

**The 5th Education for Rural Transformation (ERT)
International Symposium**
"Reengineering Education for Flexible Learning and Social Justice"
Kathmandu University School of Education (KUSOED), Dhulikhel, Nepal
September 17-19, 2014

Wednesday, 17 September 2014 (Day One)

Time	Activity
08:00-8:45	Registration, distribution of material, mingle
08:45-10:00 (Auditorium)	<p>Inaugural Session Welcome and Opening Remarks</p> <p>Master of Ceremony: Lina Gurung and Mabindra Regmi</p> <p>Musical Instruments Play</p> <p>Welcoming and Opening Address from the Host: Associate Professor Dr. Bal Chandra Luitel Associate Dean, School of Education</p> <p>Professor Vinayagum Chinapah, Head of Institute of International Education, Department of Education, Stockholm University, Sweden</p> <p>Special Guest Address By Prof. Ram Kantha Makaju Shrestha, VC, Kathmandu University</p> <p>Inaugural Address by Honorable Minister, Ministry of Foreign Affairs, Mahendra Bahadur Pandey</p>
10:00-10:30	Tea and Coffee Break
10:30-11:10	Roundtable Discussion Reflecting the Theme "Reengineering Education for Flexible Learning and Social Justice"
11:10-12:00	Keynote Address
1	Lava Deo Awasthi - "Rural Transformation Through IT in Schools"
2	Professor Vinayagum Chinapah - "Needs of ICT for Learning and Inclusion among the Rural People"
12:00-1:00	Lunch Break
1:00-2:25 Auditorium	<p style="text-align: center;">Concurrent session 1 (Quality Education): Lava Deo Awasthi (Chair)</p> <p>Zhiqin Zhou - "Health Education for Rural Development-China's Experience"</p> <p>Milan Paudel - "Community Managed Schools (CMS) for Rural Transformation in Nepal"</p> <p>Bishnu Upreti - "Service Delivery In Post Conflict Nepal: Reflections from the Education Sector"</p> <p>Narayan Prasad Kafle - "Effect of Quality and Innovation on Rural Transformation in Education: A case of Nepal"</p>
1:00-2:25 (Room 1)	<p style="text-align: center;">Concurrent session 2 (TVET and Economics of Education): Daniel Orey</p> <p>Ranjit Singh - "Vocational Training and Capacity Building through CSR: A Case Study of SAIL"</p> <p>Wanwisa Suebnusorn - "Vocational Education for Pineapple Farmers: A New Dimension of Relevance to Rural Labor Market Demand"</p> <p>Kanda Sakulthanasakdi Moore - "Reengineering Vocational Education in Thailand toward ASEAN Competence: An Era of Collaboration between Colleges and the Workplaces"</p> <p>Man Bahadur Khatri - "Entrepreneurial Education: Programs for Rural Transformation"</p>
1:00 - 2:25 (Room 2)	<p style="text-align: center;">Concurrent session 3 (Emerging Issues of ERT): José Manuel de Mascarenhas (Chair)</p> <p>Lal Bahadur Pun and Hira Adhikari - "Challenges of Migration on Rural Education Transformation"</p> <p>Indra Mani Rai - "Educational Resilience of Squatter Children in Kathmandu Metropolitan City"</p> <p>Radheshyam Thakur - "Knowledge among Minorities and its Influence on their Social Transformation: A case of Mushars"</p> <p>Basu Prasad Subedi - "Transformative Role of Educational Institution: A Case study of Rural Community School of Nepal"</p>
2:25-2:55	Tea Break
2:55-3:45 Auditorium	<p style="text-align: center;">Keynote Address</p> <p>Peter Charles Taylor - "Transformative Education for Sustainable Future"</p> <p>Bal Chandra Luitel - "Reclaiming Education Research for Rural Transformation: Creating Inclusive Garland(s) Through Multiple Logics and Genres"</p>
4:00-5:30	Site Seeing - Visit to Namobuddha
6:00-8:00	Welcome Reception at Hotel Himalaya Horizon

Thursday, 18 September 2014 (Day Two)

