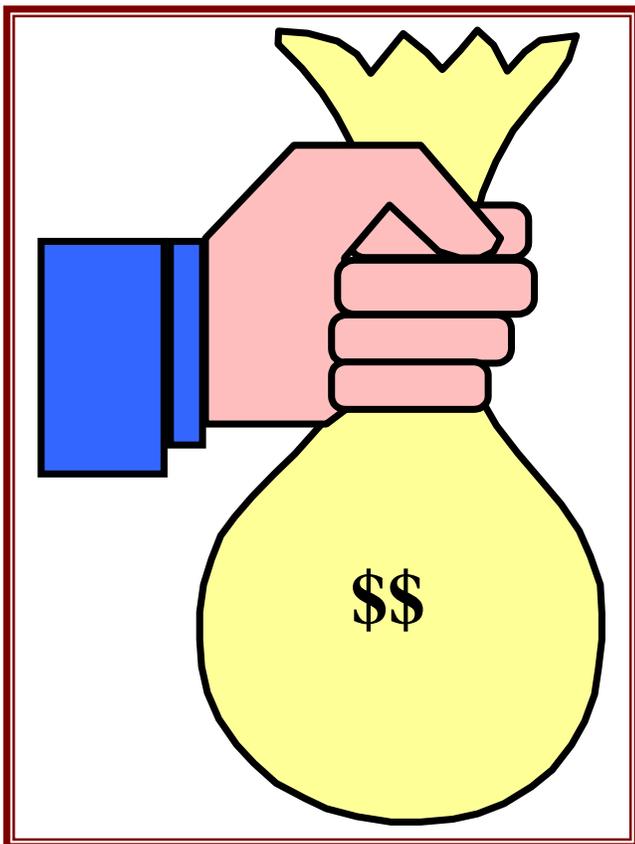


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Literacy Watch BULLETIN

June 2000- No. 16

Assessment of Foreign Aid to Nepal



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

Editorial	; DkfbSlo
<p>Nepal has been receiving foreign aid since 1960s . Recently donors have decreased their grants assistance forcing the country to borrow more loan. Thus between 1982 to 2000, the government has borrowed millions of US Dollar to continue the project initiated with foreign aid. It is a usual story in all developing countries. But many developing countries are careful to receive foreign aid and more so to borrow foreign loan. They invested the foreign aids and loans to develop infrastructure and to initiate productive projects. Thus they became self-reliant and well-off in the long run. Whereas in our country, the officials and politicians in the government are still careless and even corrupt to spend foreign aid. They spent loan money also carelessly. As a result the country is getting poorer and poorer. It is said that almost all foreign aided project failed in Nepal. This is a great misfortune for the country. The country is burdened with a huge amount of loan. The story of the foreign aid is not happy one in the case of education as well. The heavily foreign aided education projects are not yielding good result for the country.</p> <p>This bulletin tries to assess the effectiveness of foreign aid and loan in general and their impact to education in particular. We hope the bulletin will help the people to understand the problem about the foreign grants and loans and their utilization.</p>	<p>xfdf] bzn] !(^) sf] bzsb]v ljle] bft/[fi6x?af6 j]bz ;xfotf kft ub} cf0/x\$ 5g\ . xgt ;a}u/lj /fi6x?n]o:t} ;xfotf ln(5g\ t/ xdf]bznf0{bft/[fi6x?n] lj:tf/};xfotfsf]/sd sd ug{yfn\$ 5g\ t; y{ cfofhgfx? ; #fng ug{ bft/[fi6x?af6 xdf]bzn]c/j}8n/ Cof lngkg[ePsf]5 . c6o ljsf; f]dv bzn] ab]zs ;xfotf lngdf xfl; of/l k%ofpg] u/\$] b]v65 . tl /fi6x?n]lj z]f u/l lj bzl Cof pTkfbgdhs sfdx?df nufgl u/l k/-lge{tf sd ug{ ; km ePsf 5g\ . t/ gkfn]eg]o:tf Cof tyf ; xof] lngdf cem klg sg}xflzof/l k%ofpg ; ls/x\$] 5g . cem xdf] bzd] lj bzl ;xfotf / Cof lnP/ vr{ubf{Jofks e]6fr/ / nfk/jxl ug] u/\$] b]v65 . kl/ofhgfx? ; #fng ug{ab]zs Cof wdfwd ln} uPtfklg Jofks b?kof] ePsfh] kl/ofhgfx? c; km ePsf 5g\ . lz]ff lf]sf kl/ofhgfx?sf] syf klg o:t} 5g\ . t; y{ gkfn] ul/j]sf]; Wof lbg k/ lbg a9]5g\ xdf]bzs]nflu of]beffos]s/f x].</p> <p>o; ah]6gn]ab]zs ;xfotf / Cofsf]pkof] ug] klqmf]sf] d]nof]g ug] kof; u/\$] 5 . lj z]f u/l lz]ff lf]df kft ;xfotf / Cofsf] pkof]sf] nyfh]yf ug] kof; ul/Psf] 5 . cfzf 5, o; n] ; Dj l6wt ; a]f0{ ab]zs cgbfg / Cof ; Dj l6w tVo s/fx? hfgsf/l u/fpg d2t kl]5 .</p>

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Assessment of Foreign Aid to Nepal

A general picture:

Although foreign aid is usual thing in almost all developing countries, what is disturbing about Nepal is that dependency ratio on foreign aid is increasing every year. Following table illustrates the phenomena:

