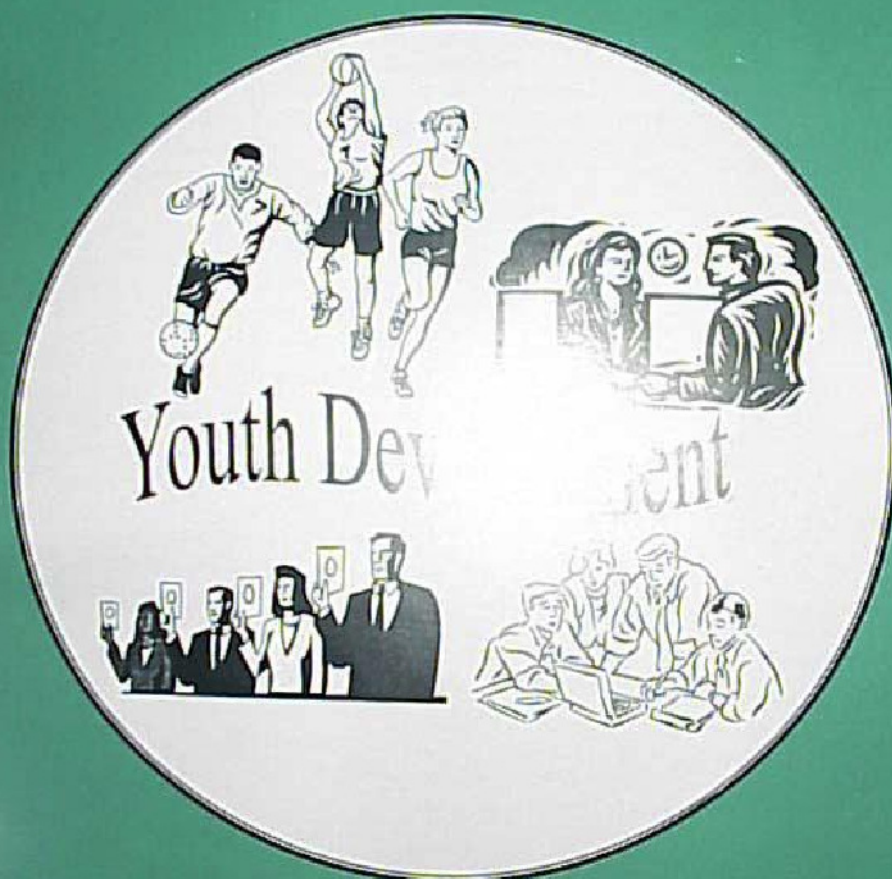


"साक्षरता नै मानव बिकासको पूर्वधार हो"

Literacy Watch
BULLETIN

June 2002- No. 23

Youth Development: a Challenge



Editor-in-Chief
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Editorial	सम्पादकीय
<p>Since Youths play a vital role in nation building, every country make and implement programs and strategy to mobilize youths. Youths have their own specialties, aspiration, problems and needs. In Nepal, sizeable proportion of its total population are youths. According to the report of CBS about 25.37% of the population is comprised of youths. If we could generate diligence, vigor, zeal and creativeness among the youths, the country would be developed fast. But the government of Nepal has not done any thing towards that. It is unfortunate that we have not been able to mobilize energies of youths. And we are allowing to waste energies of youths in vain.</p> <p>Everybody understands that the youth stage is one of the most important stages for all human beings. In this stage a youth can use his/her physical strength, creativity and enthusiasm for productive activities. At the same time there is a high risk of diversion of their energies towards violence, drug abuse, sexual hazards and other destructive activities. So, the planners as well as policy makers should be very careful to develop plans and programs of youth development in the country. Education is one of the most important factors, which influences youth's life. The education for youth should reflect the problems and needs of youths. Recognizing the problem and needs of youths, in recent year the government has incorporated youth related topics like environment, health, physical education, social education etc. in the lower secondary, secondary and higher secondary school curriculum. But the government should do much more.</p> <p>One of the main problems of the youth in Nepal is the unemployment. There is very few opportunities for a youth to have skills and other technical trainings. So, every year, Nepal imports a large number of skilled and high waged manpower from India and export unskilled and low waged manpower to India. The formal educational system of Nepal is more theoretical and bookish. According to the educational statistics published by MOES in 1997, about 98.5% students were receiving general education while only 1.5 % students were getting vocational education. So, it is high time to think about the relevant and quality education for the youths. The education for youth should help to build their moral character, physical health and intellectual capacity. In view of the magnitude of the problems, this issue of the bulletin tried to draw attention of GOs, NGOs, INGOs and other agencies towards the overall development of youths.</p>	<p>देश निर्माणमा युवाहरूको ठूलो भूमिका हुने भएकोले प्रत्येक देशमा युवाहरूको परिचालनको लागि विशेष कार्यक्रमहरू हुन्छन् । युवाहरूको आफ्नै चाहना, समस्या र आवश्यकता हुन्छन् । तथ्याङ्क विभागको प्रतिवेदन अनुसार नेपालको कुल जनसंख्यामा २५.३७% युवाहरू रहेको छ । यदि हामीले युवाहरूको परिश्रम, शक्ति, उत्साहलाई बढावा दिन सक्थौ भने देश विकासमा तीब्रता आउन सक्छ । तर श्री ५ को सरकारले हालसम्म यतातिर कुनै पाइला चालेको छैन । त्यस कारण युवाहरूको शक्ति त्यसै खेर गइरहेको छ । यदि युवाहरूले आफ्नो शारीरिक तथा मानसिक शक्ति उत्पादनमूलक कार्यमा लगाउन पाएनन् भने उनीहरूले त्यो शक्ति केभगडा, लागू पदार्थको सेवन, यौन अपराध जस्ता प्रत्युत्पादक कार्यमा लगाउने खतरा हुन्छ । त्यसैले योजना तथा नीति निर्माणकर्ताहरूले युवा विकास सम्बन्धी कार्यक्रम बनाउँदा बढी चनाखो हुनुपर्दछ । युवाहरूले पाउने शिक्षा उनीहरूको आवश्यकताहरूलाई पूर्ति गर्ने प्रकारको हुनुपर्दछ । नेपालमा बेरोजगारी युवाहरूको लागि एक ठूलो समस्याको रूपमा रहेको छ । यहाँ युवाहरूले ज्यादै थोरै मात्र सीप तथा प्राविधिक तालिम पाउने अवसर पाउँदछन् । त्यही कारणले नेपालले हरेक वर्ष सीप प्राप्त र सचिवा जनशक्ति भारतबाट आयात गर्दछन् भने सीप नभएका सस्ता जनशक्ति भारततिर पठाउने गरिरहेका छन् । जसले गर्दा ठूलो परिमाणमा हाम्रो देशको पूँजी भारततिर जाने गर्दछ । हाम्रो युवाहरूको समस्या तथा आवश्यकताहरूलाई मध्यनजर राखी श्री ५ को सरकारले निम्न माध्यमिक, माध्यमिक र उच्च शिक्षाका पाठ्यक्रमहरूमा युवाहरूसँग सम्बन्धित विषयवस्तुहरू जस्तै: वातावरण, स्वास्थ्य, शारीरिक शिक्षा, सामाजिक शिक्षा आदि विषयहरू समावेश गरेका छन् ।</p> <p>नेपालका विद्यालयहरूमा सीपमूलक तथा प्राविधिक शिक्षा दिन सट्टा सैद्धान्तिक तथा किताबी ज्ञान मात्र दिने गरेको छ । यसले गर्दा हाम्रो देशमा ज्यादै कम मात्रामा मात्र प्राविधिक जनशक्ति उत्पादन हुने गरेको छ । नेपालको १९९७ को शैक्षिक तथ्याङ्क अनुसार नेपालमा ९८.५% विद्यार्थीहरूले साधारण शिक्षा लिइरहेका छन् भने १.५% विद्यार्थीहरूले मात्र प्राविधिक सीप हासिल गरिरहेका छन् । त्यसैले युवाहरूलाई कसरी स्तरयुक्त सीपमूलक शिक्षा दिने भनि सबैले सोच्ने बेला आएको छ । युवाहरूलाई दिइने शिक्षाले उनीहरूमा नैतिकता, शारीरिक स्वस्थता र बौद्धिक क्षमतामा वृद्धि गर्नुका साथै उनीहरूलाई उपयुक्त सीप प्रदान गर्न सक्नु पर्दछ । यस समस्याको गहनतालाई विचार गरी यस बुलेटिनले राष्ट्र विकासको लागि युवाहरूको पूर्ण विकास र परिचालन गर्न सरकारी र गैर सरकारी संस्थाहरूको ध्यान आकर्षित गर्ने प्रयास गरेको छ ।</p>
Editorial Board	
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Situation of Youth in Nepal

