

**Partnership to Promote Community Learning and
Development System (CLDS) in Nepal
A Case Study**

(This case study has been commissioned by the Asian Development Bank
Institute , Tokyo, Japan and presented in the Seminar on Public Private
Partnership in Education Program, 29 May- 7 June 2000, Tokyo)

T. M. Sakya
Assisted by
S. B. Shrestha
Bhola K.C

National Resource Center for Non Formal Education (NRC-NFE)
Talchhikhal, Satdobato
P.O.Box, 270 , Lalitpur, Nepal
Tel: 977-1-534416, Fax: 977-1-541689
E-mail: nrc-nfe@acculrc.wlink.com.np

Partnership to Promote Community Learning and Development System (CLDS) in Nepal

A Case Study

An Executive Summary

Nepal is bordered by China to the North and India on the East, West and South. According to the national census of 1997/98, the population is about 21 million.

Although the number of schools, colleges and universities increased phenomenally between 1951 to 1995, the Net Enrollment Ratio of Primary Education (67.5%), Lower Secondary Education (26.1%) and Secondary Education (17.3%) remained disappointingly low even in 1995.

Moreover, the quality of education is very poor inspite of massive investment by the government in school education through national resources as well as foreign aid. Poor people do not see any relevance in a school education because their content, methods and materials remain highly urban oriented and elitist. Thus, the majority remained outside of the school education system.

The Government's alternative to a formal school education program has remained very weak. The Government invests only 2% of its education budget for out of school education. Therefore, the number of illiterates are increasing in Nepal. The illiterates are mostly girls, women and the disadvantaged population of the country, living in rural areas. This is because the poor people do not take interest in the traditional school education which does not provide life skills necessary to improve their quality of life and living standard directly.

Experience has made it clear that the people want a flexible and need-based education. Therefore, a group of NGOs in Nepal developed the Community Learning and Development System (CLDS) and conducted experiments in many districts with success. Now the government is adapting this approach. In the development and implementation of CLDS, the National Resource for Non Formal Education (NRC-NFE) has been providing leadership in it's conceptual development and implementation.

Partnership is a basic prerequisite for CLDS

In order to make CLDS a success there must be partnership among community people, local leaders, NGOs, government offices, the business community and the mass media. In this program, the community is the owner of the program while the other partners play the role of helpers.

Although many NGOs and GOs of Nepal are involved in the planning and implementation of the CLDS program, the Case Study presents illustrative programs of only four NGOs i.e. NRC-NFE, ADRA- Nepal, IIDS and the NGO Forum in brief.

NRC-NFE is implementing the program in two selected villages and municipalities of Lalitpur and Kavre districts providing service to about 40,000 people.

Similarly *ADRA-Nepal* has been implementing its program in selected villages of Rasuwa and Kavre districts providing service to about 45,000 people.

IIDS has been implementing its program in selected villages of Nawalparashi, Kapilbastu Lamjung, Lalitpur and Bhaktapur providing service to about 75,000 people.

NGO Forum has been implementing its program in selected villages of Jhapa, Udaipur, Gorkha and Dang districts providing service to over 60,000 people.

Goal of the Program

The goal of the program is to provide basic education combined with awareness building, quality of life improvement and income generating competencies. The quality of life of the people where CLDS are implemented, have improved in a significant way. Therefore the CLDS and CLC models have been adapted by the Government.

Policy Environment

The Ninth Five Year Plan of the Government of Nepal has stated that poverty alleviation through the provision of functional education to the people is the priority of the government. Although CLDS concept has not been included in the Education Act and Local Development Act, the NGO community has been trying to convince the government to revise the Education Act as well the Local Development Act to accommodate the CLDS approach in an appropriate way.

At present the government has become aware of the importance of partnership between Government and Non-Government Organizations to promote and consolidate education programs intimately linked with rural development. CLDS provides an effective approach for the promotion of the development oriented education program. The program has been promoted by NGOs, but the NGOs themselves have to operate under an old law promulgated by the repressive Panchayat Regime in 1978. The NGOs are requesting that the Government revise this repressive law so that the NGO community can become an effective partner with the government .

Partners of the Program

The partner NGOs are:

1. National Resource Center for Non Formal Education (NRC-NFE),
2. Institute for Integrated Development (IIDS),
3. NGO Forum,
4. Adventist Development and Relief Agency (ADRA),
5. Seven other NGOs

Recently the government has also agreed to become one of the partners.

