual experiences will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- Teacher-guest-students interaction to evaluate their level of understanding endogenous developmental strategy.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text including suggestions.

6.7 Required Readings

Menchu, Rigoberta. (2007). *Learning Endogenous Development: Building on Bio-Cultural Diversity*. COMPAS: Practical Action Publishing. (pp.1-40; 41-80; 159-182; 205-233).

Edwards, Andres R. (2006). Sustainability and Community. In *The Sustainability of Revolution: Portrait of a Paradigm Shift*. New Society Publishers, (pp. 29-48).

Todaro, Michael P. & Smith, Stephen C. (2009). Economic Growth and Environmental Sustainability: The Philippines. *Economic Development*. Pearson Education, (pp. 517-529).

6.8 Recommended Readings

Kalaw, Maximo T. (1997). Indigenous Cultured Regional Understanding. In *Soul and Society: Papers on Sustainable Development*. Anvil Publishing, (pp. 146-151).

Session: No. 07: Economic Aspects of Reconstruction and Recovery

7.1 Objective

To help students gain in-depth knowledge on the importance of reconstruction and recovery in post-conflict situations like Nepal, they will explore the theoretical as well as the practical aspects of reconstruction and development.

7.2 Points for Discussion

- Need for reconstruction and recovery
- Impacts of conflicts at local and national levels
- Political stabilization for development
- Economic priorities for peace implementation
- External and internal source mobilization
- Post-conflict economy and some facts

7.3 Session Content

Need for Reconstruction and Recovery

Post-conflict countries need the rapid development of economic growth to deliver basic services to the people, such as delivery services, health services, education, security, etc. These countries are significantly susceptible to catastrophe and governmental institutional arrangements usually preserve the conditions of economic crisis. In addition, political and other conflicts are reflected in infrastructure, health services, transport, communication systems, natural resources and the use of internal and external resources. The economic aspects of recovery ought to address all the aforementioned issues as far as possible, in order to ease the consequences of the conflicts.

Negative economic conditions can easily spread intra-state conflicts, smuggling of natural resources and criminal activities that ultimately affect the development of the states. The World Bank states that around 26% of people live in fragile states where the state delivery is insufficient, half of the children die before the age of five and the rate of maternal death is one-third.¹¹⁰ As a result, the people experience grave poverty, social injustice, gender discrimination and political marginalization in the absence of political

¹¹⁰ World Bank Poverty Analysis Report, 2009.

will to provide security for peace and good governance for sustainable economic growth. In such a horrible situation, war reversion continues to be a persistent problem and almost 40% of fragile states revert to war within a decade, as they are unable to cope with the challenges of building state capacity for achieving economic growth to reduce the risk of conflicts. Hoeffler mentions that "once they have experienced a war, they are at a much higher risk of experiencing a recurrence of violence."¹¹¹ Therefore, post-conflict countries need special programmes of reconstruction and recovery, such as infrastructural development, delivery services, rehabilitation programmes, economic recovery, etc.

Impacts of Conflicts at Local and National Levels

Violent conflicts affect countries directly and indirectly. Sometimes the conflict is very difficult to resolve due to its deep roots that have had many adverse impacts at local, national and regional levels. Moreover, conflict is one of the most serious challenges of sustainable development and justice. Some countries which completely resolved political conflict have achieved developmental goals through economic reconstruction and recovery within a very short time period. However, some post-conflict countries, including Nepal, are still dependent on external resources to establish political stability for the development of the country.¹¹²

Patricia Justino states that conflict has many direct and indirect impacts in society. It affects the developmental activities of the country in the following ways:

- Conflict impacts household poverty.
- Conflict impacts economic status.
- Conflict impacts education.
- Conflict impacts family structure.
- Conflict impacts local markets.
- Conflict impacts community relations.
- Conflict impacts political institutions.
- Conflict impacts distribution.¹¹³

¹¹¹ Anke Hoeffler *State Failure and Conflict Recurrence*, (University of Oxford: Centre for the Study of African Economies, 2010), 6.

¹¹² In this plan 2008, Nepal expects to achieve 20.7% foreign assistance (Interim Plan Nepal 2008).

¹¹³ Patricia Justino. *Poverty and Violent Conflict: a Micro Level Perspective on the Causes and Duration of Warfare*, (Institution of Development Studies: University of Sussex, 2008), 12.

The phrase “post-conflict states” refers to countries that have recently emerged from a period of prolonged political, ethnic, cultural or religious violent conflict. In short, the overall effects of conflict are apparent within political, economic, social and physical infrastructures. Clearly, the impact on post-conflict economic recovery is distinctive in each country in terms of geographical features, socio-cultural background, geo-political systems and its relationship with other countries of the region. However, economic recovery, developmental reconstruction, infrastructural development, strengthening political mechanisms, distributing basic human needs and mobilizing community people are the specific communalities of post-conflict countries:

[...] it is possible to transform the adverse conditions caused by conflict while also reducing the risk of recurrence. This process takes a tremendous amount of time and resources, leaving a gap between the end of a conflict and the beginnings of reconstruction. This is critical to recovery efforts, as countries emerging from war are susceptible to future outbreaks of hostilities. Post-conflict recovery activities must therefore be conflict sensitive and should not aggravate the risk of a return to violence.¹¹⁴

Political Stability and Development

Political stability and security are major components of reconstruction and recovery. In the meantime, political participation and collaboration of the people with the government is a counterpart of political stability. In a conflict-torn zone, political stability is a minimum requirement to properly handle public unrest. After signing the Comprehensive Peace Agreement in 2006 and holding the Constituent Assembly election in 2008, the political situation of Nepal began to change in order to draft a new constitution to settle the political crisis. Now, "the Constituent assembly is a remarkably inclusive body, far more representative of Nepal's caste, ethnic, religious and regional diversity than any past parliament."¹¹⁵ Hopefully the new constitution will create a positive environment for economic recovery, establish the rule of law, strengthen governmental institutions, establish a coherent microeconomic framework and

¹¹⁴ UNA-USA Model UN Conference, 2010

¹¹⁵ *Nepal's Election: A Peaceful Revolution*, Crisis Group, 2008, executive summary, i , http://www.crisisgroup.org/media/Files/asia/south_asia/nepal/155-nepal_s_election_a_peaceful_revolution_ashx (assessed June 21, 2010).

reconstitute human and cultural capital for the reconstruction and recovery the country. For economic reconstruction and recovery, political stability is the minimum requirement for peace and Nepal is moving ahead in the ongoing peace process:

UNDP places major emphasis on democratic governance, poverty reduction, crisis prevention and recovery, energy and environment, information and communications technology, post-conflict reconstruction and investment. Specifically in relation to the lattermost, the UNDP has emphasized capacity development and sees the recovery process as a trajectory from the road of instability and conflict to development.¹¹⁶

Right now, the government of Nepal has categorically identified the specific priorities for development of Nepal. The Interim Plan of 2008 reflects all these priorities. However, the United Nations Development Framework for Nepal has enlisted the following points under the national goals, strategies and priorities:

- Peacebuilding.
- Social sector: education, health and drinking water.
- Youth employment and mobilization.
- Economic sector: agriculture, tourism, industry and commerce.
- Infrastructure sector: roads, irrigation, electricity and information technology.¹¹⁷

Economic Priorities of Peace Implementation

There are three sets of conditions for peace implementation that helps economic reconstruction in post-conflict countries. In short, an economic foundation is always necessary to sustain peace over the long-term. Woodward explains the following economic points for peace implementation:¹¹⁸

- Reviving the economy.
- Financing the peace.
- Sustaining the peace.

¹¹⁶ UNA-USA Model UN Conference, 2010.

¹¹⁷ United Nations Development Assistance Framework for Nepal 2008-2010 , UN Country Team Nepal & the Government of Nepal, 2007, p. 1

¹¹⁸ Woodward, Susan Woodward. *Economic Priorities for Successful peace Implementation*, (Colorado: 2002), 185-188.

For economic priorities of peace and development, the state wants to "build a common development concept in order to have the socio-economic transformation of the country and justice, and make the country prosperous and economically sound at the earliest."¹¹⁹ Similarly, the government of Nepal aims to "develop a healthy social life on the foundation of justice and morality by eliminating all types of economic and social inequalities."¹²⁰

Source Mobilization for Development

Nepal is working to consolidate peace and restructure the security system; resettle internally displaced persons and re-integrate ex-combatants in the security sector and society. They are also reconstructing essential infrastructures, providing services for sustainable livelihoods, and strengthening key public institutions. Similarly, gender equality and social and cultural inclusion in the political mechanism is being achieved through the 2006 Interim Constitution in order to ensure equal participation of minorities and marginal groups.

The United Nations Development Assistance Framework (UNDAF) is helping Nepal to financially achieve these developmental goals:

The total resources to be mobilized in support of this UNDAF for the period 2008 – 2010 are estimated at approximately USD 360.4 million. This total includes resources that form part of the core funding of UN agencies operating in Nepal as well as funds to be mobilized through external partners. Of this total amount, it is estimated that USD 83.9 million (23%) will be allocated to consolidating peace, USD 148 million (41%) will be allocated to quality basic services, USD 80.4 million (22%) will be allocated to improving sustainable livelihoods and USD 45.6 million (13%) will be allocated to human rights, gender and social inclusion. The resource framework for this UNDAF is indicative only, and each UN agency is responsible for financial planning, management and resource mobilization specific to their country programmes.¹²¹

¹¹⁹ Comprehensive Peace Agreement 2006, Clause, 3.12.

¹²⁰ Interim Constitution of Nepal 2007, Article 34 (5).

¹²¹ UNDAF, 2007, p. 11.

The government of Nepal has seriously taken this post-conflict stage as a challenge and opportunity for alleviating hunger and disease through political change. The government of Nepal is determined to utilize internal and external resources to fulfill the developmental targets of reconstruction and recovery. For this, the central mission of Nepal is to "establish a new prosperous, modern and just Nepal, by promoting peace, goodwill and tolerance through reconstruction, rehabilitation and reintegration." For this, the 2008 Interim Plan has proposed the following policies:

- Physical Infrastructure Reconstruction and Rehabilitation Programs: Under this program conflict damaged physical infrastructures will be reconstructed or rehabilitated.
- Program for Relief and Rehabilitation for the Conflict Affected Areas: To provide financial assistance to the dependent families of the deceased, to rehabilitate disabled people and to identify and verify the missing people.
- Post Conflict Social Reconstruction Projects: To conduct programs related to social and community leadership development, employment and self-employment skill-oriented trainings, psychosocial counseling, and community living settlement development programs.
- Cantonment Management Program: To manage boarding and lodging of the Maoist combatants living in the cantonment.
- Adjustment and Rehabilitation Program: To implement the suggestions of the Special Committees constituted for the Adjustment and Rehabilitation of the Maoist combatants.¹²²

Post-conflict Economy

Post-conflict countries need to achieve at least 10 per cent economic growth to reduce the relapse of conflicts.¹²³ In this state, internal and external resources will be extensively used to improve the education system and health services, and develop infrastructure for the sustainable development of the country. Post-conflict economies

¹²² Interim Plan Nepal 2008, Peace, Reconstruction, Rehabilitation and Reintegration, pp. 97-98.

¹²³ Anke Hoeffler, *State Failure and Conflict Recurrence*, (University of Oxford: Centre for the Study of African Economies, 2010), 8.

may share some common characteristics, for example: economic regression, infrastructural deterioration, social gap between haves and have-nots, security problems and environmental problems.

Post-conflict governments can address all these difficulties by creating a secure environment for investment, enhancing macro-economic policy, altering the public investment policy, implementing a sound decentralized economic policy, consolidating peace through socio-political transformation, establishing the rule of law and imparting real justice for all. Mobilizing gross domestic savings is a minimum target of economic revitalization. During this post-conflict phase, the Interim Plan of Nepal has allocated financial amounts in diverse social fields such as education, roads, transport of services, electricity, health services, social security, etc. "to reduce the gap the rich and the poor."¹²⁴ The aim is "to reconstruct, rehabilitate and reintegrate physical, economic and social infrastructures damaged due to conflict."¹²⁵ Therefore, the economic emphasis must be placed on building the internal capacity to address fragile economic conditions through sustainable economic recovery.

7.4 Session Outcomes

By the end of this session, participants will have gained the sound knowledge about the following topics:

- Need of reconstruction and recovery
- Impact of conflicts at local and national levels
- Political stabilization for development
- Economic priorities of peace implementation
- External and internal source mobilization
- Post-conflict economy and some facts

7.5 Session Methodology

First of all, one fellow will debrief the overall activities of the previous class and other participants will critically comment. The facilitator will introduce the course and its relevance in local, national, regional and global levels. The students will be divided into four groups. The first group will discuss the impacts of violence in cultural practices. The second group will discuss the causes and effects of violence in local and national

¹²⁴ The Interim Plan Nepal 2008, 26, Chapter 4.