According to demographic terminology, the population in the 10-24 age group is regarded as youth. But in Nepal the people of the 16-35 age group are regarded as adults. This is because a person gets right to vote at the age of 18. Similarly he or she is eligible for a citizenship certificate at the age of 16. As mentioned below, about 25.37% of the Nepalese population is the population of the age group between 15 and 29.

Table 1: Population Distribution by Age Group (in thousand)

	Total	Male	Female
0-14	7871 (41%)	4024	3847
15-29	4832 (25.37%)	2235	2597
30-59	5584 (29.2%)	2466	2621
60 +	1315 (6%)	661	653
	19104	9385	9718

Source: Nepal labor force survey, 1998, CBS

Since youth stage is one of the most important turning point in the life of the people it would be very important to understand their status in education, vocational training, health, access to information technology, employment etc. Youth status in various fields are mentioned below

Educational status of youths



The educational status of youths is mentioned in the areas of literacy, school and college education and technical and vocational education. They are described below:

Literacy Status

Table2: Literacy rates of population aged 15 and over by sex, age and locality.

Age	Total			Urban			Rural		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
15-29	61.63	74.4	46.57	82.57	91.61	74.2	58.3	77.4	42.4
30-59	32.53	52.78	12.28	57.62	77.62	37.62	34.03	49.13	18.93
60 +	16.9	30.85	2.95	31.85	53.45	10.25	15.15	28.3	51.9

Source: CBS (1995:348)

The overall literacy rate of youths of age group 15-29 was 61.63 % but the literacy rate of female of the same age group is found to be relatively low i.e. only 46.57% whereas the literacy rate among the male literacy rate was 74.4% in 1995. The literacy rate of the same age group in urban and rural areas were 82.57% and 58.3% respectively.

Formal schools Enrollment Status

The Net Enrollment Rate (NER) in Primary Schools and Secondary Schools are given below:

Table 3: Net Enrollment Ratio (%) in the Schools, 1997

	Primary	L. Secondary	Secondary	Total (1-10)
Total	69.6	28.2	19.1	48.6
Boys	78.9	34.0	24.1	56.3
Girls	59.9	22.3	14.3	40.7

Source : Educational Statistics of Nepal, 1997, MOE

The Net Enrolment Ratio in primary schools for both sexes were 69.6%, for boys it was 78.9% and for girls it was 59%. This means that 30.4% of the school going aged children were out of schools. More girls i.e. 41.1% girls were out of schools. In the case of secondary schools 80.9% of the 11 to 18 years children do not attend secondary schools and 85.7% of the same aged girls do not attend the secondary schools.

Technical and Vocational Education Status

According to the Educational Statistics published by the Ministry of Education in 1997, there were 11,80,497 students in lower secondary, secondary and higher secondary schools. Whereas only 17963 students study short term and long term skills training and vocational schools. It shows that about 98.5% students study general education and only 1.5% students receive skills training and vocational education. In the same way in the higher education level 99622 students study humanities and liberal arts whereas only 4335 students study in technical subjects. This shows that 95.8% students study general education and only 4.2% students study technical education.

In order to promote technical and vocational education among the youths, the government has set up a Directorate of Technical and Vocational Education in 1980 and constituted the Council for Technical Education and Vocational Training (CTEVT) in 1992. The CTEVT also runs a Training Institute for Instructors at Sano Thimi. It has established technical schools in different parts of the country. They are: Dhankuta Technical School, Dhankuta, Siraha Technical School, Siraha, Balaju Technical Training Center, Balaju, Jiri Technical School, Jiri, Dhawalagiri Technical School, Mustang, Rapti Technical School, Dang, Bheri Technical School, Nepalgunj, Karnali Technical School, Jumla, Seti Technical School, Dipayal, Doti, Rural Technical School, Lamjung, School of Health Science, Tanahun, School of Health Science, Chitwan, Pokhara Tourism Training Center, Pokhara, and Tansen Nursing School, Palpa. They are providing different skill training to rural and urban youths. At the same time private sectors are also providing skills and technical education to the youths. In 2055/56, the institutes under CTEVT provided skills and vocational training to 1953 students whereas in the same year 165 private institutes affiliated with CTEVT have total enrollment of 12394 students (CTEVT, 2055/56). This shows that the private skills and vocational training centers were providing training to more youths than the government institutes. There are about 4.8 million youths in Nepal among them only about 14000 youths only receive skills and vocational training. Those do not get technical and vocational education face considerable difficulty in getting the first jobs mainly because they lack skills that are in demand in the labour market. Therefore, they are forced to remain unemployable and unemployed.

Education system should be future oriented. But even in 21st century, in Nepal, it is still based on Fatalism and Brahmanism. Another note worthy thing is that due to low level of technology, the class and caste based division of skilled labor, and the low rate of growth of the economy, an overwhelming proportion of skilled workers are produced informally, i.e. at household and in the communities rather than in technical schools. Most of them receive training from the master craftsmen as apprentices.

