

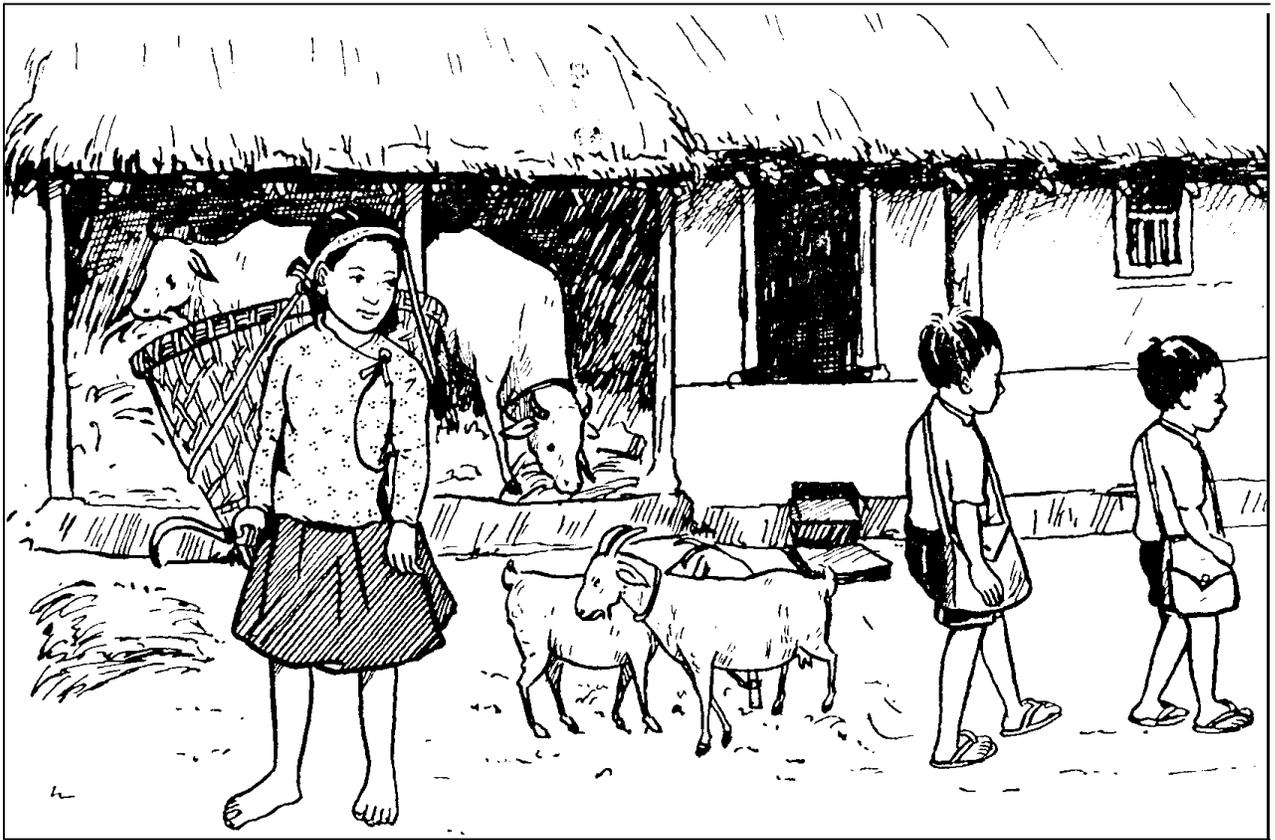
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LITERACY WATCH

BULLETIN

June 2001- No. 22

Gender Discrimination in Education



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

Editorial	; Dkfb slo
<p>Girls' Education is one of the major challenges in all developing countries to achieve the goal of universal basic education. The United Nations adapted 1967 as the International Year of Elimination of Discrimination against Women. Similarly, the UN declared 1975 as the International Year of Women and the Women 's Development Decade from 1976 to 1986. The World Conference on Women was held in Copenhagen (1980) and in Nairobi (1986). Those conferences prepared a global plan of action to promote and improve status of women in the world. The World Conference on Education for All held in Jomtien, Thailand in March 1990, emphasized that all governments and international agencies should provide support for the promotion of equal access of girls and women to basic education by the year 2000. The Jomtien Declaration categorically declared that universal basic education is not possible without the elimination of gender disparity in basic education. The World Education Forum held in Dakar in the year 2000 promised to eliminate gender disparity in basic education. To realize these strategic goals, it is urgent to improve access, retention and promotion of women and girls to schools, improve the quality of education and eliminate all factors that obstruct their active participation in education. This bulletin has tried to highlight the disparity situation in education and suggested efforts to promote towards gender equality in education in Nepal.</p>	<p>lasf; flldv bzx?sf] nflu lzlf klfq ug] sfof] dlxf lzlf Ps 7hf] rgh] lsf] ?kdf /lx/x\$] 5 . dlxf?nf0{ lzlf Pj +c6o lfd df cufl8 a9fpg laZj df laleG lbj ; x? klg dgfpg] u/\$] kf065 . ; 0St /fi6«; 3n] ; g\ (^& nf0{ c6t/fl60 dlxf la?4sf] ebfj lgd]ns/0f aif\$] ?kdf lnPsf] lyof] . To:t} ; 0St /fi6«; 3n] ; g\ (&% nf0{ c6t/fl60 dlxf aif{/ ; g\ (&^ blv ! (^ ^ sf] bzsnf0{ dlxf lasf; bzssf] ?kdf dfg\$] lyP . To:t} laZj dlxf ; Dd]hg ! (^) df sf] kx] ugd / ; g\ (^ ^ df g] faldf ePsf] lyof] . ol ; Dd]hg x?n] dlxf?sf] lasf; sf] nflu sfof] hgf tof/ u/\$] lyof] . ; g\ (() df yf0n08sf] hf] dt] df ePsf] ; a\$] nflu lzlf ; Dj Gwl laZj ; Dd]hg n] ; /sf/ Pj +c6o ; 3 ; :yfx?nf0{ ; g\ @)) ; Dd afnafn sf / dlxf?sf] nflu lzlf df lasf; / kx: a[4 ug{ ; xof] ug{ hf] lbPsf] lyof] . hf] dt] ; Dd]hg n] ha; Dd cfwf/et lzlf df dlxf?sf] c; dfg ; xefultnf0{sd ug{ ; lsb, tj ; Dd ; a]nf0{ lzlf pkn]w u/fpg] sfof] klg k/f xg ; Sbg egl 3f] off u/\$] lyP . 8fs/ ; Dd]hg] lzlf df n] us laifdtf ; g @)!% ; Dd kof] of x6fpg] kl] tj 4tf hf] u/\$] lyof] . of] dxfg nlonf0{ k] t ug{ cj n] jg u/\$] sfof] tnf0{ dx; ; u/l afn sf tyf dlxf?sf] lzlf sf] cj ; /df kxF b/, ptl0f b/, egf{ b/df Jofks a[4 ug{ cfhsf] cfj Zostf xf] . ; fy} lzlf sf] uof: t/df a[4 / dlxf?nf0{ lzlf df ; xeful xg afwf k-ofpg] ; a]fn] t] j x?nf0{ klg lgd] ug{ h?/l ePsf] 5 . of] ah] l6gn] vf; u/l dlxf?sf] lzlf df c; dfg cj :yf / lzlf df n] Es ; dfgt sf] nflu eP u/\$] kof; nf0{ phfu/ ug{ vf] h\$] 5 .</p>