¹²⁵ Ibid.

development. The third group will discuss why political inclusion is needed to address the present violence. The fourth group will discuss the post-conflict impacts of violence.

The facilitator will discuss the contents using a PowerPoint presentation. The participants will then perform role plays, individually or in group. The facilitator will then interact with the participants to discuss the current activities of economic reconstruction and recovery in Nepal. Finally, the general discussion between the teacher and the students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the previous class for 20 minutes	<ul style="list-style-type: none"> • Student-led discussion
Introduction of the course for 20 minutes	<ul style="list-style-type: none"> • Teacher-led discussion
Group role play for 30 minutes	<ul style="list-style-type: none"> • Student(s)' performance in the class
Group discussion for 20 minutes	<ul style="list-style-type: none"> • The first group will discuss the impacts of violence in cultural practices. • The second group will discuss the causes and effects of violence in local and national development. • The third group will discuss why political inclusion is needed to address the present violence. • The fourth group will discuss the post-conflict impacts of violence.
Group presentation / discussion For 20 minutes	<ul style="list-style-type: none"> • Each group will present based on their findings and discuss in plenary
Teacher-led discussion for 40 minutes	<ul style="list-style-type: none"> • The teacher will discuss and dialogue with students using PowerPoint to analyze the course contents.
Questions & answers for 15 minutes	<ul style="list-style-type: none"> • By students and teacher

7.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion and role play will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

7.7 Required Readings

Kang, Seonjou & Meernik, James. (2004). *Determinants of Post-Conflict Economic Assistance*. (pp. 149-166). Retrieved from <http://www.jstor.org/stable/pdfplus/4149592.pdf>

Ohiorhenuan, John & Kumar, Chetan. (2005). *Sustaining Post-Conflict Economic Recovery: Lessons and Challenges*, Bureau of Conflict Prevention. 7 Recovery Occasional paper 1. United Nations Development Programme. (Pp. 1-14). Retrieved from http://www.undp.org/cpr/we_do/eco_recovery.shtml

Surke, A., Wimpelmann, T. & Dawes, M. (2007). *Peace Process and Statebuilding: Economic and Institutional Provisions of Peace Agreements*, (pp.1-53). Retrieved from <http://www.cmi.no/publications/file/?2689=peace-processes-and-statebuilding>

Woodward, Susan. (2002). Economic Priorities for Successful peace Implementation. In Stephen John, Donald Rothchild & Elizabeth M. Cousens (Eds.) *Ending Civil Wars: the Implementation of Peace Agreements*. Colorado. (pp. 183-210).

7.8 Recommended Readings

Bray, John et al. (2003). Nepal: Economic Drivers of the Maoist Insurgency, in *The Political Economy of Armed Conflict: Beyond Greed and Grievance*. London: Lynne Rienner Publishers. (pp. 107-132).

House of Commons International Development Committee. (2005). Conflict and Development: Peacebuilding and Post-Conflict Reconstruction. Retrieved from <http://www.publications.parliament.uk/pa/cm200506/cmselect/cmintdev/923/923i.pdf>

Session: No. 08: International Cooperation for Development

8.1 Objective

The objective of the session is to have students clarify the notion of international cooperation for development. They also identify why international cooperation is necessary for development and the areas of cooperation in developing countries.

8.2 Points for Discussion

- Meaning of international cooperation
- Cooperation for development
- Cooperation for the development of Nepal

8.3 Session Content

1. We the heads of State and Government, gathered in Monterrey, Mexico, on 21 March 2002, have resolved to address the challenges of financing for development around the world, particularly in developing countries. Our goal is to eradicate poverty, achieve sustained economic growth and promote sustainable development as we advance to a fully inclusive and equitable global economic system.¹²⁶

2. [...] we once again commit ourselves to eradicate poverty, achieve sustained economic growth and promote sustainable development as we advance to a fully inclusive and equitable global economic system.¹²⁷

3. We, Ministers of developed and developing countries, responsible for promoting development, and Heads of multilateral and bilateral institutions [...], recognize that while the volumes of aid and other development resources must increase to achieve these [MDG] goals, aid effectiveness must increase significantly as well.¹²⁸

¹²⁶ *Monterrey Consensus of the International Conference on Financing for Development, 2002, Mexico, Paragraph 1.*

¹²⁷ *Doha Declaration on Financing for Development, 2008, paragraph 1.*

¹²⁸ *Paris Declaration on Aid Effectiveness, 2005.*

Meaning of International Cooperation

This world is globally linked and we need cooperation from others. Cooperation is a give-and-take issue. A fundamental question is: under which conditions does mutual cooperation emerge among states? Every country maintains bilateral and multilateral relations with other countries; however these relations are usually established in terms of geographical proximity as well as political, social, cultural, ethnic, religious and economic condition factors. All these factors, including geographical proximity and power dynamics, play a major role in determining areas of cooperation among the nation states.

In this regard, different opinions may exist, which is why Thomas Hobbes expected cooperation to emerge in the presence of a central authority.¹²⁹ Even at present, nations establish cooperation in the presence of authority. Sometimes the low-ranking authorities of the respective country assume the responsibility of the highest authority to develop mutual relations and find areas of cooperation. Because of this, foreign ambassadors work as representatives from their countries within the developing countries for mutual benefit and cooperation including technical, financial and trade promotion.

Friendly countries are able to cooperate for mutual benefits of trade, technological help and natural resources; and self-interest theory plays a major role to identify possible areas of cooperation. In addition to this fact, the prisoner's dilemmas game -two choices of cooperation or defect- is a part of cooperation and loss. "The dilemma is that if both defect, both do worse than if both had cooperated."¹³⁰ Cooperation was introduced in the Charter of United Nations as follows:

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations [...] the United Nations shall promote:

- a. Higher standards of living, full employment, and conditions of economic and social progress and development.
- b. Solutions of international economic, social, health, and related problems; and international cultural and educational cooperation.

¹²⁹ Robert Albert, *The Problem of Cooperation*, (New York: Basic Books, 1984), Chapter 1, p. 4.

¹³⁰ Robert Albert, *The Problem of Cooperation*, (New York: Basic Books, 1984), Chapter 1, p. (Prisoner's dilemmas game was defined by Merrill Flood and Melvin Dresher in 1950 and later A. W. Tucker explained it.)

c. Universal respect for, and observance of, human rights and fundamental freedoms for all, without distinction as to race, sex, language, or religion.¹³¹

After the collapse of the USSR or at the end of the Cold War in the 90s, the UN, World Bank, IMF and WTO began practicing global governance. With the rise of neo-liberal economic policy, international cooperation has become part of the global economic system and developed countries have built a strong global economic network. In spite of this, the people of developing countries are facing many problems and deepened inequality is the distinctive economic feature in this contemporary world. The failure of an economic system affects entire regions and creates problems for the golden triangle, e.g. development, respect for human rights and human security. Therefore, in this century, the need for international cooperation should be recognized and acknowledged.

Cooperation for Development

The present world is globally interlinked. One country cannot stand alone while addressing the problems of its people. National, regional and international organizations should work together. However, the people should feel a sense of local ownership in cooperation and developmental activities to ensure sustainable development. The Monterrey Consensus of Financing for Development consented:

[...] to fulfill internationally agreed development goals, including those contained in the Millennium Declaration, to eliminate poverty, improve social conditions and raise living standards, and protect our environment, will be our first step to ensuring that the twenty-first century becomes the century of development for all.¹³²

Similarly, the Doha Declaration repeats the same thing in the following way:

We recognize that a dynamic, inclusive well functioning and socially responsible private sector is a valuable instrument for generating

¹³¹ United Nations, Chapter IX International Economic and Social Council, Article 55, 1945.

¹³² Monterrey Consensus of the International Conference on Financing for Development, 2003, p. 5.

economic growth and reducing poverty. In order to foster private-sector development, we shall endeavor to promote an enabling environment, the poor and vulnerable. The international community, national governments and regional groups should continue to support these efforts.¹³³

These commitments emphasize the need to support national developmental goals to eradicate poverty and improve the quality of life of the people. They reiterate the need to connect the world through sustainable, gender-sensitive, people-centered developmental activities which empower people, including women and backward groups. By achieving this, the people can feel free from want and fear through equal developmental programmes. A dynamic developmental programme must include all of these conditions: the production of goods, balanced international trade, improvements in income growth and distribution, increased agricultural production, empowerment of women, protection of labor rights, respect of human rights, committed leadership, corruption control, sound macro-economic policies and good governance. In this twenty-first century, these things are the decisive factors for achieving international, bilateral and multilateral cooperation for development.

Currently, great numbers of people are suffering from hunger, abject poverty, climatic problems, diseases and malnutrition. On one side, developing countries need immediate support for food and medicine and on the other side; they need financial support to achieve the MDGs by 2015. Therefore, "national development efforts need to be supported by an enabling international economic environment"¹³⁴ to address the situations of Africa and South Asia.

International Cooperation and Development in Nepal

The 2008 Interim Plan of Nepal has projected establishing international financial cooperation for achieving the national goals of development in the following way:

During this Plan period, the total capital investment (including the change in stock) of Rs. 680.5 billion, Rs. 539.8 billions (79.3%) would be borne through national savings, and Rs. 140.7 (20.7%) through foreign assistance. In the same way, total fixed capital investment of Rs. 588

¹³³ Doha Declaration on Financing and Development, 2008, p. 4.

¹³⁴ Ibid, paragraph 2.

billions, of this the private sector share is Rs. 409 billion (69.5%) and the government sector will have 179 billion (30.5%).¹³⁵

Developing countries do not have sufficient resources to invest money and instead use other resources to foster developmental goals. They depend on financial, technological and technical human resources of other countries. Developing countries need technical, skilled, qualified and reliable human resources for development. Sanjaya Lal further argues that:

- Technologies cannot effectively be used by developing economics just opening up to global trade, technology, or capital flows.
- Technology cannot be fully embodied in machines, licenses, or people: It has strong tacit elements.
- These tacit elements need time, investment and effort: to understand, adapt, use and improve technologies –to build new capabilities.
- Such effort generally faces pervasive market and institutional failures: within the firm, between firms and between enterprises and factor markets and institutions.
- Proactive strategies, often selective in nature, are essential for industrial success, but very few countries are able to design and implement them.¹³⁶

Article 35 (12) argues that "the state shall, for the purpose of national development, pursue of policy of giving priority to indigenous investment and attracting foreign capital and technology."¹³⁷ For this, the state intends to accelerate the pace of rural development to provide social justice. Developing countries receive international financial cooperation for improving educational sector reform, extensive infrastructure development, land management and reform, corruption control, implementation of effective industrial policy to increase production and good governance.

¹³⁵ Interim Plan Nepal 2008, p. 37.

¹³⁶ Sanjaya Lal, *Globalization and Industrial Performance*, 2004.

¹³⁷ Interim Constitution of Nepal 2007. Article 35 (12).

8.4 Session Outcomes

By the end of this session, the students will have defined the notion of international cooperation for development:

- Meaning of international cooperation
- Cooperation for development
- Cooperation for the development of Nepal

8.5 Session Methodology

First of all, one fellow will initiate a class discussion about the previous class activities. Other participants will share their critical views with discussion. The facilitator will then introduce the session and its relevance in local, national, regional and global development. Then the students will be divided into four groups. The first group will discuss the basic concept of cooperation for humanitarian assistance; and the second group will discuss the role of developed countries for the financial aid of developing countries. The third group will discuss the importance of UNDP for development and the last group will share their views on cooperation and the MDGs.

The students will simulate in the class as assigned in the group work. They will basically represent poor countries, developed countries and UNDP. Through this simulation they will explore why cooperation is needed to achieve the MDGs. The facilitator will then discuss the contents using a PowerPoint presentation and initiate open interaction with the participants to familiarize the agenda of international cooperation or cooperation and the prisoner's dilemma. Finally, the general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the previous class activities for 20 minutes.	<ul style="list-style-type: none">• Student-led discussion
Introduction of session for 20 minutes	<ul style="list-style-type: none">• Teacher-led discussion

Group discussion for 20 minutes	<ul style="list-style-type: none"> • The first group will discuss the basic concept of cooperation for humanitarian assistance. • The second group will discuss the role of developed countries for the financial aid for developing countries. • The third group will discuss the importance of UNDP for development. • Last group will share their views on cooperation and the MDGs.
Group simulation for 30 minutes	<ul style="list-style-type: none"> • The students will perform the class activity by representing the fundamental views of their respective groups.
Teacher-led discussion for 40 minutes	<ul style="list-style-type: none"> • The teacher will discuss and dialogue with students about the prescribed readings using PowerPoint.
General discussion and question/answer for 30 minutes	<ul style="list-style-type: none"> • The facilitator will interact with the participants to discuss the agenda of cooperation.