Situation of Labor and Employment in Nepal

Between 1954 and 1981, the relative size of the labor force (15 years and above) in the agriculture sector declined slightly from 93.3 percent to 90.4 percent. In 1996 it is estimated to be 80 percent. Majority of the labor force is under-employed. Even assuming that 40 percent of Nepalese labor force is under-employed as National planning Commission (NPC) estimated on

the basis of its 1984 survey, the number of additional jobs required to provide full employment by the year 2000 A.D to all the labor force including the backlog of underemployed and unemployed workers would be staggering i.e. more than seven millions.


According to a study, 300,000 young people enter the shrinking job market each year. Migration of the young people searching job from rural to urban is also increasing. A study conducted by Bal Kumar K.C., Bhim Prasad Subedi and Yogendra Bahadur Gurung titled " Migration pattern in Nepal: Streams, Characteristics and Reasons" showed that migration is largely dominated by young adults. The major causes of migration are the poverty, lack of employment, lack of health facilities and educational opportunities etc in rural areas. About 55 percent of the total migrants are aged between 15-39 years. Out of the total migrants, only 40.0 percent are literate.

The labor forces in Nepal are mostly illiterate and less educated. The meagre industries and the service sector could not provide even unskill jobs to them. The continuous accumulation of idle labor on land not only drains labor if employed elsewhere on the economy, but also a loss of potential additional output of the productivity if they were employed elsewhere. We also need to consider the additional investment loss because of the accumulated unskilled labor force now remaining as underemployed in the farm sector.

The trend in the labor market would be growing demand for skilled laborers and lesser demand for unskilled laborers. If Nepal is to attract foreign investments, it should have adequate trained human resources in high technology field. Otherwise, the foreign investment will go to such countries where such labor is in abundance. This clearly demonstrates the importance of technology training system in the country. This is the challenge and opportunity of the 21st Century for the developing countries. Those countries which can meet the challenges would not only survive but also prosper and those countries which cannot meet the challenge not only suffer but also may perish.

In order to provide employment to the unemployed and underemployed youths, the government should undertake programs like rural development, public works like building of roads, irrigation canals and public buildings for schools, hospital etc. What the rural people in Nepal have is unskilled labor, which they are forced to sell at extremely low wages due to over-supply and low marginal productivity. That is why at present Nepal is exporting low waged manual laborers to India and importing high waged skilled laborer from India. Unless we improve the quality of our labor force we could neither provide employment to the growing number of youth nor could we promote industries.

Health

 If the nation has healthy youths, they could contribute for the development of country. The people of the country are facing a lot of health problems and youths are in no exception. The health problem of the youths is mostly associated with depression, frustration early marriage, HIV/AIDS, Drugs etc. They not only lack of knowledge and information about them there are also a number of social taboos related to them. Most of youths of Nepal are depressed and frustrated because of lack of employment opportunities. This has made them victim of drug addiction, riots and violence. Because of the lack of knowledge and information about the sexual and reproductive health problem, many youth are suffering enormously. Most of the adolescent/ youths especially in rural Nepal have very little knowledge on sexual health and reproductive health. According to the report of the Plan International, over 67% of young girls are facing some kinds of menstruation related health problem in Nepal. Due to the lack of information on such problems many young boys and girls have become victims of STDs/HIV/AIDS. This is one of the reasons of increasing number of

people suffering from STDs including HIV/AIDS. According to National Center for AIDS and STD Control, by 1998, April 31, there were 1050 HIV/AIDS infected people in Nepal. About half of them were young persons under the age of 25.

The Ninth Five Year Plan of the Government has mentioned some rehabilitation programs for youths suffering from STD/HIV/AIDS and drug abuse like identification, treatment and rehabilitation. But the people think that most of the government programs will remain in papers. Actually more coordinated and consolidated programs should be carried out to prepare healthy youths in the country.

Sport



Youths are restless with enormous power. They could be directed to violence, destruction, drug addiction etc. if they are misguided. So, they should be properly treated and provided full of opportunities to use their power in creative and productive works. Sport is one of the means to debar our youths not entering into such bad activities. It is not only important human activities but also means of building healthy, capable and active workforce. In order to build healthy, capable and disciplined manpower, sports should be treated as a strong basis for the overall national development.

There is National Sports Council constituted by the government in Kathmandu. Similarly there is Nepal Football Association, Nepal Judo Association etc for every sport. In each district, there is a District Sports Development Committees for the promotion of the sport activities in district level. Because of politicization in these committees, there are always tugs of war between the people in these committees resulting lesser sport activities in the districts. There is also a provision of sport activities in schools as extra curricular activities for the mental and physical development of the students. Different sports competitions are organized between schools and within the school. But there is also a huge mass of youths staying out of school. There is no provision to provide sport opportunities to this population.

Youth and Violence

Youths have the potentialities for shouldering the nation if they are provided guidance properly. But at the same time youths may fall in various destructive paths especially in the area of drug addiction and violence. There are many reasons for youths to be involved in violence such as poverty, broken home, lack of family guidance, and unhealthy social environment. The youths may face frustration leading them to violence because of low quality education forced upon them making them unemployed and unemployable. The political exploitation also make them victim of violence and roit. In current days, the involvement of youths in violence is seems to be increasing. It has become a big problem in Nepal.

Many students of government colleges aged between 16-21, who have come from rural areas for higher education in the capital city, have fallen into the trap of violence because they have lost contact with their parents who were brought up in their traditional values, but also they do not get guidance to deal with new situation in urban areas. As children of illiterate parents, the youth who come to urban areas for education do not hesitate to join any kind of movement, whether it is justifiable or not. Although activities like smashing windows, burning cars, obstructing common citizens from moving freely are against the rule of law, the political leaders and mob leaders encourage them to do such acts as a necessary means to achieve their ends.

There is also another group of youth who get involved in the violent acts. They are the offsprings of people in positions of power, including bureaucrats and politicians. As their parents are in power, the law and order authorities are afraid to take action against them. There are many instances that the wards of the powerful people always receive the backing from their parents.

Political leaders, business groups and other internal and external forces influencing the political process exploit the potentials of these youth to create panic in society. When the youth find an easy way of making money and gaining access to power and economic gains through violent means, a few can avoid the temptation. In such a situation, even the good persons may fall into the hands of the bad people.

Challenges in youth development

The Eighth Five Year Plan of the government had mentioned problems of youth development related to education, culture, employment, health, sports, crimes and addiction to drug as mentioned below:

- Most of the youths are still denied of educational opportunities. There are several problems found among the literate and educated youth mass. There are great numbers of youths who are literate and educated nominally but whose education has not been of any utility to their life. School dropout rate is also very high. As the level of education increases enrollment in the higher education decrease. Educational quality is comparatively low. Besides, ever growing number of students who fail in their academic exams has also created another great problem.
- Because of the lack of education and employment, criminal attitude and abuse are on the rise among the youths.
- The effects of external culture developed and expanded through mass media are also mostly influenced the youths in the bad ways. In the process they not only lost their own culture and values, they start to imitate the foreign culture recklessly. This way many youths have fallen prey to confusion and directionlessness.
- There are insufficient basic health facilities for such problems like AIDS venereal diseases, smoking, and alcoholism and drug abuse. Such problems demand special and urgent attentions.
- Since a large number of Nepali youths both men and women go to foreign counties including India looking for job, they bring HIV/AIDs and sex related other problems. The large numbers of young Nepali women who are involved in prostitution are especially have become victims of HIV/AIDs. The possibility of AIDS epidemic is ever increasing. According to the WHO's prediction there are about 100,000 HIV positive cases by the year 2000. It is certain that youths will occupy the greatest share of AIDS positive case.

