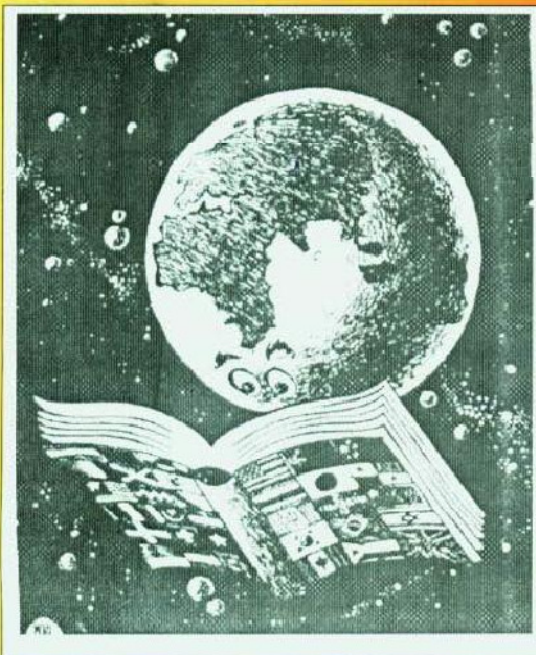


“साक्षरता नै मानव विकासको पूर्वाधार हो”

# BULLETIN

January 2000 - No.13

**Basic Education for Human Development**



## In this Issue

1. Co-Relationship Between Education & Human Development  
शिक्षा र मानव विकास बीचको अन्तरसम्बन्ध
2. Nepal's Basic Education & Human Development Index  
नेपालको आधारभूत शिक्षा र मानव विकास कम
3. Double Standard of Donors & Government  
गरिबी निवारण गर्न शिक्षामा सुधार आवश्यकता

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

## Editorial

As we all know, a country's development is not possible without the development of its people. The people's development is known as human development for which education is a fundamental necessity. Nepal has been placed in the lowest rank of the Human Development Index (HDI) among the countries of the world by the UNDP Human Development Report 1999. The Human Development Index of Nepal is low because of the ineffective and non-functional education system of our country. A large sector of the school age children are still not enrolled in schools. Dropout and repetition rates are still very high. This has resulted in massive numbers of illiterates. Illiterates cannot find jobs in the market economy. According to the report of the National Planning Commission, six million youth and adults are unemployed. This is because of the lack of new skills and knowledge among the working population. Without having literate and skilled workers, development in agriculture, industries and trades is not possible. The government has allocated more than 50% p.c. of the education budget for primary school, 21% p.c. for secondary school and 21% p.c. for higher education (*Educational Statistics of Nepal MOE 1998*). But their performance is far from satisfactory.

The government of Nepal has not recognized the basic rules of human development. That's why it allocated merely less than 2% p.c. of the education budget for providing literacy and skills training to the illiterate working population in urban and rural areas.

This issue of the Bulletin is trying to draw the attention of education planners, leaders and administrators to the problem of illiteracy and unemployment and to encourage them to formulate policies and plans for a new innovative education system suited to the human development of Nepal.

## सम्पादकीय

जनताहरूको विकास नभईकन कुनैपनि देशको विकास हुन सक्तैन । मानव विकास भनेको नै त्यस देशका जनताहरूको विकास हुनु हो । शिक्षा नै मानव विकास गर्ने एउटा महत्वपूर्ण साधन हो ।

नेपाल संसारको सबैभन्दा गरीब देशहरूमध्ये एक हो । यहाँ मानव विकासको अवस्था साह्रै न्यून छ । यसको मुख्य कारण नै यहाँको अव्यवस्थित शिक्षण प्रणाली हो भन्ने कुरामा धेरैले गुनासो गर्दै आएका छन् । नेपालका अधिकांश केटाकेटीहरू स्कूलमा पढ्न जान पाएका छैनन् । स्कूलमा गएकाहरू पनि बीचैमा स्कूल छोड्ने र पुनः कक्षा दोहोर्‍याउने गर्दछन् । यहाँ निरक्षरहरू भन् भन् बढ्दैछन् । निरक्षरता नै नयाँ-नयाँ तरीकाबाट कृषि, उद्योग र व्यवसाय संचालनमा बाधा बनेको छ । राष्ट्रिय योजना आयोगको प्रतिवेदन अनुसार यहाँ धेरै युवा-युवतीहरू निरक्षर र बेरोजगार छन् । श्री ५ को सरकारले शिक्षाको बजेट बाडफाँडमा प्राथमिक शिक्षाको लागि ५०% प्रतिशतभन्दा बढी, माध्यमिक शिक्षाको लागि २१% प्रतिशत र उच्च शिक्षाको लागि २१% प्रतिशत निर्धारित गरेतापनि सोको उपलब्धि भने सन्तोषजनक छैन । (नेपालको शैक्षिक तथ्याङ्क, शि.म. २०५४)

नेपालको सरकारले मानव विकास हुने प्रकारको शिक्षामा प्रयाप्त ध्यान दिएको देखिँदैना यसको एउटा उदाहरण श्री ५ को सरकारले शिक्षाको २% प्रतिशतभन्दा कम मात्र साक्षरता र सीपमूलक शिक्षाका लागि बजेट छुट्याएकोबाट स्पष्ट हुन्छ ।

यसकारण व्लेटिनको यस अंकले शिक्षाका योजनाकारहरू, नेताहरू र प्रशासकहरूको ध्यान विकराल निरक्षरता र बेरोजगारी तिर आकर्षित गरी उनीहरूलाई मानव विकासको नीति निर्माण गर्ने तर्फ घुम्नुपर्ने प्रयास गरेको छ ।

### Editorial Board

Mr. Anand Lal Pradhan

Mr. Dil Bahadur Shrestha  
Dr. Uttam Karmacharya

Ms. Kalyani Shrestha  
Mr. Roshan Bairacharya



## Co-Relationship Between Education and Human Development

The real wealth of a nation is its people. And the purpose of development is to create an enabling environment for people to enjoy long, healthy and creative lives.