Table 1: National Development Plan of Nepal and Ratio of Foreign Aid to total outlays of each plan

Fifth Plan 1973-78	44.1
Sixth Plan 1979-84	55.9
Seventh Plan 1985-90	47.2
Eighth Plan 1991-96	59.7

Source: Reports of Auditor's Generals' Office

Foreign Aid Sifting the Statistical Evidence, IIDS,1996

The people generally feel that the country is not getting required type of help from foreign donors. Although in terms of figure Nepal is getting foreign assistance continuously but the result is very disappointing. The country is getting poorer and poorer every year. In 1965-66, Nepal and Korea were taken in the same level of development. But in the year 2000, South Korea 's GNP is US\$ 8581 and Nepal's GNP is US \$ 230. We can see by ourselves where we are? Similarly, the HDI position of Sri Lanka was not very much different than ours in 1950s. But in 1999 Nepal's HDI position was 144 whereas Sri Lanka's HDI position was 90. We can easily see that are going down.

One of the reasons why foreign aid is not working in Nepal is that type of the foreign aid the country gets and how it gets are both directed by the donors. Without focussing the assistance to the most needy and priority areas and analyzing the impact of it, the donor guided program usually fail. Because the foreign aid is donor driven, Nepal could not develop national capacity to implement the projects, for example in 1999 the government was not able to spend even 50% of the total assistance it received.

Impact of Foreign Aid

Though foreign aid has both a positive and negative impact on recipient countries, the negative impacts outweighs the positive aspects in the case of Nepal (Haget 1994,)*. In Nepal foreign aid has been contributing more than half of its development expenditure. Over the period 1985-97, approximately 56.8 percent of development expenditure comes from foreign aid. In 1998, foreign aid's proportion rose to 65.1 percent of the total development expenditure. Annual inflow of foreign aid is still more than 6 percent of GDP. Foreign aid also contributed to a large share of imports. Although aid financing of imports declined from 40.2 percent during 1985- 99 to 23.6 percent during 1991-99. Even to day it remains one third.

Another issue is that the foreign assistance does not bring much needed cash in the country. The donors usually thrust expensive foreign experts, services and goods into the throat of the recipient countries. In Nepal over the period 1985-99, the cash component of foreign aid inflow amounted to 36 percent of the total foreign aid inflows. This means that around 64 percent of aid were in the form of foreign consultants, services and goods. A high proportion of in-kind aid indicates a large percentage of aid returning back to countries of origin, which in turn expand markets for donor country's products.

Moreover the country has been registering a growth rate of only 4.7 percent during the period 1985-99 this is lower than the aid growth rate of 5.8 percent (See Table 2). The economic growth rate decelerated sharply to 2.7 percent in 1998, and rebounded slightly to 3.4 percent. If we look at the performance of agricultural GDP, we find that it grew at a rate of 2.9 percent in the period 1985-99. This growth rate is hardly sufficient to meet the needs of the increasing population. If one takes the growth rate in food grain production, it has hardly kept pace with population growth rate.

Table:2 Economic Performance and Foreign Aid (at 1984/85 price)

Growth Rate (%)	1986-90	1991-97	1985-99	1998	1999
GDP	4.8	5.1	4.7	2.7	3.4
AGDP	4.1	2.3	2.9	1.0	2.4
NAGDP	5.5	7.4	6.3	3.9	4.1
Domestic Saving	-4.4	14.6	4.7	-30.2	14.6
Investment	1.6	10.2	3.5	-16.3	-13.6
Foreign Aid	11.6	0.5	5.8	6.1	13.9

GDP: Gross Development Product,

AGDP: Agri Gross Development Product,

NAGDP: Non Agri Gross Development Product

Source: Economic survey and budget speech, 1999, HMG/N

Foreign aid no doubt has had an impact on Nepali society. "In a country like Nepal, development through foreign aid essentially becomes a metaphor for the maintenance and strengthening of the traditional native poor structure. The upper social classes of Nepal are deriving major benefits from foreign aided development" (Mishra and Sharma)*. Although foreign aid has to some extent been successful in 'creating infrastructure, this has also expanded the market for imported goods, particularly from India. Due to the lack of competitive capacity of indigenous production, it has reached a stage of virtual extinction of national industries (ibid.)*. Infrastructure projects have speeded up the process of marginalization on of the rural economy, the trade relationship between rural and urban areas has become lopsided in favor of the urban sector, that further encouraged the transfer of capital from rural to urban areas.

Foreign assisted projects in social services like health, education and drinking water have had some beneficial effects, but gains have been squandered for due to dearth of an efficient management structure at the local level and central level. Rural development projects, while broadening the spatial focus of development, have largely been unsuccessful as a result of little positive change in production and distribution (ibid)*.

Some academician have pointed out that, foreign aid has encouraged economic and social dualism in Nepali society. Most of the development projects were carried out in urban areas . This has also encouraged values rooted in western culture, while rural society today remains largely traditional (Acharya)*. Moreover, as aided projects bring in advanced technology and sophisticated products that cater to the needs of urban populations, aid, specially, has contributed to the westernisation of the upper classes and played a dominant role in uplifting the administrative, technical and business classes living in urban areas (Mishra)*.

Aid has failed to institutionalize development programs in Nepal. Neither the government nor indigenous organs of society are equipped to take on the responsibilities for regular administration of large development projects (ibid.)*. People's participation has become just a `catchword' for development projects to include in their paper plans recently, most development work is being done with people's mobilization through formation of users groups.