The government has stated various policy and programs for youth development in the Eight Five Year Plan. But many programs included in the plan were not implemented and only stayed in the paper. Therefore the challenges mentioned in the Eighth Plan were still remaining. The Ninth Five Year Plan has also come to an end. Now the challenges have become more and more difficult as the time passes by. To overcome these problems, the government's effort only will not be sufficient. The non-governmental and private sectors should also be involved for the collective effort to solve the problems.

Plan, Policies and Programs for Youth Development in Nepal

Since the Eight and Ninth Five Years Plans, the government has shown awareness that energy, vigor and zeal of the youths are the powerhouse of the nation. In order to harness the energies of the youths the government had following plan and program in the Eight Five Years Plan.

- The youths will be inculcated values such as nationalism, democracy, human rights, discipline and hard work teaching them history, geography, culture, political system etc. of the country so that they could live with self respect and self dignity
- The youths will be provided education on various production fields, like agriculture, industries, health, environment, social development etc to make them active participants of nation building process as conscious, disciplined, creative and productive human resources
- The youths will be encouraged to participate in sports development and cultural conservation
- The youths will be mobilized to work as a change agents for socio economic development of the country through participation in various activities
- They will be mobilized and encouraged to participate in rural development taking part in rural works. The university students will be particularly encouraged to go and work in rural areas
- Youth rural camps will be organized in rural areas in each electoral constituency with active involvement of NGOs

But the programs were not implemented fully and the government again mentioned following programs in the Ninth Five Year Plan.

- Youth manpower will be utilized to its fullest extent in the productive sector.
- Youths will be provided appropriate education to become good citizens by inculcating national responsibility among them.
- Youths will be encouraged to become change agents for the coming 21st century and they will be made capable of confronting the existing challenges like poverty, illiteracy, backwardness and superstitions.

Though the youth development programs are included in the national plans, because of lack of proper programs and strategies they were not implemented in real sense. Moreover the government did not involve youths in developing the plan and its implementation process. Many INGOs and NGOs are also working for the overall development of youth. But the efforts are not sufficient. Youths will be interested if the programs reflect their needs and problems. So, it is very important to assess their needs and problems before implementing the programs.

The objectives of youth development program should be to:

- 1) provide with practical work skills.
- 2) teach proper work habits (safety, punctuality, discipline, etc.).
- 3) impart positive attitudes about work and employment.
- 4) develop self-confidence and self-esteem.
- 5) stimulate creativity and develop personal talents.
- 6) provide youths with constructive outlets for their energies.

- 7) prepare the young persons for self-sufficiency and provide opportunities for self-advancement.
- 8) make available necessary information for youths
- 9) help youths obtain employment.

Nepal has implemented very few programs for youth development. Those, which are implemented, were not satisfactory because of corruption and politicization. Some of the programs operated by the government for youth development are given below:

a. Loans for Educated Unemployed

Since 1984, the Nepal Rastra Bank (NRB) introduced loan scheme for educated unemployed youth and adults. This was to encourage the youth to become entrepreneurs undertaking some productive activities. Under this scheme, educated unemployed are provided loans amounting to Rs. 10 thousand to 25 thousand without any collateral from commercial bank branches involved in Intensive Banking Program and Cottage and Small Scale Projects. It has been operating for more than 16 years. But not much has been published nor documented about the program. Therefore it is very difficult to make assessment the relative success of the program.

b. Incorporation of Youth related topics in School Curricula

The government has incorporated youth related topics like environment, health, physical education, social education etc. in the lower secondary, secondary and higher secondary school curriculum. But that is not enough. Much depends upon how teaching is done implementing the curriculum. If the teaching would be more active encouraging dialogue and discussion among the youth they may generate necessary knowledge and information for youth development.

c. Youth Self-Employment Program

The government has implemented the Youth Self-Employment Program since the fiscal year 2056/57. The goal of the program were to identify and reach target groups; to make the youths self employed in productive sectors utilizing skills, education, capital and entrepreneurship to make the youths self-dependent and so on. The practical aspect of the programs is to establish training centers for the unemployed youths and give them some vocational training. Such training includes tailoring, mechanical work, metal fabrication, wickerwork, food making and so on. After completion of the training, the trained youths are provided with collateral -free loan of Rs. 100,000.00 so that they can do work on their own. The Ninth Plan has also set a goal of reducing unemployment to 3 per cent and semi unemployment to 10 per cent in 20 year. For this it has developed "one family one job" concept. However, the success of the program depends largely on the joint efforts of the government, NGOs and private sector. The youths should also forgo the mentality against doing traditional work. Such type of unhealthy mentality harbored by youths might be partially responsible for the mounting problem of unemployment.

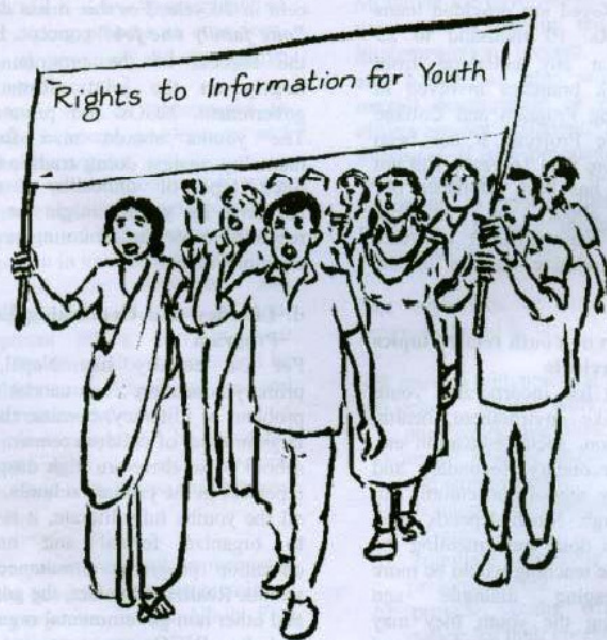
d. Literacy and Continuing Education Program

For the country like Nepal, formal primary education alone cannot solve the problem of illiteracy, because there are a large number of children remaining out of school. Also there are high dropouts and repeaters in the primary schools. To make all the youths fully literate, it is essential to organize formal and non-formal education programs simultaneously for youths. Realizing the fact, the government and other non-governmental organizations including INGOs are organizing different literacy and continuing education

programs for youths. The contents of the NFE program for youth are mostly limited into basic literacy, numeracy and other functional knowledge. The programs are not able to include all necessary areas of youth such as sex education, income generating programs, human rights etc.