Education and Technology are the only ways to enable each of us without exception to develop all our talents to the fullest and to empower the people continuously to gain knowledge and new skills to improve learning.

*(Source: Human Development Report 1999)*

Those two statements above clearly show that education is the main driving force for human development.

**H**uman development is the process of linking education with development in equitable, participatory, productive and sustainable manner. Many studies and documents have shown that there is high returns on investment in basic education. But education should be relevant to people's needs and situation. Irrelevant

education only generates unemployable young people.

The co-relation between education and human development is illustrated in the following figure based on the Human Development Report, 1999.

Human Development Rank	Country	Adult Literacy rate % 1997	Net Enrolment ratio Primary (as % of relevant age group) 1997	Children not reaching grade V 1992-95	Human Development index value 1998
<b>High Human Development</b>					
1	Canada		99.9	-	0.929
4	Japan		99.9	-	0.918
7	Australia		99.9	-	0.919
22	Singapore	91.4	90.4	-	0.873
<b>Medium Human Development</b>					
67	Thailand	94.7	88.0	-	0.746
90	Srilanka	90.7	99.9	17	0.714
95	Iran	73.3	90.0	10	0.758
98	China	82.9	99.9	6	0.680
<b>Low Human Development</b>					
144	Nepal	38.1	78.4	-	0.447
145	Bhutan	44.2	13.2	18	0.34(oid formula)
150	Bangladesh	38.9	75.1	-	0.427
161	Guinea	37.9	45.6	46	0.383

Source : Human development report 1999

The above data shows that the countries like Canada, Japan and Australia which are in the highest rank of the human development index has high level of education attainment in their population. The countries like China, Sri-lanka and Iran which are accounted for medium level of human development index has 82-94% in literacy rate and the primary enrolment rate which ranged from 88-

99%. But the countries like Nepal, Bangladesh and Bhutan which are placed in the lowest level of human development index has very low literacy rate ranging from 37% to 44% and the primary school enrollment rate ranging from 13% to 78% only. The above data shows that there is a direct co-relation between education and the Human Development Index.



## शिक्षा र मानव विकास बीचको अन्तर-सम्बन्ध

कुनै पनि देशको वास्तविक सम्पत्ति भन्नु नै त्यस देशका जनताहरू हुन् र विकासको उद्देश्य नै जनताहरूलाई स्वस्थ, दीर्घायु र सृजनशील जीवन बिताउन पाउने वातावरणको निर्माण गर्नु हो ।

मानिसको व्यक्तित्व विकास गर्न निरन्तर नयाँ-नयाँ ज्ञान र सीपहरूको आवश्यकता पर्दछ । उक्त कुराहरू शिक्षा र प्रविधिले मात्र प्रदान गर्न सक्तछ ।

(मानव विकास प्रतिवेदन सन् १९९९)

माथि उल्लिखित तथ्यबाट शिक्षा र नयाँ प्रविधि नै मानव विकासको लागि नभै नहुने महत्वपूर्ण साधनहरू हुन् भन्ने कुरा स्पष्ट हुन्छ ।

**वि**भिन्न अध्ययन अनुसन्धानबाट शिक्षा र मानव विकासको बीचमा घनिष्ठ सम्बन्ध छ भन्ने कुरा प्रमाणित भइसकेको छ । मानव विकास गर्नका लागि मानिसहरूको चाहना, आवश्यकता र अवस्था अनुसार शिक्षा दिन सक्नुपर्छ । अनि मात्र त्यसको राम्रो प्रतिफल प्राप्त हुन्छ । मानव विकासमा सहयोग नपुऱ्याउने प्रकारको शिक्षामा गरिने लगानी व्यर्थै खेर जान्छ ।

सन् १९९९ मा यू.एन.डी.पी.बाट प्रकाशित विश्वको मानव विकास प्रतिवेदन अनुसार जुन देशमा ९०% प्रतिशतभन्दा माथि जनताहरू शिक्षित छन् त्यस देशका जनताहरूको जीवनस्तर निश्चित नै राम्रो छ भन्न सकिन्छ । जस्तै क्यानाडा, जापान र अष्ट्रेलियामा ९९% प्रतिशत मानिसहरू शिक्षित छन् । नेपाल, बंगलादेश र भूटान जस्ता देशहरूमा अत्यधिक जनता अशिक्षित छन् । त्यसैगरी यी देशहरूका जनताहरूको जीवनस्तर पनि न्यून छ ।

## Nepal's Basic Education and Human Development Index

Nepal's human development effort is exceptionally slow. It is more slow in the mid-western and far-western regions which have more rural areas with difficult transportation and communication situations.

