

Multinational Qualitative Study »Children's Understandings of Well-being – Global and Local Contexts«

Self-description of the children's page from Nepal

The research team in Nepal consists of Bhomi (Arbinda Lal) and Shrestha (Dibesh). The field work was supported by Bajracharya (Indra Kumari).



Picture 1.
Prof. Bhomi and Mr. Shrestha on the right with participating boys

Mr. Bhomi and Ms. Bajracharya are professors and Mr. Shrestha is a Ph. D. student of Tribhuvan University (TU), Kathmandu, Nepal. TU is the largest and oldest university in Nepal. Its central office is located in Kirtipur Municipality under Kathmandu district adjoining Kathmandu Metropolitan – the capital of Nepal. The university is spread throughout the country with its 60 constituent campuses and 856 affiliated campuses. In this research, a Ph. D. student was involved to give him exposure to data collection tools and techniques and report preparation.

Being qualitative research, the sample size in this study has been made small. Three out of 75 districts of the country have been included in this research. Two of them are neighbouring districts of Kathmandu district – Bhaktapur in the east and Dhading in the west. The third one is Kavre Palanchowk which is in the east of Bhaktapur.

Realizing schools as the most convenient and potential source of data/information for our research, schools were used as the basic unit for data/information collection. Two schools each from Kavre Palanchowk and one from Bhaktapur were included in this study. Workshops I and II were organized at study schools with the permission of the head teachers. For these workshops, children aged 9, 10, 11 and 12 years were gathered in a room, they were asked questions and mapping exercises were conducted. Answers given by the children and field notes were recorded in black and white. In all study schools, children participated enthusiastically and with interest.

Mapping exercise were a very interesting activity to the children appeared to be one of the most important sources of information about children's well-being.



Picture 2.
Girls involved in mapping exercise

In one of the study schools, children's understanding of well-being is primarily related to fulfillment of basic needs—wearing the dress and eating foods they like. Interestingly, even small things like pencil and copy, despite its nominal cost, provided to the students motivated them to participate in the workshops enthusiastically. In other schools, the children enjoy strolling in the hills and mountains, forests and rivers and watching the rainfall and sunrise. They considered those activities as some of the aspects which enhance their well-being.

