

“साक्षरता नै मानव विकासको पूर्वाधार हो”

LITERACY WATCH COMMITTEE OF NEPAL

BULLETIN No. 2

साक्षरताको प्रगति अवलोकन समिति
बुलेटिन नं. २



सतपाढक मण्डल

डा. शम्भु प्रसाद दुङ्गाना
विकास धिमिरे

नेपालमा शिक्षितको संख्या कसरी बढदैछ ?

डा. शम्भु प्रसाद दुजाना
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नेपालमा करिब ९० लाख भन्दा बढी जनसंख्या निरक्षर छन् भन्ने अनुमान छ । जसमध्ये प्रत्येक वर्ष करिब चार लाख यी निरक्षरहरूले प्रौढ शिक्षा कार्यक्रम अन्तर्गत शिक्षित हुने अवसर पाउँदछन् । यसरी अवसर पाउने व्यक्तिहरू मध्ये करिब आधा जसोले मात्र ६ महिनाको प्रौढ शिक्षा कक्षा पुरा समय विताउँदछन् र साक्षरको सजा पाउँदछन् । उनीहरूको पढ्न र लेख्न सक्ने क्षमता यस अवस्थामा अति नै कमजोर हुन्छ साथै यस पछि उनीहरूले पढ्ने र लेख्ने

अवसर पनि अति नै कम पाउँदछन् । कारण उनीहरूलाई आफूले सिकेको नयाँ सिप प्रयोग गर्ने वा यसलाई थप दरिलो बनाउने कार्यक्रमको प्रष्ट रूपमा कमी देखिन्छ । जस्तो कि हाल Post Literacy कक्षा संचालनले मात्र करिब ४० हजारलाई शिक्षा प्रदान गरिरहेको छ । यदि यो गतिमा नेपाल शिक्षामा अधि बढ्ने हो भने हामीलाई कति वर्ष लाग्ला त साक्षर देश बन्न ?

साक्षरता कक्षामात्र प्रदान गर्न २० वर्ष
Post Literacy कक्षा प्राप्त गर्न २०० वर्ष
साँच्चकै देश साक्षर बन्न ? अनुमान नगरौ*

निरक्षरको संख्या करिब ९० लाख भन्दा बढी
४,००,००० (५%) साक्षरता कक्षा
साक्षरता कक्षाको करिब १०% ले मात्र PLC
प्राप्त गर्ने अवसर पाउँदछन् ।
साँच्चकै साक्षर कति त ?

साधन र श्रोतको बाँडफाँडमा पनि एक नजर लगाउँ न त !

आर्थिक वर्ष २०५३/५४ को विभिन्न तहका लागि छुट्टयाइएको रकम हेर्ने हो भने के देखिन्छ भने शिक्षाका लागि राष्ट्रको ढुकुटीबाट १३.४८%

छुट्टयाइएको छ । यो रकमको भण्डै आधा प्राथमिक शिक्षालाई छुट्टयाइएको छ भने भण्डै २० प्रतिशत भन्दा बढी माध्यमिक शिक्षाका लागि राखिएको छ । भण्डै १८% जति रकम उच्च शिक्षालाई राखिएको देखिन्छ । अनौपचारिक शिक्षाका लागि भने मात्र १.१८% राखेको पाइन्छ ।

प्रौढ शिक्षामा	- रू. १६,३१,५०,०००.००
प्राथमिक शिक्षामा	- रू. ३,८२,३५,०८,०००.००
माध्यमिक र व्यवसायिक शिक्षामा	- रू. १,८४,८८,७१,०००.००
उच्च शिक्षामा	- रू. १,३७,८७,८५,०००.००

* जबसम्म सरकार र जनताले यस क्षेत्रमा राम्रो चासो देखाउँदैनन् यो अनुमान गर्न नसक्ने हुन जान्छ ।