Some economists feel that the government's unselective approach to aid management has allowed foreign resources to take on neo-colonial overtones, while the country becomes dependent on others even to clean its own streets and clear its rubbish heaps (Pradhan and Shrestha,)*.

After more than four decades of heavily foreign assistance supported development efforts, Nepal's social indicators remain low when compared with the rest of South Asian Countries and other low-income countries (Table 3). Whereas the rate of population growth remained higher than most of the countries in the South.

Table: 3 Nepal's social indicators compared with the rest of South Asian Countries and other low-income countries

	1996/97	1999 a/	South Asian Countries	Low income countries
POPULATION				
Total population (millions)	21.0	22.4	1289	4903
Growth rate (% annual average)	2.4	2.4	1.9	1.6
Urban Population (% of population)	11		27	40
POVERTY (%of population)				
National Headcount index	42		35.0b/	
Urban Headcount index	23		30.5	
Rural Headcount index	44		36.7	
INCOME				
GNP per capita (US \$)	210	222	390	1250
INCOME DISTRIBUTION				
(% of income of consumption)				
Lower quintile	7.6		4.1b/	
Highest quintile	44.8		39.3b/	
SOCIAL INDICATORS				
Adult illiteracy rate				
Male	59		38	35
Female	86		64	59
Access to safe water (% of population)				
Urban	64		83	
Rural	49		74	
Child Malnutrition (% under 5 year)	49		40/c	
Life Expectancy at birth (yeas)				
Male	57	58	61	
Female	57		63	
Mortality				
Infant (per thousand live births)	85		73	59
Under 5 (per thousand live births)	116		93	80

Source: World Development Indicators, 1999. a/ CBS, 1999, b/ for India 1992, c/for Pakistan

Nepal's income distribution was also skewed that the lowest quintile (20 percent) receives just 7.6 percent of total income, while the highest quintile receives a chunk of the total as large as 45 percent.

Academicians, intellectuals and researchers at the international level have, also agreed that the foreign aid has not yielded significant benefits to Nepal. They argue that there have been several factors responsible for the failure of foreign aid. According to Willy Wapenhans, a former Vice-President of the World Bank, aid has failed because of systematic distortions in project information, an overwhelming focus on financial disbursement, a reluctance to commission impartial evaluations and a failure to incorporate feedback and take responsibility for failure (Hagen, 1994)*. This has led to a "spending culture", and a culture of programmed failures. Having observed development for the 40 years, Tony Hagen attributes the failure of the aid to following factors:

- the centralized approach
- a misguided conception of projects
- easy and careless spending of money due to the pressure to spend
- lack of proper feedback
- misleadingly rosy reporting on project achievements
- measuring the results of development aid in terms of inputs instead of output
- lack of need to learn from mistakes, since there is no need to be successful
- lack of independent external evaluation
- a do-gooder syndrome (objection to any form of criticism);
- lack of need to bear responsibility for failure by project staff
- an irresponsible increase in development aid, and
- a high percentage of tied aid, most of which benefits the economies of donor countries.

Aid failure is also attributable to malpractice and misappropriation at the highest decision- making levels. Owing to political pressure, the role of the administration in maintaining aid accountability has been sacrificed. Between bureaucracy, politicians and local elite's, development programs are bargained for, bartered and butchered, the irony of it all being that it is done in the name of the poor (Mishra)*. If programs are continued under present arrangements, rural inequality, poverty and environmental deterioration are unlikely to be reduced effectively.

* = Prakash Kumar Shrestha, Impact of Foreign AID in Nepal, citizen's poverty watch forum, Kath Nepal Jan 2000

Grant Versus Loan from Foreign Countries

Nepal received generous foreign grants up until 1981-82. After that period, the proportion of loan vis a vis grants increased at an alarming rate. The ratio between loan and grant was nearly 30.47% up until 1977 but in 1999 it went up to 69.53%. Following table illustrates the point.

Table 4: Grant versus Loan in total aid from Foreign Countries

Year	Total Aid	% as Grants	% as Loans
1975/76	505.6	71.14	28.86
1976/77	556.9	70.48	29.52
1977/78	848.4	55.00	45.00
1978/79	989.4	60.57	39.43
1979/80	1340.5	60.10	39.90
1980/81	1562.2	55.64	42.36
1981/82	1723.2	57.64	47.49
1982/83	2075.9	52.51	65.59
1983/84	2547.5	34.41	65.50
1984/85	2676.4	34.50	67.90
1985/86	3491.5	32.10	67.47
1986/87	3314.4	32.53	60.93
1987/88	5078.5	39.07	73.92
1988/89	5666.9	26.08	72.01
1989/90	6427.1	27.99	72.01
1990/91	5990.0	27.21	72.79
1991/92	7800.4	19.63	80.37
1992/93	9235.6	35.45	64.55
1993/94	11557.2	20.71	79.29
1994/95	11249.4	35.0	65.00
1995/96	14289.0	33.76	66.24
1996/97	15031.9	34.84	60.16
1997/98	18676.0	32.09	67.91
1998/99	25503.5	30.47	69.53

Source: Budget of Nepal, HMG Nepal, 1982, Economic survey, 1998/99

From the given table one can clearly see that the share of loan in the total foreign assistance is increasing year by year. and it reached to 80.37%. in 1991/92. Even in 1999 it is 69.53%.

Review of Foreign Aid to Education

Assistance for the human resource development

In 1997, the total proportion of external assistance for the human resource development which includes education sector policy and planning, primary, secondary, technical & managerial education and training and non formal education reached to US\$ 47,933,000 which accounted to 11.9% of the total foreign assistance.

