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LITERACY WATCH COMMITTEE OF NEPAL
BULLETIN NO. 11
Special Issue on *Evaluation of Literacy Programme*
1999 July

NGO FORUM on EFA

Editor-in-Chief : Mr. T.M. Sakya

Editorial

; DkfbSlo

Everybody says that Education specially Basic Education comprised of Primary Education, Literacy Program and Skills Training for youth have made great progress in Nepal. If we look at the statistics they, of course seem impressive, but whether they meet the target set by National Planning Commission or not. We have to evaluate. Moreover, the growth of population has resulted into more children to be provided primary education whether our nation has been able to provide primary education to all the school aged children is another method of evaluation.

Of course not all children could go to school when they are six years old. Specially in the rural area, the children of the illiterate villagers do not get chance to go to school when the children are six years old. Similarly they could not stay for five years to complete full cycle of primary school. This situation is more severe in remote mountainous areas. Therefore, in Nepal Gross Enrollment Ratio is over one hundred percent but Net Enrollment is still about 60s. As a result of those facts the number of illiterates are increasing in the country. Therefore, it is a right time to take stock of basic education situation in Nepal. Incidentally UNESCO has requested every country to assess the progress of "Education for All" Program making the World Declaration on Education for All as a bench mark.

In this Issue of the Bulletin, an attempt has been made to make the assessment of primary education and literacy situation of Nepal. The Bulletin has given special emphasis on the role of NGOs to provide Education for All Program in Nepal. This Bulletin is the synthesis of the NGOs Round Table organized by NRC-NFE and ASPBAE jointly. Hope the Bulletin will be helpful to all those who are interested to know about basic education in Nepal.

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Mrs. Kalyani Shrestha
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World Declaration on Education for All and Its Implementation in Nepal

The World Conference on Education for All held at Jomtien, Thailand in March 1990 adopted two historical documents such as :

1. The World Declaration on Education for All
2. The Framework for Action to Meet Basic Learning Needs.

Objectives of Jomtien Declaration:

1. Expansion of early childhood care and development activities ;
2. Universal access to and completion of primary education;
3. Improvement in learning achievement;
4. Reductions of adult illiteracy rate;
5. Expansion of provisions of basic education and training in other essential skills required by youth and adult ;
6. Education through channels including the mass media and other forms of modern traditional communication.

Nepal is one of the signatories of the World Declaration on "Education for All". In order to implement the World Declaration on Education for All and Frame Work for Action to Meet Basic Learning Needs, the Ministry of Education had developed strategies, modalities and action plan to implement the EFA program through GOs, NGOs and other agencies.

National Planning Commission Made a Plan of Action

As mentioned earlier the Jomtien Declaration was approved by His Majesty Government of Nepal and made commitment to implement it. The National Planning Commission (NPC)

has made plans and programmes under the Eight-Five year Plan to implement the Jomtien Declaration to fulfill the following goals :

No	Area	1990 Situation	Intermediate Goals		Goals for 2001
			1996	1998	
1.	Universal access to basic education	Net Enrollment Ratio			
		Total : 74%	86%	91%	100%
		Female : 54%	76%	85%	100%
2.	Completion rate of Primary Education	27%	55%	70%	70%
3.	Reduction of illiteracy rate	Illiteracy Rate			
		Total : 60%	46%	40%	30%
		Female : 79%	62%	54%	39%

Source : Mid Decade Review of EFA, 1995

At the end of the Eight Five Year Plan, the NPC did review of the performance of the Eighth Five Year Plan which is given below.

The Review of Eight Plan (1992-1997)

<u>Programme</u>	<u>Target</u>	<u>Progress</u>
Net enrolment of primary school children	90%	69.4%
Added primary school	2025	3524
Additional primary teacher	8000	14883
Literacy in NFE	60%	48%
Appointment of female teacher	5100	4150
<u>Technical Education</u>		
1. Regular Training	2595	2274
2. Short term training	2034	6709

The review went on to say that in the primary education sector it was targeted to reach the net enrollment of 6-10 years children to 90 % which could reach only 69.4 % by the end of the plan period. Likewise the number of new primary schools and additional teachers were expected to reach 2025 and 8000 respectively. But the figures crossed the target by reaching the numbers of new schools to 3524 and the additional teachers to 14883. It was aimed to attain literacy rate to 60 % by the end of the

plan period. Altogether 13,06,000 literates were produced by the GO and NGO and the percentage of literates (six year and above) reached 48% by 1996.

In order to improve the quality of Primary Education, HMG has been implementing a Project called Basic and Primary Education (BPEP) since 1992. The BPEP project has covered 40 districts out of 75 districts of Nepal by the end of the Eighth Five Plan.