यदि यो तथ्याङ्कलाई माग र पूर्तिको रूपमा हेर्ने हो भने यस्तो देखिन्छ :-

माग गर्ने जनसंख्या १९९१			सरकारी साधनको विनियोजन	
शैक्षिक स्तर	संख्या	%	रकम १९९६/९७ मा	% मा
निरक्षर	९,०७३,३७०	६०.०	रु. ९,२२,१७,०००	१.१९
प्राथमिक	२४,४५,१५८	१६.२	रु. ३,४२,३५,०८,०००	४९.२८
माध्यमिक	१६,४५,०००	१.९	रु. १,६१,८८,५२,०००	२०.८६
उच्च शिक्षा	२,३३,०००	१.५	रु. १,३७,८७,८५,०००	१७.७७

यसबाट देखिन्छ कि निरक्षर जनसंख्याको मागलाई पूर्ण रूपमा सम्बोधन गर्न सरकारले उचित साधनको विनियोजन गरेको छैन। प्राथमिक शिक्षाको मागलाई सम्बोधन गर्न सरकारले उचित साधनको विनियोजन गरेको छ।

यसबाट देखिन्छ कि प्राथमिक शिक्षाको मागलाई सम्बोधन गर्न सरकारले उचित साधनको विनियोजन गरेको छ। उच्च शिक्षाको मागलाई सम्बोधन गर्न सरकारले उचित साधनको विनियोजन गरेको छैन।



CONTINUING CHALLENGES OF ILLITERACY FOR 21ST CENTURY *

T. M. Sakya

Chairman

Literacy Watch Committee of Nepal

The estimated 948 million illiterates in the world in 1993 bear the witness to the past failures to provide education for all. In South Asia^{**}, there were 394 million illiterates (15 year above) in 1990 and it is established to increase to 437 million in the year 2000. Women are the main victim of illiteracy. One out of three adult women in the world today cannot read and write, compared with one out of five adult males. In South Asia two out of three women are illiterates. There are three main reasons why the efforts to provide education for all has failed in South Asia. They are:

1. High population growth rate.
2. Large number of non enrolled primary aged children and high dropout rates in the primary schools and
3. Neglect to youth and adult literacy program by the Government and International Agencies.

In almost all countries in South Asia the population growth rate is more than 2 percent. This means the number of school aged children will increase every year. According to the UNESCO estimate, some 128 million children or 20 percent of the school aged population are excluded from primary education at present. Most of them are in South Asia and the sub-Saharan Africa. It is estimated that in 1990 there are 61 million out of school children (6 to 12 years) in South Asia and it is estimated to increase to 72 million in the year 2000. Who are the non enrolled children? They are mostly

those who live in remote rural areas or in urban slums. Most are girls. Most belong to population group outside the mainstream of society. Luckily almost all South Asia countries are committed to provide universal primary education. Their governments spend about 50 percent of the education budget to primary education. Moreover they are borrowing massively from the World Bank and Asia Development Bank to finance primary education projects. But there is a huge wastage in the primary education projects. In education terms the dropout, repetition and low achievement are examples of wastage. In most countries in South Asia primary education completion rate is less than 50 percent. In Nepal is only 30 p.c. The situation of primary education will continue to be gloomy for sometimes to come at least within this century. Thus the number of illiterate population is bound to grow in this sub region. One irony is that the government authorities and to some extent international organizations and banks show ignorance to the root cause of this wastage in primary education. From all studies it is quite evident that unless parents are literate, their children could not succeed in primary education. Literacy program could make the parents aware of the children's education as well as it could help to protect environment and to improve people's quality of life. But governments in South Asia still do not sufficiently realize this fact.

* Extract from the paper "Challenges of 21 century and Literacy" by Mr. T. M. Sakya.

** South Asia Includes Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Sri Lanka and Pakistan.

Adult Education Programmes and the Minorities in South Asia with Special Focus on Nepal.