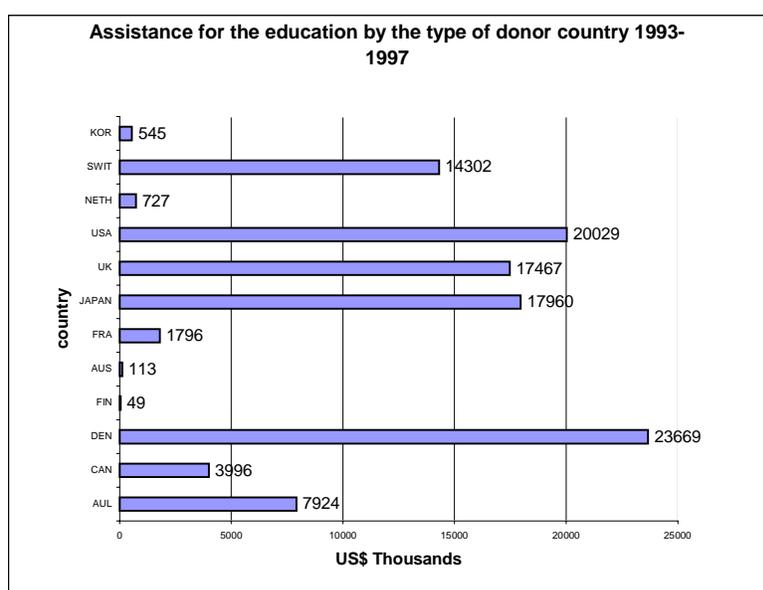
Nepal has been receiving foreign assistance for development of education for long times. But the government had started to take loan for educational development since 1978/79. After that period foreign grant has decreased and the proportion of loan has increased significantly.

Table 5: Rate of Grant and Loan in Foreign Assistant for Education in Nepal

Year				Gross Financial Assistant	Proportion of Education (%)
	Grant	Loan	Total		
1975-76 to 1980-81	131.0 (96.32 %)	5.0 (3.65%)	136.0 (100.00%)	5803.3	2.59
1981-82 to 1989-90	633.5 (42.69 %)	850.3 (57.31%)	1483.8 (100.00 %)	33001.5	4.59
1990-91 to 1998	3875.6 (43.14)	5107.8 (56.86)	8983.0 (100.00)	117570.4	7.20

Source: Economic survey, 1998/99

International Development Agencies (IDA) is the biggest donor for providing assistance for education in Nepal. After that UNICEF, WHO, UNFPA and UNDP come respectively. Among the donor countries, the foreign assistance received by Nepal, Denmark provided largest amount. From 1993 to 1997, it has disbursed more than 23 million US\$ for the development of education in Nepal.



Source: Development Cooperation, Nepal Report, 1997

In the education field also the dependency syndrome is obvious. Foreign assistance constitutes a large proportion of total development budget of education in Nepal. In 1996-97, the foreign assistance component forms nearly 52% of the total development outlay of the educational budget.

The regular budget for primary education in 1996/97 was Rs. 2719 million and the development budget was Rs. 1492 million. Of this, the government directly funded the entire regular budget and Rs. 422 million (28%) of the development budget. The 1997/98 budget did not increase. The 98% of the regular budget was for grants in aid to pay salary of the teachers in schools and the rest was for the administration of the Ministry of Education. Government itself has made a great investment in primary education. Nearly half of the total education budget is allocated for primary education.

In spite of heavy investment from the regular budget and foreign aid, the performance of basic education program of Nepal is not very satisfactory. The literacy rate of the country was 52.89% for 6+ population even in 1997 (NMIS Cycle 5 Roaster data). Among this male literacy rate was 68.0% and female literacy rate was only 37.8%.

Table 6: Literacy Rate (percent) by source and by sex

Age groups	Literacy Rate (percent) by source and by sex								
	Both Sexes			Male			Female		
	Formal	Informal	Total	Formal	Informal	Total	Formal	Informal	Total
6+	47.7	4.9	52.6	62.2	5.7	67.9	33.6	4.2	37.8
10+	45.1	5.6	50.7	60.5	6.5	67	30	4.8	34.8
15+	38.1	6.6	44.7	54.4	8	62.4	22.4	5.2	27.6

Source: NMIS Cycle 5 Roaster data, 1998

Net Enrollment Rate in the Schools

The net enrollment ratio to primary, lower secondary and secondary education did not increase in spite of the massive investment as illustrated below.

Table 7: Net Enrollment rate in the Schools

	<u>Primary</u>	<u>L. Secondary</u>	<u>Secondary</u>	<u>Total</u>
Total	67.5	26.1	17.3	47.0
Boys	74.7	32.1	22.3	55.9
Girls	55.6	18.1	12.0	37.5

Source: Literacy Watch Bulletin, Issue no.5

The causes of such type of poor achievement were weak management, lack of professional support and supervision at the grass root level, politicization of teachers recruitment, lack of trained teacher and almost total absence of educational materials in the schools. Of course the regular budget are spent for teachers salary. But it is not the case with the foreign aid. We mentioned above that the primary education sector is getting foreign aid for quality improvement. Yet the quality remained poor. This shows that the available foreign assistance are

either inefficiently utilized or the money was used for other purposes. Therefore the non enrollment and drop out rate remained high inspite of huge foreign aid and loan.