8.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion and simulation will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

8.7 Required Readings

Robert, Alexlord. (1984). The Problem of Cooperation. In *The Evolution for Cooperation*. New York: Basic Books, (pp. 3-24).

UN (2003). *Monterrey Consensus of the International Conference on Financing for Development*. (pp. 5-23). Retrieved from <http://www.un.org/esa/ffd/monterrey/Monterrey/Consensus.pdf>

UN (2008). *Follow-up International Conference on Financing for Development to Review the Implementation of the Monterrey Consensus*. (pp. 1-24). Retrieved from <http://daccessdds.un.org/doc/UNDOC/LTD/N08/630/55/PDF/N0863055.pdf?openElement>

Chambers, W. B. (2008). From Stockholm to Johannesburg via Malmo: A Historical Overview of International Coordination of Environment-Sustainable Development Institution. In *Inter Linkage and the effectiveness of Multilateral Agreements*. Tokyo: United Nations University Press. (pp. 15-43).

IBRD/World Bank. (2009). The Global Financial Crisis and its Impact on Development, in *Global Monitoring Report: A development Emergency*. (pp. 23-50).

8.8 Recommended Readings

Todaro, Michael P. & Smith, Stephen C. (2009). Foreign Finance, Investment, and Aid: Controversies and Opportunities in *Economic Development*. Pearson Education Limited, (pp. 714-749).

Session: No. 09: Global Agenda for Sustainable Development

9.1 Objective

The objective is to enhance participants' understanding of the holistic view of the global agenda for sustainable development. The participants show the nexus between the local/national agendas for development with the global agenda for development.

9.2 Points for Discussion

- Concept of sustainable development
- UN agenda for sustainable development
- Millennium declaration goals and targets
- Objectives of development
- Developmental agenda of Nepal

9.3 Session Content

Concept of Sustainable Development

At present, the main issue of sustainable development is to reduce poverty and protect the lives of people. It focuses on pressure, its limitations and the carrying capacity of the earth. Collective responsibility of all the states and global governance is to uphold human dignity, respect human rights and reduce the widening gaps between haves and have-nots. Blewitt states that sustainable development conserves the planet's natural environment to ensure social justice and economic equality among the people and nations.¹³⁸ In this regard, Nsiah-Gyabaah explains:

Sustainable development involves development that not only generates economic growth but also distributes benefits equitably; that regenerates the environment rather than destroying it and that empowers people rather than marginalizing them. Sustainable development gives priority to the poor, enlarging their choices and opportunities and providing their participation in decisions affecting them. It is development that is pro-poor, pro-nature, pro-jobs and pro-women. In summary, sustainable

¹³⁸ John Blewitt, *Globalization and Sustainable Development*, (London: Earthscan, 2008), 13.

development stresses growth, but that is consistent with employment, empowerment, human security, equity and a flourishing environment.¹³⁹

The following three definitions state the same views of equity, human dignity and protecting the rights of the children.

- The concept of development, and decades of effort to reduce poverty, illiteracy, disease and mortality rates, is one of the great achievements of this century. But development as a common cause is in danger of fading from the forefront of our agenda. The competition for influence during the cold war stimulated interest in development. The motives were not always altruistic, but countries seeking to develop could benefit from that interest. Today, the competition to bring development to the poorest countries has ended. Many donors have grown weary of the task. Many of the poor are dispirited. Development is in crisis.¹⁴⁰
- We have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. As leaders we have a duty therefore to the entire world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs.¹⁴¹
- Viewed through the lens of human development, the global village appears deeply divided between the streets of the haves and those of the have-nots.¹⁴²

Without environmental preservation, social justice, human rights, peace, equal socio-economical development and good governance, we cannot eradicate poverty and hunger from the globe. Global development needs the implementation of successful developmental policies to free people from hunger, disease, drugs, malnutrition, terrorism, pollution, environmental crises, etc.

UN Agenda for Sustainable Development

The United Nations forwarded *An Agenda for Peace* in 1992 and *An Agenda for Development* in 1994 to achieve developmental goals and maintain international peace in

¹³⁹ Kwasi Nsiah-Gyabaah, Human Security and Environment in Sub-Saharan Africa: The Challenges of the New millennium, in *Human Security and Environment: International Comparisons*, ed. M. Redlift (Cheltenham: Edward Ealger, 2002), 226.

¹⁴⁰ *An Agenda for Development, 1994*, Paragraph 5.

¹⁴¹ United Nations Millennium Declaration 2000.

¹⁴² United Nations Development Program 2006.

the world. However, people throughout the world have different circumstances; some people have very comfortable lives and are only thinking of how they can amass more money; while some people have inadequate food, no drinking water, no shelter –they are born in the streets, grown up there and finally die in the streets. They have no access to cultural participation, political participation, education, health and employment. Right now, over 40% of the worlds' population lives in abject poverty.

Both the *Agenda for Development* and the *Millennium Declaration Goals* commit to "reduce poverty, illiteracy, disease and mortality rates" and "uphold the principles of human dignity, equality and equity at the global level (from the above definitions)." The *Agenda for Development* gives emphasis to establish peace for development:

Development cannot proceed easily in societies where military concerns are at or near the centre of life. Societies whose economic effort is given in substantial part to military production inevitably diminish the prospects of their people for development. The absence of peace often leads societies to devote a higher percentage of their budget to the military than to development needs in health, education and housing. Preparation for war absorbs inordinate resources and impedes the development of social institutions.¹⁴³

In 2000, the United Nations adopted the Millennium Development Goals (MDGs), which committed to substantial progress to eradicate the miserable condition of people, especially in Africa, Asia and Latin America, in order to achieve human developmental goals. The eight goals of the MDGs are quite ambitious, and it is not possible to fulfill all these targets by 2015. Even in this last decade, the number of poor people is increasing and regional disparity is too wide. Doha Declaration recalls that "gender equality is the basic human right, a fundamental value and an issue of social justice, it is essential for economic growth, poverty reduction, environmental sustainability and development effectiveness"¹⁴⁴, which can definitely assist to fulfill the UN Agenda for Development.

¹⁴³ UN Agenda for Development 1994, paragraph 17.

¹⁴⁴ Doha Declaration on Financing for Development 2008, paragraph 4.

Millennium Development Goals

The following points are the MDGs and targets for 2015.

1. Eradicate Extreme Poverty and Hunger
Reduce by half the proportion of people living on less than a dollar a day and those who suffer from hunger.
2. Achieve Universal Primary Education
Ensure that boys and girls complete primary school.
3. Promote Gender Equality and Empower Women
Eliminate gender disparities in primary and secondary education, preferably by 2005, and at all levels by 2015.
4. Reduce Child Mortality Rates
Reduce child mortality rates by two-thirds among children under five.
5. Improve Maternal Health
Reduce by three-quarters the ratio of women dying during child birth.
6. Combat HIV/Aids, Malaria and Other Diseases
Halt and begin to reverse the spreads of HIV/AIDS and incidences of malaria and other major diseases.
7. Ensure Environmental Sustainability
Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources. Reduce by half the population of people without access to safe drinking water. By 2020, achieve significant improvement in the lives of at least 100 million slum dwellers.
8. Develop a Global Partnership for development
Develop further an open trading and financial system that indicates a commitment to good governance, development, and poverty reduction –nationally and internationally. Address the least developed countries' special needs, and special needs of landlocked and small island developing countries. Deal comprehensively with developing countries' debt problems. Develop decent and productive work for youth. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries. In cooperation with the private sector, make available the benefits of new technologies –especially information and communications technologies.¹⁴⁵

¹⁴⁵ Source: www.undp.org

In this regard, the UN Agenda for Development of 1994 says that "development is a fundamental human right. Development is the most secure basis for peace."¹⁴⁶ According to the UN Millennium Declaration of 2000, it is a "collective responsibility to uphold the principle of human dignity, equality and equity at the global level."¹⁴⁷ If we study all these sayings, we can conclude that development is an economic growth towards positive changes in human life, without which we cannot talk about equality, equity, justice, peace and human security.

If we observe the progress to date and the situations of the developing countries, the MDGs cannot possibly be achieved in the coming five years. Now, 1.02 billion people don't have enough food;¹⁴⁸ malnutrition kills 40,000 people every day,¹⁴⁹ two-thirds of the global population have gained "little or nothing from economic growth", and "hunger related problems kill 15 million each year."¹⁵⁰ Despite 50 years of developmental policy, almost one-third of the population lives in abject poverty. These statistics challenge the global agenda for development and increase the gap, injustice and starvation between haves and have-nots, as one-sixth of the world's population receives 80% of global income, while 57% of the population consumes only 6% of global income.¹⁵¹

Successful development is a process, bringing economic change, and establishing justice consistent with the future as well as present needs. The Earth Summit on Environment and Development of 1992 and the World Summit on Sustainable Development of 2002 are supporting the concept of sustainable development. All these efforts contribute to achieve MDGs by 2015. Frankly speaking, due to the globalization of economic policy, we are experiencing more inter-state, intra-state and regional gaps, which will ultimately affect the achievement of the MDGs. Earth Charter states that "we must join together to bring forth a sustainable global society, founded on respect for nature, universal human rights, economic justice, and a culture of peace."¹⁵²

¹⁴⁶ UN Agenda for Development of 1994, Paragraph 3.

¹⁴⁷ United Nations Millennium Declaration 2000.

¹⁴⁸ FAO Report 2009.

¹⁴⁹ Alex J. Bellamy & Matt Mc Donald in *The Utility of Human Security: Which Humans? What Security?* A Reply to Thomas and Tow, 2002.

¹⁵⁰ Caroline Thomas, *Global Governance, Development and Human Security: Exploring the Links*, (Third World Quarterly: 2001), 163.

¹⁵¹ Ibid

¹⁵² Earth Charter Preamble.

Objectives of Development

Myint discusses a two-fold general approach for development, "the fight against poverty and analysis of long-term economic and social development."¹⁵³ Todaro and Smith highlight three major objectives of development as:

- Increasing the availability and widening the distribution of basic life sustaining goods.
- Raising levels of living.
- Expanding the economic and social choices.¹⁵⁴

On the basis of these approaches, we can sum up the following objectives of development to achieve the sustainable economic growth:

- To ensure food, drinking water, health, shelter, education and protection of people from risk.
- To respect the dignity of people, ensure human rights, empower vulnerable groups, and raise economic levels through economic participation.
- To involve the people in decision making through political participation
- To protect the environment for maintaining eco-systems and complete biodiversity.
- To guarantee the production and distribution of goods and services
- To expand the socio-cultural horizon of people so they can make their own choices.

Developmental Agenda in Nepal

In order to bring changes to the lives of people, the 2008 Interim Plan, implemented by the government of Nepal, has proposed the following strategies to reduce the existing unemployment levels, poverty and inequality in the country.

The following are the strategies of the Interim Plan to achieve the targets of development:¹⁵⁵

- To give special emphasis on relief, reconstruction and reintegration.
- To achieve employment-oriented, pro-poor and broad-based economic growth.

¹⁵³ H. Myint, *The Economics of developing Countries*, (London: Hutchinson, 1980), 12.

¹⁵⁴ M. P. Todaro and S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 22.

¹⁵⁵ Vision, Goal and Strategy of Interim Plan of Nepal, 2008, 26-27.

- To promote good-governance and effective service delivery.
- To increase investment in physical infrastructures.
- To give emphasis on social development.
- To adopt an inclusive development process and carry out targeted programs.¹⁵⁶

The Interim Plan has set the following priority areas to achieve the objectives of plan:

- Physical infrastructure will be reconstructed and rehabilitated and people affected by conflict will be provided relief and rehabilitation, as well as social integration.
- Investments will be increased to accelerate the pace of development through the inclusion of excluded groups, areas and gender in all mechanisms, spheres and processes of development.
- In order to revitalize the national economy, investments will be increased in physical infrastructures like hydropower, roads, irrigation and communication for supporting agriculture, tourism and industries
- Investment will be increased in education, health, water supply and sanitation sectors for the development of human resources.¹⁵⁷

9.4 Session Outcomes

After the completion of this session, the students will have figured out the holistic view of the global agenda for development. They will have grasped the following:

- The concept of sustainable development
- UN Agenda for Sustainable Development
- MDGs and its targets
- Objectives of development
- Development agenda in Nepal

9.5 Session Methodology

First of all, one fellow will initiate a class discussion about previous class activities. Other participants will share their critical views on the global agenda of

¹⁵⁶ Vision, Goal and Strategy of Interim Plan of Nepal, 2008, 26-27.