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 President
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Introduction

The problem of massive illiteracy among the adults in South Asia continues to be a major obstacle in the process of poverty alleviation and overall development. This big mass of illiterates of South Asia represents two-thirds of the world's illiterate population. In India alone over 200 million adults above 15 years of age are illiterate. In Bangladesh, over 46 million adults are illiterate out of 67.8 million adults of age 15 and above. The absolute number of illiterates in Nepal may not be as large as compared with that of India and Bangladesh, but for a country whose total population is only about 20 million, the 8

million illiterate is definitely disproportionately high at 60 percent.

In South Asia, only three countries (Maldives, Sri Lanka and Burma) have over 80 percent of literacy rate. India's Literacy status is just little over 50 percent. The population and the literacy status in all other countries of South Asia except these few small countries are still critical. Existing literacy programme will not be able to solve the problem, because of the heavy number of younger children who grow up being illiterate.

Table 1. Percent of Literate Population over the Total Population in South Asian Countries.

Countries	Literate	Population/Million
Sri Lanka	88,5%	17,8
Maldives	98,2%	0,2
Burma	81,0%	45,0
Nepal	40,0%	20,0
India	52,1%	899,2
Bhutan	38,0%	0,6
Pakistan	35,0%	124,9
Bangladesh	35,3%	120,7

Source: "Vital Signs, *Asia Week*, May 4, 1994

Majority of these illiterates are from age 15 to 45. The percentage of illiterate ethnic minorities is high as compared to those mainstream ethnic groups. As compared to men, women are far behind in the illiteracy status in the countries where problem is seen distinctly. For example, in Nepal female literacy status is just over 20 percent only, whereas men enjoy literacy status of over 50 percent. Except in countries like Sri Lanka and Maldives, this variation is common in other countries in the South Asia

region.

Ethnic diversity in South Asia countries is a matter of pride if considered from the cultural points of view. But when we look into it from the point of view of providing adult education to them the picture looks quite different. This paper examines the situation in South Asia in general with special attention to Nepal.

** Taken from the paper presented in an International seminar on- "The Role of Ethnic and Linguistic Minorities in Adult Education" in Finland June 1994.

Adult Literacy Programmes and Minorities in South Asia

In the past few years, countries in the South Asia region have given due attention to, and accordingly, have been addressing the marked disparities in the distribution of education opportunities in three areas of "unfinished business" - adult illiteracy, education in the areas and girls/women education. However, it has also been recognized that the deprivation is much deeper than the figures of enrolment in the formal and non-formal education, disconcerting as they are even when guised as aggregates.

Notably, the deprivation of education always strikes at the least privileged social groups in society, the ethnic minorities, who fall in the strata of the poor in the population below the poverty line. In the rural population or among the women or the adult illiterates, it is these vulnerable social ethnic minorities who proportionately, have the highest rate of illiteracy and the largest number of children and girls out of school and without schooling. (Since, 1986)

Adult literacy programmes in many of the countries in the region do not facilitate for better learning situation by developing and providing reading and learning material in their won dialects. While the use of a national language in education and other social awareness programmes and IEC (Information, Education, Communication) campaigns has the added advantage of fostering national integration (such as the successful use of Bhasa Language in the adult education and distance education programmes in Indonesia that drastically fostered national integration), the sweeping use of it without due attention to the learning process of the language itself as part of adult education seem to be a disincentive among the non-national language speaking ethnic groups to participate in the mainstream development, including upgradation of literacy status.

Education among the Social/Ethnic Minorities in Nepal.

Nepal has always been an independent sovereign kingdom nestled in the Himalayan mountains, and

land-locked between China and India, Nepal has an area of 147,181 sq. km., and a population of about 20 million (1991) census. Most of the country consists of high mountains and rolling hills, which account for about 83 percent of the total land area, the remaining 17 percent made up of flat lands of Terai (Plains). The population is composed of various ethnic groups. The inhabitants of higher altitudes, Tamangs, Sherpas, Kirantis, Limbus, Bhote are drawn from Mongolian stock. The mid mountains are populated by Tamangs, Magars, Gurungs, Sunwars, Newars, Brahmins and Chehetriyas. In the inner Terai region, Tharu, Danuwar, Chepang, Magar and Indian immigrants hold a dominant position. (See Figure 1-Comparative Distribution of Ethnic Groups in Nepal.)