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Female Disparity in Education

Education is one of the most important basic needs of every human being. It is not only the basic needs but also a human right. Without giving basic educational opportunities to the people, it is quite difficult for a country to move ahead in the development process. Illiteracy is a serious problem in the world. About 113 million children in the world are remaining out of school and 880 million adults are still illiterate in the year 2000 according to the report of Dakar conference in 2000. Among them two thirds are girls and women. In Nepal, girls and women are largest disadvantage group among others. This is one of the reasons why Nepal is one of the most illiterate countries in the world.

Nepal has been making considerable effort in expanding primary schooling facilities for school going aged children. However, there is a marked male-female disparity in education. Though, there is no legal barriers for equal access to education, boys are given preference over girls for many socio-cultural and economic reasons. The table below clears the fact.

Table 1: Disparity among girls and boys (both public and private sector) and their percent by Development Region from grade one to ten.

	Students Enrolled '97			
	Total	Girls	Boys	Range of disparity
Nepal	4648157 100%	1894856 40.77%	2753301 59.23%	18.46%
Eastern Development Region	1147478 100%	490557 42.75%	656921 57.25%	14.50%
Central Development Region	1475644 100%	574546 38.96%	901098 61.04%	22.08%
Western Development Region	1108518 100%	504774 45.54%	603744 54.54%	9.0%
Midwestern Development Region	544788 100%	200494 36.8%	344294 63.2%	26.40%
Far Western Development Region	371729 100%	124482 33.49%	247247 66.51%	33.02%

Source: Women in Nepal : Some statistical facts, CBS, 1999

The above table clearly shows that among the students enrolled in the grades 1 to 10 the girls constitute 40.77% and boys constitute 59.23% in 1997 making the disparity range 18.46%. The disparity among girls and boys are found in all five Development Regions of Nepal. The girls' enrollment rate is found to be relatively lower than that of the boys in all development regions.

The rate of enrollment of girls is highest (45.54%) in the Western Development Region. In that region the range of the disparity among boys and girls is 9 % only. The enrollment rate of girls is lowest 33.49 % in the Far Western Region and so is the disparity rate i.e.33.02%. Even in the Central Region the range of disparity between boys and girls is found higher than that of the Western and Eastern Region, which is about 22.0 %.

The situation of the disparity in education is aggravated by high dropout and high repetition rates among the girls. The following table shows the rate of promotion, repetition and drop out rate of boys and girls.

Table 2: Rate of Promotion, Repetition and Dropout 1996(2053) (in percentage)

Grade	Promotion			Repetition			Dropout		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Grade1	35.2	35.6	34.8	41.7	42.2	41.2	23.1	22.2	24.0
Grade 2	70.8	72.8	68.8	24.6	22.8	26.4	4.6	4.4	4.8
Grade 3	72.1	70.6	73.6	19.7	18.3	21.1	8.2	11.1	5.3
Grade 4	70.4	69.4	71.4	20.6	20.1	21.6	9.0	11.1	6.9
Grade 5	63.6	66.3	60.9	21.3	20.3	22.3	15.1	13.4	16.8
Grade 6	72.0	71.7	72.3	19.1	17.6	20.6	8.9	10.7	7.1
Grade 7	78.8	81.5	76.1	16.8	15.9	17.7	4.4	2.6	6.2
Grade 8	72.1	73.1	71.1	23.3	20.8	25.8	4.7	6.3	3.1
Grade 9	71.0	69.1	72.9	18.9	16.7	21.1	10.1	14.1	6.1
Grade 10	**		**	19.6	16.4	22.8	**		**

Source: Educational Statistics of Nepal , 1997 (2054)

The promotion rate in grade one is only 35.2% in total and for girls it is 34.8% .The rate increases in the higher grades reaching 63.6% in the grade five.

The drop out rate seems to be high in grade one for both boys and girls. The overall drop out rate in grade one is 22.2 % for boys and for girls it is 24 %. The drop out rate decreases as the children move to the higher grades reaching to 2.6 % for boys and 6.2 % for girls in grade seven.

In the case of repetition, high repetition occurs in grade one, reaching to 41.7% as total and 41.2% and 42.2% for the girls and the boys respectively. The repetition rate decreases in the higher grades.

In general, in all the grades the promotion rate of the girls is found lesser than that of boys. On the other hand the repetition and drop out rate among the girls is found higher.