Naturally common people are wondering to the issue that where these foreign assistance money has gone? Why it has not been possible to reach the assistance to intended people at grassroots level and poor community? Why the situation of education has not improving? Why the quality of life of the people has not improved? To those questions the government's policy makers and the administrators have to answer.

It is widely believed that one of the major causes for low efficiency in education has been heavy corruption mostly in spending foreign assistance. Marking the Human Right Year 2000, the INSEC presented one case study of corruption in education which took place in 1999. In 1999, Japanese Government provided 520 million NRs. for the construction of primary school buildings. The case study says that utilizing the Japanese aid the authorities bought building materials at the cost of three times more than the actual market price. Because of this irregularity, about 380 million NRs was squandered. In the same report, it was stated that in the most of the foreign assisted projects, only 25% of the assistance are properly utilized, rest are funneled to personal gains of the authorities.(Haka Haki the monthly magazine, Year 4, Issue 1, 2000).

In Education Sector also dominance of donors has been the pattern. The Kathmandu Post (3 January 2001) reported that "Who makes the policy for Nepal ? A report prepared to analyze the policy and programmes of the Ministry of Education and Sports says that education policy and planning is guided more by the suggestion from donor countries. The report continues to say that 71 % percent of the suggestions from the donor agencies turns to be fitting for the last decision whereas only 31 percent of the suggestion made by the parliament reaches implementation stage. Same report says that the Ministry has failed in formulating the right policy, technical and institutional form. The report goes on to say that 53 percent of the staff at the Ministry do not have idea about the responsibility of their jobs.



How to provide basic education to them ?

Analysis of Budget Allocation by Sub-Sectors of Education

At present the priority area in education for the foreign aid has been development of primary education. In 1999 about 52.8% of the total foreign assistance to Education was provided for primary education whereas it was 43.75% in 1997. Division of foreign aid for different level of the education is given below.

Table 8: Assistance Received in different categories under human Resource Development(US\$ thousand)

Sub Sector	1994	% change 1994-1995	1995	% change 1995-1996	1996	% change 1996-1997	1997	%
Sector policy & planning	942	125.5	2124	191.1	6182	11.8	6910	14.41%
Primary	11203	12	12545	92.8	24193	-13.3	20968	43.75%
Secondary	1230	103.4	2502	84.8	4624	-23.6	3533	7.37%
Tertiary	1936	21.3	2348	6.7	2505	33.8	1658	3.46%
Technical & Managerial Ed.	14772	10.4	16306	-17.7	13418	-11.2	11916	24.86%
Non Formal	1504	140	3610	3.5	3735	-21.1	2948	6.15%
Total	31587	24.8	39435	38.6	54657	-12.3	47933	100%

Source: Development Cooperation, Nepal Report, 1997

A number of important observations can be made from the analysis of education expenditure of the government by sub-sectors. The share allocated to primary education has been expanding. Primary education has received more than half of the education budget. The share of non-formal education appears to be very small and insignificant (only 1.5% in 1997/98). Some argues that the allocation to non-formal education will increase if expenditures on women's education, population education etc are added. But even if we add all those allocations they are insufficient to cater the needs of about 10 million illiterate youth and adults most of whom are working population. There is a substantial increase in the allocation to secondary education. The government has started to allocate resources for higher secondary education as well .(although it is negligible 0.2% in 1997/98). Investment in higher education has still been a quite significant. Investment in Technical Education and Vocational Training (CTEVT) has received about a 3.5% of the total budget. Teacher education and pre-primary education have also been the neglected activities.

Table 9: Budget estimate by Sub-sectors (millions)

Sub-Sectors	1991/92		1997/98	
	Amount	%	Amount	%
1. Primary education	1588.4	48.6	4155.1	51.2
2. Secondary education	424.6	13.0	1702.2	21.0
3. Higher secondary education	0.0	0.0	13.9	0.2
4. Technical and Vocational education	54.3	1.7	133.7	1.6
5. Higher education	902.2	27.6	1700.5	21
6. Non-formal education	19.7	0.6	120.0	1.5
7. Others	277.8	8.5	2840.2	3.5
Total	3268.0	100.0	8114.9	100

Source: Financing of Education: Issues and Policy directions, Dr. Shiva Raj Lohani

Per student Unit costs for the Year 1996/97

A study of unit cost per student shows that the government invested NRs. 1206 per primary school children in the government schools. The per student unit cost was comparatively higher for technical and

vocational education. Same is true with higher education and Sanskrit university. The per student unit cost is lowest for the Non formal education which is just NRs. 500 only.

Table 10: Per student Unit costs for the Year 1996/97

Sub-sector	Student Total('000)	Students public ('000)	Amount (Rs. Mil)	Unit Cost (Rs.)
Primary	3235	3235	3900	1206
Secondary	1371	1029	1620	1574
TEVT	-	5	220	44,000
Higher	150	105	1380	13,143
Non-Formal	743	537	90	500
Sanskrit University(All levels in all subjects)(1989/90)	-	-	-	20,868

Source: Financing of Education: Issues and Policy directions, Dr. Shiva Raj Lohani

Internal Efficiency and Educational Wastage

Internal efficiency of an educational system is concerned with the utilization of available resources for improving efficiency and quality of education in the best possible way (Chapman, 1990:207). Indicators of low efficiency include low student achievement, high repetition and drop out rates, low time-on-task by teachers, low quality instruction and adequate instructional materials, etc. The Basic and Primary Education Master Plan 1997-2002 stated that the internal efficiency of primary education of the country is very low. The cohort of survival rate based on the flow of students successive grades in the primary cycle for 1990-1994 period was 30.1% (MOE, 1994):

table 11: Percentage of Entrants in Grade I Surviving To:

	Grade I	Grade II	Grade III	Grade IV	Grade V
Total	100	44.5	37.5	34.4	30.1
Girls	100	43.2	36.8	34.1	29.6

Source: The Basic and Primary Education Master Plan, 1997-2002

It is clear that more than 55% entrants of Grade I do not survive to Grade II. Only 30% of the Grade I entrants reach Grade V of the primary cycle. The flow of students from one grade to another is about the same for the boys and girls.