Development Region	Adult Literacy Ratio 1996	Mean Year of Schooling	Educational Attainment	Human Development Index
Eastern	41.90	2.654	0.338	0.339
Central	35.10	2.214	0.283	0.339
Western	39.50	2.383	0.316	0.350
Mid-Western	32.20	1.765	0.254	0.276
Far-Western	34.60	1.813	0.271	0.286

*Source: Nepal Human Development Report 1998*

Nepal's human development has been continuously low in spite of heavy investment in primary, secondary and higher education by the government through its tax money and foreign loans and grants. These days everybody seems to agree in one thing that the public schools, which educate most of the Nepalese children and youth are facing great crisis and consequently the future of the children of Nepal is in danger. If the formal primary education had been successful, the working population's literacy and education competencies would have improved resulting in high productivity in agriculture and industries. But we have one of the lowest literacy rates in the world and so is the production level in agriculture which is backbone of our country. Our industrial development is almost non-existent. The high illiteracy rate indicates that there is a large number of children who are not attending primary schools and those who enroll also dropout before completing the primary education cycle. The result is very devastating. Nepal's manpower is not equipped with literacy and productive skills. Moreover due to high illiteracy people living below the poverty line are increasing every year. Therefore it is obvious that Nepal's education policy is misguided. If we do not

take action now, Nepal's future for many decades and centuries will be dark. If our so-called political, social, economic and administration decision-makers could not be awoken then they would be cursed by history.

### Primary Education Situation

Nepal has been spending a very high percentage of its education budget for primary education. At present more than 50 % p.c. of the total education budget is allocated for primary education. But the performance of primary education is far from satisfactory. The high level Education Commission constituted by the Government in 1992 and 1996 both said that the performance of primary education is very disappointing. The primary education curriculum, text-book and teacher training are all urban oriented and centrally controlled. The heavily foreign aid dependent BPEP project has failed to achieve its stated goals. If Nepal wants to achieve a high level in the human development index, then it should give priority to the community oriented education systems which is suited to poor villagers needs on one hand and to produce suitable man power for high tech industries.

In order to illustrate the low efficiency of primary education, the Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) of primary education are given to show the unsatisfactory performance of primary education.

Primary Education Grades (1-5)	GER (%)	NER (%)
Boys	139.7	78.9
Girls	103.8	59.9
Total	122.1	69.6

(Educational Statistics of Nepal 1997)

Although Gross Enrollment Ratio (GER) is very high, Net Enrollment Ratio (NER) is low as shown above. GER is lowest among the ethnic minorities of Nepal. The GER among the Tharu is 38.5 %, Chapang 83.3 % and Tamang 73 % in 1995.

#### **Drop-out Rate(1996)**

The primary school dropout rate in 1996 shows that the highest rates of dropout occur at grade I- 23%; GradeII-4.6%; GradeIII-8.2%; GradeIV-9% and GradeV-15.1%.

The overall survival rate at the end of Grade V is about 30%. It takes about 10 to 12 years to complete five years of primary education for average children.

The human development report of Nepal has identified the following causes of dropout and repetition :

- a. Teachers absenteeism in schools
- b. Household work burden of children
- c. Irregularities of school operation
- d. Income poverty
- e. Physical disturbances
- f. Irrelevant school curriculum and text books

- g. Caste and ethnic discrimination
- h. Neglect of mother tongue in school
- i. Under-aged children

Those problems could be solved if the country's leaders especially in education do not turn a blind eye to the children's future of Nepal.

#### **Repetition Rate(1996)**

*The repetition rate of primary school is very high as given below:*

Grade I- 41.7 %; Grade II- 24.6 %, Grade III- 19.7 %; Grade IV- 20.6 %; and Grade V- 21.3 %. One of the reasons of high repetition rate is the enrollment of underaged children at grade I. But the main reasons of the repetition problem is irrelevant school teaching and teacher's absenteeism. The situation becomes worse for ethnic minorities which constitute 48% of Nepal's population. The curriculum, text-books and teacher training are all written in Nepali language only. This has forced many ethnic children to dropout from the schools.

#### **Low Quality Public Education**

Over the last decade, widespread concerns have been expressed over the unsatisfactory quality of public education and schools. Low-quality public education has also been linked to the increasing alienation between the local school system and the community. The quality of education cannot be improved without solving the present problems of the high level of absenteeism, unprofessional conduct among school teachers and the politicization of teachers, the ineffective school supervisory system, unscientific student evaluation system, inefficient and ineffective education planning and management system.



### **Private Education**

The private sector's involvement in education has expanded rapidly since the early '80s. At present, it covers all levels of education, with the exception of non-formal education. The human development report of Nepal observed

" While educational opportunities available in many of the private educational institutions are of higher quality, they have also given rise to distinct modes of educational and social exclusion and segregation. Concerns were already expressed seven years ago that the country may end up with a five-tier basic-education model due to enhanced marketization of schools and privatization of knowledge: the expatriate model for the affluent, the private model for the less affluent, the public model for the middle class, out of school model for the poor and no model for the poorest. The experience since then has tended to confirm both the validity and the acuity of the concern."

### **Out of School Education**

Due to non-enrollment and dropout in primary schools there are many children of the age groups of 8 to14 are remaining out of school in Nepal. In one of the reports of the Central Bureau of Statistics, 1996, it is found that there are 8,99,525 illiterates among the children between the 8to14 age group.

The government has neglected Out of School Education Program (OSP). The present OSP program covers only about 30,000 to 40,000 every year. It is very little in comparison to the total number of out of school children. That is also one reason why illiterates are increasing in Nepal.

### **Literacy**

As mentioned above there are many non-enrolled children and school dropouts. Those children grow into illiterate adults. The literacy program of the government is very weak. Due to utter negligence by the government, the literacy program is like an orphan. It allocates only 1.6 % percent of the education budget to provide literacy education to

9.4 million illiterates. The illiterate population has increased. The statistics given below shows the magnitude of the problem of illiteracy.