8:45-10:00 Auditorium 17 18 19	Keynote Address Michael Wilson – "Rationality, Power and Education: Towards an Integrated Research Strategy for Rural Transformation in Nepal" Manzoor Ahmed – "Post 2015 Education Agenda: Greening Rural Transformation" Anna Robinson-Pant - "Beyond the Classroom: from education for rural transformation to learning within rural transformation"
10:00-10:30	Tea and Coffee Break
10:30-12:00 Auditorium 20 21 22 23	Concurrent session 1 (Pedagogical Perspectives): Bin Huang Bushra Afzal – "Class Management Issues for Teachers in Australian Classrooms having non-English speaking Background (NESB)" Toya Nath Khanal – "Rural Transformation through Instructional Leadership" Cresantus Nombo Biamba – "Education for Sustainable Development in Higher Education: A Study Examining the Challenges and Opportunities for a Teacher Training Programme" Helen Elkeland – "A Study of Nepalese Teachers' Life Histories"
10:30-12:00 Room 1 24 25 26 27	Concurrent session 2 (Theoretical Basis of ERT): Mahesh Nath Parajuli Suresh Gautam – "Educational Resilience of Rural Adolescents: Transformative Narration" Krishna Prasad Paudel – "Knowledge Management System: A tool for Social Cohesion in Nepal" Nilani L De Silva – "Community Building and Social Transformation through ERT" Chandan Shrivastav – "Deconstructing the 'Rural Space' of Rural Teachers in India: Implications for Rural Transformation"
10:30-12:00 Room 2 28 29 30 31	Concurrent session 3 (Emerging Issues of ERT): Ranjit Singh Ghuman Bhola Dahal – "Children and Child Clubs in Rural Transformation" Rajkumar Dhungana – "Delocalization of Rural Nepali Market: A Comparative Case study of Nepal and Switzerland" Anshu Singh – "Migrating for Social Mobility: Destination as Urban Ghetto" Jose Manuel de Mascarenhas – "Rural Areas and land planning: some Educational Proposals"
12.00-01:00	Lunch Break
1:00-2:30 Auditorium 32 33 34 35	Concurrent session 1 (Pedagogical Perspectives): Laxman Gnawali Davidson Paulo Azevedo Oliveira – "Culturally Relevant Pedagogy and Funds of Knowledge into Practice: Developing Rural Activities" Methinee Wongwanich Rumpagaporn – "The Application of Sufficiency Economy Concept for Rural Transformation through Teaching and Learning Processes to Promote Students' Analysis Thinking in Business and Computer Major in Faculty of Education, Kasetsart University, Thailand" Rajendra Raj Timilsina – "Reengineering Education for Life Style Modification " Netrananda Pradhan – "Pedagogical Practices in Rural Primary Schools"
1:00-2:30 Room 1 36 37 38 39	Concurrent session 2 (TVET and Economics of Education): Teshome Nekatibeb Prabin Raj Gautam – "Women in Micro Entrepreneurships: Determinants and Status in Kavre District" Bai Ram Paudel – "Skills and Enterprise for the Transformation of Women's life in Nepal" Mariko Shiohata – "Promoting Education for Livelihood: Enhancing Numeracy Learning in Rural Schools in Nepal" Ramesh Chaulagain – "Financial Knowledge and Skills for Development of Rural Entrepreneurship"
1:00-2:30 Room 2 40 41 42 43	Concurrent session 3 (ECD and Curriculum): Bhola Dahal Meenakshi Dahal – Culturally Responsive Approaches for Early Childhood Education and Development" Tika Ram Pokharel – " Activity Based Curriculum: An Approach to Address Education for Rural Transformation" Hari Prasad Nepal – "The Role of Curriculum for Rural Transformation in Nepal: Discussion of A Neglected Area" Harshavardhan Kumar – " Quality Early Childhood education for ensuring Quality Elementary Education in rural Rajasthan"
2:30-3:00	Tea and Coffee Break
3:00-4:00 Auditorium 44 45	Keynote Address Promplai Buasuan – "Fostering Holistic Education Through a Service Learning Partnership Model". Wang Lu – "Rural Teacher Issues in China for Balanced Development of Compulsory Education in Rural Areas: Based on Empirical Investigation and Policy Analysis"

Symposium theme:

Identifying and incorporating emerging needs of rural areas in education.