Student dropout and repetition is a recurrent and largely unsolved problem of primary schools in Nepal. Promotion, repetition and dropout rates for 1990 and 1993 are given below.

Table 12: Promotion, Repetition and Dropout Rate (Percent)

	Grade I	Grade II	Grade III	Grade IV	Grade V
Promotion	36.4	69.2	77.3	78.0	62.5
Repetition	45.1	21.2	17.4	17.6	17.3
Dropout	18.6	9.6	5.4	4.4	20.2

Source: MOE /94

It is clear that repetition rates have slightly gone up in 1993 compared to 1990. In the same way the dropout rates have not decreased over the same period. The internal efficiency of the primary education sub-sector was 42% in 1993 and only 39.9 % could complete the primary cycle at the end of five years in 1993.

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7fpaf6 cf/flk cfPsf]5 . o; sf sf/0fx? lgDgfg; f/ ePsf]pNny ul/Psf 5g\

- ab]z ; xfotfeGbf C0fsf]kl'tzt a9a}uPsf]5 .
- j iff}kkt u/\$f cgbfg÷C0f nllft hg; dX / lfd df klg ; s\$]5g .
- lj bzl ; xfotf bft[/fi6\$}lgbzg / rfxgf cg; f/ lb65g\
➤ >l % sf]; /sf/df Jofks e]frf/ / cfdtn]ubf{kfPsf]lj bzl ; xfotfaf6
klg hgdfx?n]krf0bf kfpq ; sgg\
5g\

ab]z ; xfotfsf]kefj

xdf] b]zsf]; fdlhs tyf cfly\$ l:ylt gfh\$ cj:yfdf 5 . >l % sf]; /sf/n]
/fh:jaf6 lj sf; vr{Eofpg g; s\$]h]ab]z ; xfotf / C0faf6 lj sf; sf]ah
cfkl't{ug]u/\$f]5 . ab]z ; xfotfn]gu0o ?kdf dfq xdf] cy{Joj:yfdf
; xofu k]ofp}cfPsf]5 . !((* df lj sf; ahdf ab]z cgbfg ^%Ü kl'tzt
ku\$]5 . 7hf /fi6x?n]; fgf /fi6x?nf0{cfkmg]5lj ÷5f5fleq kf/L cfly\$ kj fx
ug{vfh\$]b]v65 . lj leG kl/ofhg dfknt lj sf; f]dv b]zdf lj sl; t bzx?n]
cfkmg]ahf/ a9fpg vfh\$]b]v65 . xdf] b]zn]bft[fi6af6 cfPsf]/sd klg
; bkofu u/\$f]5g . bft[fi6af6 cfPsf]/sdsf]kdv efu bft[fi6af6 cfpq]dxEf]
lj z]f1 / ; Nnfxsf/x?sf]nflu, ptaf6 cfpq]dfn-; fdfgx?sf]nflu tyf lj le
;]sf]gfpaf vr{e}; xfotf /sd bft[fi6dfg}kms(5g\
5g\

xfdf] b}zsf] hg; Wof a[4b/sf] lx; fj n] oxfBf] cfly\$ j [4sf] lfdtf ; fÅ} Gog
b]vG5 . To; h] oxfBf] cfly\$ cj :yfn] j [4 hg; Wofsf] hlj g wfGg ; fÅ} dIzsn
5 . gkfnsf]; fdfhs hg-hlj gdf a}zsf] ; xfotfn] zx/l / ufdLof hg-hlj gdf
km/s Nof0lbPsf]5 .

dVotof xfdf] b}zdf :jf:Yo, lzIff, s[if, vfgkfgl nufot ljlel 7hf-; fgf
cfof]hgfx? ; #fng ug{bft[:yfn] C0f÷cgbfg pknAw u/fpg]ul//x\$ 5g\ t/
a}zsf] ; xfotf ; bkofu ; Dj Gwl glit lgodx?sf] cefj n] ; #flnt cfof]hg
cJojl:yt e}; kmn xg g; s\$]ugf; f]5 . w]h; f]bft[fi6\$]; xofuaf6 ; #flnt
kl/of]hgfx? zx/ldvl ePsf]xgfn]; fRr}u/lax?nf0E6bf oxfBf] pRr j u}f0{dfq
krf0bf kl]g]ePsf]b]vG5 .