Education is one of the most important variables, which affects the pattern of employment, occupation carried out by them and duration of work (P.P. Timilsina, Employment Situation in Nepal). Since a lot of youths of the country are out of school, the youth programs should reach to unreached places both through formal and non formal education. The report of the Youth Forum ICPD +5 also stated that education should be subsidized at all levels by reducing military spending and increase in education budget. It also recommended

that government should financially support the formation of non formal education for youth and adults which include instruction on democracy; access to the democratic process; constitutional and human right; national and global issues; sexual and reproductive health and right; and gender equality. The report also emphasized on the need to treat youths as equal partners at all levels of the policy and decision-making process. So all future programs on youth development should have four components i.e. Advocacy followed by a) Information b) Communication c) Education and d) Income generating activities for youths working with youths themselves (NRC-NFE, A Case Study on Adolescents Reproductive Health and Sexual Behavior in Nepal, 2000)



नेपालमा युवाहरूको स्थिति

साधारणतया १०-२४ वर्षको उमेर समूहलाई युवा भनेर परिभाषित गरेको पाइन्छ। तर १६-३५ वर्षको उमेर समूहलाई प्रौढ भनिन्छ, किनकी नेपालमा १८ वर्ष उमेर पुगेपछि भोट दिने अधिकार पाउँदछ। त्यस्तै उनीहरू १६ वर्षको उमेरमा नागरिकता प्रमाणपत्र पाउन सक्दछन्। पाना नं. १ को तालिका १ को तथ्याङ्क अनुसार नेपालको कूल जनसंख्याको २५.३७% जनसंख्या १५ देखि २९ वर्षका युवाहरूको रहेको छ।

युवावस्था भनेको ज्यादै महत्वपूर्ण अवस्था भएको हुनाले नेपालका युवाहरूको शैक्षिक, व्यावसायिक रोजगार, स्वास्थ्य, आदिको अवस्थाबारे तल वर्णन गरिएको छ।

युवाहरूको शैक्षिक अवस्था

युवाहरूको साक्षरता, विद्यालय शिक्षा, उच्च शिक्षा र व्यावसायिक तथा प्राविधिक शिक्षाको विवरण तल दिइएको छ।

साक्षरता स्थिति

सन् १९९५ मा सम्पूर्ण युवाहरूको साक्षरता दर ६१.६३% थियो। महिलाहरूको साक्षरता दर मात्र ४६.५७% थियो भने युवा पुरुषहरूको साक्षरता दर ७४.४% थियो।

औपचारिक विद्यालयमा भर्ना स्थिति

सन् १९९७ को तथ्याङ्क अनुसार प्राथमिक विद्यालयको खुद भर्ना दर जम्मा ६९.६% थियो भने केटाको लागि त्यो दर ७८.९% थियो र केटीको लागि ५९.०% थियो। यसबाट के स्पष्ट हुन्छ भने त्यस वर्ष प्राथमिक शिक्षा उमेरका ३०.४% केटाकेटीहरू विद्यालय शिक्षाबाट वन्चित रहे। अर्क केटीहरू ४१.१% विद्यालय गएनन्। त्यस्तै माध्यमिक शिक्षा तहका ८०.९% बालबालिकाहरू माध्यमिक शिक्षाबाट वन्चित रहे।

प्राविधिक तथा व्यावसायिक शिक्षाको अवस्था

हाम्रो देशमा आज सम्म पनि सबै युवा युवतीहरूले विद्यालय शिक्षा पाउन सकिरहेका छैनन्। जतिले पाउँछन्, उनीहरूले पनि किताबी र सैद्धान्तिक शिक्षा मात्र पाउँदछन्। जस्तै : सन् १९९७ को शिक्षा मन्त्रालयको शैक्षिक तथ्याङ्क अनुसार निम्न माध्यमिक, माध्यमिक तथा उच्च मा.वि.मा जम्मा ११,८०,४९७ विद्यार्थीहरू पढ्छन्। तर १७,९६३ विद्यार्थीहरूले मात्र छोटा वा लामो अवधिका व्यावसायिक तालिम पाएका छन्। यसबाट के देखिन्छ भन्दा करीब ९८.५% विद्यार्थीहरूले साधारण शिक्षा हासिल गर्छन् भने मात्र १.५% विद्यार्थीहरूले मात्र सीपमूलक तालिम हासिल गरेका थिए। त्यस्तै उच्च शिक्षामा पनि ९५.८% विद्यार्थीहरूले मानविकी र कला विषय लिएर पढेको थियो भने मात्र ४.२% विद्यार्थीहरूले प्राविधिक शिक्षा हासिल गरेका थिए।

हुन त युवाहरूको लागि प्राविधिक तथा व्यावसायिक शिक्षाको विकास गर्न श्री ५ को सरकारले सन् १९८० देखि प्राविधिक तथा व्यावसायिक शिक्षा निर्देशनालय र प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद (CTEVT) गठन गरेको थियो। उक्त निर्देशनालयले देशका विभिन्न भागहरू जस्तै धनकुटा, सिराहा, बालाजु, जिरी, धवलागिरी, मुस्ताङ, राप्ती, दाङ, भेरी, नेपालगञ्ज, कर्णाली, जुम्ला, सेती, दिपायल, डोटी, लमजुङ, तनहुँ, चितवन, पोखरा, तानसेन, पाल्पा आदि ठाउँमा प्राविधिक विद्यालयहरूको स्थापना पनि गरेको छ। तर ती प्राविधिक प्राथमिक विद्यालयहरूमा धेरै युवाहरूले प्राविधिक तथा व्यावसायिक शिक्षा पाइरहेको देखिँदैन। बरु निजी क्षेत्रका प्राविधिक शिक्षा केन्द्रहरूबाट धेरैले छोटा अवधिको व्यावसायिक तालिमहरू लिइरहेका देखिन्छ।

वि.सं. २०५५/५६ मा CTEVT अन्तर्गतका उपरोक्त तालिम केन्द्रहरूले १९५३ विद्यार्थीहरूलाई सीपमूलक व्यावसायिक तालिम प्रदान गरेका थिए। सोही वर्ष CTEVT संग आबद्ध १६५ निजी तालिम केन्द्रहरूले

१९९४ जनलाई तालिम दिएका थिए। उपरोक्त तथ्यांकबाट नेपालमा ४८ लाख युवाहरू रहेको छ भने १४००० युवाहरूले मात्र व्यावसायिक तथा प्राविधिक शिक्षाको अवसर पाउन सके अवस्था देखिन्छ। जसले गर्दा धेरैजसो युवाहरू बेरोजगारको शिकार हुन परिरहेको स्पष्ट छ। व्यवसायिक शिक्षाको उन्नति हुन नसक्नु र वर्तमान शिक्षा प्रणाली किताबी र सैद्धान्तिक हुनाको कारण हाम्रो देशका शासकहरूमा रहेको भाग्यवादी र ब्राम्हणवादी धारणा हो कि भन्ने शंका उठ्न थालेका छन्।