A short picture of the progress of BPEP is given below:

	1990	1995/96	Target of NPC 2000
Gross Enrollment in Primary Schools total	107	117.2%	
Male	81%	134.6%	
Female	60.5%	96.6%	
Net Enrollment Ratio in Primary schools total	81%	69.4%	100%
Male		79.4%	
Female		58.7%	
Literacy Rate 6+ yrs	36%	48%	70%
Male	54%		
Female	18%		
Literacy Rate 15+ yrs	33%	33%	
Male		49.2%	
Female		33.0%	
Literacy Rate 15-24 yrs		49.6%	
Male		68.2%	
Female		32.7%	
Completion rate of Primary Education	27%	48.4%	70%
Dropout Rate		51.6%	
Efficiency rate		45.3%	

Source : Education status of Nepal 1996, Ministry of Education 1998

International Effort on EFA Assessment 2000

The organizers of the World Conference has set up an International Consultation Forum to follow-up the Jomtien Declaration. The Director General of UNESCO's request letter to undertake the EFA Assessment

2000 was received by Nepal National Commission for UNESCO in September 1998. Subsequently His Majesty Government has formed an Assessment Group in September 1998. The committee prepared the report.

The preliminary report of the EFA Assessment 2000 Committee has reported the following situation of EFA in Nepal:

1	Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age.						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Male</th> <th style="text-align: left;">Female</th> <th style="text-align: left;">Total</th> </tr> </thead> <tbody> <tr> <td>161.7</td> <td>124.6</td> <td>143.7</td> </tr> </tbody> </table>	Male	Female	Total	161.7	124.6	143.7
Male	Female	Total					
161.7	124.6	143.7					
2	Gross enrollment ratio in Primary Schools.						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Male</th> <th style="text-align: left;">Female</th> <th style="text-align: left;">Total (Primary Level)</th> </tr> </thead> <tbody> <tr> <td>134.6</td> <td>98.6</td> <td>117.2</td> </tr> </tbody> </table>	Male	Female	Total (Primary Level)	134.6	98.6	117.2
Male	Female	Total (Primary Level)					
134.6	98.6	117.2					
3	Net enrollment ratio in Primary Schools.						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Male</th> <th style="text-align: left;">Female</th> <th style="text-align: left;">Total (Primary Level)</th> </tr> </thead> <tbody> <tr> <td>79.4</td> <td>58.7</td> <td>69.4</td> </tr> </tbody> </table>	Male	Female	Total (Primary Level)	79.4	58.7	69.4
Male	Female	Total (Primary Level)					
79.4	58.7	69.4					
4	Public current expenditure on primary education a) as a percentage; and b) per pupil, as a percentage of GNP per capita.						
	a) 1.24 b) 7.52						
5	Public expenditure on primary education as a percentage of total public expenditure on education.						
	49.28%						
6	Percentage of primary school teachers having the required academic qualifications.						
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Male</th> <th style="text-align: left;">Female</th> <th style="text-align: left;">Total (Primary Level)</th> </tr> </thead> <tbody> <tr> <td>95.7</td> <td>97.0</td> <td>95.9</td> </tr> </tbody> </table>	Male	Female	Total (Primary Level)	95.7	97.0	95.9
Male	Female	Total (Primary Level)					
95.7	97.0	95.9					
7	Pupil teacher ratio.						
	38.6 (Primary Level)						

8	Repetition rates by grades.				
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Male 40.1	20.0	15.6	17.7	17.2
	Female 38.8	19.6	15.4	18.1	17.8
	Total 39.6	19.6	15.5	17.8	17.4
9	Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5) 48.4%				
10	Coefficient of efficiency (ideal number of pupil years needed for a cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil years) 45.3% (Primary level)				
11	Literacy rate of 15-24 year old.				
	Male	Female	Total		
	68.2	32.7	49.6		
12	Adult literacy rate; percentage of the population aged 15+ that is literate.				
	Male	Female	Total (Primary level)		
	49.2	17.4	33.0	(1991 census)	
13	Literacy Gender Parity Index: ratio of female to male literacy rates.				
	0.48 (1991 census)				

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Role of NGO's in EFA

With the restoration of democracy in 1991, the NGOs have been playing important role in the implementation of the program in the field of EFA. The country has now 5,978 registered and approximately 15,000 non-registered NGOs. They are located in various parts of the country. Among them nearly 90% are involved in NFE activities with support from the government and international agencies. The NGOs are carrying out innovative approach to tackle the problems of illiteracy. They have been able to design effective programs for effective out reach.