¹⁵⁷ Ibid, 28-29.

development. The facilitator will introduce the session and its relevance to local, national, regional and global development.

The students will then be divided into four groups. The first group will discuss the basic concept of the UN Agenda for Development, the second group will discuss the targets of the MDGs, the third group will discuss practices of development in Nepal and the last group will share their views on the problems of development in Nepal.

The students will present their respective views. Then the facilitator will discuss the contents using a PowerPoint presentation. Finally, a poem will be recited on developmental practice. The participants will critically analyze the content of the poem. Finally, the general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the previous class activities for 20 minutes.	<ul style="list-style-type: none"> • Student-led discussion
Introduction of session for 20 minutes	<ul style="list-style-type: none"> • Teacher-led discussion
Group discussion for 20 minutes	<ul style="list-style-type: none"> • The first group will discuss the basic concept of the UN Agenda for Development. • The second group will discuss the targets of the MDGs. • The third group will discuss the practices of development in Nepal. • The fourth group will share their views on the problems of development in Nepal.
Group presentation for 20 minutes	<ul style="list-style-type: none"> • The students will perform the class activities and present their group views.
Teacher-led discussion for 50 minutes <ul style="list-style-type: none"> • Prescribed readings • Poetry recitation 	<ul style="list-style-type: none"> • Teacher-led discussion on the readings and poetry.

General discussion and question/answer for 30 minutes	<ul style="list-style-type: none"> • The facilitator will interact with the participants to discuss the agenda of cooperation.
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9.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion and presentation will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- Critical views of the poem will be a tool to evaluate their level of understanding the global agenda of development.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

9.7 Required Readings

United Nations. (1994). *An Agenda for Development*. Retrieved from

<http://www.un.org/Docs/SG/agdev.html>

United Nations. *United Nations Millennium Declaration -2000*. Retrieved from

<http://www.un.org/millennium/declaration/ares552e.htm>

Human Development Report. (2003). *Millennium Development Goals: A Compact among Nations to End Human Poverty*. Retrieved from

<http://hdr.org/en/media/hdr03complete.pdf>

9.8 Recommended Readings

Interim Plan of Nepal. (2008). *Vision, Goal and Strategy of the Interim Plan*, Chapter 4. (pp. 26-40).

Session: No. 10: Natural Resources, Environment and Sustainable Development

10.1 Objective

To have students understand the importance of natural resources for sustainable development in their respective places, and have students become familiar with why environmental preservation is a must for sustainable development.

10.2 Points for Discussion

- Meaning of natural resources
- Sustainable development
- Need for environmental protection in development
- The global environment and economy
- Use of natural resources and development of Nepal

10.3 Session Content

- Environmental damage almost always hits those living in poverty the hardest. *United Nations, Human Development Report, 1998*
- The poorest developing countries will be hit earliest and hardest by climate change, even though they have contributed little to causing the problem. *Nicolas Stern, 2006*
- The old notion of development versus environment has given way to a new view in which [...] better environmental stewardship is essential to sustain development. *World Bank, 1997*

Source: M. P. Todaro and S. C. Smith¹⁵⁸

Meaning of Natural Resources

More than half of economically active populations in the developing countries depend on the direct use of natural resources. People in developing countries depend on agriculture, hunting, fishing or forestry. The use of natural resources is directly associated with these economic activities. However, many of the rural people lacking access to

¹⁵⁸ M. P. Todaro and S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 483.

adequate farmland or to resources for earning adequate livelihoods from nature, such as access to forests, cattle to graze, or boats and equipment for fishing, have experienced few gains and suffered many setbacks.

The Stockholm Declaration explains the meaning of natural resources and insists on the protection of natural resources for the well-being of future generations:

The natural resources of earth, including the air, water, land, flora and fauna, and especially representative samples of natural ecosystems, must be safeguarded for the benefit of present and future generations through careful planning or management, as appropriate.¹⁵⁹

There are two types of natural resources available at present: life supporting natural resources and business supporting resources which include:

- Land resources
- Forest resources
- High mountains
- Glaciers
- Rivers
- Ponds and lakes
- Minerals

In Nepal, except minerals, all natural resources are life supporting natural resources. However, high mountains, glaciers, ponds and lakes are used to promote tourism. Similarly, oil, gas, gem stones, gold, diamond, and copper mining are major business supporting natural resources.

Sustainable Development

Sustainable development is an acknowledged subject. The term “sustainable development,” rather than “economic growth,” is widely accepted to measure the well-being of countries. Robert Repetto states:

¹⁵⁹ Stockholm Declaration , principle 2.

Sustainable development [is] a development strategy that manages all assets, natural resources, and human resources, as well as financial and physical assets, for increasing long-term wealth and well-being. Sustainable development, as a goal, rejects policies and practices that support current living standards by depleting the productive base, including natural resources, and that leaves future generations without proper prospects and with greater risks than our own.¹⁶⁰

Similarly, sustainable development refers to the need of the balance between economic development and environmental protection. The relationship between development and environmental balance is directly linked with sustainable development, population and resources, alleviating poverty, reducing hunger and achieving economic growth, rural development, urban development, local and national economy, global economy, and peace and sustainability in the world. Meier and James argue that "what constitutes sustainable development depends on what social goals are being advocated by the development agency, government, analyst or advisor."¹⁶¹ They further explain the objectives of sustainable development as follows:

- Increase in real income per capita.
- Improvement in health and nutritional status.
- Educational achievement.
- Access to resources.
- A fairer distribution of income.
- Increase in basic freedoms.¹⁶²

Todaro and Smith argue that food is still in crisis in developing countries, preventing the end of hunger and the reduction of mortality rates. For this, "food production in developing countries will have to increase by at least 50% between 2005 and 2025."¹⁶³ Unfortunately, there is a lack of proper distribution of production and land. Poor land management and traditional agricultural systems are the biggest obstacles for

¹⁶⁰ Robert Repetto,(1986: 15), Quoted, by. Meier, G & James E. Rauch , *Leading Issues in Economic Development*, (New York: Oxford University Press, 2000), 555.

¹⁶¹ G. Meier & James E. Rauch , *Leading Issues in Economic Development* , (New York: Oxford University Press, 2000), 554.

¹⁶² Ibid,

¹⁶³ M. P. Todaro and S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 494.

increasing the productivity of land. However, land is unsustainably overexploited by the people. The governments in developing countries should work toward reducing environmental destruction by increasing the income of poor people with alternative resources. Otherwise, the very poor people who exclusively depend on the exploitation of natural resources will ultimately contribute to their poverty in the future. Environmental destruction poses extreme health hazards in rural as well as urban areas, increasing temperatures and causing people to face terrible extreme weather situations.

Global Environment and Economy

Todaro and Smith state that environmental pressure of the people for economic activities underscores the importance of ensuring environmental sustainability:

The livelihood of more than half of the economically active population in the developing world directly depends on the environment through agriculture, as well as animal husbandry, hunting, fishing, forestry, and foraging.¹⁶⁴

Over-exploitation of natural resources and environmental destruction worsens the global economy and development, as the world populations demand more food and exploit natural resources for livelihoods. Unless we guarantee food security with proper land management and use alternative sources to increase real per capita income and improve overall health and nutritional status, it is unlikely that the environment will be preserved. These problems are the challenges for the global environment and human development.

Even in this century, "malnutrition kills 40,000 people every day"¹⁶⁵ and inequality and malnutrition create more refugees than before, threatening global development. This means that despite 50 years of implementing developmental policies on the global level, inequalities between and within states and people are growing and almost a third of humanity continues to live in abject poverty.¹⁶⁶ Now the fundamental question arises: how we can address the issues in the present situation? Developed

¹⁶⁴ Ibid, 483.

¹⁶⁵ Alex Bellamy & Matt McDonald, *The Unity of Human Security: What Humans? What Security? A Reply to Thomas and Tow*, (Sage Publications: 2002), 374.

¹⁶⁶ Thomas Caroline, *Global Governance, Development and Human Security: Exploring the Links*, (Third World Quarterly: 2001), 164

countries must attempt to work in this field for building an environmentally friendly world.

Environmental Protection and Development

The majority of people in the world still depend on the agricultural sector. Todaro and Smith express their views on the link between the environment and livelihoods:

The livelihood of more than half of the economically active population in the developing world depends on the environment through agriculture, as well as animal husbandry, hunting, fishing, forestry, and foraging. This alone underscores the importance of the seventh Millennium Development Goal: 'to ensure environment sustainability'.¹⁶⁷

Due to climate change, the poorest countries will face severe impacts on development. The 2007 Intergovernmental Panel on Climate Change (IPCC) concluded that by 2020:

Agricultural production, including access to food, in many countries and regions in Africa, is projected to be severely compromised by climate variability and change. The area suitable for agriculture, the length of growing seasons and yield potential, particularly along the margins of semi-arid and arid areas, are expected to decrease. This would further adversely affect food security and exacerbate malnutrition on the continent. In some countries, yields from rain-fed agriculture could be reduced by up to 50% by 2020.¹⁶⁸

Nepal has demonstrated a global commitment to environmental protection in order to reduce the effects of climate change. The protected areas of Nepal cover 18.33% of its total land.

¹⁶⁷ M. P. Todaro and S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 483.

¹⁶⁸ *Fourth Assessment Report: Climate Change, 2007*, <http://www.ipcc-wg2.org> (assessed May 15, 2010).

No.	National Parks	Protected areas of Nepal
1.	Royal Chitwan National Park	932 S.KM
2.	Royal Bardia National Park	968 S.KM
3.	Sagarmatha National Park	1,148 S.KM
5.	Langtang National Park	1,710 S. KM
6.	Rara National Park	106 S.KM
7.	Khaptad National Park	225 S.KM
8.	Shey Phoksundo National Park	3,555 S.KM
9.	Makalu Barun National Park	1,500 S.KM
10.	Shivapuri National Park	144 S.KM
	Wildlife Reserves	
1.	Koshi Tappu Wildlife Reserve	175 S.KM
2.	Royal Suklaphanta Wildlife Reserve	305 S.KM
3.	Parsa Wildlife Reserve	449 S.KM
	Hunting Reserve	
1.	Dhorpatan Hunting Reserve	1,325 S.KM
	Conservation Areas	
1.	Annapurna Conservation Area	7,629 S.KM
2.	Kanchenjunga Conservation Area	2,035 S.KM
3.	Manaslu Conservation Area	1,663 S.KM
	Buffer Zones	
1.	Royal Chitwan National Park Buffer Zone	750 S.KM
2.	Royal Bardia National Park Buffer Zone	328 S.KM
3.	Sagarmatha National Park Buffer Zone	275 S.KM
4.	Langtang National Park Buffer Zone	420 S.KM
5.	Shey Phoksundo National Park Buffer Zone	449 S.KM
6.	Makalu Barun National Park Buffer Zone	830 S.KM
	Total Areas protected	26,970 S.KM

Table 3, Source: DNPWC 2003, quoted in Murphy, M. L. et. al. 2005, Conservation in Conflict, International Institute for Sustainable Development, p. 7.

Natural Resources and Development of Nepal

Bountiful natural resources are believed to be subordinate to the development of Nepal. However, the perennial rivers which originate from high mountains are useful to generate hydroelectric power and Nepal is the second richest country for hydropower and water resources:

Nepal is located on the lap of the Himalayas between India and China. It has a population of around 25 million and an area of 147,181 sq. km. Due to mountainous and rugged terrain, accessibility is poor in most parts of the country. Nepal is rich in hydropower resources with an estimated potential of 83,000 MW and economically exploitable potential of 44,000 MW. In terms of the potential, it's the second largest in the world. There are six thousand rivers and rivulets within four big river systems fed with snow melt and monsoon water in Nepal with enormous hydropower potential. But as we have not developed our power potential, the supply is not able to meet our demands. Though the first hydropower plant was built back in 1911, Nepal so far, has developed only 650 MW of hydropower.¹⁶⁹

The government of Nepal is fully aware of the need to protect the environment and use the natural resources for the development of Nepal. Nepal can earn foreign currency through the protection of natural resources. Life supporting and tourism promoting natural resources can offer many opportunities. However, the need of protection is always a must for the sustainability of development.