	<u>1980</u>	<u>1990</u>	<u>1998</u>
6+ Population	1218000	1514800	1804700
	0	0	0
Literacy Rate	23%	39%	48%
Literate Population	2801400	5907720	8662560
Illiterate Population	9378600	9240280	9384440

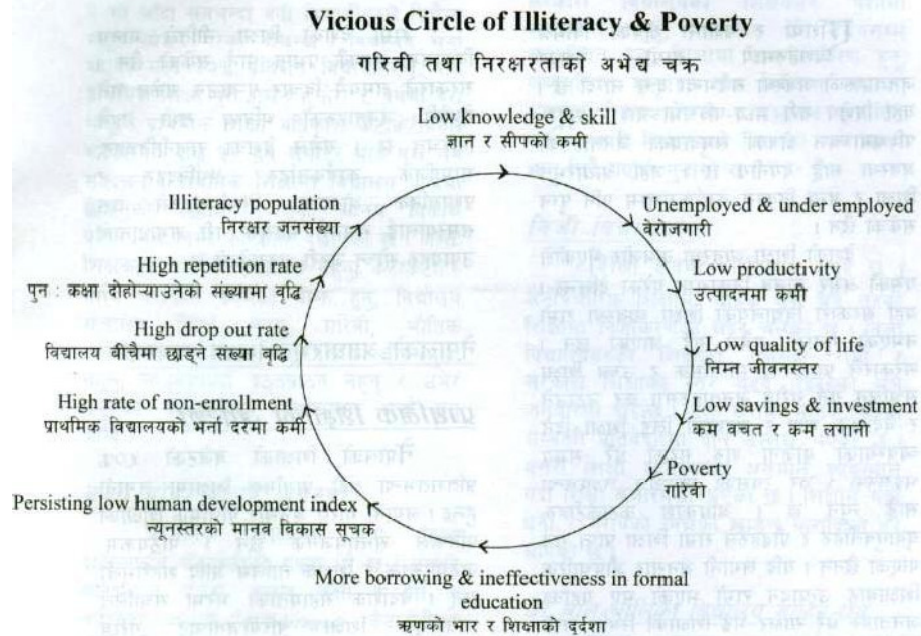
(Source: BPEP Master Plan 1997-2002)

Due to this massive illiteracy rate, most of the Nepalese have not learned new methods of farming and new industrial techniques. The government's program of technical and vocational education for producing semi-skilled, skilled and technicians are very weak.

There are many Government Departments and Offices which provide technical and vocational training such as the Center for Technical Education and Vocational Training (CTEVT), Ministry of Labour, Ministry of Tourism, Ministry of Industry, Department of Cottage and Small Industries, Ministry of Health, Ministry of Local Development, Ministry of Women Development, Ministry of Agriculture and Ministry of Land Reform.

In total they provide training to about 65,000 persons including both short-term and long-term training. But there are more than six million unemployed youth and adults in Nepal and the number is increasing every year according to a report by the National Planning Commission of Nepal.

Therefore a vicious circle of lack of education and training, unemployment and poverty has been formed as illustrated below:



Nepal needs to break this vicious circle. At present formal schooling is unable to play its role to provide literacy and basic education for all Nepalese. All human development activities are related with education, skills, health and employment. Without developing its human beings, the country will not be developed. Education both formal and non-formal play a vital role in solving the problems of illiteracy and poverty.

Poorly conceived education will not help the human development. Bad education systems will only create more problems. The government should take the lead to prepare appropriate education systems in partnership with civil society suited to their needs and

problems. The education system should help them to acquire survival skills and empower them to develop themselves. All development pundits say that the 21st century will be a knowledge and technological information based age. If the present trend continues into the 21<sup>st</sup> century, Nepal will not be able to survive as a nation. The leaders must understand that this is a question of life and death. *The Nepal Samacharpatra* (National Daily Newspaper of Nepal) stated that we are moving towards the 21st century but if the government policy is stagnated as it is, the status of the Nepalese people will be set back 200 years to the Eighteenth Century.

(Source: *Samacharpatra* 2056-9-18)



## नेपालको आधारभूत शिक्षा र मानव विकास क्रम

एशिया र प्रशान्त क्षेत्रका विभिन्न देशहरूमध्ये हाम्रो देशका जनताहरूको अवस्था सबैभन्दा दुःख लाग्दो छ । यहाँ विशेष गरी मध्य-पश्चिमाञ्चल र सुदूर-पश्चिमाञ्चल क्षेत्रका समुदायका जनताहरूको अवस्था साह्रै दयनीय छ । जहाँ आधारभूत शिक्षा र अन्य विकास कार्यक्रमसम्म पनि पुग्न सकेको छैन ।