The caste structure in the country is based on the Hindu *Varna* system. *Manu* is regarded as the founder of four castes- *Brahmin* (Priest/scholar), *Kshatriya* (warrior), *Vaishya* (trader) and *Shudra* (untouchable). The highest ritual position is occupied by the *Brahmin* and *Kshatriya*. The Tibeto Burman groups, who are mainly Buddhists, are also incorporated unto the caste system. Although caste discrimination has been formally outlawed by the *Muluki Ain* (National Code) of 1963, it is recognized to still influence many aspects of Nepalese life. Inter-caste marriages are still being frowned at and overt or covert discrimination still plays a part in some sections of society.

Major Issues on Universal Access to Education among the Minorities in Nepal:

1. Language Used is a Barrier to the Universal Access to NFE and other Social Development Programmes

Nepali, the national language is spoken by 54.4% of the population and is understood by another 25%. While formal education is carried out in Nepali and English, in non-formal education, Nepali has been used, though some NFE materials are now being developed in Maithali.

In the formal sector, Table 2 below shows that only Maithali is available as an optional dialect medium of subjects in the secondary school.

Table 2: Status of Optional/ Selection of Subjects in Secondary School in Different Development Regions of Nepal

Dialects	Region					
	EDR	CDR	WDR	MWDR	FWDR	Total
Newari	0	3	-	-	-	3
Hindi	1	2	-	1	-	4
Maithali	1	11	-	-	-	12
Urdu	-	1	-	-	-	1

Nepali and English are the medium of instruction in most schools, but very few dialects spoken by the ethnic minority groups are offered as optional or additional subjects. The 1990 data shows that out of the 1791 secondary schools, only 20 were offering local dialects/languages as optional subjects. The irony is that among these dialects/ languages, none except one (Newari) is from a Nepalese indigenous ethnic culture, i.e. Hindi being the neighbouring India's National language; Urdu being Pakistan's national language; and Maithali is one of India's major state languages.

In the non-formal education (NFE) sector, a recent monitoring study of the NGO Forum Nepal among 85 NFE classes in different districts of Nepal showed that by average marks obtained, the Brahmins, Chettris, Newars and Mongols fared fairly well, than the occupational and the terai indigenous groups. These latter groups also had the highest number of failures and the least with those having scored 60 and above. Analysis of this problem shows that was mainly attributed to the total use of the Nepali language (both the materials and the medium of instruction), which was not convenient for these groups. In the preparation of these materials, no particular attention was given to such kind of non-Nepali speaking groups on learning the language itself. Hence, the abrupt focus to the lessons without knowing the language was counter productive for these groups.

In the same pattern, many social awareness and IEC programmes use the national language, thus mostly catering to the majority groups, to a large extent, the 25 percent non-Nepali speakers, the ethnic minorities, are deprived of access to these development programmes and campaigns, which on the contrary, they being the poor, deprived and less privileged, should benefit more from such programmes and campaigns. Similarly, the clarion call for women's emancipation through many WID programmes have reached to many groups, but again while no scientific data at present can prove that these efforts have not trickled down proportionately to the minority groups, rough estimates show that in terms of access and equity, the focus has been on increased female participation and not necessarily on the increased participation of the minority groups. But so far, very few efforts, if not none, have been made to assess the access to adult education facilities among the minority ethnic groups, particularly in the difficult inaccessible remote mountains and hills of Nepal.

The lack of resources to diversify the preparation and production of materials to cater to the different minority groups in Nepal remain a lingering

problem for agencies working on NFE. For 1993-94, total budget spent for NFE programmes in Nepal is Rs. 34,614,000 (US\$ 706,408). However, NGO Forum's monitoring study revealed an output situation where 20 % NFE participants failed and 45 % barely made it, leaving an effective output of only 35 %. This is largely attributed to the lack of resources to address the needs of the participants, including dialect-based materials for easy comprehension, and dialect-speaking NFE facilitators.