Outstanding Issues and Socio Economic Situation of Female

The low participation of female population in education make them backward in all other fields like politics, jobs, human rights, sports etc. A survey was conducted in 1990 by UNICEF and RIDA to find out the status of the girl child. The study covered 400 households equally distributed in eight districts representing five development and three ecological regions, including rural and urban areas.

The study was supplemented with secondary data collected from various governmental and non-governmental sources. The relevant findings of the study are given below:

1. Children in Nepal live with severe consequences of poverty and environmental degradation, yet the underlying causes for gender bias against the girl child lie not so much in poverty as in a complex set of social, cultural and historical factors.
2. The prevalence of a harsh economic system in the absence of social security result in the preference for male child.
3. All the communities covered by this study assign women a secondary role.
4. The male- female enrolment differential has widened considerably over the years, despite the few government incentives. The girl child has relatively lower access to education because of distance of the school, irrelevance of the curriculum, poor health, heavy work burden, poverty, parental illiteracy and prejudices, and the financial implications of sending girls to school.
5. A correlation was found between higher parental literacy together with exposure to outside influences, and higher school enrolment of girls. It was further noted that the illiteracy of mothers was a far more significant factor than that of fathers in depriving daughters of access to education.
6. The data revealed that among the households not sending children to school, 70 per cent of the children were girls. Parents sending children to school were in favor of educating male children(40 percent explicitly expressed their preference and 52 percent thought male children should receive higher level than girls). This was because the girl children were perceived to ultimately belong to their husbands' households and largely being confined to household work.
7. For most families extreme poverty has led to a strong reliance on their children's economic contribution as an essential base for survival. Invariably girl children have a heavier burden of work placed upon them, with strong gender stereotyping of the nature of work.
8. School going children work relatively fewer hours than children not attending school, yet school going girls spend relatively fewer hours studying because of their heavier domestic responsibilities.

Source: (RIDA 1991: Situation of the Girl Child in Nepal, UNICEF, Kathmandu)

Different studies other than mentioned above have also shown that the female education has great impact on family's as well as community's well being. Since it is accepted that female education will help to solve most of the problems of women's backwardness, Nepal needs to promote relevant and need based non-formal education program for female population as widely as possible. Unless the country could provide education to women who constitute more than half of the population of Nepal, it is hard to think that the country will make any progress because women's participation is indispensable in all development tasks. Therefore there must be a coordinated effort both through formal and non- formal education especially targeted towards decreasing the female disparity in education in Nepal.

Socio –Economic Situation of Female

The Constitution of Nepal has declared that Nepal is a Hindu Kingdom. The Hindu Philosophy regarding women is described in the Hindu Text called “Manu Smrity”. This text says that women’s main duty is to obey and serve the father, brother and other male members of the family when they were young. They should be married as arranged by the parents as soon as possible. Among some castes they should be married even before puberty. When they are married they should obey and serve husband, father-in-law,



mother-in-law and other senior male and female members of the husband’s family. When they grow older they should follow the advice of their sons. This way women are subservient to male members of the family all throughout their life. The daughters have no property rights. Even the mother should get permission from their sons to sell the property. Since most of the politicians, administrators, judges, newspaper editors etc are conservative Hindus, they follow the Hindu philosophy faithfully. Some of them even dare to say that it is not necessary to educate girls and women. That is why, there is such a gap between what they say or write and what they practice. Whatever a little the government has done so far are as a result of International pressure and due to the modest efforts of some women activists of Nepal. But women activists have to face a very strong opposition from the Hindu traditionalists. It is already clear that unless the women are made equal partners in the development process the country could never develop in any sense. Therefore, there must be more efforts from the women themselves as well as International Community to force the politicians, administrators and others to change their out dated tradition, values and beliefs about women.

Poverty is another reason for keeping girls and women backward. Because of poverty most of the families do not send their girl child to the school. Moreover girl children have more household chore burden than boys. In Nepal girls begin to work even at the age of 6 and within 6-9 years of age, they work 4-7 hours a day depending upon the economic condition of the family (RIDA, 1991). The table below shows that the workload of a child increases with the increase of age and that of a girl child even more. Girls tend to spend more time in domestic chores while they are attending the school than the schooling boys. In total the girls contribute nearly 50% or more labor than the boys. Their engagement in the domestic work has been one of the greatest impediments to girls' education and that has caused high drop out rate in primary level education.

Table 3: Gender-wise work- pattern of Nepalese Children 6-16 Years (Hours a day)

Age Group	Schooling		Out of school		Total	
	Girls	Boys	Girls	Boys	Girls	Boys
6-9	2.32	0.82	0.04	0.39	3.98	2.42
10-14	3.5	2.23	9.54	9.55	5.79	2.95
15-16	4.13	3.11	10.13	7.92	7.13	3.59
Total	3.18	2.20	8.94	6.19	5.44	2.81

Source: Educational Statistics of Nepal, 1997 (2054)

Women in Politics and Administration

The Eighth Plan (1992-1997) was significant in the sense that it has identified a number of problems in enlisting women's participation in the development process. The eighth plan has also, for the first time, pointed out the need to amend laws, which stand in the way of women's development.



Since girls and women do not get opportunity for education, women participants in administration is very negligible. In the entire history of district administration, up to 1993, only two female Chief District Officers (CDO) were appointed out of 75 CDOs in the country.

Similarly in the House of Representatives, there are only 8 women members out of 205 parliamentarians (3.41 percent), and in the Upper House there are 3 women out of a total of 60 members (5 percent).

Although some momentum has been gained in women's access to politics after the restoration of multiparty democracy in 1990, the participation of women in important positions in the political offices remained minimal. The constitution has made provision that 5 percent of all candidates for the parliament must be women and there is a special provision for nominating three women to the upper house.

In 1991 general election 82 women contested (6.1%) out of a total of 1,345 candidates for the 205 parliament seats, only seven (3.4%) were elected. In the local level elections in 1991 only 956 female candidates out of total seats 102502 (0.55%) were elected.