नेपालको जनशक्ति र रोजगारीको अवस्था

सन् १९५२-५४ र १९८१ को बीचमा नेपालको १५ वर्षे माथीका कृषि जनशक्ति ९३.३% बाट घटी ९०.४% हुन आएको थियो। सन् १९९६ मा यो जनशक्ति ८०% रह्यो। कृषिमा संलग्न धेरैजसो जनशक्ति पनि अर्ध बेरोजगार रहेका छन्। राष्ट्रिय योजना आयोगको १९८४ को सर्वेक्षण अनुसार नेपालमा ४०% युवाहरू अर्धबेरोजगार अवस्थामा रहेको छ र सोही अनुमानको आधारमा हेर्ने हो भने सन् २००० सम्ममा बेरोजगार र अर्धबेरोजगारहरूको संख्या ७०,००,००० पुग्ने देखिन्छ।

नेपालमा हरेक वर्ष ३,००,००० युवाहरू अर्थात् ५५ % युवाहरू रोजगारी खोज्न ग्रामीण क्षेत्रबाट शहरी क्षेत्रमा प्रवेश गर्दछन्। यसरी युवाहरूको शहरी क्षेत्रमा प्रवेशको मुख्य कारण मध्ये ग्रामीण क्षेत्रमा रहेको व्यापक गरीबी, रोजगारीको अभाव, स्वास्थ्य सेवा, नोकरी तथा शिक्षाको अवसरमा कमी आदि हुन्।

वर्तमान समयमा उच्च प्रविधियुक्त जनशक्तिको माग बढ्दै गइरहेको छ। तर नेपालको जनशक्ति धेरैजसो अशिक्षित तथा कम योग्यता भएका छन्। यसले गर्दा ठूलो जनशक्ति खेर गई रहेका छन्। यदि हामीले विदेशी लगानीलाई आकर्षित गर्न खोजेमा उनीहरूले सीपयुक्त जनशक्ति खोज्दछन्। जुन देशमा सजिलै र प्रशस्त मात्रामा सीपयुक्त जनशक्ति पाउन सकिन्छ, त्यही देशमा उनीहरू लगानी गर्न रुचाउँछन्। त्यसैले नेपालले यदि विदेशी लगानीलाई बढाउनु छ भने पहिले आफ्ना जनशक्तिलाई सीपयुक्त बनाउनु पर्दछ। यसको लागि उपयुक्त शिक्षा र तालिमको व्यवस्था हुनुपर्दछ। हाल सीपयुक्त जनशक्तिको अभावमा नेपालले वर्षेनी खर्चिला सीपयुक्त जनशक्ति भारतबाट आयात गर्ने र नेपालका सस्ता सीप नभएका जनशक्ति भारततर्फ निर्यात गरिरहेको छ। जसले गर्दा नेपालको ठूलो धनराशि भारततर्फ गइरहेको छ।

स्वास्थ्य

देशको विकासको लागि स्वस्थ युवाहरूको जरुरत पर्दछ। तर नेपालका युवाहरू धेरै किसिमका स्वास्थ्य समस्याबाट पीडित छन्। नेपालका युवाहरू धेरैजसो स्वास्थ्य सुविधाको कमी, स्वास्थ्य सम्बन्धी ज्ञानको कमी, स्वास्थ्य सम्बन्धी सूचनाको अभावबाट पीडित भै निराशा भई बस्दछन्। उनीहरू मध्ये धेरैले लागू औषधको सेवन तथा अन्य हलदंगा तथा हिंसात्मक गतिविधिमा संलग्न हुने गर्दछन्। पर्याप्त ज्ञान तथा सूचनाको अभावमा युवाहरूले भोगिरहेको सबभन्दा ठूलो समस्या भनेको यौन तथा प्रजनन स्वास्थ्य सम्बन्धी समस्या हो। धेरैजसो किशोर/युवाहरू यौन स्वास्थ्य तथा प्रजनन स्वास्थ्यको ज्ञानको अभावको कारण विभिन्न समस्याहरूको शिकार भइरहेका छन्।

प्यान इन्टरनेशनलको प्रतिवेदन अनुसार नेपालमा ६७% किशोरीहरू कुनै न कुनै किसिमको महिनावारी सम्बन्धी समस्याले ग्रस्त छन्। त्यस्तै उपयुक्त सूचनाको अभावमा युवायुवतीहरू विभिन्न यौनरोग/एच.आइ.भी./एड्स जस्ता समस्याहरू भोगिरहेका छन्। राष्ट्रिय एड्स तथा यौनजन्य रोग नियन्त्रण केन्द्रको अनुसार सन् १९९८, अप्रिल ३१ सम्ममा नेपालमा १०५० एच.आइ.भी./एड्सबाट पीडित व्यक्तिहरू छन्। त्यसमध्ये आधा संख्या २५ वर्ष भन्दा कम उमेरका युवा युवतीहरूको रहेको छ भनी भनिएको छ। युवाहरूको समस्याहरूलाई ध्यानमा राखी श्री ५ को सरकारले नवी योजनामा केही कार्यक्रमहरू जस्तै: एड्स लागेका युवाहरूको पहिचान, उपचार र पुनरुत्थान सम्बन्धी कार्यक्रम राखेका छन्। तर श्री ५ को सरकारका कार्यक्रमहरू धेरैजसो कागजमा मात्र सीमित रहने गरेका छन्।

खेलकूद

खेलकूदले युवाहरूको शक्तिलाई प्रत्युत्पादक कार्यमा प्रयोग हुनबाट रोक्ने उत्पादनमूलक कार्यमा लगाउन मद्दत पुऱ्याउँदछ । खेलकूदले युवाहरूको मानसिक, शारिरीक क्षमता बढाउनुका साथै उनीहरूलाई अनुशासित बनाउन मद्दत पुऱ्याउँदछ । श्री ५ को सरकारले खेलकूद विकासको लागि राष्ट्रिय खेलकूद परिषदको स्थापना गरेको छ । त्यस्तै फुटबल संघ, जुडो संघ आदिको पनि स्थापना भएको छ । त्यस्तै जिल्ला स्तरमा जिल्ला खेलकूद विकास समितिहरू पनि खडा गरिएका छन् । तर बढ्दो राजनैतिक हस्तक्षेपका कारण यी विभिन्न समिति तथा संघहरूले त्यति प्रभावकारी ढंगले कार्य गर्न सकिरहेका छैनन् । विद्यालयभित्र खेलकूद सम्बन्धी गतिविधि भएता पनि विद्यालय बाहिर रहेका बहुसंख्यक युवाहरू खेलकूद गतिविधिबाट वञ्चित रहेको देखिन्छ ।