देशको शिक्षा व्यवस्था कमजोर भएकोले यसको असर मानव विकासमा परेका देखिन्छ । यहाँ सरकारी विद्यालयको शिक्षा व्यवस्था राम्रो नभएको गुनासो सबैले गर्दै आएका छन् । सरकारले प्राथमिक, माध्यमिक र उच्च शिक्षा संचालन गर्न गरीब जनताहरूसँग कर उठाउने र वैदेशिक ऋण र सहायता लिई शिक्षा दिने व्यवस्थाको योजना शुरु गरेको धेरै समय भइसक्यो । तर त्यसको प्रतिफल लक्ष्यभन्दा साह्रै न्यून छ । अधिकांश केटाकेटीहरू, युवायुवतीहरू र प्रौढहरूले राम्रो शिक्षा प्राप्त गर्न पाएका छैनन् । यदि लगानी अनुसार औपचारिक शिक्षावाट उत्पादन राम्रो भएको भए यहाँका जनताहरू धेरै साक्षर भई शिक्षाको स्थिति राम्रो हुन्थ्यो । परिणामस्वरूप कृषि, उद्योग र व्यापारको राम्रो विकास हुन्थ्यो । तर हाम्रो देशमा शिक्षा विकासको स्थिति भन् भन् हास हुँदै आएको छ । स्कूल, कलेजमा दिइने शिक्षा जीवनसँग असम्बन्धित छ । त्यसले गर्दा निरक्षरको संख्या दिनहुँ बढ्दै छ । धेरै केटाकेटीहरू विद्यालय शिक्षावाट वन्चित छन् । विद्यालयमा जाने केटाकेटीहरूले विद्यालय वीचैमा छोड्ने गर्नु र शिक्षित युवक-युवतीहरू बेरोजगार हुनु शिक्षा व्यवस्थाको तकारात्मक असरहरू हुन् । निरक्षरको संख्या धेरै भएकोले यहाँ गरिबीको संख्या पनि हरेक वर्ष बढ्दै गएको कुरा तथ्याङ्कले देखाएको छ ।

हाम्रो देशको शिक्षा नीतिले मानव विकासमा पटकै प्रभाव पार्न सकेको छैन । सरकारले समयमै विचार पुऱ्याउन सकेन भने नेपाली जनताहरूको भविष्य राम्रो नहुने निश्चित छ । यसैले देशका राजनीतिज्ञहरू, सामाजिक कार्यकर्ताहरू, अर्थविद्हरू र प्रशासनिक ओहदाका निर्णायकहरूले यस समस्यालाई समयमै महसूस गरी समाधानको उपायहरू सोच्नु जरुरी भइसकेको छ ।

### नेपालको आधारभूत शिक्षा व्यवस्था

#### प्राथमिक शिक्षाको अवस्था

नेपालको शिक्षाको बजेटको ५०% प्रतिशतभन्दा बढी प्राथमिक शिक्षामा लगानी हुन्छ । लगानी गरिए अनुसार प्राथमिक शिक्षाको प्रतिफल सन्तोषजनक छैन । पाठ्यक्रम, पाठ्यपुस्तक र शिक्षक तालिम आदि शहरीमुखी छन् । वैदेशिक सहायताको भरमा संचालित आधारभूत शिक्षा परियोजनावाट गरीब जनताको बाल-बालिकाहरूलाई राम्रो शिक्षा दिन सकिराखेको छैन । मानव विकासको लागि सबैलाई शिक्षाको आवश्यकता पर्दछ । समुदायको चाहना र आवश्यकता अनुसारको शिक्षा प्रदान गर्न सक्नुपर्दछ । यस्तो शिक्षा दिन सकेमा मात्र मानव स्रोतको विकास भई देश विकासमा टेवा पुग्दछ । नेपालमा प्राथमिक विद्यालय उमेरका केटाकेटीहरूको कूल भर्ना दर उच्च देखिएतापनि खास भर्नादर भने धेरै कम छ । अझ अल्पसंख्यक जनजातीका केटाकेटीहरूको अवस्था भने भन्ने कम देखिन्छ ।



### विद्यालय विचैमा छोड्ने अवस्था

प्राथमिक शिक्षाको कक्षा १ वाट कक्षा २ मा जाँदा सबभन्दा बढी विद्यार्थीहरूले विचैमा स्कूल छोड्ने गरेको देखिन्छ। विद्यालय भर्ना भएका मध्ये ३०% प्रतिशत विद्यार्थीहरूले मात्र प्राथमिक शिक्षा पूरा गर्छन्। फेरी ५ वर्षमा पूरा गर्नुपर्ने प्राथमिक शिक्षा अधिकांश केटाकेटीहरूले सरदर १० देखि १२ वर्ष लगाएर मात्र पूरा गर्न सक्छन्। प्राथमिक शिक्षामा विद्यालय विचैमा छोड्नुको पछाडि नेपालको मानव विकास प्रतिवेदनले निम्न कारणहरू देखाएको छ। जस्तै: शिक्षकहरू कक्षामा उपस्थित नहुनु, केटाकेटीहरू माथि घरायशी कामको बोझ हुनु, विद्यालय संचालन दिनहुँ नहुनु, गरिबी, भौतिक अव्यवस्था, पाठ्यक्रम पाठ्यपुस्तक जीवनमुखी नहुनु, मातृभाषामा पठनपाठन नहुनु र उमेर नपुगेका केटाकेटीहरू विद्यालयमा भर्ना हुनु आदि।

### कक्षा दोहोर्‍याउने अवस्था

प्राथमिक शिक्षामा पुनः कक्षा दोहोर्‍याउने केटाकेटीको संख्या धेरै छ। यसको कारणमध्ये एउटा कारण कक्षा १ मा ६ वर्षभन्दा तलका (Underaged) केटाकेटीहरू उल्लेखनीय संख्यामा भर्ना हुनु, समयमा कक्षा संचालन नहुनु, शिक्षकहरू कक्षामा उपस्थित नहुनु, मातृ भाषामा पढाई नहुनु इत्यादि हुन्। नेपालमा ४८% प्रतिशत जनजाति समुदायको मातृभाषा नेपाली होइन तर प्राथमिक स्कूलमा नेपाली भाषा बाहेक आफ्नो मातृभाषामा पढाइ हुँदैन। यसले गर्दा जनजातिका धेरैजसो केटाकेटीहरू स्कूलमा पढ्न पाएका छैनन्।