In the Government Administration also the participation of women is very low. There were only 493(4.39%) gazetted female officers out of total 11,232 officers. The women officers in first, second and third class positions were only 1.13%, 2.49% and 3.66% respectively. In government offices percentage of female personnel has increased from 8.9% in 1978 to 11.7% in 1993. They are mostly in non gazetted officers level.

Table 4: Proportion of Women in Government Administration

	1978			1993		
	Number		Percent of Women in Total	Number		Percent of Women in Total
	Total	Female		Total	Female	
Gazetted	6,099	197	3.23	11,232	493	4.39
Special	45	-	-	41	-	-
First Class	353	4	1.13	650	16	2.46
Second Class	1,326	33	2.49	3103	139	4.48
Third Class	4,375	160	3.66	7438	338	4.54

Source: Children and Women of Nepal, A situation Analysis, UNICEF, 1996

Government Efforts towards Gender Equality

Primary School Scholarship

The Primary School Scholarship Program was initiated to increase girls enrollment in schools since 1991 in all 75 districts of Nepal. This scholarship has been offered to those primary level girl students who are financially weak to continue education but are interested to study. The scholarship receiving girls get Rs. 250 /- (\$ 3.68) for one academic year. From 1996 the government instituted separate Primary School Girls Scholarship in 10 remote districts of the country (Doti, Achham, Bajhang, Bajura, Jajarkot, Dolpa, Jumla, Kalikot, Humla and Mugu) where all the girl students enrolled at the primary level are provided with a scholarship of Rs 250 a year.

Nutrition Program in Primary Schools

Many children have not been able to join school because they could not get enough food at home. The Ministry of Education implemented mid-day meal program under the Primary School Nutrition Project for five years in collaboration with World Food Program. This program was introduced since 1996 for primary schools in 10 districts such as Dhanusha, Parsa, Rupendehi, Salyan, Rukum, Dailekh, Surkhet, Dadeldhura, Doti and Achham. It has been estimated that 200,000 students, both boys and girls, got benefit from this program. The mid-day meal has been prepared out of 85 gm of flour, 15 gm. of ghee, and 10 gm of sugar per student.

Free Textbook Distribution at the Primary School Level

Free textbook distribution as an incentive program to encourage the participation of girls and women in primary school level of education has been introduced, since 1978 in

all public primary schools of the country. In 18 remote districts the boys also get free textbooks.

Scholarship Program for Dalit Students

The word "Dalit" connotes oppressed people. Dalit childrens have no access to schools. The people of Dalit community comprise about one fourth of the Nepali population. But their literacy rate is less than 10% and about 70% of the school going age children of this community are not enrolled in primary schools. Those who are enrolled also dropout from school before they reach grade three. The major reasons are said to be low income of parents and social taboo of untouchability (CERID, 1997). In view of such a situation, from 1990, the Ministry of Education has made a provision to provide scholarship to the selected students from Dalit community.

Secondary School Girls Scholarship:

This scholarship is provided to intelligent but poor girl students who would otherwise drop out of school for financial reasons on secondary schools. The scholarship rate is Rs.60, 70, 80, 90 & 100 for the students of Grades 6, 7, 8, 9 & 10 respectively.

Educational Upgrading Scholarship:

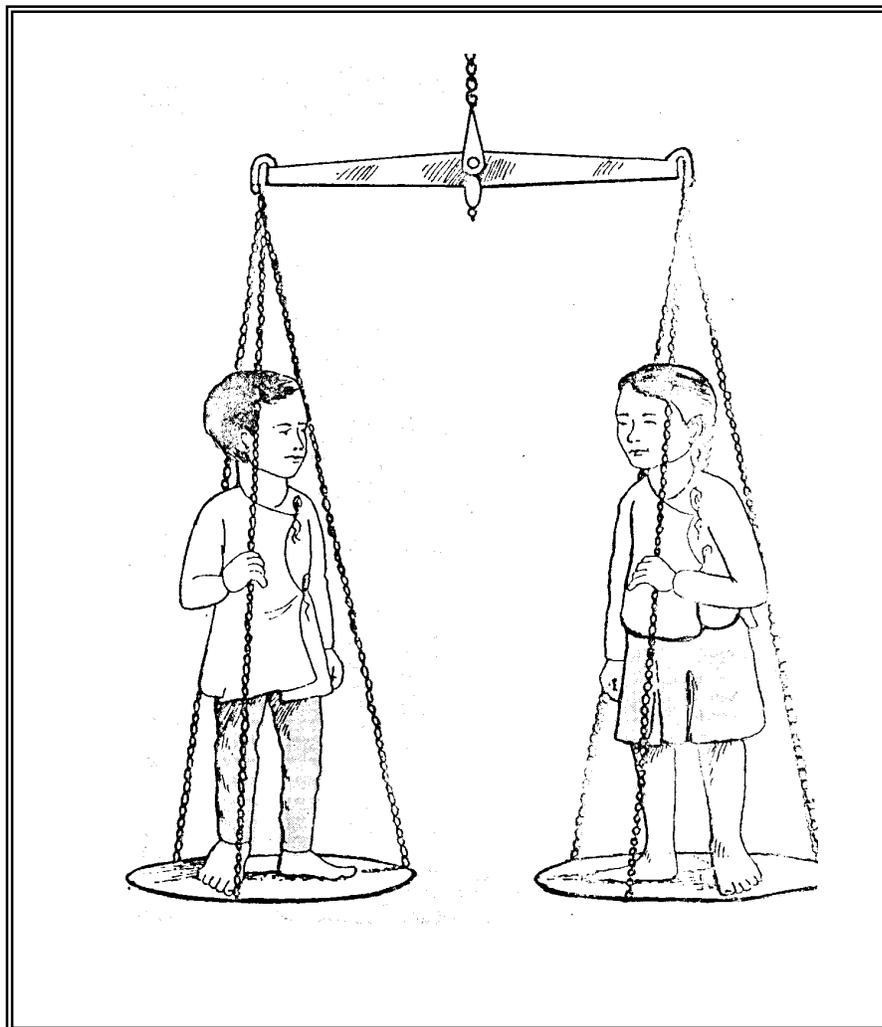
This scholarship is provided to girl students of remote districts to complete secondary education. These scholarship-holders are housed in one of the twenty hostels. The girls from remote districts receive Rs.650 per month while the girls from other districts receive Rs.550 per month.