2. Existing Social Taboos Limit Interaction and Levels of Participation in Development among Social Groups

The NGO Forum study also found out that the heterogeneous or mixed grouping of NFE participants affected the overall effectiveness of the classes. Where there still exists a strong sense of caste system in some areas, there was an adverse effect of mixing the lower and upper castes, with either anyone dropping out for reasons of social pride (superiority for the case of those in the upper caste) or embarrassment and inferiority complex among those in the lower and occupational caste.

Yet another obstacle to achieving universal participation in education or education-for-all is the lack of motivation among the illiterate parents to send their children to school. Those handicapped by severe poverty, the occupational ethnic groups bound by their inherited occupational strata in the society, the Damais [tailors], the Poda [sweepers, cleaners], Kami [blacksmith], Gaine [singers], have a general tendency to shun away from educational efforts, particularly for their children. The lack of vision and motivation is reflected in their attitude that given the social structure in the society, there is no point of sending their children to school, nor them to spend their time in NFE programmes, since after all they and their children will pursue the same occupation as handed down to them over generations.

One of the general characteristics of most of the minority groups is the poverty and underdevelopment prevailing in most of them. One impediment to their development, as with the Chepang groups, is their tendency to confine themselves to their own social group, the entrenched attitude of resignation and resistance to change.

3. Lack of Strong Political Will to Address the Needs of the Social Ethnic Minority Groups.

Coombs, a noted educationist, asserts that one of the crucial issues affecting the efforts of universal education to encompass all the minority groups is the fact that eradication or the substantial reduction of inequalities in any society - including serious disparities within the educational system itself - is a far more complex and difficult affair than had initially been perceived. He cited an example of the obstacles and impediments including a narrowly-based elite governing a caste-bound society which could honor in words the democratic aims of education, while at the same time showing by their action a marked lack of enthusiasm for actually giving education to the masses, and to the minorities, fearing that would erode their own power. This tendency is also to a certain extent happening in Nepal. Parliamentarians and politicians who come from a certain ethnic group have a soft heart to work for the cause of their group, though superficial in some cases. Groups however that do not have their own representatives in the political arena, often remain marginalized or least attended to in the national political agenda.

Some Recommendations:

1. *The NGO Sector as a Strong Force for Universal Access to Education among Minorities*

The NGOs have been amply recognized in many countries to be a major force to streamline development efforts, particularly among the poor and underprivileged. However, while some NGOs have genuine interests to serve the communities or cause that they are supporting, few others merely joined the bandwagon, favoured by easy clout, either through strong political connections siphoning a large slice of international donor assistance, or working for vested personal interests for financial, status/authority/power or whatever other gains. Others are national NGOs which form branches in the rural districts, while others are the spontaneous creation of the communities, with community-based administrative and decision-making structures. This latter type of small rural-based NGOs are generally constrained by lack of management capabilities, training facilities and resources, access to forms of assistance from outside for their start-up and sustenance, but they have the genuine motivation to address their needs which they understand better than outsiders working for them. Their being part of the problem, and their desire to be part of the solution is a strong asset among these types of NGOs. NGOs created by and among the minority groups should therefore be

encouraged more and streamlined through a stronger national forum which could facilitate their capacity building and better links and networking with relevant parties.

This task was initiated by the NGO Forum Nepal, a functional grouping of NGOs that aims to provide back up institutional support for member organizations and to strengthen their social mobilization and development efforts among the self-help groups at the village level. From the seven founding member NGOs, the Forum has now grown to 20 members and more than 25 networking affiliates mostly the small district-based NGOs. The member NGOs, mostly the spontaneous creation of community members, most of whom, are from the socially deprived, minority groups who otherwise lack the resources and networking capability for mobilization and capacity building. Over 80% of its resources and support are going to NGOs operating outside of the Kathmandu Valley, and mostly programme support (education, women's development, children's welfare, environment, income generation and health), as well as capacity building of member NGOs (through training and technical assistance), and networking of NGO activities. The NGO Forum supports many village level NGOs in strengthening their capacity-building and in implementing their community development programmes with special focus on adult education.