### सरकारी विद्यालयले शिक्षाको गुणस्तर दिन सकेन

सरकारी विद्यालयको शिक्षालाई धेरैले नकार्दै आएको देखिन्छ। निजी क्षेत्रमा संचालित

विद्यालय र सरकारी विद्यालयको शिक्षा व्यवस्थामा ठूलो फरक हुँदै आएको छ। सरकारी विद्यालयका शिक्षकहरू पेशामा लगनशील नहुनु, शिक्षकहरू धेरै समयसम्म अनुपस्थित हुनु, शिक्षामा राजनीतिकरण हुनु, अव्यवस्थित मूल्याङ्कन तथा निरीक्षण व्यवस्था, असफल शिक्षा योजना र प्रशासन इत्यादिले गर्दा सरकारी विद्यालयको शिक्षाको स्तर भन्-भन् गिँदै गएको गुनासो छ।

### निजी विद्यालयहरू

शिक्षा क्षेत्रमा निजीकरण बढ्दै छ। अनौपचारिक शिक्षामा बाहेक अरु सबै तहको शिक्षामा निजीकरणको लहर चलेको छ। निजी विद्यालयहरूको शिक्षाको गुणस्तर राम्रो र सरकारी शिक्षाको स्तर घट्दै गइरहेको भन्ने जनधारणा पाइन्छ। उक्त कुरामा मानव विकास सम्बन्धी प्रतिवेदनमा पनि उल्लेख भएको छ। यसरी शिक्षा व्यवस्थाको असमान व्यवस्थाले गर्दा शिक्षा बजारमुखी भएको छ। शिक्षाले गर्दा धनी र गरीबको विचको खाडल फराकिलो हुँदै आएको छ।

### धेरै बाल-बालिका विद्यालय बाहिर छन्

प्राथमिक शिक्षामा कूल भर्ना दर कमी देखिएको र विद्यालय विचैमा छोड्ने कारणले गर्दा ८-१४ वर्षका भन्डै नौ लाख केटाकेटीहरू विद्यालय शिक्षाबाट वञ्चित छन्। सन् १९९६ को तथ्याङ्कबाट यो देखाइएको छ कि ८ देखि १४ वर्षका जम्मा केटाकेटीहरूमध्ये ४५% प्रतिशत केटाकेटीहरू विद्यालय जान पाएका छैनन्। त्यसमध्ये ५०% प्रतिशत छात्राहरू र ३०% छात्रहरू निरक्षर नै छन्।

### भिरङ्गारताको भयावह स्थिति

धेरै केटाकेटीहरू स्कूल नजाने र स्कूल गएपनि विभिन्न कारणले विद्यालय विचैमा छोड्ने कारणहरूले गर्दा असंख्य केटाकेटीहरू

पछि गएर निरक्षर प्रौढ भई निस्कछन् । सरकारले अनौपचारिक तथा साक्षरता कार्यक्रम संचालन गर्न शिक्षाको बजेटमा १.६% प्रतिशत मात्र खर्च गरेको देखिन्छ । नेपालमा प्रत्येक वर्षमा साक्षरता प्रतिशत १.५% प्रतिशतले बढ्छ भने जनसंख्या २.६% प्रतिशतले वृद्धि हुन्छ । निरक्षरहरूमध्ये पनि महिलाहरू पुरुषहरूभन्दा बढी छन् । पुरुष निरक्षर ३२% प्रतिशत छन् भने महिला निरक्षर ६७% प्रतिशत छन् ।

नेपालको अधिकांश जनताहरू निरक्षर भएको कारणले गर्दा नयाँ-नयाँ तरीकाबाट कृषि र उद्योग व्यवसायको विकास हुन सकेको छैन । सरकारबाट संचालन हुने सीपमूलक तालिमको व्यवस्था पनि राम्रो हुन सकेको छैन । जस्तै: विभिन्न मन्त्रालय अन्तर्गतका श्रम, पर्यटन, स्वास्थ्य, उद्योग, स्थानीय विकास, महिला विकास, कृषि, भूमि सुधार इत्यादि सरकारी कार्यालयबाट छोटो अवधि र लामो अवधिको तालिम संचालन गरी ६५ हजार युवायुवतीहरूलाई तालिम दिइतापनि उनीहरू बेरोजगार नै छन् । यसरी शिक्षा र सीपमूलक तालिमबाट वञ्चित भई अधिकांश ग्रामीण समुदायका जनताहरू दयनीय अवस्थामा जीवन विताउन बाध्य भएका छन् ।