The 2008 Interim Plan is committed to the management of land to increase agricultural production, provide irrigation and develop an agricultural research centre.¹⁷⁰ Natural resource management and protected areas will prevent soil degradation, landslides and soil erosion, which will improve the situation of rural as well as urban areas of Nepal. In addition to this, it will support the protection of natural habitats and biodiversity. If we can do all these things systematically, the sustainable development of Nepal might be a reality. Nepal, then, can achieve a faster pace of development in order to achieve the MDGs by 2015.

¹⁶⁹ Ramesh C. Arya, 2007. Revitalizing Small Hydropower in Nepal, working paper, presented in Sri Lanka, (2007), 1.

¹⁷⁰ Interim Plan Nepal 2008, 178.

10.4 Session Outcomes

By the end of this session, the students will have projected the importance of natural resources for sustainable development. They will have assessed:

- Meaning of natural resources
- Sustainable development
- Need of environmental protection for development
- The global environment and economy
- Use of natural resources and development of Nepal

10.5 Session Methodology

One student will lead the discussion by debriefing the previous class activities and the other fellows will express their views over the matter. Then the facilitator will introduce the course and the relevance of natural resources and conservation in local, national, regional and global levels. The students will discuss the two issues, i.e. what are natural resources and the link between the natural resources and development.

The facilitator will then discuss the contents using a PowerPoint presentation. Then short video clips will be presented to familiarize students with the importance of natural resources and the present condition of environmental issues. Round table discussion will encourage the students to raise questions and find the solutions. Finally, the general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the class and discussion for 20 minutes	<ul style="list-style-type: none">• Student-led discussion
Introduction of the session by the teacher for 30 minutes.	<ul style="list-style-type: none">• Teacher-led discussion
Group discussion for 10 minutes and presentation the group views for 20 minutes.	<ul style="list-style-type: none">• The whole class will discuss the two issues:• What are natural resources?• The link between resources and development

Round table discussion for 30 minutes.	<ul style="list-style-type: none"> • Student and teacher-led discussion
Teacher-led discussion for 30 minutes	<ul style="list-style-type: none"> • The teacher will discuss and dialogue with students using PowerPoint about the agenda of natural resources and environment in the context of Nepal.
General discussion and question/answer session for 20 minutes.	<ul style="list-style-type: none"> • The facilitator and students will participate in the question/answer session

10.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion will be used to evaluate to what extent the learners are cooperative in sharing their perceived values of the session.
- The round table discussion and its link with the issues of natural resources and development will be important to evaluate their level of understanding about the theoretical and practical aspect of course.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

10.7 Required Readings

Arya, Ramesh C. (2007). *Revitalizing Small Hydropower in Nepal*. Paper Presented in International Conference on Small Hydropower in Sri Lanka. 22-24 October.

Humphreys, Macartan. (2005). Natural Resources, Conflict and Conflict Resolution: Uncovering the Mechanism. *Journal of Conflict Resolution*. Vol. 49, no. 4, (pp. 508-537).

- Strachan, Janet R. et al. (2002). Protecting and Managing the Natural Resource Base of Economic and Social Development. In *The Plain Language Guide: To the World Summit on Sustainable Development*. London: EARTHSCAN, (pp. 34-67).
- Subba, Bhim. (2002). Water, India and Nepal. In Kanak Mani Dixit (Ed.) *State of Nepal*. Kathmandu: Himal Books, (pp. 235-252).
- Todaro, Michael P. & Smith, Stephen C. (2009). The Environment and Development. In *Economic Development*. Pearson Education Limited, (pp. 483-529).

10.8 Recommended Readings

- Blewitt, John. (2008). Globalization and Sustainable Development. In *Understanding Sustainable Development*. London/ New York: Earthscan, (pp. 1-26).
- Dalal-Clayton, Barry & Bass, Stephen. 2002. The Challenges of Environment and Development. In *Sustainable Development Strategy*. OECD/UNDP/EARTHSCAN, (pp. 7-29).
- Sauve, Lucie. (1996). Environmental Education and Sustainable Development: A Further Appraisal. *Canadian Journal Environmental Education*. (pp. 7-34). Retrieved from <http://jee.lakeheadu.ca/index.php/cjee/article/viewFile?490/380>

Session: No. 11: Tourism for Development

11.1 Objective

To have participants demonstrate the nexus between tourism and development. Students become familiar with the trends of the present tourism industry and its direct contribution in Nepalese economic development.

11.2 Points for Discussion

- Pro-poor tourism
- Tourism and income
- Tourism and MDGs
- Tourism in Nepal
- Challenges for tourism in Nepal

11.3 Session Content

Pro-poor Tourism

Tourism has become one of the world's largest and fastest growing industries. In this century, Southern countries have adopted new policies for alluring the tourists from the developed countries. The environmental beauty, cultural and ecological diversity, typical and traditional livelihoods, rafting, wild animals, trekking, etc. are promoted for the visitors to offer them a first-hand chance of experiencing alternative ways of life. Tourism -the world's largest industry -creates jobs across national and regional economies. In 2000, the tourism industry created nearly 200 million jobs in the world-wide economy. The researchers estimate that it will generate a total of 255 million jobs respectively in 2010. Therefore the international tourist arrival has increased by about 2% in 2009 and there will be 3 to 4% growth in 2010.¹⁷¹ Mowforth and Ian are of the view that Southern governments "have promoted tourism as an opportunity to earn much-needed foreign exchange –another attempt to break from the confines of under-development."¹⁷²

¹⁷¹ Rajan Pradhan, *Sustaining Tourism in Nepal*, (Kathmandu: 2010), <www.myrepublica.com> accessed on 2010-02-25.

¹⁷² Martin Mowforth & Ian Munt, 1998. *Tourism and Sustainability*. (London/New York: Routledge: 1998), 1.

This time, developing countries, especially least developed countries (LDCs), are adopting pro-poor tourism to contribute to poverty reduction. This type of tourism is one of the viable sources of development:

The World Tourism Organization estimates that tourism accounts for up to 10% of the global gross domestic product, making it the world's biggest industry. The potential for tourism to contribute significantly to poverty alleviation is considerable.¹⁷³

In order to alleviate poverty through tourism and achieve economic development, pro-poor tourism policies are being adopted. These policies basically focus on improving the livelihoods of poor people through tourism promotion, and the government should focus on target groups to generate economic benefits for poor and local people. The overall development of the country and poverty alleviation is possible from pro-people tourism policy with the following aims:

- Economic gain through employment, self-employment and micro-enterprise development.
- Infrastructural development like roads, water, electricity, telecommunications, medical facilities, sanitation, waste treatment, etc.
- Involvement of local people and empowerment through engagement in decision making.
- Promotion of local culture, tradition and language.
- Involvement of local people to alleviate poverty and achieve the MDGs.
- Environmental protection with involvement of local people.

¹⁷³ Tourism and Local Development, p. 3

The following table shows the link between tourism and poverty reduction:

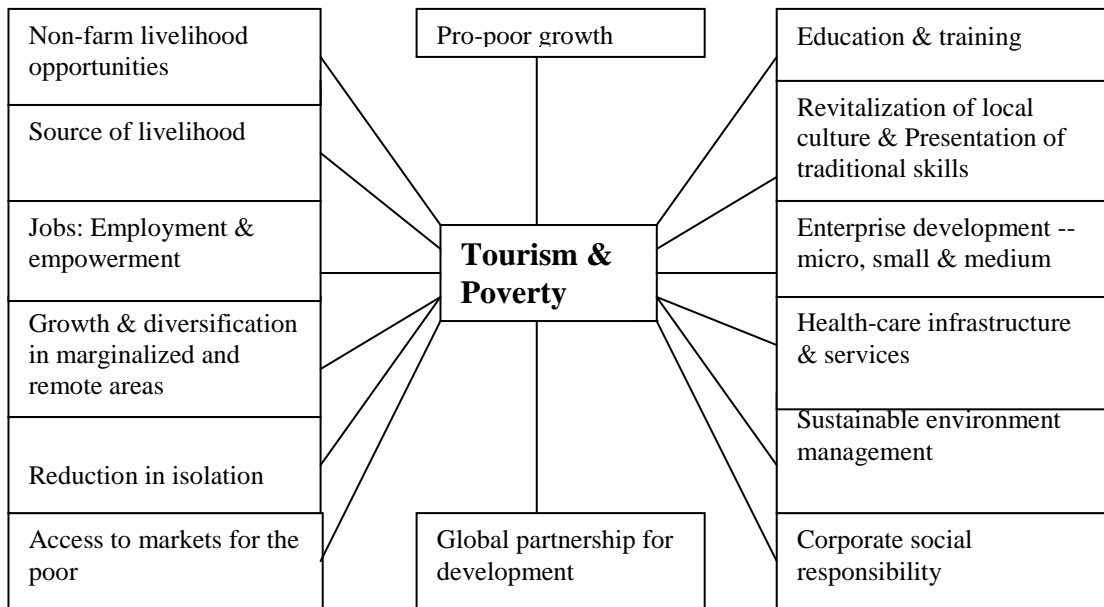


Table 4, Source: Modification table from Tourism and Poverty Reduction: Pro-poor Tourism Partnership, 2004, quoted by UNESCO, Regional Study on the Role of Tourism in Socio-economic Development, 2007 p. 8.

Tourism and Income

Tourism is a multi-disciplinary subject. It has a direct correlation with the environment, politics, culture, social-economic and traditional values of the particular country. Similarly, the geographical features of the country; natural beauty, trekking route, high mountains, rivers, lakes, coastal areas, etc. affect the tourism industry. As long as we promote the tourism industry, it can change the economic structure of the country in a very short time. It is interconnected with the production industry, service industry, rafting, trekking, mountain climbing, observation, etc. United Nations Economic and Social Council (UNESCO) writes about the condition of tourism industry in some regions of Asia:

South Asia emerged as the most dynamic sub-region, with a two-digit percentage increase in tourism receipts, followed by North-East Asia and Oceania. South-East Asia, despite recent disasters and crises, managed to

report positive annual average growth of 2.3 per cent during the period from 1995 to 2005.¹⁷⁴

In 2005 worldwide, tourists spent some US\$ 680 billion and it was a net increase of US\$ 269.2 billion, which is equivalent to an average increase of 5.2 per cent annually, over the period 1995 to 2005. In this regard, UNESCO argues further:

In 1995-2005 international tourist arrivals grew at an average annual rate of 4.1 percent, exceeding the 800 million mark in 2005 [...] During this time, the Asian and Pacific region outperformed the rest of the world, with increases in arrivals averaging 6.5 percent annually, raising its global share of the tourist market from 15.3 percent in 1995 to 19.2 percent in 2005. By contrast, the two more mature [tourist] regions, Europe and the Americas, saw their global shares decrease from 58.3 percent to 54.8 percent and from 20.2 percent to 16.6 percent respectively.¹⁷⁵

The following table states the condition of international tourist arrivals, receipts in Asia and the Pacific in 1995-2005, and tourism employment in 2006:¹⁷⁶

Destinations	Arrivals (millions)		Receipts(US\$ billions)		Employment '000 of jobs
	1995				
World	.0	806.0	410.8	680.0	234,305
Asia-Pacific	82.4	155.4	81.9	138.6	140,122
N-E-Asia	41.3	87.6	38.1	70.8	85,577
S-E-Asia	28.4	49.3	26.7	33.4	21,743
South-Asia	4.2	8.0	3.4	9.8	30,891
Oceania	8.1	10.6	13.7	24.5	1,911

Table 5, Source: World Tourism Organization and World Travel and Tourism Council.

¹⁷⁴ UNESCO, *Regional Study on the Role of Tourism in Socio-Economic Development*. 2007, 3. http://www.unescap.org/EDC/English/Commissions/E63/E63_14E.pdf (assessed on March 12, 2010)

¹⁷⁵ Ibid, p. 1.

¹⁷⁶ World Tourism Organization and World Travel and Tourism Council. Quoted by UNESCO, *Regional Study on the Role of Tourism in Socio-Economic Development*. 2007 p. 1.

The attitude of tourists has changed. Now, tourists want to spend their time individually rather than in mass. Mowforth and Ian explain that the post-modern attitude of tourists is to have fun by traveling different beautiful places and experience the real pleasures in life. If Southern countries promote tourism industries for economic benefit, they should develop new policies on social cultural factors and environmental factors.¹⁷⁷ This really helps to form a link between tourism, sustainability and economic benefit.