gkfndf ljleGg ?kaf6 kl]tj if{c/af}8n/e6bf a9L a}zsf] ; xfotf / C0f /sd
cfpg]ub5 . of] xfdf] b}zsf] j flif\$ ah}e6bf sof}u0ffg}a9L 5 . To; /L kkt
; xfotf / C0faf6 ; #flnt sfo}mdx? c; kmn ePsf 5g\ . o; sf]dVosf/of oxfF
/fhg]ts :jfyLkfg 5g\ sdhf] lj sf; k}z; g, sd{f/lx?sf]u}-lhDd] f/lkg Pj +
cgludg / dNof]gsf]cefj n]a}zsf] ; xfotf c; kmn xg]u/\$]5 . o; /L a}zsf]
; xfotf hit cfPklg sg}; wf/ gePsf]wf/0ff ; a}tkm}f6 JoQm ul//x\$ 5g\
a}zsf] ; xfotfsf]kl/rfngdf k}z:t q6lx? 5g\ . lj sf; sfo{x?sf]c}v bog tyf
cg'; Gwfg u/] 6f]l x}u}gn] j }zsf] ; xfotfsf] c; kmntsf sf/0fx? lgDgfg'; f/
; \$] u/\$] 5g\
!= s}b}ps/of glit
@= e}l]ds lgb}z}g
#+ c}lgol}qt vr{
\$= ; dodf k[7kf]f0f g}xg'
%= ; dodf sfo}md ; #fng g}xg' / g\$snl tYofI agfpg'
^= pknAwL dfkg ug{g; Sg'
&= cgludg / dNof]g g}xg'
*= u} lhDd] f/lkg
(= ; xfotf /sd htfa6 cfof]pQ}kms}g'.

pknAw a}zsf] nufglsf]xfnt olb o:t}/x}df b}zsf]l:ylt lrGtfhgs xg]s'/f
lg]j}fb 5 .

gkfndf slt abllzs ; xfotf / C0f lelqof]<

; g\!(*!-!(*@ ; Dd gkfndf cIolws abllzs ; xfotf cgbfgsf]?kaf6 kfkT
ePsf]lyof]. To; kl5sf]; xfotfn]C0fsf]?k ln0 C0fsf]cgkft a9b}u0/x\$]5 .
; g\!(&& df C0fsf]klTzt #)-\$&Ü 5 eg]To; kl5 a9b}u0 !(((df ^(-%#Ü
klTzt klG uPsf]5 . k|o\$ jif{abllzs C0f a9b}uPsf]kfgf g=& sf]tflnsfaf6
b|yfp5 . o; /l xfd]bzn]7hf]/sdsf]ef/ C0f :j?k af\$g' k/\$]5 . o; sf/0f
; ah]eGb}u/\$f 5g\ls gkfndf sf]L aRrf hGdFf g}p; n]s/lj !)÷!@ xhf/
?kPsf]C0f af\$] hGd\$]xG5 .

gkfnsf]lzlf Joj :yfdf abllzs ; xfotf

dfgj ; f] lj sf; sf]nflu ; xofU
; g\!((& df gkfndf dfgj ; f] lj sf; sf]cfwf/ h:t}lzlf lf]sf]glit / offhg,
kfylds, dfllblds, klj lws / Joj :yfxslo tfnd / cgfkrf/ls lzlf]sf]nflu egl
!!=(Ü klTzt abllzs ; xfotf a/fa/sf]/sd \$&(## nfv oP; =8n/ afXo
; xofU kfkT ePsf]lyof]. !(((df s/lj %@=*Ü klTzt t kfylds lzlf]sf]nflu
dfq kfkT ePsf]lyof]. hg /sdnf0{xP{bzd kfylds lzlf]sf]:t/ pRr xg'kg
lyof]. o; /l ; xfotf:j?k kfkT /sd cgbfg dfq ge0{C0fsf]?kdf klg /x\$]5 .
To; df klg C0fsf]/sd w}u0ff a9l ePsf]b]V65 . kfylds lzlf]sf]nflu dfq
; g\!((^÷(& df ; fwf/0f ah}af6 @&!() nfv / lj sf; ah}af6 !\$,(@) nfv
ah} 56df0Psf]lyof]. o; /l w}wg/flz cfwf/e't lzlf]df dfq vr{u/}fklg
lzlf]sf]kltkm ; Gtf]fhgs 5g . xfd]bzs] ; flf/tf %@=*!Ü klTzt dfq 5 .
To; df klg k?if ; flf/tf ^*Ü klTzt 5 / dlxf ; flf/tf #&=*Ü klTzt dfq
b]V65 . To:t}kfylds, lGdg dfllblds / dfllblds :t/df vb egf{b/ ; fx}sd 5 .
gkfnsf ; a}hgtfx?n]k9g kfPsf]5g . ol ; a\$]sf/0f sdhf] kzf; g, eflts
tyf z]fs ; fwgx?sf]ckof]ttf, cgudg / dNof]gsf]cefj, lzlf]sx?sf]Gog
offotf / lzlf] lgo]Qndf /fhgl]ts/0f cflb xg\ lzlf]sf]u0ff]ds lj sf; sf]nflu
egl kfkT abllzs C0faf6 Joj:yt ul/Psf]lzlf]sf]:t/ emg\emg\lub}uPsf]
ugf; f]5 . kfylds lzlf]sf]u0f:t/ lj sf; xg ; s\$]5g . kfylds lzlf]sf]:t/
emg\emg\v:s}lj s/fnsf]?kdf b|yfk/\$f 5 .

lzlf lj sf; sf]gddf kfkT ePsf]Toqf]lj bzl ; xfotf / C0f stf hfG5 < lsg
nllft hg; dx / lf]df klG ; sG < lzlf Joj :yfdf lsg pl]t xg ; sG < o;
lsl; dsf]kZgx?nf0{lzlf offhg / kzf; gdf a:g? hj fkrb}L xgkg]b]V65 .

lj bzl ; xotfdf Jofks e|6frf/ 5 . Pp6f pbfx/0f tn pNny ul/Psf]5 .