Steps to be considered to improve the Education and Socio- Economic Situation of Female

Different experiences and research studies have already proved that the increase in participation of female in education and their socio economic development has direct correlation with overall development of the country. So, different countries are focusing their plan and programs towards the development of women and their greater participation in education. But Nepal has not been able to promote girls and women education to eliminate the gender disparity in education. The Human Development Report, 2001 has shown that Nepal stands at 135 places in the HDI scale. So it is urgent to increase the participation of girls and women in education. In order to improve status of girls and women following steps should be taken.

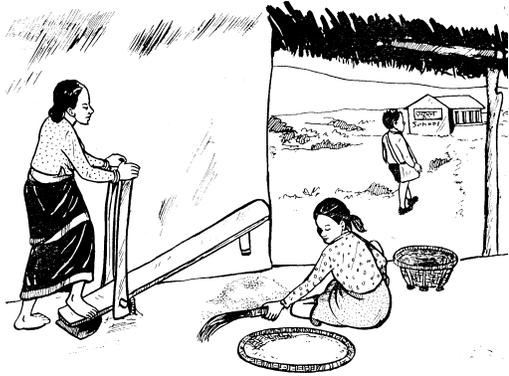
1. At present all women's development program look like crisis management. This situation should be ended and there should be long term plan and program with appropriate implementation strategies and budget. There must be clear policy, plan and program with time frame for the improvement of the status of girls and women. If the targets are not fulfilled the responsible person should be punished and those who would fulfill the target should be rewarded.
2. Women leaders and field people must be involved in the preparation of policy, plans, and programs so that the policy, plan and program are workable and progressive.
3. More and more women must be given responsibility to implement the women related programs providing adequate training and facilities.
4. There must be continuous evaluation and monitoring of the program, based on the monitoring and evaluation reports the programs should be corrected as necessary.
5. Adequate budgetary provision must be made for the women's program, and there should be a rule that the money could not be used for any purpose other than women's improvement programs.
6. Curriculum, textbooks and other educational materials should be revised to remove any contents, which is biased against women and sex stereotyping. More materials must be added to enhance women empowerment and positive image of women in the society.
7. More and more women teachers must be appointed. At least 50% of the teachers in primary schools and 30% in other levels of education must be women. More lady supervisors and administrators should be appointed.
8. Functional non-formal basic education must be promoted on priority basis for the out of schoolgirls and women. This task should be assigned to NGOs with adequate women workers.
9. All women literacy program must have saving and credit association. The adult women also should be given parents education to promote their daughters education.
10. NGOs should be encouraged to establish and manage cooperative formal schools of all levels for the girls and women.
11. All the girls incentive programs such as scholarship, hostel facilities, free text books, free uniform and mid day meal should be reviewed from time to time to make them effective and to ensure that only the needy and deserving ones should get them.

12. No political and other influence should be allowed to work in the women's development program.
13. There should be utmost coordination among all agencies, which work for women's education development program.
14. It is found that the illiterate women become victims of girls trafficking in Nepal. Therefore there must be special program for those areas where the problem is most probable. Those girls who have infected by HIV and AIDs due to this illegal practice should be rehabilitated with proper treatment and education to be self-reliant.
15. Destitute women and women who are victims of domestic violence should be given proper shelter and training to earn favorable living.
16. There must be a law to punish those who are engaged in the girls trafficking and in luring the girls in illegal acts such as prostitute and other means.
17. Husbands should be provided proper education to convince that women's education will help to enhance family welfare through better nutrition, family planning, environmental conservation etc, a particularly children's future.
18. Since women in Nepal work equally in agriculture, animal raising, marketing etc, they should be given training to adapt scientific methods and new technologies to improve their works.



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dlxnf? lzlfdf lkl5l8Psf]h]pglx? /fhg]ts, ; fdfhs cfly\$, v]hsb, dfgj clwsf/ cflb lfdf klg kl5 k/\$f]b]v65 . ; g\!(() df aflnsf?sf]cj :yfaf/] UNICEF / RIDA n] u/\$f] ; j [f0fn] b]yP cg; f/ ul/al e6bf klg a9l ; fdfhs, ; f:s[ts / P]txfl; s sf/0fx?n]ubf{aflnsf? / dlxnf? kl5 k/\$f]b]v65g\ gkfnl aflnsdfly lzlfdf ePsf]e]efj sf]sf/0f pQm ; j [f0fn] ; d6\$ f ; a]h ; f] ; dbfodf dlxnf?nf0{bf] f] bhf{ lbPsf] kf065 . ; /sf/af6 laleG sfoQmdx? ; #fng u/klg lzlfdf afns / aflnsf]c ; dfgtf b/ 36\$ f] 5g . ; j [f0fn] dlxnf?sf] lzlfdf kxF b/ sd xg'sf] k6v sf/0fx? o; /l b]yPsf] 5 . h:t}M laBfnosf] 6f9f xg' , kf70qmd ; xfpB] g]xg; aflnsf? dfly 3/fo; l sdfs]afem a]9 xg' cleefj sx? lg/lf/ xg' cflb b]yPsf] 5g\ ; fy} ; j [f0fn] cleefj sx?sf] ; flf/tf b/sf] a[4; # aflnsf?sf] egf6/ a[4sf] :ki6 ; x; Da6w (Co-relation) ePsf]klg b]yPsf] 5 .