The other existing NGOs should likewise strive to reach the under-served groups, mostly the nomadic communities and the ethnic minorities. Whether an NGO works for the cause of environment, women in communities (WID), elimination of all forms discrimination, child labour, or promotes health and nutrition through expanded use of home-based oral dehydration solution, etc. - all these will touch one way or another with the needs of the existing development efforts, have limited capability and no access or opportunity to be able to promote their cause in the political and national development agenda.

To address some of the issues and problems presented above, the NGOs like the NGO Forum can pursue the following programmes.

- i. Development, production and distribution of NFE teaching and reading materials that cater to specific minority groups. Such materials should be visually comprehensible as well, like cartoon comics or pictorial stories that can be published regularly. This will not only help to preserve their cultural identity but equally helps them to learn faster and conveniently.

- ii. The Primary aim of development specifically for the minorities is to raise their critical awareness in relation to their needs and problems and the secondary aim is to equip them with appropriate and productive skills. Their fatalistic attitudes must be addressed in the NFE programmes such that they can develop the vision for a better life and confidence to acquire new appropriate and productive skills and develop their capabilities. For this, a consciousness raising campaign should precede other development efforts for them, including literacy upgradation. Where they understood their own problems and needs, and have developed the desire and the confidence to hone their capabilities to be part of the solution, the battle is half won - a more promising positive result for other development efforts with them and for them, is more promising.
- iii. Post-literacy activities should be pursued aggressively. One of them is the preparation and continuous publication of graded follow-up literature dealing with a variety of subjects of vital interest to the adults, and a regular flow to the rural areas and to the ethnic/tribal groups should be maintained. Language used, vocabulary chosen, topics included and mode of presentation of the materials should be suitable for neo-literates. These follow-up books are to serve two purposes: to prevent the neo-literates from relapsing into illiteracy and, for the adults to gain new knowledge and techniques needed to improve their lives.
- iv. An appropriate mechanism must be created to provide a continuing professional and administrative support to the mass literacy campaign.

1. Promote Unity through Diversity in Putting the Cause of the Minorities in Mainstream Development

Ethnic diversity is good to maintain without promoting disintegration of a country and the community. Therefore, support for ethnic minorities must go for development not for conflict creation in the name of awareness creation which is happening in many cases in South Asia. The separatist tendency of some of the minority groups, while complaining for the inadequate attention given to them by the mainstream development planners and workers in an irony. What is needed is to prompt unity and national integration, while also advocating diversity in respect of their culture and identity, as well as facilitating their access and participation to development works such as adult education by facilitating their easy comprehension of the teaching materials and methods and facilitators used.

Conclusion

Given the fact that the deprivation of education always strike at the least privileged social groups in society, the ethnic minorities, who fall in the strata of the poor in the population below the poverty line increased efforts must be done to address the needs of the minority groups. With the universal focus of education-for-all on the increased participation of female and deprived groups, NGOs can play a crucial role in promoting this cause and the equitable use of resources to meet the needs of this group in the society. NGO networking groups such as the NGO Forum Nepal, which attempts to build the capacity and resource-generation and networking capability of its member NGOs, deserves the cooperation of different parties willing to support their cause for an equitable development of all levels in society of a developing nation.



नेपालमा शिक्षाको स्थिति र यो सँगै गाँसिएका अन्य तथ्यहरू

- विकास घिमिरे
कार्यक्रम अधिकृत
एन.जि.ओ. फोरम नेपाल

नेपालमा जनसंख्याको वृद्धि तीव्र छ भन्ने कुरा सबैले महसूस गरेको कुरा हो । तीव्र जनसंख्या वृद्धि नेपालको जनसंख्याक स्थितिमा आएको परिवर्तनको एउटा सूचक हो । नेपालमा स्वास्थ्यको दयनीय अवस्थाले सामाजिक आर्थिक विकासमा अवरोध