The recent efforts of NGOs towards the promotion of NFE program are summarized below:

1. NGOs Conduct NFE classes with the support of the Government, INGOs and UN agencies.
2. NGOs are implementing NFE programmes in different parts of the country.
3. NGOs can reach the most inaccessible part of rural areas. They have innovative ideas and their programmes are more effective than the government programmes.
4. NGOs have developed learning materials, training manuals and supplementary materials for literacy and post literacy classes.
5. NGOs contribution to expanding non-formal education in Nepal specially in rural areas, has been recorded as very significant. The table below clearly justifies the fact:

Total Number of participants (1992-93)

<i>Agencies</i>	<i>Adult Education Programme</i>	<i>Out of School Programme</i>	<i>Total</i>
A. GO	84,850	36,280	121,130
B. NGO	65,225	5,340	70,565
C. INGO	24,850	3,400	28,250
No. of Participants	174,925	45,020	219,945

6. They organize instructors and supervisors training and provide general and technical support to NFE program (advisory, planning, management, monitoring and evaluation)
7. NGOs are contributing for advocating NFE programme, documentation and information exchange, sharing of lesson learnt through informal network, internationalizing the NFE program organizing trainings, workshops and sharing meetings.

8. Some NGOs are supporting formal education by providing scholarship, teacher support, classroom construction, stationary support, scholarship for higher education for the children of poorest of the poor family.
9. Some formal schools are established by community. NGOs are providing support to such schools.
10. The present efforts of NGOs are helping to establish learning centers.
11. The NGOs have developed integrated programs to address specific needs of rural people.
12. The most important efforts of NGOs are developing learning materials, training of personnel and conducting program towards women's empowerment.
13. The emergence of huge number of co-operative and involvement of women are reflections of successful out comes of NGO efforts.
14. The most effective tangible part played by NGO is in poverty reduction, women's empowerment and improvement of literacy rate among the rural people.

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Persisting Problems and Issues in achieving Education for All Goals in Nepal

Though Nepal is developing different modalities of NFE program, still there are so many problems and issues to achieve EFA objectives of the Jomtien Declarations. In short they are :

Early Childhood Development and Education

1. **Growth** of pre primary schools occurred mainly in the urban areas catering needs of educated families, a little efforts are done to provide pre-school facilities in rural area.
2. **Most** of the books are not written according to the curriculum and they have not taken into consideration of child psychology and principle of early childhood development.
3. **There** is no organized training program for early childhood school teacher of the private schools except Basic and Primary Education Program (BPEP) conducts short term training in the BPEP project areas.
4. **About** 30% under aged children attend primary schools along with their elder brother and sister. This situation has created serious problem of dropout between grade I and II in the primary school.

5. **There** is a lack of conceptual clarity and implementation strategies on the part of the Government in the field of Early Childhood Development (ECD).

Primary Education

1. **There** is several problems of dropout and repetition of children between grade I and II resulting into huge wastage.
2. **Though** the duration of primary education is five years, it takes 9-12 years to complete the primary education cycle in average.
3. **Only** one third of the teachers trained in primary sector can not improve the quality of primary education.
4. **One** of the outstanding component of the BPEP is the establishment of resource centers but they are limited only as a venue for meetings and workshops.
5. **The** constitution of Nepal has clearly stated that all people has a right to receive education in their mother tongue, but there is no provision to provide education in mother tongue to the ethnic groups whose mother tongue is other than Nepali.

Literacy

1. The Government has developed national non-formal education curriculum adapting ATLP but it has taken no action to implement the National Curriculum.
2. There is no literacy program being run according to the needs of different target groups.
3. More than 90% of the literacy programs are implemented by NGOs and only 10% are implemented by the government. But NGOs are not provided proper encouragement by the government and donors. They are discouraging the NGOs to expand the programme in needy places and remote areas with unnecessary blame.
4. The Government budget allocation to the literacy program is nominal. Only 2% of the education budget is allocated for literacy and NFE programmes.

5. There is no systematic programme of post literacy and continuing education for those who have completed literacy program and those who dropout from formal school without completing full primary school cycle.

Skill Training for Youth

1. The present skill training program is inadequate and not relevant to the needs of the labour market.
2. Government has no clear-cut policy and plan to provide technical and vocational education to urban and rural youth.
3. There is no uniformity in the training program, curriculum, duration of courses, quality of training, recognition and certification of the training courses which are offered by the different agencies and Council for Technical Education and Vocational Training (CTEVT)

The Decision of Organizing NGO Round Table on EFA Assessment 2000

Since the NGOs are active participants in the implementation of EFA a 'NGOs Round Table on Education for All Assessment 2000' was jointly organized by NRC-NFE/CEFA and Asia Pacific Bureau of Adult Education (ASPBAE) on 23rd May 1999 in Kathmandu, Nepal (Lalitpur NRC-NFE building). Ms. Nitya Rao represented ASPBAE in the Round Table.