laleG clbog cg; Gwfgx?n]dlxnf?sf]lzlf]kl/j f/ Pj +; dfhdf /fd]k]efj kfg]s/f cfl]ofPsf] 5g\ . ; fy} dlxnf lzlf] lasf; sf] nflu cfl]rfl/s lzlf] dfq gklg] / pkoSt cgf]rfl/s lzlf] sfoQmd klg ; #fng ug]k]s/f b]yPsf] 5 .

gkfn]sf] ; l]wfgn] gkfn]nf0{lx6b' clw/fho 3f]f0ff u/\$f] 5 . lx6b' bz6df dlxnf?sf] eldsfaf/]dg:d[t u]ydf p]n]y ul/Psf] 5 . h; cg; f/ dlxnf?n]laj fx k] {aaf, bh' / c6o kl/jf/sf k?if ; b:ox?sf]s/f df6g' kb5 . dlxnf?n]kl/j f/n]hf] # ljj fx ug{ lg0f6 u]of] p]xl; # laj fx ug]kb5 / slt ; dbfodf t gfafns cj :ydf aflnsf?sf] laj fx ul/lbg]rng klg /x\$ f] 5 . pQm u]y cg; f/ g}dlxnf?n]laj fx kl5 n]l]g] ; ; /f tyf cfl]rfl]n]l]g]sf]kl/j f/sf ; b:ox?sf]s/f df6g' k5{. h; n]ubf{dlxnf hlj g e/l g} k?ifx?sf]clwgd] /xl af]g afl]o x65g\

gkfn]sf w]h; f] /fhg]ts, kzf; s, 6ofowl; x? cflb lx6b' wd{df6g} g} 5g\ . To; h] pglx? dlxnf lzlf / lasf; df lolt rfv /fv6g\ clxn]dlxnf lzlf / lasf; sf nflu ; /sf/n]u/\$f] s]xl k6f; x? c6t/f]60 bafj sf kl/0ffd dfq xg\ gkfn]df /x\$ f] laleG dlxnf ; 3 ; #yfx?n] dlxnf lasf; sf] nflu sfd ul//x]f klg pglx?n] lx6b' k/Dk/fafbx?sf] r]gf]lx? ; xg' kl//x\$ f] 5 . v:s6f] cfly\$ cj :yf klg dlxnf?nf0{ k5f8l kfg]sf]csf]k6v sf/0f xf]. ul/alsf]sf/0f w]h; f]kl/j f/x? aflnsfn]0{laBfno k7fp6g\ . ; fy} aflnsf tyf dlxnf? dfly 3/h' sfo\$]afem klg a9l g}b]v65 . ul/alsf sf/0f aflnsf?nf0{afnse6bf a9l k]olf jf ck]olf ?kdf c]dbfgl xg] 3/h' sfo6f nuf065 . ; g\!((! df RIDA n]u/\$f]clbog cg; f/ aflnsf?nf0{^ aif6]v g} 3/h' sfddf nufpg]ul/65 . pQm clbogn]Pp6l ^-(aif6] aflnsfn]lbg]sf]\$ b]v & 306f; Dd 3/h' sfd ug]u/\$f] tYo k\$flzt u/\$f] 5 . To:t} /fhg]ts lfd] klg dlxnf?sf] ; xeflutf p] ; fxhgs b]v6g . ; g\!((!-(@ df gkfn]sf]kl]tlgw] ; efd

hDdf @)% hgf ; f;bx? dWb]dlxnf ; f;bx?sf]; Wof dfq * hgf #-!%_ lyP eg] ^)
hgfsf]/fli60 ; efdh hDdf # hgf -%%_ dfq dlxnf kl|lgwlx? lyP .

; /sf/l kzf; gsf] lfd] xg] xf] eg] ; g\!((# df gkfndf hDdf !!,@#@ /fhkqfSt
clws[dWb]dlxnf?sf]; Wof dfq \$(# -\$#(%_ lyof]. To:t}kyd, lålto / t[lo
>Qflsf dlxnf clws[x?sf]; Wof qmdz M!=# %, @-\$(% / #^^ % dfq b]v65 .

ol dflysf tYox?n] gkfndf dlxnf? x/\$ lfd] k5fl8 k/\$] b]yp5 . o; /l
dlxnf?sf]; xeflutf sd xg]sf]kDv sf/0f eg\$]dlxnf?sf]lzlffdf kxF sd xg'g
xf]. hg lasf; lfd] jf 7fpdf dlxnf ; flf/tf kl|tzt / dlxnf?sf]lzlffdf kxF a9L
ePsf] kf065, ToxfDlxnf?sf]hljg:t/ nufot c6o lfd]x?df klg kxF a9L ePsf]
kf065 . ; fy]dlxnf lzlffn]kl/jf/ / ; dfhdf ; d; ; sf/flds kefj kfg[ePsfh]; /sf/l
Pj +u; ; /sf/l ; yfx?n]dlxnf lasf; sf]nflu klxnf]v8]snf\$]?kdf dlxnf lzlffn]0{
hf8 lbg'kb5 .

lzlffdf n]Es ; dfgtfsf]nflu sxl ; /sf/l kof; x?