Abstract - Individual Paper

Rural areas, land planning and heritage evaluation: some educational proposals

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Abstract

Rural areas are frequently neglected in development politics and processes. This problem has become especially important in peri-urban zones affecting a large amount of people in what concerns mainly basic resources as well as livelihoods, pattern of life, heritage and culture, and identity. Only with land planning it is possible to condition the rural areas deterioration and preserve heritage values that are a resource with a real economic potential, although they are usually seen as a burden by communities.

In rural areas, landscapes can be an important heritage asset. As stated by David Lowenthal (1993), landscape 'subsumes three vital concepts: nature as fundamental heritage in its own right; environment as the setting of human action and sense of place as awareness of local difference and appreciation of ancestral roots'. UNESCO defines 'cultural landscape' as an illustration of the evolution of human society and settlement over time, under the influence of the physical constraints and/or opportunities presented

by their natural environment and of successive social, economic and cultural forces, both external and internal. Several types of values can be conferred to the cultural landscapes. Being the heritage value one of these types, the most valued cultural landscapes can be designated as 'heritage landscapes'. The main aim of this paper regards a methodology to evaluate the heritage quality of a landscape. This evaluation is a useful process in land planning since policy makers, officers and experts dealing with heritage, often have no formation nor training about protection strategies and appraisal of values. Faced with this dangerous gap, public officers should be trained in these heritage skills but also rural stakeholders should be able of identifying heritage values related to development.

The per-equation that summarizes the connection between heritage evaluation and Education for Rural Transformation (ERT) goes as follows:

Heritage Evaluation of Landscape is important for Sustainable Landscape Planning;

in the other hand Sustainable Landscape Planning is important for Sustainable Land Planning;

finally, Sustainable Land Planning is important for Socio-economic Sustainable Development of Rural Areas.

This is the main reason why heritage evaluation of landscape is linked with land planning and socio-economic development of rural areas within a sustainability scope. Then education programs aiming at heritage evaluation of rural areas have a direct impact on ERT.

Such links should be considered and deepened in ERT: to identify the emerging needs of rural areas in education, no matter the learning levels - from public in general to university - should allow the improvement of the ERT theoretical bases. Nobody (experts and common people) should be kept outside of this learning process.

Besides this general ERT process, it is important to stress that in university curricula, a Land Planning educational program should exist and focus on the organization of the planning processes as well as on the theoretical and practical knowledge needed for planning. Consequently, the program deals with planning theory and methodology,

knowledge about landscape, for instance water and cultural heritage, and rests on the social and natural sciences.

To illustrate what has been referred, two quite diversified heritage landscapes will be considered, since they result from interactions between communities and natural systems always different from a place to another. These case-studies are contrasting Portuguese cultural landscapes, by their nature and spatial character: a traditional vineyard terraced area and an integrated agro-forestry-pastoral system, the so-called 'montado'. Actually, both these landscape types can be found in other regions of Europe and even continents. Pointing out valuation criteria is a difficult but essential task, because they always imply a reflexion on the advantages of their application, leading to a theoretical coherence and a tool effectiveness in land planning. That is why a worthwhile working methodology to estimate the heritage value of landscapes is shown.

Nowadays, it is clear that in a training and formation context, land use definition as well as land planning theoretical and methodological approaches are essential when any type of heritage is dealt with. Seminars on heritage landscape and even cultural heritage are main issues in a modern and accurate formation structure, as recommended by UNESCO documents. Besides, PhD and Master programs, in their working activities, should provide students with short term seminars because they must be able to deal with the evaluation of heritage structures and know what kind of policies should be organized regarding the cultural heritage protection and monitoring, whether it concerns tangible, intangible or landscape heritage values.

This paper is intended mainly to contribute to the training of high technicians entitled to intervene in rural areas transformation processes. But some specific education should also be provided to people without specific skills and to youngsters with no formal formation; the small agriculture working market and the recovery of traditional know how (stressing biological and healthy cuisine) point an interesting possibility.