The Round table was attended by thirty-five educational experts, representatives from Ministry of Education, NGOs working for NFE and dedicated person in education from different agencies. The Round Table focused on its discuss of assessments of EFA, role of GOs / NGOs and issues of raising quality of EFA. Three working papers were presented. First working paper on "EFA Assessment; Situation in Nepal" was presented by Mr. T.M. Sakya- President, NRC-NFE/ CEFA, Second working paper on "Role of NGO for the Promotion of Education both Formal and Non-Formal Education" represented by Mr. Prakash Singh Adhkari- Chairman, Innovative Forum for Community Development (IFCD) and third paper was on "Role of NGOs in Poverty Alleviation of Women's Empowerment through Non-Formal Education" by Ms. Indira Kairala- the Integrated Institute for Development Studies(IIDS). The participant and resource Persons attending the Round table discussed on papers. Finally the round table concluded with the following recommendations:-

1. Contribution of private schools in attaining EFA goals should be highlighted.
2. Gender equity issues should be addressed as priority in all aspects and levels of education.
3. On one hand there is over supply of teachers and on the other had drop out and repetition rates in the primary schools have not improved. The number of working days in school is also much below than the prescribed working days according to Education Act. This problem is due to the result of politicization of education and corruption. This problem should be corrected.
4. Formal education is not functional and relevant. Therefore, increase of number of schools and students in Nepal has not resulted into poverty alleviation as well as increase in productivity of labour force. This issue should be considered.
5. An analysis of the extension programme of different Development Ministries such as health, agriculture, forestry, local development and industry etc. and their components should be directly linked with literacy and post literacy programme.

6. Since there is no materials for post literacy and continuing education. The Government should work with NGOs to prepare those materials.
7. NGOs should be involved in the development of technical areas such as :
 - a) Curriculum
 - b) Human resource development
 - c) Learning materials development
 - d) Supplementary materials development
 - e) Training materials development
 - f) General technical input (advisory, planning, management, monitoring and evaluation)
 - g) Innovation
 - h) Gender sensitiveness
 - i) Participatory teaching learning approach etc.
8. NGOs should take initiative to set up co-operative formal schools which is different from government schools as well as private schools.
9. Linkage between formal and non-formal education establishing equivalency with different grades of these two systems.
10. NGOs should be involved in school management committees.
11. Before giving responsibilities to NGOs to involve in NFE there should be systematic efforts to build their capacities to implement the program.
12. The post literacy and continuing education should be promoted through Community Learning Centers.
13. There should be network of education related NGOs to advocate the imperative roles of NGOs to the government and to donors.
14. There should be more women participation in the national NGOs and in the NGOs implemented activities in the countries.
15. An action research should be done to develop strategies for supporting front line workers of non-formal education operated by NGOs.
16. The NGOs are claiming that they are making good impact on poverty reduction, gender sensitization and participatory development approach, there is no documentation on these subjects. Such documentation should be developed.
17. It is generally accepted that gender sensitivity components and participatory approach could be better promoted by NGOs
18. Generally there should be three components of literacy programme such as literacy, building economic capabilities and empowerment. Among them any one component

could be entry point and subsequently other components could be introduced as learners demand.

19. It is high time for the Government of Nepal to support NGOs financially so that they do not become dependent on foreign sources.
20. NGOs involvement is mentioned in the policy documents but in the implementation process there are many obstacles. Those obstacles should be removed for the maximum mobilization and involvement of NGOs.

NGO Round Table Assessment 2000

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Members of Literacy Watch Committee, Nepal

1	Mr. T.M. Sakya	Chairman	- NRC-NFE, CEFA
2	Ms. Indira Koirala	Member Secretary	- IIDS
3	Mr. Bikash Ghimire	Member	- NGO Forum
4	Mr. Chij Kumar Shrestha	Member	- World Education
5	Dr. Suman K. Tuladhar	Member	- CERID
6	Mrs. Kanta Singh	Member	- Nepal Women's Association
7	Mrs. Prema Regmi	Member	- ABC, Nepal
8	Mr. Prakash Singh Adhikari	Member	- IFCD
9	Mr. Rohit Pradhan	Member	- TMUC/Nepal
10	Dr. Uttam Karmacharya	Member	- CEFA
11	Dr. Samira Luitel	Member	- CERID
12	A Representative from NC for NFE (National Council for NFE)	Member	- NC/NFE

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