Tourism and Millennium Development Goals

The tourism industry can eradicate extreme poverty and hunger by stimulating economic growth at national and local levels and promote the growth of the agricultural, industrial and service sectors. Tourism offers employment to the people and creates opportunities for micro, small and medium-sized enterprises in which the poor people can participate. It contributes to achieving universal primary education by mobilizing resources and constructing roads in remote areas. Similarly, it empowers women by creating women's mobility for financial networking. The construction of roads for tourism promotion helps to achieve MDG 4, 5 and 6, as the roads link rural villages to cities, which increases access to health services.

The tourism industry generates financial opportunities to conserve the natural resources and protect the environment by promoting waste management, recycling and biodiversity conservation. However, an uncontrolled tourism industry creates massive environmental problems in the respective region and at the global level. If utilized wisely, the industry can develop partnerships for development, create jobs for youth and the countries can earn foreign money by offering services to the tourists. Tourism contributes the development of the nation in the following ways:

- Stimulates internal and external trade and strengthens supply chains.
- Promotes the integration of isolated economies with regional and global flows of trade and investment.
- Reduces the burden on the public exchequer through the implementation of public-private initiatives.
- Creates decent and productive work for youth.
- Provides opportunities for bilateral, multilateral and sub-regional cooperation among countries.

¹⁷⁷ Martin Mowforth & Ian Munt, *Tourism and Sustainability*. (London/New York: Routledge 1998), 26.

- Develops information technologies, which play an important role in integrating tourism enterprises into global tourism markets.

Tourism in Developing Countries: Nepal

In developing countries, tourism is a major source of collecting foreign currency. The tourism industry in Maldives contributed 66.6 % of the country's gross domestic product and accounted for 65.6% of its export in 2006 and in Cambodia, Lao People's Democratic Republic and Nepal, the industry accounted for more than 15 percent of export earnings.¹⁷⁸

The objectives of the Three-Year Interim Plan Nepal 2008 related to culture, tourism and civil aviation are as follows:

1. To preserve, conserve and promote intellectual, cultural and archeological heritage.
2. To develop the tourism sector as a major segment of the national economy by developing Nepal as a major tourist destination in the world through the development of tourism related infrastructures as well as the promotion, diversification and expansion of tourism in order to contribute to employment and improvement in the living standard of the people.
3. To develop healthy and competitive air service through the expansion of the domestic and international air service by involving the private sector in construction, development, expansion and operation of infrastructures related to the air transport sector, with a view of contributing to tourism and economic development; and to make regulation of civil aviation effective for safe, organized, reliable and quality air service.¹⁷⁹

¹⁷⁸ UNESCO, *Regional Study on the Role of Tourism in Socio-Economic Development*. 2007, 4.
http://www.unescap.org/EDC/English/Commissions/E63/E63_14E.pdf (assessed on March 12, 2010).

¹⁷⁹ Nepal Planning Commission, Interim Plan 2008, p. 210-211.

The following table indicates the targets of the Three Year Interim Plan of tourist arrivals in Nepal:¹⁸⁰

S. N	Particulars	FY. July 2006	FY 20009/2010
1	Tourist arrival (In '000)	375	700
2	Tourist staying period	9.1	13
3	Convertible foreign currency revenue (In million US \$)	148	300
4	Expense per tourist per day (In US \$)	58.5	63
5	Proportional Percentage in Gross Domestic Product	2	3
6	Direct employment (In '000)	83	100
7	International airlines on regular flight to Nepal (In numbers)	17	25
8	One-way air seat capacity in international sector (In '000)	2850	3250
9	Tourist arrival via international flights (In '000)	1383,000	1500,000

Table 6, Source: Interim Plan 2008, p. 211.

The government aims to maintain cultural inclusion for the promotion of tourism in Nepal. The preservation, reconstruction/renovation of archeological and historical heritages promotes the development of religious, historical and cultural tourism. Nepal now needs to preserve and promote different indigenous languages and their social and typical livelihoods, cultural heritages and art/literature, the images of the country for achieving the national goals of the tourism industry, which help to break up the confines of underdevelopment.

During this time, Nepal needs to introduce new tourist destination areas which should support pro-poor initiatives to generate income and improve their living standards. The infrastructural development of tourist sites like the construction of roads, drinking water, schools, health posts, electricity, communication, and the establishment of new markets, will create new opportunities for the local people. The promotion of hotels,

¹⁸⁰ Ibid, p. 211.

restaurants and new tourist routes will increase the participation of local backward groups, women, *Dalits*, and other disadvantaged groups to generate income. Ultimately, the promotion of the tourism industry will create various opportunities to contribute to the sustainable development of the country.

Nepal has many unrealized possibilities for promoting tourism which could contribute to local and national development. The attractive natural sceneries, snow-capped high mountains, glaciers, lakes/ponds, rivers, world heritage centers, wild animals, birds, national parks, wild life reserves, hunting reserves and protected areas, as well as an incomparable cultural heritage and abundant social diversity, have identified Nepal as a well-known and desired destination on the world tourism map.

Nepal Tourism Year 2011

Nepal has announced "*Nepal Tourism Year 2011*" hoping to bring at least one million international tourists to Nepal by the year 2011 and channel the benefits of tourism to the local people in order to reduce poverty and accomplish the national goal of development.

Nepali people, influenced by compatible cultures, have deep-rooted feelings of respect towards outsiders. The saying, "*Atithi Devo Bhava*" (Guests are Gods) reflects the true feeling of "*Atithi Satkar, Nepaliko Sanskar*" (Hospitality is Nepalese culture). The cultural heritage, geographical peculiarities, ethnic diversities and bio-diversities of the country are truly alluring to international visitors. "Naturally Nepal, once is not enough!" With the support of Nepalese diplomatic missions abroad, the networks of the Non-Resident Nepalese (NRN) communities, I/NGOs, airlines, and national and international media, and the government, tourism can contribute to the successful alleviation of poverty and help to achieve the MDGs.

11.4 Session Outcomes

By the end of this session, the students will have demonstrated the nexus between tourism and development. For this they, will have been familiarized with:

- Pro-poor tourism
- Tourism and income

- Tourism and the MDGs
- Tourism in Nepal
- Challenges of tourism in Nepal

11.5 Session Methodology

One student will debrief the previous class activities and other students will critically comment about the issues. The facilitator, then, will introduce the importance of the tourism industry and its contribution in local, national, regional and global levels. Then the students will express their individual perceptions about this service-based industry in brief.

The facilitator will discuss the contents using a PowerPoint presentation. Then short video clips will be presented to familiarize the students with this multidisciplinary subject. Finally, the guest lecturer will interact with the students and discuss the national, regional and global agenda of the tourism industry. Finally, a general discussion between the guest speaker and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the class for 20 minutes.	<ul style="list-style-type: none"> • By the students
Individual perceptions and brain storming of the students in about 40 minutes.	<ul style="list-style-type: none"> • Student-led discussion
Video reflection about the potential of the tourism industry in Nepal for 20 minutes.	<ul style="list-style-type: none"> • The students will try to link the session contents with the video material.
The guest speaker presentation and discussion for 40 minutes.	<ul style="list-style-type: none"> • The guest speaker will discuss and dialogue with students using PowerPoint or short video clips to familiarize the students with tourism industry its influence in the national economy and development.
General discussion and question/answer session for 40 minutes	<ul style="list-style-type: none"> • The guest speaker will interact with the participants over the issues and conduct a question/answer session.

11.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Individual discussion will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The video-clips will be critically analyzed by the students.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

11.7 Required Readings

Cater, Elert. (1995). Environmental Contradiction in Sustainable Tourism. *The Geographical Journal*. Vol. 161, no. 1, (pp. 21-28).

OECD. (2005). Using a Territory's Culture to Promote Local Development; Local Development Based on Attracting Visitors and Tourists; The Relative Contribution of Cultural Activities to Local Development; Promoting Local Development by Creating Cultural Products. In *Culture and Local Development*. Organization for Economic & Cooperative Development, (pp. 23-27, 49-51, 62-83, 93-97).

United Nations Economic and Social Council, (2007). *Economic and Social Commission for Asia and the Pacific: Regional Study on the Role of Tourism in Socio-Economic Development*. Retrieved from http://www.unescap.org/EDC/English/Commissions/E63/E63_14E.pdf

Zurick, David N. (1992). Adventure Travel and Sustainable Tourism in the Peripheral Economy of Nepal. *Annals of the Association of American Geographers*. Vol. 82, no. 4, (pp. 608-628).

11.8 Recommended Readings

Neto, Frederico. (2003). A New Approach to Sustainable Tourism Development: Moving beyond Environmental Protection. In *Natural Resources Forum*. (pp. 212-222).

Stevens, Stan. (2003). *Tourism and Deforestation in the Mt Everest Region of Nepal*. (pp. 255-27). Retrieved from <http://www.jstor.org/stable/pdfplus/3451451.pdf>

Session: No. 12: Agriculture and Development

12.1 Objective

To have students identify the significance of agriculture for the development of Nepal. Students become able to show the link between agriculture, land distribution and production for poverty alleviation.

12.2 Points for Discussion

- Agriculture and development
- Agriculture and irrigation
- Access to land for peasants
- Role of women for agricultural development
- Problems and challenges of agricultural development

12.3 Session Content

- It is in the agricultural sector that the battle for long-term economic development will be won or lost. Gunnar Myrdal¹⁸¹
- Africa is the only region where overall food security and livelihoods are deteriorating. We will reverse this trend by working to create an environmentally sustainable, uniquely African Green Revolution. When our poorest farmers finally prosper, all of Africa will benefit. Kofi Annan, 2007.¹⁸²

Agriculture and Development

The relationship between agriculture and development has been acknowledged since the beginning of human civilization. Agricultural development has a direct link with food production and supply to feed the population. The ratio of food production to population growth is not compatible enough to satisfy people's needs. Szirmi writes that

¹⁸¹ Michael P. Todaro & Stephen C. Smith, *Economic Development*, (England: Pearson Education, 2009), 431.

¹⁸² Ibid.

the Malthusian theory of population clearly moves around this basic phenomenon.¹⁸³ He further mentions that Malthusians fear that the food production will not be able to keep up with population growth. Soils are becoming eroded and degraded as a consequence of new agriculture practices and biodiversity is declining at an alarming rate as the world climate is changing.¹⁸⁴

Currently, around 3.3 billion people live in rural areas and among them 1.1 billion are in extreme poverty. They have no access of land for cultivation or food to eat. Michael Todaro and Stephen Smith further write:

People living in the countryside make up more than half of the population of such diverse Latin America and Asian nations as Haiti, Guatemala, India, Indonesia, Myanmar, Honduras, Sri Lanka, Pakistan, Bangladesh, the Philippines, Thailand and China. In sub-Saharan Africa, the ratios are much higher, with rural dwellers constituting 65% of the total population.¹⁸⁵

The traditional landlords in Nepal, India, Pakistan and other Southern countries still collect land revenue from tillers and this system does not support agricultural growth.¹⁸⁶ If the land ownership is handed over to the small farmers, they generally contribute to national economic growth, as they will cultivate their field more efficiently. According to Smith, in "developing countries, landownership and access to land is distributed very unequally,"¹⁸⁷ and this has been a problem for agricultural development. In order for the agricultural sector to contribute to economic growth, we must adopt the following models of agricultural development:

- We can exploit the natural resources and increase the expansion of cultivated areas.
- We should conserve the fertility of soil to increase the output of land.

¹⁸³ Adam Szirmai, *The Dynamics of Socio-Economic Development: An Introduction*, (Cambridge University Press: 2005), 355.

¹⁸⁴ D. Hogg, 2000, *Technological Change in Agriculture: Looking into Generic Uniformity*, London: Macmillan. Quoted by Adam Szirmai (Cambridge University Press: 2005), 355.

¹⁸⁵ Michael P. Todaro & Stephen C. Smith, *Economic Development*, (England: Pearson Education, 2009), 431.

¹⁸⁶ Ibid, p. 445.

¹⁸⁷ Adam Szirmai *The Dynamics of Socio-Economic Development: An Introduction*, (Cambridge University Press: 2005), 414.