lzlffdf n]Es c; dfgtf 36fpg / aflnsfx? / dlxnf?nf0{lzlffdf ; dfg cj ; / kofg
ug{>l % sf]; /sf/n]laleG sfo\$dx? ; mfng u/\$f 5g\ o:tf laleG sfo\$dx dWb]
sxl sfo\$dx? tn pNny ul/Psf 5g\

kfylds lzlff 5fqa[Q

dlxnf lzlffsf]dx]j gaem, aflnsfx? dflj 3/h' sdfs]afem nf8g, afn laj fx, cflb
gkfndf aflnsfx?sf] lzlffdf ; xeflutf sd xg]sf sf/0fx? xg\ . laBfnox?df
aflnsfx?sf] egf{b/ a[4 ug]p2]on] ; g\!((! b]v kfylds dlxnf 5fqa[Q lzlff
sfo\$dx &% a6}lhNnfd nfu' u/\$f]5 . h; sf]cfly\$ cj:yf Hofb}g}sdhf] eg\$
5fqfx?nf0{pglx?n] cfkny] k9f0nf0{hf/l g} /fvG ; sf] \elg lb065 . o; sfo\$dx
cGtu{ 5fqa[Q kfg]k]o\$ 5fqfn]aif\$]?=@%)- -oP; =8n/ #^^* kfp5g\ >l % sf]
; /sf/n]; g\!((^ b]v !) bu6 lhNnfx? 8f6L, c5fd, aem^a, afh/f, hfh/sf6, 8f]kf,
hDnf, sflnsf6, xDnf / du6f 56}kfylds lzlff 5fqf 5fqa[Q sfo\$dx z? u/\$f]5 .
h; cg' f/ kfylds slffdf egf{ePsf ; Dk0f{5fqfx?nf0{aflif\$ @%)- sf b/n]5fqa[Q
kofg ul/65 .

kfylds laBfno k]f]of sfo\$dx

gkfndf ul/al / k]f]fnf] vfg\$ /f ; Dj Gwl r]gfsf] sdln] ubf{ w]h; f] afnafnsfx?
sk]f]ofsf]lzs/ ePsf] kf065 . w]h; f] s]fs6lx?sf] 3/df kz:t / k]f]fnf vfg\$ /fsf]
cefj 5g\ . To; h] pglx? k/f vfgf gvf0{laBfnox?df k9g hf65g\ . ; fy}sk]f]ofsf]

sf/0fn]ubf{jfnafnlsfx? klg lgoldt ?kdf laBfno pkl:yt xg ; Sb0g\ skf]f0sf]of] l:yltnf0{dWbgh/ /fvl >L % sf] ; /sf/n] kfylds laBfnosf afnafnlsfnf0{ lbpFf] vfhf v]fpg]sfo\$0 ; #fng u/\$f]5 . of]sfo\$0 !((^ b]v !) lhNnf? wglff, k; f{ ?kGbXL ; Nofg, ?sd, b]y, ; v]f, 88]hw/f, 8f0L / c5ddf nfu' ul/Psf] lyof]. of] sfo\$0daf6 s/la b0{nfv kfylds txsf afnjfnlsfx? nfe]Gj t ePsf]cgbfg ul/Psf] lyof]. of] sfo\$0 cg'f/ k|t laBfyl{*% u|d kl7f] !% u|d fo"/ !) u|d rlg] lbpFf]f]vfhfsf]?kdf lb0G5 . of]sfo\$0n]ubf{afns Pj +afnlsf ba\$]laBfnodf egf{ b/ a9fpg ; km ePsf]kf0Psf]5 .

kfylds laBfno txdf lglZNs kf70k':ts lat/0f

afnlsfx?sf]egf{b/ a9fpg]p2]on]; g\!(&* b]v g}kfylds txdf lglZNs kf70k':ts lat/0f ug]sfo\$0sf]yfng] ePsf]5 . z?df of]sfo\$0n]Ps slff b]v tlg slff ; Dd egf{ePsf] 5fqfx?nf0{dfq ; d0\$]lyof]eg]xfn ; a}kfylds slff? h:t}slff Ps b]v kfF ; Ddsf 5fqfx?nf0{ ; d0\$] 5 . !* j6f bu0 lhNndf of] sfo\$0 c0tu0 afnsx?nf0{klg lglZNs k':ts lat/0f ul/G5 .

blnt laBfyl{?sf]nflu 5fqa[Q sfo\$0

blnt hflt elg ; dfhdf x]hfFug]ka[Qn]ubf{blntx?sf afnafnlsfx?sf]lz]lffdf kxF Hofb}g}00 /x\$]5 . g]kfndf blntx?sf]hg; Wof h]df hg; Wofsf]Ps rfyf0{/x\$]5 eg]pglx?sf]; flf/tf b/ dfq !)% /x\$]5 . blnt hfltsf &)% laBfno pd]sf afnafnlsfx? laBfno afx/ g}/x\$] 5g\ hf]egf{x05g,\pglx? klg clwsfz laBfyl{? # slff kl0g cuf]8 g}laBfno 5f0g]u50\ . blnt hfltsf]lz]lffdf kxF b/ sd xg]sf] sf/0fx? / u/la / ; fdf]hs aGb]h cflb g}xg\ . of]tYonf0{dWb gh/ /fvl >L % sf] ; /sf/n]; g\!() b]v blnt laBfyl{5fqa[Q sfo\$0 ; #fng u/\$f]5 . o; 5fqa[Q sf] 5gf0 lhNnf? / s[|b|ldln ub5g\

z]lfs lasf; 5fqa[Q

of] 5fqa[Q bu0 lhNnfsf dflblds lz]lff k/f ug]{rfxg] 5fqfx?nf0{k0fg ul/G5 . o; c0tut{5fqa[Q kfg] 5fqfnf0{dlxf 5fqfaf; df /flvG5 . bu0 lhNnfsf 5fqfx?nf0{ dfl; s ?= ^%).- / c0o lhNnfsf dlxfnf?nf0{dfl; s ?= %%).- lb0G5 .

dflblds lz]lff 5fqfj [Q sfo\$0

of] 5fqa[Q dflblds txsf h]0gf/ 5fqf hf]cfly\$ sf/0fn]laBfno 5f0g] aflb xg ; S5g\, To:tf 5fqfx?nf0{o; 5fqa[Q sfo\$0 c0tu0 slff ^,&*,(/ !) sf 5fqfx?nf0{s0zM dfl; s ?= ^).- &).- *).- / ().- k0fg ul/G5 .

dlxnf?sf]; fdfhs cfly\$ cj :yfdf ; wf/ Nofpg rfnlg' kg[kf0nfx?