सृडा गरेको छ । अहिले पनि जनताको चाहना अनुसार स्वास्थ्यमा सुधार हुन सकेको छैन । जसले सामाजिक आर्थिक विकास गर्नमा प्रत्यक्ष असर पारेको छ ।

जनसंख्याक सूचक

१. जनसंख्या: १८,४९९,०९७
पुरुष : ९,२२०,९७४
महिला : ९,२७०,९२३

२. वार्षिक जनसंख्या वृद्धि
कुल : २.१%
शहर : ४.८९%
ग्रामीण : १.८०%

३. कृषिको जनघनत्व ७.५ प्रति व्यक्ति प्रतिहेक्टर खेती योग्य जमिन

१२६ व्यक्ति प्रति वर्ग कि.मी.

४. लिंग अनुपात (महिला/१०० पुरुष)
९९.५

स्वास्थ्य सूचक:

१. शिशु मृत्युदर	७९/१०००	जिवित जन्ममा
२. बाल मृत्युदर	११८.३/१०००	" "
३. मातृ मृत्युदर	८७५/१००,०००	" "
४. प्रति व्यक्ति अस्पताल भैया	३,९६७	
५. प्रति हेन्चपोस्ट जनसंख्या	२४,०००	
६. प्रति डाक्टर जनसंख्या	१५,८००	
७. प्रति शौचालयको सुविधा	६%	
८. सुरक्षित खानेपानीको सुविधा प्राप्त	३७%	

५. शहरको जनसंख्या
९.२%

६. आश्रित अनुपात
कुल : ९३.१%
०-१४ : ८१.९%
६०+ : ११.२%

७. क) कोरा जन्मदर ३७ (प्रति हजारमा)
ख) कोरा मृत्युदर १३.३ (प्रति हजारमा)
ग) कुल प्रजननदर ४.६ (१५ देखि ४४ वर्ष समूहको महिला)

घ) सरदर आयु (वर्ष)

कुल : ५४.४
पुरुष : ५५.९
महिला : ५३.४

सामाजिक आर्थिक सूचक

१. आर्थिक रूपले सक्रिय जनसंख्या (१०+)

कुल :	५७.०%
पुरुष :	६८.७%
महिला :	४५.५%

२. कूल ग्राहस्थ उत्पादन दर
१९९१/९२ २.१ %

३. साक्षरता दर
कूल : ३९.६%
पुरुष : ५४.५%
महिला : २५.०%

मार्थ देखाइएका विभिन्न जनसंख्यिक, स्वास्थ्य र सामाजिक आर्थिक सूचकहरुको तथ्याङ्कबाट के प्रष्ट हुन सकिन्छ भने नेपालमा सामाजिक आर्थिक विकासमा मुख्य अवरोधको रूपमा यी तत्वहरु रहेका छन् ।

नेपालमा स्वास्थ्यको समस्यामा मुख्य भाडापखाला, आउँ, फोक्सो सम्बन्धी रोग, विपर, मेनेन्जाइटिस, इन्सेफलाइटिस आदि रहेका छन् । छाला सम्बन्धी रोग ग्रामीण क्षेत्रमा विद्यमान छ । ग्रामीण क्षेत्रमा अहिले पनि पर्याप्त मात्रामा स्वास्थ्यको क्षेत्रमा सुविधा पुऱ्याउन सकिएको छैन । मनाङ्ग जिल्लामा एउटा स्वास्थ्य चौकी/उप स्वास्थ्य चौकीले ६०० जनालाई सेवा पुऱ्याएको छ भने भापा जिल्लामा ६६,०५० जना व्यक्तिको भागमा एउटा स्वास्थ्य चौकी/उप-