युवा र हिंसा

गरीबी, गलत प्रभाव, खराब वातावरण, न्यूनस्तरिय शिक्षा, बेरोजगारी आदि कारणले गर्दा धेरै युवाहरू हिंसात्मक गतिविधिमा संलग्न भइरहेका छन् । नेपालमा यस्ता गतिविधिमा संलग्न युवाहरू बढ्दै गैरहेको देखिन्छ । उच्च शिक्षाको लागि ग्रामीण क्षेत्रबाट शहरी क्षेत्रमा आउने धेरै विद्यार्थीहरू विभिन्न यस्ता घटनाहरूमा संलग्न भएको देखिन्छ । नेपालमा राजनैतिक दलहरूले विभिन्न विद्यार्थी संगठनहरू मार्फत पनि युवाहरूलाई यस्ता गतिविधिमा लाग्न उत्प्रेरित गर्दछन् । देशका प्रभावशाली व्यक्तिहरू, राजनैतिक नेताहरू र धनाढ्य व्यक्तिहरूका छोराछोरीहरू पनि पद तथा धनको आडमा नकारात्मक कार्यमा लागेको देखिन्छ । यदि युवाहरूले हिंसाबाट सजिलै समाजमा धन कमाउन र सामाजिक प्रतिस्था बनाउन सक्ने देखेमा अन्य रोजगारीका बाटो रोज्न मन पराउँदैन । त्यस्तो अवस्थामा युवाहरू ध्वंससात्मक गतिविधिमा संलग्न भैरहने देखिन्छ ।

चुनौतिहरू

आठौँ योजनाले युवावर्गहरूको मुख्यतः शिक्षा, संस्कृति, रोजगार, स्वास्थ्य, खेलकूद, अपराध र दुर्व्यसन सम्बन्धी निम्न कुराहरू उल्लेख गरेका छन् :

- अधिकांश युवाहरू अझै पनि शिक्षाको अवसरबाट वञ्चित छन् । साक्षर र शिक्षित युवा जमातमा पनि अनेकौँ समस्याहरू छन् । हाम्रो देशमा अर्ध साक्षर युवाहरूको संख्या धेरै छ । धेरै युवाहरूले विद्यालयको पढाइ बीचैमा छोड्छन् । जति जति तह बढ्दै गयो, उच्चशिक्षाका निम्ति भर्ना हुनेहरूको संख्या घट्दै जान्छ । अर्कोतिर शिक्षाको गुणस्तर तुलनात्मक रूपमा कम छ । एस.एल.सी. परीक्षामा अनुत्तीर्ण हुने युवाहरूको संख्या धेरै छ ।
- शिक्षाको कमी र बेरोजगारीको कारणले गर्दा धेरै युवाहरू अपराधिक कामहरू र दुर्व्यसनतिर लागि रहेका छन् ।
- विकसित र व्यापक हुँदै गएको आमसञ्चार मार्फत अबान्धित बाह्य संस्कृतिको प्रभाव पनि मुख्यतः युवाहरूमै परिरहेको छ । आफ्नो मौलिक संस्कृति र परम्परा क्रमशः हराउँदै जाने गरेको, अर्काको नक्कल गर्ने प्रवृत्ति बढ्दै युवाहरू विशाहीन र अन्यौलग्रस्त हुँदै गएका छन् ।
- मूलकमा आवश्यक आधारभूत स्वास्थ्य सुविधाहरूको कमिको फल पनि युवावर्गले नै भोगिरहेको छ । एड्स लगायत विभिन्न यौन रोगहरू, धूम्रपान, मादक पदार्थ सेवन, दुर्व्यसन आदिका कारणबाट उत्पन्न रोगहरूबाट विशेषगरी युवावर्ग नै आक्रान्त भएको पाइन्छ ।
- देहव्यापारमा संलग्न युवा नेपाली महिलाहरू र वर्षेनी रोजगारको निम्ति विदेशी राष्ट्रहरूमा जाने युवकहरूको संख्यालाई विचार गर्दा एड्सको संक्रमण अरु भयावहरूपमा फैलिने सम्भावना देखिएको छ । यही वास्तविकतालाई विचार गरेर विश्व स्वास्थ्य संगठनले सन् २००० सम्ममा नेपालमा एच.आइ.भी. पोजिटिभ हुनेहरूको संख्या १ लाख पुग्ने अनुमान गरेको छ । स्पष्ट छ, यसरी एच.आइ.भी. पोजिटिभ हुनेहरूमा अत्यधिक संख्या युवाहरूकै हुनेछ ।

नेपालमा युवा विकास सम्बन्धी नीति, योजना र कार्यक्रमहरू

श्री ५ को सरकारले आठौं र नवौं योजनाहरूमा युवाहरूलाई देशको विकासमा योगदान पुऱ्याउन सक्ने बनाउनु पर्ने भनी उल्लेख गरेको छ । युवाहरूको शक्तिलाई परिचालन गर्न सरकारले आठौं योजनामा उनीहरूको विकासको लागि निम्न योजना र कार्यक्रमहरू अगाडी सारिका छन् ।

- युवावर्गमा राष्ट्रियता, प्रजातन्त्र, मानवाधिकार, अनुशासन र श्रमप्रति सम्मान गर्ने संस्कार स्थापित गर्ने र उनीहरूलाई सामाजिक, आर्थिक, सांस्कृतिक अवस्था र परम्पराको ज्ञान दिने ।
- युवावर्गलाई उत्पादनशील जनशक्तिको रूपमा परिचालन गर्ने ।
- युवावर्गलाई रोजगारीमूलक शिक्षाको अवसर प्रदान गर्ने ।
- देशमा युवाहरूको सर्वाङ्गिक विकास गर्न खेलकूदको विकास गर्ने ।
- विश्वविद्यालय स्तरमा अध्ययन गर्ने विद्यार्थीहरूलाई ग्रामीण तथा सामुदायिक विकासमा सहभागी बनाउने र ग्रामीण क्षेत्रमा चेतना जागरण गरी सामाजिक परिवर्तन ल्याउने काममा लगाउने ।
- प्रत्येक निर्वाचन क्षेत्रको ग्रामीण इलाकामा गैरसरकारी संस्थाको सलमनतामा युवा शिविर संचालन गर्ने ।
- सीपमूलक तालिम प्रदान गरी शिक्षित युवावर्गलाई रोजगारी र स्वरोजगारीको अवसर प्रदान गर्ने ।

युवावर्गले राष्ट्र विकासमा पुऱ्याउन सकिने योगदानलाई विचार गरी नवौं पञ्चवर्षीय योजनाले युवा परिचालनको लागि निम्न उद्देश्यहरू राखेका छन् :

- युवा जनशक्तिलाई उत्पादनशील क्षेत्रमा अधिकतम उपयोग गर्ने ।
- युवावर्गमा राष्ट्रिय दायित्व बोध गराई सक्षम नागरिकको भूमिका निर्वाह गर्न समर्थ तुल्याउने ।
- देशमा विद्यमान गरीबी, अशिक्षा, पछ्यौटेपन, कुरीति जस्ता चुनौतिहरूको सामना गरी आउँदो शताब्दीका लागि परिवर्तनका बाहकको रूपमा युवावर्गको व्यक्तित्व विकास गर्ने ।