dlxnf?sf] z]f]s lasf; ePsf b]zsf] ; fdfhs / cfly\$ lasf; klq xG5 eG] tYo laleGg cllbogx?n]kdf]0ft u/\$f 5g\ t; y{of]hgf tyf sfoGmd lgdff{stf{?n]dlxnf lasf; / ; z]Sts/Of kl't sllbt u/] of]hgf agfpg k5{. ; g@)}! sf dfgj lasf; kl'tj]Dgn]g]kfnf0{dfgj lasf; qmddf !#% cf]:yfgdf ; l'rs[t u/\$f] 5 . ha; Dd dlxnf?sf] lasf; xg ; Sbg, g]kfn] dfgj lasf; df k]lt ug{; Sbg . To; h] dlxnf?sf]cj :yfdf ; wf/ Nofpg lGdg kf0nfx? rfnlg cf]Zos b]vG5 .

s= xfn ePsf dlxnf lasf; sfoGmdx? ; ah; f]t]tsfn ; d:of ; dfwfg cyff (Crisis Management) ?kdf dfq ; #fng ePsf]b]vG5 To; sf]; 6df dlxnf lasf; ; DalGw lb3\$flng of]hg / sfoGmdx? agf0{nfu' ug{k}kb5 . ; fy}dlxnf lasf; ; DalGw :ki6 lgtl tyf sfoGmd agfpg' kb5 / nllft p2]o xfl; n ug{c; dy{lhDd]f/ AolQm?nf0{bl08t ug[/ sfoGmd /df] nfu' ug[AolQmf0{ k/:sf/sf]Jo] :yf xgkb5 .

v= dlxnf ; DalGw lgt, of]hg / sfoGmdsf]lgdff ubf{dlxnf g]t? tyf :ynut sdf/Lnf0{klg ; lDdInt ul/gkb5 .

u= dlxnf ; DalGw sfoGmd ; #fng ug[AolQm]f/L w]h; f] dlxnf?nf0{g} lbgkb5 / pglx?nf0{ cf]Zostf cg; f/ t]fnd / ; lawfx?sf]Aoj :yf xgkb5 .

3= sfoGmdx?sf]lgoldt cgludg / dNofGg ug[Aoj :yf xgkb5 / cgludg / dNofGgsf]kl'tj]Dg cg; f/ sfoGmdf ; wf/ ug{k}kb5 .

a= dlxnf sfoGmdsf]nflu kof{t dfqdf ah]sf]Jo] :yf xgkb5 / dlxnf sfoGmdsf]nflu 5bdfPsf] ah] cG sfoGmdf vr{ug{k}k]f]wfg xgkb5 .

r= kf7dqmd, kf7dk'ts / cG z]f]s ; fdfullaf6 dlxnf0{x]ofpg]/ sd b]f]pg]s/fx? ePsf] kf7x? x6f0{kl/dfhg ug{k}kb5 . dlxnf ; z]Qms/Of tyf dlxnf?af/]; sf/f]ds kf7x? kf7dqmdf ; dfj] ul/gkb5 .

5= s]Dtdf klq %) % sf]b/n]k]y]ds laBfnx?df dlxnf lz]lfsx? / cG :t/df s]Dtdf #) % dlxnf lz]lfsx? /xg' k5{. ; fy}dlxnf lgl/lfsx? tyf k]z; sx? klq egf{ul/gkb5 .

h= laBfno lz]lffaf6 j]l'rt dlxnf?sf]nflu sfoGhs cg]k]r]f]s lz]lffsf]Jo] :yf ug{k}kb5 / o:tf cg]k]r]f]s lz]lff ; #fngsf]; DkOf[lhDdf u]; =; =nf0{lbgkb5 .

e# ; flf/tf sfoGmd cleofgsf] ?kdf rnfpg :yfglo ; /sf/ / u]; =; =?nf0{lhDdf lbgkb5 . ; flf/tf sfoGstf{?; u ; d]jo u/L sfoGhs lafoa:t'h:t}:j:f:Yo, lz]lff, kl/jf/ lgo]hg, lz]lff, jftfj/Of, cfodhs sfoGmd klq ; #fng ul/gkb5 .

` = u]; =; =?nf0{af]nsf tyf dlxnf?sf]nflu dfq ; xsf/L laBfnx? ; #fng ug{k}k]f] ; fxg lbgkb5 .

6= dlxnf 5fqfx?nf0{5fqa]Q, lgz]Ns 5fqj]f; , lgz]Ns kf7dk'ts, laBfno kf]z]s / lbp#f]f]v]hf pkn]w u/fpg] h:tf sfoGmdx?sf] ; do ; dodf kg/f]nf]Gg u/L cem a9l k]f]sf/L ?kdf ; #fng ug{k}kb5 .

7= dlxnf lasf; sfoGmdf sg}klq /fhg]ts tyf cG k]f]nf0{dSt /Vg'kb5 .

8= dlxnf a]lavgsf]lzsf/ laz]ful/ lG/lf/ dlxnf? xg]ePsf]h]o:tf ; d:of a9l ePsf]7fp]f laz]f sfoGmdx? ; #fng u/L P8\ / of] /f] ; D]lGw r]gf clea[4sf sfoGmdx? ; #fng ug{k}kb5 .

9= 3/h' lx#faf6 kl8t dlxnf?sf]nflu plrt a; f]f; sf]Aoj :yfsf ; fy}pglx?n]; Ddfgk] \$ afRg ; Sg]u/L cfodhs tyf ; lkdhs t]fndsf]Aoj :yf xgkb5 .

Of= hlp df:g]/ a]lavgd] ; #lG AolQm?nf0{s8f eGbf s8f ; hfosf]Aoj :yf xgkb5 .

t= g]k]nsf dlxnf?sf] ; #lGtf a9l s[l]fdf xg]ePsf]h]pglx?nf0{a]flgs 9#sf]s[l]f, kzkfng, ahf/ Aoj :yfkG ; DalGw t]fndsf]Aoj :yf xgkb5 .

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