स्वास्थ्य चौकी पर्दछ । स्वास्थ्य सेवाको असमान वितरणले गर्दा यस्तो हुन गएको छ । साथै ग्रामीण क्षेत्रमा भन्दा शहरी क्षेत्रमा बढी स्वास्थ्यको सुविधा पुग्न जानु पनि एउटा प्रमुख कारण अशिक्षा र रुढीवादीमा अन्योन्याश्रित सम्बन्ध देखिन्छ । कारण शिक्षाले चेतना जगाउँदछ भने रुढीवादी चेतनाको कमीको परिणाम हो । रुढीवादले सामाजिक विकृतिलाई प्रश्रय दिई राखेको हुन्छ । उदाहरणका लागि महिलालाई बोक्सी भनेर मानव मलमूत्र जबर्जस्ती खुवाएको र जिउभरी दिएको घटना पत्र पत्रिका माफत पनि यसै वर्ष जानकारीमा नआएको होइन । अशिक्षित परिवारमा बाल-विवाह अहिले पनि अनौठोको विषय हुन सकेको छैन जब कि शिक्षित आमा बाबुका लागि यो असम्भव विषय हो ।

Demographic and Social Indicators of SAARC Region

Countries	Lit %	Life expectancy	IMR	Growth Rate	CBR (Per 1000)	CDR (Per 1000)
Nepal	39.3	54	79	2.4	37	13
Bhutan	36.0	51	116	2.3	36	15
India	48.0	60	71	1.6	26	10
Bangladesh	34.5	56	102	1.9	42	7
Maldives	NA	66	47	3.5	NA	NA
Pakistan	34.0	58	97	2.5	36	11
Srilanka	88.5	72	21	1.2	18	6

Source: World Population Profile, 1996/Asia Pacific Population Journals, 1996/Key Indicators of Developing Asian and Pacific Countries, 1996.

(iii) (a) District which has the largest number of organizations involved in conducting literacy classes in 1995/96 is Nawalparasi.

- Total No. of organizations involved are - 54 including GOs and INGO as -ACTION AID-Nepal

(b) Districts with least number of organization involved in literacy class are Manang and Dolpa.

- Number of organization is one in each

- Name of organization involved in Manang and Dolpa is Ministry of Education.

(c) Tanahu is the district in which the largest number of literacy classes has been conducted in 1995/96 by GOs, INGOs, NGOs.

- Total number of literacy classes - 913

- Manang and Dolpa are the district in which the least number of literacy classes has been conducted in 1995/96

- Total No. of Literacy classes are 30 in each

(iv) INGOs like Redd Barna-Nepal, Plan International, Save the Children (US), United Mission to Nepal, Save the Children (Japan) USCCN, CARE-Nepal are involved in conducting Adult Education and other literacy classes in Nepal.

(v) GOs/INGOs/or NGOs are conducting literacy classes in all 75 districts in Nepal.

- Even though, the literacy rate in Nepal seemed very low. Outcome in this field is not satisfactory. What could be the reason?

Source: Agencies Involved in Literacy 1995/1996." World Education.

साक्षरता अबलोकन समितिका सदस्यहरू

श्री ठाकुर मान शाक्य	अध्यक्ष
सुश्री इन्दिरा कोइराला	सचिव
श्री डा. शम्भु प्रसाद ढुङ्गाना	सदस्य
श्री चिज कुमार श्रेष्ठ	"
श्रीमती सुमन कमल तुलाधर	"
श्रीमती कान्ता सिंह	"
श्रीमती प्रेमा रेग्मी	"
श्री प्रकाश सिंह अधिकारी	"
श्री रोहित प्रधान	"
श्री प्रतिनिधि, राष्ट्रिय अनौपचारिक परिषद्	"
श्री डा. उत्तमकृष्ण कर्माचार्य	"

यस अंकको सम्पादक मण्डल

श्री डा. शम्भु प्रसाद ढुङ्गाना
विकास घिमिरे
एन.जि.ओ. फोरम-नेपाल
बबरमहल, काठमाण्डौ,
नेपाल
पो.ब.नं. ६९६९
फ्याक्स नं. २२९४५९
फोन नं. २४२९९३

मुद्रक:- शान्ति अफसेट प्रेस (प्रा) लि. फोन नं. ४९६९०४