यसरी राष्ट्रिय योजनामा युवा विकास सम्बन्धी नीतिहरू समावेश गरिएता पनि त्यसलाई लागू गर्ने उपयुक्त कार्यक्रमको अभाव देखिन्छ । त्यस्तै शुभ्र अन्तर्राष्ट्रिय तथा राष्ट्रिय गैर सरकारी संस्थाहरूले पनि युवाहरूको विकासको लागि काम गरिरहेका छन् । तर ती कार्यक्रमहरूले पूर्ण रूपले युवाहरूको आवश्यकता पूरा गर्न सकेको देखिदैन । युवा सम्बन्धी कार्यक्रम लागू गर्न पहिले युवाहरूको आवश्यकता र समस्यालाई पहिचान गर्न ज्यादै आवश्यक हुन्छ । युवाहरूको विकास सम्बन्धी कार्यक्रमको संचालन गर्दा निम्न उद्देश्यहरू राखिनु पर्दछ ।

१. युवाहरूलाई प्रयोगात्मक सीप प्रदान गरि उनीहरूलाई रोजगारी पाउन मद्दत गर्ने ।
२. युवाहरूमा सरसफाई, अनुशासन, समयको वचत जस्ता कुराहरूको बानीको विकास गर्ने ।
३. कुनै पनि काम र रोजगारी सम्बन्धी सकारात्मक धारणाको विकास गर्ने ।
४. युवाहरूमा आत्म विश्वास तथा आत्म सम्मानको विकास गर्ने ।
५. व्यक्तिगत क्षमता तथा प्रतिभाको विकास गर्ने ।
६. युवाहरूको शक्तिलाई रचनात्मक ढंगले बाहिर ल्याउन अवसर दिने ।
७. युवाहरूलाई आवश्यक सूचनाहरू उपलब्ध गराउने ।

हाम्रो सरकारले युवाहरूको विकासको लागि धेरै कम मात्र कार्यक्रमहरू संचालन गरेको छ र जति संचालन गरेका छन् ती पनि भ्रष्टाचार तथा राजनैतिक चलखेलले गर्दा सन्तोषजनक देखिदैन । श्री ५ को सरकारले युवा विकासको लागि संचालन गरेका केही कार्यक्रमहरू तल दिइएको छ :

क) शिक्षित बेरोजगारको लागि ऋण कार्यक्रम

सन् १९८४ देखि नेपाल राष्ट्र बैंकले शिक्षित बेरोजगार युवाहरूलाई ऋण प्रदान गर्ने कार्यक्रम संचालन गरेको थियो । यो कार्यक्रम शिक्षित बेरोजगार युवाहरूमा उच्चमशीलताको विकास गर्न उत्प्रेरित गर्नको लागि ल्याइएको थियो । यस अनुरूप एकजना शिक्षित बेरोजगारले विना धितो रु. १०,०००/- देखि रु. २५,०००/- सम्म ऋण प्राप्त गर्न सक्छन् । यो कार्य विगत १६-१७ वर्षदेखि संचालन भैरहेको छ । तर यो कार्यक्रमको प्रभावकारिताबारे खास लेखाजोखा भएको छैन ।

ख) युवाहरूसँग सम्बन्धित विषयवस्तुहरू विद्यालयको पाठ्यक्रममा समावेश

युवाहरूको समस्या तथा आवश्यकताहरूलाई ध्यानमा राखी हालै मात्र श्री ५ को सरकारले युवासँग सम्बन्धित विषयहरू जस्तै: वातावरण, स्वास्थ्य, धारिरीक शिक्षा, सामाजिक शिक्षा आदि विषयहरू निम्न माध्यमिक, माध्यमिक तथा उच्च शिक्षाको पाठ्यक्रमहरूमा समावेश गरेका छन् ।

ग) युवा स्वरोजगार कार्यक्रम

युवाहरूको सही परिचालनको लागि श्री ५ को सरकारले ०५६/५७ देखि युवा स्वरोजगार कार्यक्रम शुरु गरेको छ । यस कार्यक्रमको मूल उद्देश्य सक्षम युवाहरूको पहिचान गरी उनीहरूलाई सीप, शिक्षा, पूँजीद्वारा मदत दिई उनीहरूलाई स्वरोजगार बनाउनु हो । वास्तवमा यस कार्यक्रमको उद्देश्य सीपमूलक व्यावसायिक तालिमहरू दिई पछि उनीहरू आफैले कुनै व्यवसाय संचालन गर्न रु १,००,०००/- सम्मको ऋण उपलब्ध गराउने हो । नवौं योजनाले देशमा बेरोजगार तथा अर्धबेरोजगारहरूको संख्या क्रमशः ३% र १०% घटाउने योजना तयार गरेको छ । यसको लागि यसले "एक परिवार एक रोजगार" को कार्यक्रम ल्याएको छ ।

घ) साक्षरता तथा निरन्तर शिक्षा कार्यक्रम

धेरैजसो युवाहरू शिक्षाबाट वञ्चित भैरहेकोले युवाहरूलाई अनौपचारिक शिक्षाको माध्यमबाट शिक्षाको अवसर दिनुपर्दछ । यस्ता शिक्षा गाउँहरूमा फैलाउनु पर्दछ । विभिन्न अन्तर्राष्ट्रिय तथा राष्ट्रिय तौ.स.स. तथा सरकारी संस्थाद्वारा युवाहरूको लागि अनौपचारिक शिक्षा सम्बन्धी कार्यक्रमहरू संचालन गरिरहेका छन् । तर ती कार्यक्रमहरू पढ्ने, लेख्ने र साधारण हरहिसाबमा मात्र सीमित रहेको देखिन्छ । युवाहरूको लागि आवश्यक विषयवस्तुहरू जस्तै: आयआर्जन, यौन शिक्षा जस्ता कुराहरू यस्ता कार्यक्रमले समेटेको देखिदैन ।

युवा फोरम ICPD+5 को प्रतिवेदनले रक्षा तथा सैनिक खर्च घटाएर शिक्षामा लगानी बढाउनु पर्ने बताएको छ । तर हाम्रो देशमा यसको ठीक उल्टो भैरहेको छ । उक्त प्रतिवेदनले सरकारले युवाहरूको लागि अनौपचारिक शिक्षा कार्यक्रमहरू चलाउनु पर्ने आवश्यकता औल्याएर युवाहरूलाई नीति निर्माण तथा निर्णय प्रणालीमा समान साभेदारको रूपमा संलग्न गर्नुपर्ने कुरा उल्लेख गरिएको छ । त्यसैले युवा विकास सम्बन्धी कार्यक्रमहरू बनाउँदा यी ४ तत्वमा ध्यान दिनु जरुरी छ: १) सूचना, २) संचार, ३) शिक्षा र ४) आयआर्जन क्रियाकलाप । यी क्रियाकलापहरू समावेश गरी युवा विकास सम्बन्धी कार्यक्रम निर्माण गर्न सकेमा युवाहरूको चौतर्फी विकासमा ठोस योगदान पुऱ्याउन सकिन्छ ।