देशका जनताहरूको यस्तो दयनीय अवस्था सुधार गर्न अति आवश्यक भैसकेको छ।

यस अवस्थामा विद्यालयबाट दिइने औपचारिक शिक्षाले मात्र सबैलाई शिक्षा प्रदान गर्न सबैदा समस्याको समाधान गर्न पनि सक्दैन । मानव विकासको शिक्षा, सीपमूलक तालिम, स्वास्थ्य र रोजगारसंग प्रत्यक्ष र घनिष्ट सम्बन्ध छ । मानव विकास नभई देश विकास हुन सक्दैन । त्यसैले सबै नागरिकलाई शिक्षित बनाउन औपचारिक शिक्षाको साथसाथै अनौपचारिक शिक्षा प्रदान गरी निरक्षरता र गरिबीको समस्या समाधान गर्ने योजना बनाउन जरुरी छ । अव्यवस्थित शिक्षा योजनाले धेरै समस्याहरू ल्याउँछ । सरकारले सबै जनताहरूलाई जीवनमा प्रयोग हुन सक्ने सुहाउँदो शिक्षा दिने व्यवस्था गर्नुपर्दछ । राम्रो शिक्षाले मात्र जनताहरूको चाहना र आवश्यकता अनुसारको ज्ञान, सीप प्रदान गरी उनीहरूको विकास गर्न सहयोग पुऱ्याउँछ । धेरै वैज्ञानिकहरूको भनाई अनुसार एक्काइसौं शताब्दी ज्ञानविज्ञान, प्रविधि र सूचना प्रवाहको युग हुने छ । हाम्रो देशमा यस्तै शिक्षा नीति र व्यवस्था भैरहेमा एक्काइसौं शताब्दीमा नेपाली जनताहरूलाई बाँच्न पनि मुश्किल हुनेछ। यो कुरा सबैले बुझ्न आवश्यक छ । नेपालको राष्ट्रिय दैनिक समाचारपत्रले (मिति २०५६ पौष १८ गते) प्रष्ट्याएको छ कि यदि हाम्रो देशको व्यवस्था यस्तै नै रहने हो भने नेपाली जनताहरू १८ औं शताब्दीमै फर्किनेछ ।

### उच्च स्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदनले के भन्छ ?

उच्चस्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०५५ ले नेपालको आधारभूत प्राथमिक शिक्षाको समस्याहरू औल्याएको छ । प्राथमिक उमेर समूहका करिब एक तिहाइ बाल-बालिकाहरू अबै पनि औपचारिक शिक्षाबाट वञ्चित छन् । उनीहरूले विद्यालय बीचैमा छोड्ने, कक्षा दोहोऱ्याउने वा प्राथमिक शिक्षा चक्र पूरा गर्ने तर्फ विकराल समस्या भएकोले निरक्षरहरूको संख्या वृद्धि भएको छ । यसका मुख्य कारण वर्तमान परीक्षा प्रणाली, अव्यवहारिक पाठ्यक्रम, मातृभाषामा शिक्षण नहुनु, राजनैतिक दबावमा विद्यालय खोल्नु, समुदायमूलक शिक्षा कार्यक्रम नहुनु आदी हुन भन्ने कुराहरू प्रष्ट्याएको छ ।



## **Double Standard of Donors and Government**

These days all donors and the government say that poverty alleviation is their priority number one. But everybody understands that poverty alleviation is only the first step towards human development, and that the basic objectives should be to empower the people to continuously learn new knowledge, skills and to improve their learning, earning and living capabilities continuously. Therefore we need

**Community Learning and Development System (CLDS)** which helps people to be empowered to improve their learning, earning and living together. This system provides opportunities to learners to be able to understand scientific methods of agriculture, health, hygiene, family planning, environment preservation and undertaking industrial enterprises. Education should not be learning factual knowledge only but it should be empowering the people to be able to identify their problems and solving them by themselves applying the acquired knowledge and changing the knowledge itself according to local needs and situations.

In order to plan and implement the *Community Learning and Development System (CLDS)*, there is a need to establish an institutional structure. This institutional structure is called a **Community Learning Center (CLC)**. The CLC will be composed of a Governing Board consisted of all group leaders and community leaders. Key to the community development process is the local people and their leaders, but they cannot achieve success in the local development process bringing synergy of learning, earning and living activities in a planned manner without the help of the National Resource Center which helps the CLCs in

training, consultancy and forming a network with government offices and NGOs. Especially in order to develop and implement the community oriented education process, some innovative ideas and methods will be required. The educational authorities in the government will have difficulties and constraints to undertake such innovative approaches in mass education. Therefore NGOs would be in a position to help the local people and the government offices to put into practice such innovative approaches. In Nepal the National Resource Center for Non-Formal Education (NRC-NFE) has undertaken such innovative projects in seven villages. NRC-NFE has been providing technical help to local governments in many places and the NGOs to experiment the approach. The name of the seven villages where the NRC-NFE is working with the local people are Budol near Banepa, Sunaguthi, Thecho, Chapagoan, Khokana, Bungmati and Siddhipur near Lalitpur.

Now the villages where the CLDS and CLC are implemented, the people have become very enthusiastic on CLDS and CLC. So the challenge for the Government and the Donors is whether they will continue harping already failed strategies of poverty alleviation as an isolated effort or they should help the villages who are trying to improve their conditions by their own initiative through CLDS and CLC.

If we do not provide help to the villages when they are enthusiastic, then these good opportunities will be lost. Therefore we expect the Government and Donors to study this new innovative strategy for community development seriously.