æhfkgl ; /sf/n]kfylds laBfno lgdf(fsf]nflu %, @)) nfv ?lkofCgcbfg:j ?k
kbfq ul/Psf]lyof]. t/ clbogn]s]b]yfPsf]5 eg]ef]ts lgdf(f ; fdullsf]vr{
ahf/ efpe6bf t]a/ df]hdf v/lb u/\$f]lyof]. o:ff]clgoldttfsf]sf/0fn]of]/
o:tf cg\$]lj bzl ; xotfsf]/sd cnkq k/\$f]b]v65 . sfl6tk/ blgs @& hhf0{
)) df / df] ; s klqsf xfsxfslsf]afli\$ \$, c\$! sf cg' f/ gkfnhf o:tf
ab]zsh ; xotfsf]@%Ü kl|tzt dfq pkof] ul/65, af6L /sd ; Dal6wt d6ql,
; lrj / j|l/kl/sf c? JolQm?n]krf0bf u/\$f]s/f k|6dfPsf 5g.\

To:t}sf7df8f]kfi]6 hgj /L #, @))! cg' f/ lziff lfdhf bft[:yfa6 g}o:tf]
; xof]udf x:tlfk u/\$f] s/f atfPsf 5g.\ **æziff glit / sfo6md lj Zn]f0f**
clboga af6 of] b]yfPsf] 5 ls &!Ü kl|tzt sfo6md bft[:yfsf] dgdf]glhf
; #fng x65 eg] dfq #!Ü kl|tzt ; #bsf]l; kmf/; cg' f/ sfo{x65 . pxl
l/kf]l]lziff d6qnosf %#Ü sd{f/lx?nf0{cfkmg]sfo{lfq / clwsf/af/]:ki6
1fg gePsf]atfPsf]5 . o; /L dh5sf]lziff glit tyf of]hgf th6f ug]sfo6f
ljwfose6bf bft[fi6sf] kefj a9L ePsf] b]zsf] lziffsf] kl/0ffd s] xfhf ; a}
lfqaf6 ; f]glo 5 . o:t}e0/x\$]v08df b]zsf]nflu of]l:ylt 3fts xg]s/f
; j6 pNny ul/Psf]5 .



Rural school is not providing quality education?

zlf]s lgsfox?sf]ahø lj Znif0f

>l % sf] ; /sf/n] lzlf]sf] ahø afBkmfBdf kfylds lzlf]sf] nflu dfq %)Ü
kl]tztEgf a9l ahø 5bøfPsf]5 . cgf]krfl/s lzlf]sf] nflu ; g\! ((&-(* df
!-%Ü kl]tzt dfq ahø 5bøfPsf]5 . cgf]krfl/s lzlf]df dlxf lzlf / hg; Wof
lzlf ufE\$]v08df o; sf]ahø cln a9g]lj rf/ u/}fklg ! s/f\$ lg/lf/ of
tyf kf9 hg; Wofsf]nflu ckof(t xG5 . dflblds lzlf]sf]nflu @!Ü kl]tzt /
pRr lzlf]sf]nflu @!Ü kl]tzt t/ Jofj; flos lzlf]sf]nflu #-%Ü kl]tzt dfq
ahø 5bøfPsf]5 . lzlf]s tflnd tyf k} {kfylds lzlf]nf0{Wofg lbPsf]b]vGbg} .

; /sf/l lj Bfnodf kl]tlj Bfyl\$] nufglf xbf{ kfylds :t/sf lj Bfyl{Pshgfsf]
nflu !@)^ ?lkofFnuflg u/\$]b]vG5 . To:t}kflj lws, Jofj; flos lj Bfyl{?sf]
nflu \$\$,)) , dflbldssf nflu !,%&\$?lkofFpRr lzlf]sf]nflu #,!\$# ?lkofF5
eg]cgf]krfl/s lzlf]sf]nflu %)) ?lkofFdfq nufgl u/\$]b]vG5 .

ah]zs ; xfotfsf]e/df ; #flnt cfwf/et lzlf]af6 g t ; ah]f0{lzlf lbg ; s\$]
5, g t u0ff]ds lzlf g}kbfq ug{ ; s\$]5 . cfwf/et kfylds kl/of]hgfsf]
kl]tj hgdg lgDg ; d:ofx? pNn} u/\$]5g\

- != kfylds lzlf]df w]}søfsølx?n]alrøf lj Bfno 5f\$g]u/\$]5g\
- @= slff bxf]ofpg]søfsølx?sf]; Wof w]}5g\
- #= c; Wø søfsølx? lj Bfno aflx/ 5g\
- \$= lj Bfno egf{ePsf]Wb]#)Ü kl]tztndf kfylds lzlf k/f u5g\
- %= kfF j ifdf k/f ugk}kfylds lzlf clwsfE søfsølxn]!)÷!@ j if{nufP/
dfq k/f u5g\
- ^= lzlf0f ; fdulx? ckof(t 5g\
- &= u0f:t/lo lzlf lbg ; s\$]5g .
- *= lj Bfnosf]; Dkof{; do ; bkofu ePsf]5g .

o; /l xdf]b]zsf søfsølx?sf]boglo zlf]s cj:yf ; wf/ ugk}clt g}cfj Zos
ePsf]5 .

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Talchhikhel , Satdobato, Patan.

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With support from National Federation of UNESCO Associations in Japan (NFUAJ)