- We can commercialize the production of agriculture and use advanced technology in agricultural development.
- We can produce highly skilled human power by developing a network of agricultural education, research centre, etc.
- We can develop many agricultural skills from the endogenous society.¹⁸⁸

Agriculture and Irrigation

Irrigation contributes to increased yields per harvest and frequency of crops. Still, huge numbers of peasants depend on monsoons for rain-fed production, which is a major obstacle of agricultural growth in developing countries. The following figure shows the condition of irrigated areas in developing countries:

Regions	Irrigated Area (1000 ha)				Irrigated Area %			
	1961	1970	1990	2000	1961	1970	1990	2000
Sub-Sahara	1,901	2,107	3,595	3,678	1.8	1.8	2.7	2.5
South Africa	808	1,000	1,290	1,498	6.3	7.6	9.0	9.5
SAARC	36,275	45,048	66,529	78,917	19.1	22.2	32.6	38.5
India	24,685	30,440	45,144	54,800	15.3	18.4	26.6	32.3
China	30,411	38,121	47,967	54,402	28.9	37.2	36.5	40.1
Total	101,953	123,753	178,690	204,625	15.1	17.3	21.6	23.9

Table 7, Source: FAOSTAT, Agriculture Data, Land Use, <http://apps.fao.org/page/collection> . Quoted by Szirmai 2005, p. 373. All the countries, regions and years are not included in the table.

From studying the following table, it is clear that in Nepal, out of 14,718,100 ha, the land suitable for arable agriculture is about 2,641,000 ha. Of this land, the potential irrigable area under surface and groundwater sources is about 1,766,000 ha.

S. No.	Program/Project	Total Irrigated area by 10 th plan
1.	With the initiative of government agencies	
	a. Surface Irrigation Development	654,749
	b. Groundwater Irrigation Development	253,242
2.	Farmer management Irrigation System	286,637
	Total	1,194,628

Table 8, Source: Nepal Planning Commission, Interim Plan: 2008, Irrigation, p. 391

¹⁸⁸ Ibid, p. 375-386.

Access to Land

Under policies of the state, Interim Constitution of Nepal 2007 states that "the state shall develop the agricultural sector as an industry by creating conditions for economic progress of the majority of the people who are dependent on agriculture and raising productivity in the agriculture through encouragement of farmers."¹⁸⁹

Unless the poor people have access to land, it is not possible to increase agricultural production. The number of farms and inequality in the distribution of land should be changed to address the present food crisis in the world. In order to positively contribute to the national economy, the living standards of peasants should be improved by establishing equitable landholding and scientific land management, through the implementation of scientific land reform. This will help to increase agricultural production. The Interim plan of Nepal wants to manage the land in the following ways for agricultural development:

- Clearing the 103,000 old dispute cases by constituting a high level Land Commission and Committee/Land Tribunal.
- Providing land to 200,000 families of landless and unmanaged dwellers, conducting studies and research to increase the access of females in the land management sector.
- Carrying out loan disbursement and reimbursement under the income generation promotion program.
- Conducting skill development and capability enhancement programs for the *Kamaiyas*.
- Rehabilitating 13,244 families of freed *Kamaiyas*.
- Providing suitable land to 700 families.¹⁹⁰

According to the World Bank, this sector totals a 32% GDP upon which 417 million people rely. In developing countries like Nepal, the development of agriculture is a major source of economic growth. During the tenth plan, the expectation of annual growth was 4.11 percent in the agriculture sector, but the average annual growth rate remained only 2.67 percent, due to adverse climatic conditions, less investment than expected, and political instability.

¹⁸⁹ Interim Constitution of Nepal, Article 35 (6).

¹⁹⁰ Objective of Land Management, Interim Plan Nepal, 2008, p. 182-183.

For rapid economic growth, the development and use of agricultural technologies is a must. The 2007 Interim Constitution of Nepal has accepted the policy of land reform in Nepal, "to ensure progressive political, economic and social transformation in the country."¹⁹¹ The interim plan has forwarded land reform management in the following ways:

Land Reform Management in Nepal

- Ending the existing feudal system of land holding
- Implementing the arrangement of land ceiling in agricultural land ensuring social justice and productivity increase
- Ensuring the access of those who expend labor and skills on the land
- Providing land for settlement to the landless farm households
- Ensuring the rights of farmers who cultivate the public and barren land and *Guthi* land
- Ensuring access to simplified and scientific land information, administration and services
- Formulating a Consolidating National Land Policy encompassing all land related activities and making it functional
- Harmonizing programs with forests, water resources, construction and the agricultural sector to enhance land productivity¹⁹²

Due to industrialization and rapid urbanization, most of the landlords dwell in urban areas, absent from their respective farms. Unless we end this feudal type of landownership pattern, we can't alleviate poverty from the world, and only in a secure situation can we ensure social justice. It becomes completely relevant, both economically and socially, to enhance the access of those who expend labor and skills on the land.

Women and Agricultural Development

Women provide an important source of labor for agricultural development. In Southern countries, including all developing Asian countries, they work longer than their male counterparts for cash crops and food crops. Apart from this, they care for their families/children, collect firewood, fetch water, graze their livestock, generate additional income through extra work and sell goods in agricultural markets. Hence, without the

¹⁹¹ Interim Constitution of Nepal 2007, Article 33 (b).

¹⁹² Interim Plan Nepal, 2008, Land Reform and Management, p. 175

involvement of women, we cannot supply workable human power for the agricultural sector.

Guaranteeing their legal right to the ownership of land ensures social and gender justice. The 2007 Interim Constitution of Nepal grants certain rights to the females. Women and daughters will have an equal right to inherit ancestral property.¹⁹³ It empowers the women to use that land for agricultural promotion. However, on the world level, the effort to reduce poverty by providing the land title to women has not yet been successful. Todaro and Smith argue that further:

They distribute land titles only to male head of households. Cultural and social barriers to women's integration into agricultural programs remain strong because in many countries, women's income is perceived as a threat to men's authority.¹⁹⁴

Challenges and Programmes of Agricultural Development

Though we have ensured the rights of farmers in national and international laws, still the farmers are deprived of using these rights to contribute to the GDP. The fragmentation of land, unrestricted rights of feudal landlords, lack of access to land for peasants, lack of apposite skills for agricultural production, poor management of irrigation and underprivileged agricultural policy of the government are still major problems for agricultural development.

The Government of Nepal, as well as all governments of developing countries, should implement all proposed plans to end feudal land ownership. Land management policies should be guided to fulfill the dual objectives of increasing food productivity and promoting the distribution of benefits to peasants in order to achieve social justice and rural development through agricultural development.

The government must increase the agricultural subsidy policy to irrigate the rain-fed land, reduce agricultural costs and expand the output of peasants. Similarly, programmes should be designed to decrease social inequality, guarantee social security for the farmers, preserve environmental sustainability and generate skill building for the laborers.

¹⁹³ Interim Constitution of Nepal 2007, Article 20 (4).

¹⁹⁴ M. P. Todaro & S. C. Smith, *Agricultural Transformation and Rural Development*, (Addison-Wesley: 2009), 452.

12.4 Session Outcomes

By the end of this session, the students will have identified the:

- Agriculture and development
- Agriculture and irrigation
- Access to land for peasants
- Role of women for agricultural development
- Problems and challenges of agricultural development

12.5 Session Methodology

The debriefing of the previous class will be the initial activity of the session and the students will systematically comment on the views in brief. The facilitator, then, will introduce the course and its relevance to the local and national development of Nepal. Then the students will be divided into four groups; the first group will discuss the basic concept of agriculture and development, the second group will discuss the relationship between irrigation and agriculture, the third group will discuss agriculture and the MDGs and the fourth group will discuss challenges of agriculture in Nepal.

The guest speaker will discuss the contents using a PowerPoint presentation or video clips. Then short video clips will be presented to familiarize students with the national agenda of development and agricultural promotion in Nepal. Finally, a general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the class and comments for about 20 minutes.	<ul style="list-style-type: none">• By the students
Introduction of the session for 40 minutes.	<ul style="list-style-type: none">• Teacher-led discussion
Group discussion and presentation for 30 minutes	<ul style="list-style-type: none">• The first group will discuss the basic concept of agriculture and development.• The second group will discuss the link between irrigation and agriculture.

	<ul style="list-style-type: none"> • The third group will discuss agriculture and the MDGs. • The fourth group will present their views on the challenges of agriculture in Nepal. • Each group will present based on their findings.
Round table discussion for 40 minutes.	<ul style="list-style-type: none"> • The guest speaker will dialogue with students and they participate for the importance of agriculture in the development of Nepal
General discussion for 20 minutes	<ul style="list-style-type: none"> • The facilitator and the guest speaker will interact with the participants to discuss the agenda of agricultural development in Nepal.
Questions and answers- 15 minutes	<ul style="list-style-type: none"> • By students and teacher.

12.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion and snap shot presentation will be used assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

12.7 Required Readings

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Session: No. 13: Education for Development

13.1 Objective

To have students offer an opportunity for exploring the importance of education for the development of the country. Students also investigate what type of education system is presently needed for the sustainable development of the nation.

13.2 Points for Discussion

- Education and development
- Human resource for development
- Education and health
- Education system in Nepal

13.3 Session Content

- Education is the key to creating, adapting and spreading knowledge.... But the gains in access to education have been unevenly distributed, with the poor seldom getting their fair share. World Bank, World Development Report 1998-1999.¹⁹⁵
- Education can add to the value of production in the economy and also to the income of the person who has been educated. But even with the same level of income, a person may benefit from education in reading, communicating, arguing, in being able to choose in a more informed way, in being taken more seriously by others and so on.¹⁹⁶

Education and Development

The main objective of education is to make social and economic progress and prepare citizens to perform developmental activities while respecting socio-cultural and human values or beliefs. Education should build a sustainable society, able to develop innovative skills and technology and protect the natural resources of the country. It should develop the overall ability/personality of learners to meet the needs of every individual. Todaro and Smith argue that "education plays a key role in the ability of a

¹⁹⁵ M. P. Todaro & S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 369.

¹⁹⁶ Amartya Sen, *Development as Freedom*, (New York: Knopf, 1999), 14.

developing country to absorb modern technology and to develop the capacity for self-sustaining and development."¹⁹⁷

Education is a great hope for the survival of humankind and it can mitigate poverty, hunger and miseries in developing countries. For economic development, education should come after food, clothing and shelter. Systematic educational systems can lift people out of chronic poverty and disease.

UN reports that there are 780 million illiterate adults aged 15 or older and two-third of the world's illiterate are women.¹⁹⁸ Thus, in 21st century, many children are not getting their rights to education. At present, education is a tool for improving the quality of life, without which the development of a country is quite impossible. The World Bank's *Education Sector Policy* of 1980 concludes:

Studies have shown that economic returns on investment in education systems, in most instances, exceed returns on alternative kinds of investment and that developing countries obtain higher returns than the developed ones.¹⁹⁹

Now, it reflects the need of increased investments in the education sector to obtain higher returns at individual and social levels. If any developing country invests in education at the micro level, the outcomes of overall education will be reflected at the macro level with the development of country. If the country has more educated and technical man power, it brings wider national impact and a large number of people gain advantages from these affects. Additionally, education becomes more meaningful if women's education is satisfactory.

Human Resource for Development

Without a doubt, education is important. However, many children in developing and under-developed countries are deprived of basic school education. Sometimes, the government fails to appoint teachers in time and in some cases the teachers are not qualified to impart education in the schools. The following remarks state the voices of poor people:

¹⁹⁷ M. P. Todaro & S. C. Smith, *Economic Development*, (England: Pearson Education Limited, 2009), 369.

¹⁹⁸ Ibid, p. 370.

¹⁹⁹ World Bank's *Education Sector Policy* 1980 .

Education and voices of poor people²⁰⁰

- "The school was OK, but now it is in shambles; there are no teachers for weeks." Vila Junqueira, Brazil
- "If parents do not meet these payments, which are as high as 40 to 50 rupees per month, the teachers were reported to beat the students or submit failing grades for him/her." Voice of the poor, Pakistan
- "Teachers do not go to school except when it is time to receive salaries." Voice of the poor, Nigeria

Education is always linked with higher productivity. It is necessary to produce sound human resources for the development of the nation. Szirmai writes about education in the following ways:

- Education teaches professional skills.
- Education makes employees follow instructions properly.
- Education helps to change the attitudes of people, which results in higher productivity.
- Education contributes to the development of the country through technical resources.
- Education prepares more innovative resources for development.
- Education and literacy disseminate new ideas in the society.
- Education helps to introduce technologies in the society.
- Education promotes occupational mobility.²⁰¹

Health and Education

Both health and education are unified approaches for human development. The children with health problems cannot enroll for school in time. Therefore it is an important factor in school attendance, which definitely affects the literacy rate. UNESCO argues that the probability of school attendance among nutritionally stunted children in Nepal is just 5%, but this rises to 20% of non-stunted students.²⁰² It means that in order to

²⁰⁰ Todaro, M. P. & Stephen C. Smith, in *Economic Development*, (England: Pearson Education, 2009), 371.