## गरिवी निवारण गर्न शिक्षामा सुधार आवश्यकता

मानव विकास गर्न सबभन्दा पहिले गरिवी निवारणलाई नै पहिलो प्राथमिकता दिनुपर्छ भन्ने कुरा सरकार तथा दातृसंस्थाहरू सबैले भन्दै आएको धेरै भयो । तर नेपालमा गरिवीको समस्या भन्नु भन्नु जटिल हुँदछ । वास्तवमा भन्ने हो भने गरिवी निवारण गर्न गरीब जनताहरूलाई आफ्नो खुट्टामा आफैँ उभिन स-शक्त गराउनु पर्दछ । त्यसको लागि शिक्षा एउटा यसको महत्वपूर्ण साधन हो । शिक्षाको माध्यमद्वारा निरन्तर रूपमा ज्ञान र सीप प्रदान गरी आय आर्जन गर्न र जीवन स्तर सुधार गर्न सु-अवसर दिन सक्नुपर्दछ । शिक्षा र सामुदायिक अध्ययन विकास प्रक्रिया अर्थात् **Community Learning Development System (CLDS)** ले समुदायमा समुदायकै चाहना र आवश्यकता अनुसारको ज्ञान र सीप प्रदान गर्ने व्यवस्था गर्न सक्दछ । यो व्यवस्थाले समुदायका जनताहरूलाई नै वैज्ञानिक तवरबाट कृषि उत्पादन बढाउन, स्वास्थ्य सुधार, परिवार नियोजन, बातावरण संरक्षण र उद्योगधन्दा चलाउने नयाँ तरीकाहरू सिक्ने/सिकाउने अवसर दिन्छ । समुदायलाई आफ्नो समस्याहरू आफैँले पहिचान गरी समाधान गर्न सक्ने सक्षम तुल्याइदिन्छ । यस किसिमको शिक्षाको व्यवस्था गर्न र कार्यान्वयन समेत गर्न एउटा स्थायी संस्थाको आवश्यकता पर्दछ, यस्तो संस्थालाई नै सामुदायिक अध्ययन केन्द्र अर्थात् **Community Learning Center (CLC)** भनिन्छ । यसमा समुदायको विभिन्न सामाजिक तथा संघ संस्थाहरूको प्रतिनिधिहरू र विभिन्न समूहको प्रतिनिधित्व हुने गरी कार्यकारिणी समितिको गठन गरिएको हुन्छ । यस कार्यक्रम अनौपचारिक शिक्षा राष्ट्रिय श्रोत केन्द्र (NRC-NFE) ले ठाउँ-ठाउँमा संचालन गरिरहेका छन् । यसको साथसाथै कार्यकर्ताहरूलाई विभिन्न किसिमको तालिम संचालन गर्न, संघसंस्थाहरूसँग सम्बन्ध राखी संस्थाको परिचालन गर्ने तथा उपरोक्त सामुदायिक अध्ययन केन्द्र (CLC) हरूलाई आवश्यक प्राविधिक तथा व्यवस्थापनको सहयोग NRC-NFE ले पुऱ्याउँदै आइरहेको छ । समुदायको विकास कार्य सरकारी पक्षबाट मात्रै सम्भव छैन । यसको लागि सामुदायिक अध्ययन केन्द्रले

सरकारी, गैर-सरकारी संघ-संस्थाहरूबाट प्राविधिक र आर्थिक सहयोग जुटाई सबै ग्रामीण जनताहरूलाई समेटी गाउँको विकासको लागि शिक्षा कार्यक्रम संचालन गर्नुपर्छ ।

नेपालमा अनौपचारिक शिक्षा राष्ट्रिय श्रोत केन्द्रले सातवटा गाविसमा त्यस गाविसका समुदायसंग मिलेर सामुदायिक अध्ययन केन्द्र स्थापना गरी यस किसिमको नयाँ कार्यक्रमको शालनी गरिसकेको छ । ती गाउँहरू बनेपाको बुडोलमा, ललितपुरको ठेचो, सुनागुठी, चापागाउँ, बुङ्गमती, खोकना र सिद्धिपुरमा छन् । त्यस गाउँका समुदायमा नयाँ-नयाँ ज्ञान र सीप सिक्ने/सिकाउने र आपस आपसमा मिलेर काम गर्ने कार्यमा उत्साह देखाएका छन् । उनीहरूले समूहमा महिला जागरण र सामुदायिक वन संरक्षण गर्ने कार्यहरूमा उल्लेखनीय सफलता देखाइसकेका छन् ।

अहिले हाम्रो देशमा शिक्षा विकास गर्न सरकार र दातृसंस्था दुवै एकाइसौ शताब्दीको लागि सुहाउँदो शिक्षा योजना निर्माण गर्ने र कार्यान्वयन कार्यमा अन्वयित भएका देखिन्छन् । सन् २००० मा युनेस्को अन्तरगत भएको आधारभूत शिक्षा मूल्याङ्कनमा शिक्षामा देशले गरेको लगानीको प्रतिफल राम्रो नभएकोले सरकार र दातृसंस्था दुवै दोषीका भागिदार ठहर्‍याएका छन् । गाउँ विकास गर्न ग्रामीण समुदायबाट सामुदायिक अध्ययन केन्द्रको स्थापना गरी समुदायकै चाहना र आवश्यकतानुसारको शिक्षा दिन सकेमा सबैले शिक्षा प्राप्त गर्ने अवसर पाउँछन् । यसैकारणले हामिले श्री ५ को सरकार र दातृसंस्थाहरूलाई यस किसिमको सामुदायिक अध्ययन केन्द्रको व्यवस्था गर्ने बारे सुझाव दिने काम यस प्रकाशन मार्फत गरिरहेका छौं ।

आशा छ यस कुरामा ध्यान दिन ग्रामीण विकास र गरिवी निवारणको लागि प्रभावकारी शिक्षा योजना बनाउन र लागू गर्न सबैको ध्यान जानेछ । नत्र धेरै सभा, सम्मेलन र कागजी योजनाले देशलाई भन्नु-भन्नु गिर्दो अवस्थामा धकेल्दछ भन्न सकिन्छ ।