²⁰¹ Adam Szirmai, *Education and Development*, (Cambridge University Press: 2005), 217.

²⁰² UNESCO, *EFA Global Monitoring Report 2007*, quoted by: Todaro, M. P. & Stephen C. Smith, 2009, in *Economic Development*, p. 374

increase the enrollment of the students, the improvement of health is a must in developing countries.

Education System in Nepal

The government of Nepal has aimed at implementing a new educational policy to produce conscious and competent human power to fulfill the demands of the country. The government of Nepal has proposed the following objectives for the improvement of the educational sector in the 2008 Interim Plan:

- To make all the citizens literate by ensuring access to all and to provide quality and employment-oriented education.
- To allow everyone to experience the feeling of free and equal quality education with easily accessible basic education.
- To develop higher education in line with research oriented and competitive human resource production.
- To make all levels of education equitable and inclusive.²⁰³

The 2007 Interim Constitution of Nepal emphasizes the education sector in Article 17:

- 17(1), every community shall have the right to get basic education in its own mother tongue, as provided by law.
- 17(2), every citizen shall have the right to get free education from the state up to the secondary level, as provided by law.²⁰⁴

²⁰³ Interim Plan Nepal, 2008, p. 263.

²⁰⁴ Interim Constitution of Nepal 2007, Article 17 (1) and 17 (2).

The following table indicates the current situation of school education in Nepal. The 2008 Interim Plan aims to achieve the following results by 2011:²⁰⁵

Indicators	Status as of FY 2006/2007	3 year Interim Plan target
<u>Literacy Rate</u>		
a. Literacy rate (6+ age)	63	76
b. Literacy rate (15+ age)	52	60
c. Literacy gender equity index	0.7	0.9
<u>Pre-primary and Child development Centre</u>	41.4	51
a. Gross enrollment rate		
<u>Primary Level</u>	138.8	104
a. Gross enrollment rate	87.4	96
b. Net enrollment rate	48	50
c. Percentage of girl student		
<u>Lower Secondary Level</u>	71.5	75
a. Gross enrollment rate	46.5	50
b. Percentage of girl student		
<u>Secondary Level</u>	56.7	60
a. Gross enrollment rate	46.6	48
b. Percentage of girl students		

Table 9, Source: Nepal Planning Commission, Interim Plan, 2008

In this plan, the government of Nepal has proposed educational policies, including alternative school education, pre-primary education, basic education, secondary education, technical education and higher education.

²⁰⁵ Nepal Planning Commission, Interim Plan, 2008, p. 264

Alternative School Education

In order to ensure equitable access to open education, a distant learning/alternative school will be opened. The Education Ministry aims to open alternative education programmes in 15 districts. Similarly, the government has initiated open school and distance learning programmes to enhance access to education to meet the MDG of Education by 2015.²⁰⁶

Pre-primary Education/Early Childhood Development Center

The Government of Nepal plans to increase the enrollment of students to meet the global target of education. For this, a Community-based Childhood Development Centre (CDC) will help to provide access to education for identified indigenous groups, *Madhesi*, *Dalits*, disadvantaged communities and backward groups. The Government will run the following programme accordingly:

- To establish 9,000 new pre-primary education/primary child development centers.
- 4,000 community-based early childhood development centers will be established, making the marginalized *Dalits*, *Adibasi Janajatis*, *Madhesis*, disappearing *Adibasi Janajatis*, and *Dalits* after identification, compatible with daily life.²⁰⁷

Basic Education

The Government has proposed to provide basic education for all. In order to ensure the right to basic education in respective mother tongues, appropriate programmes based on demand will be extended in the following ways:

- To implement basic level, class 1-8 programs, on an experimental basis.
- To provide scholarships on an annual basis to 790,000 children from *Dalit* families.
- To provide scholarships to 3,180,000 female students.
- To provide scholarships to all female students, i.e., 96,572 studying in community primary schools in the Karnali zone at the rate of Rs. 100 per student per month, for ten months.

²⁰⁶ Interim Plan Nepal 2008, Chapter 19 Education and Sports, 270.

²⁰⁷ Ibid, 270.

- To give grants on a yearly basis to schools at the rates of Rs. 275, 300 and 325 per student in the Terai, hill and mountain areas, respectively, on the basis of the school improvement plan for 4,400,000 students.
- To provide daytime 'Tiffin' and edible oil to 1,680,000 students covering 26 districts including five from the Karnali Zone.
- To provide scholarships to 32,400 students with physical disabilities.²⁰⁸

Secondary Education

The government of Nepal has proposed a specific education plan to include classes 9-12 at the secondary level programme. Under the Karnali Zone special programme, the government will provide a certain amount of financial help to promote education for indigenous communities, girls, students from disappearing communities, backward groups, disabled people, etc.²⁰⁹

Technical and Higher Education

Technical human resources are always a need for the development of the country and the government of Nepal has implemented various short-term, mid-term and long-term programmes in order to produce lower, mid-level and high-level skilled technical human resources. The programme focus is to develop the endogenous skills and knowledge to uplift the indigenous communities and underdeveloped areas. The target groups involve "women, *Dalits*, *Adibasi Janajatis*, people with disabilities, marginalized groups, *Madhesis*, conflict affected people and displaced people."²¹⁰

Similarly, higher level educational programmes will be implemented to offer quality education. This policy offers graduate and post-graduate studies in universities. The scholarship and education loan will be provided to promote higher education. In addition to these formal systems, non-formal and in-formal education systems are useful for developing the country.

²⁰⁸ Ibid, 271.

²⁰⁹ Ibid, 271.

²¹⁰ Ibid, 272.

13.4 Session Outcomes

By the end of this session, students will have explored the consequences of:

- Education and development
- Human resource for development
- Education and health
- Education system in Nepal

13.5 Session Methodology

First of all, one of the students will debrief the previous class and other students will comment. The facilitator will then introduce the course and the relevance of education in local, national, regional and global levels. Then the students will share their views individually on the issues of education and its importance for development.

The facilitator will discuss the contents using a PowerPoint presentation. The students will perform a short role play about the importance of education within development issues of Nepal. Then the facilitator will select a poem about education, composed by any national or international poet and the participants will analyze the poems from their perspectives. Finally, a general discussion between the teacher and students will take place, followed by a question and answer session for evaluation.

Methodology	Activity
Debriefing the class for 20 minutes.	<ul style="list-style-type: none">• By the students
Introduction of the session for 30 minutes.	<ul style="list-style-type: none">• Teacher-led discussion
Individual perceptions of the students in about 30 minutes	<ul style="list-style-type: none">• Each student will present based on his/her understanding in plenary.
Teacher-led discussion for 30 minutes	<ul style="list-style-type: none">• The teacher will discuss and dialogue with students using PowerPoint.
Poetry recitation in the class for 30 minutes.	<ul style="list-style-type: none">• The students will critically analyze the poem.
Questions and answers session for 20 minutes.	<ul style="list-style-type: none">• By students and teacher

13.6 Session Evaluation

- Debriefing the previous session contents by the students to identify whether they understood the information delivered by the readings and instructor.
- Group discussion and a snap shot presentation will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- Poetry recitation and its link with the importance of education and development will be a major tool for evaluation.
- The fellows will prepare a short but critical review of the session in about 250 words. An analytical review includes: (i) textual ideas, (ii) interpretation of the text (iii) critical analysis of the authors' views, and (iv) a criticism that the fellow most opposes in the text, including suggestions.

13.7 Required Readings

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13.8 Recommended Readings

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Session: No. 14: Presentation

14.1 Objective

It offers students an opportunity to reflect and articulate their understanding and ideas with readings to peace, conflict and development. Students present their knowledge, skills and concrete ideas of developmental works.

14.2 Basic Points for Presentation

- Title of presentation
- Problems
- Challenges of development
- Concrete plan for development
- Criticism of previous developmental projects of that area, if any

14.3 Session Content

The students will present any one case which they are familiar with, focusing on Nepal. They are supposed to present the case in about 20 minutes and lead a discussion for 10 minutes in a systematic way. The facilitator(s) and the fellows will ask questions related to the issues.

14.4 Session Outcomes

The students will have developed skills relating to preparation and presentation on developmental and peace issues, in order to participate in the public forum and debate. They will have learned more about:

- Selecting the case
- Managing the case for presentation
- The relationship between peace and development
- Balance between presentation and discussion
- Addressing the queries that arise during the presentation

14.5 Session Methodology

The whole class will be conducted by the students. It is basically a student-led class. They can use PowerPoint, video clips, music, poetry recitation, role play, short drama presentation, etc. They will lead the question-answer session to make the class presentation more interactive.

Methodology	Activity
Group presentation	• Selecting the topics and preparation
	• Class presentation in stipulated time
	• Use of any transformative techniques
	• Questions and answers by the students
	• Comments by the teacher

14.6 Session Evaluation

The following tools will be applied to evaluate the presentation:

- Concise overview of the topic in 20 minutes
- Highlight of theoretical, conceptual and pedagogical issues
- Group cohesiveness and unity of thoughts among the students
- Clarification of the questions asked by other fellows in a clear manner
- Time limit and activities of the students
- Presentation skills and creativity

Session: No. 15: Field Visit

15.1 Objective

To have students draft a proposal for the development of any specific conflicting zone with which they are familiar. Students relate their theoretical knowledge with the practical skills for developing a concrete plan for the economic development of the chosen region.

15.2 Significant Points

- Identifying the appropriate conflicting zone
- Finding the root causes of conflict
- Thinking about the conflicting parties
- Listing any obstacles to development
- Talking to the local people and authorities about the issue
- Drafting a proposal for the development of the area

15.3 Session Content

During the final session, the students will visit one place; it may be an agricultural area, industrial area, a land-field site for dumping garbage or a hydro power plant. The students will link their knowledge to draft a concrete proposal for the development of this area.

15.4 Session Outcomes

The students will have drafted a concrete proposal for the development of the specific conflict zone. During this last session of this course, they will be able to relate their theoretical knowledge with practical skills for developing a concrete plan for the economic development of the region. In short, they will have developed the skills of:

- Identifying the appropriate place
- Collecting the basic information for their broad studies
- Interacting with locals and experts
- Linking their knowledge with practical aspects of development
- Drafting a concrete project for the area

15.5 Session Methodology

The facilitator and University administration will consult with the students to find an appropriate place for the field visit. The students' interests are the first priority. Before visiting the place, some preliminary study will be done and, if possible, the guest lecturer will be invited to the class to provide some basic information and problems of that area. Information from local people will be an asset to learn about that very place.

Methodology	Activity
Selection of place for field visit	<ul style="list-style-type: none">• By the students and teacher
Introduction of the place by the expert as an guest speaker for 1 hour	<ul style="list-style-type: none">• Expert-led discussion
Field Visit	<ul style="list-style-type: none">• Collecting information Observing the place and identifying the problems• Interacting with the local people about the issues• Interacting with local authorities• Taking photographs• Recording the voice of the people if they are ready• Documenting all necessary information
Conclusion of the session	<ul style="list-style-type: none">• Student-led discussion• Teacher-led discussion• Link between knowledge and practice
Preparing a field report	<ul style="list-style-type: none">• The students will draft an individual report about the field visit.

15.6 Session Evaluation

- Explanation of the link between theory and practice will be helpful to identify whether the students understood the information delivered by the readings and instructor.

- Group discussion and group presentations will be used to assess to what extent the learners are cooperative in sharing their perceived values of the session.
- The fellows will prepare a concrete and comprehensive field report about the place visited, based on the knowledge of the field visit. Theoretical, conceptual and practical aspects will all be considered in judging the students' report.

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Oceans, Seas and Marine Resources

www.un.org/Depts/los/fish_stocks_conference/fish_stocks_conference.htm

International Treaty on Plant Genetic Resources for Food and Agriculture

www.fao.org/ag/cgrfa/itpgr.htm

Global Environment Facility www.gefweb.org

Sustainable Tourism Organization

<www.world_tourism.org>

www.biodiv.org/programmes/socio-eco/benefit/bonn.asp

World Heritage Sites www.unesco.org/nwhc/pages/home/pages/homepage.htm

Collective Partnership on Forest www.un.org/esa/forest

United Nations Commission on Sustainable Development www.un.org/esa/sustdev

The Dynamic Socio-Economic Development

[http:// www.dynamicsofdevelopment.com](http://www.dynamicsofdevelopment.com)

Videos

Forest for Future: Family Planning in Nepal's Terai Arc Landscape,

<http://www.youtube.com/watch?v=OwfzErvmo>

Hope for upland Rice Farm in Nepal, <http://www.youtube.com/watch?v=uCfaOFzNVVI>

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