Motives of the partners

The NGOs became motivated to launch this program because mere school education and literacy programs are not attracting learners -- especially the poor, rural girls, women and other disadvantaged populations. Through discussion and research they were convinced that the poor people want an education combined with development competencies. Based on research and studies, a group of NGOs designed and implemented the CLDS program.

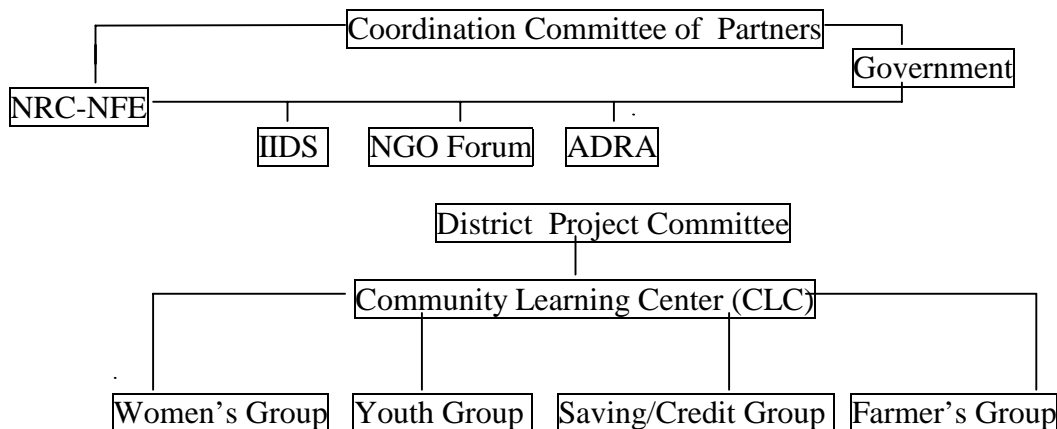
The motivations to the partners are to experiment with this model and advocate that the government and other stake holders undertake similar models to achieve the goals of EFA and poverty alleviation. The most important goal is to build partnerships among NGOs, government offices, the private sector, donors and others.

Clientele of the program

The main clientele population are out of school children, youth, girls, women farmers manual workers, etc.

Institutional Arrangement

ORGANIZATIONAL STRUCTURE



Cost

From the very beginning, the program informs the local community that this is their program and outsiders have just come to assist them. So, self-confidence, self-reliance and self-help are the main features of the program.

Nevertheless, the NGOs have to bear the initial cost. Up until now the NGOs have spent up to about US\$ 25,000 to US\$ 30,000 per CLC. The community provide land and labor. When the community starts earning money they need less money from outside. The CLCs also can raise money from government and other sources. The CLCs are taught to keep accounts and arrange audits for accountability and transparency.

Impact of the program

The following are the main impacts of the program.

1. The communities gained self-confidence and become self-reliant.
2. They got organized and acquired leadership skills.
3. Learned quality of life improvement competencies in sanitation, safe drinking water, nutrition, family planning, mutual cooperation, etc.
4. Organized saving and credit groups.
5. Organized community forestry.
6. Started improved vegetable and fruit farming, buffalo raising, poultry farming, bee keeping, etc. which raised their income.
7. Set up small industries and enterprises.
8. Women could stop social evils including such as alcoholism, gambling, child marriage, girl trafficking, violence against women, etc.
9. The parents have become more willing to send their girl children to schools. Many out of school children have attended the NFE programs and some have joined regular schools

Lessons Learnt

- a. The Government should be open-minded and should enact a favorable law to promote and encourage NGOs to be active in community development activities. There should be a strong program to enhance the capacity of NGOs to work more effectively. The Government should provide financial assistance to NGOs to go to the remote villages to implement CLDS.
- b. The Government should allow the local government bodies to function autonomously, giving them the proper authority and guidance. They also should provide training to all field level personnel to work closely and effectively among local government bodies, the NGOs and Government offices.
- c. The commercial sectors should be encouraged to devote a certain percentage of their profit for social service and that money should be channeled through NGOs to undertake CLDS in the remote villages.
- d. Since most of the out of school children and illiterate adults are poor people, they will not receive benefits through the expansion of formal schools. Therefore, the government should have a strong program of CLDS. The government and the donor community should provide help to NGOs to expand the CLDS program in many parts of Nepal. This is the one of the best way to alleviate poverty and human development.

Long term sustainability of the program

Since this program is owned and managed by communities, it has a greater long-term sustainability than externally planned and managed programs. The sustainability also depends upon how supportive an environment, the government can provide. However, the unity and success of the local people are the most important guarantees.

Policy Recommendations

After the presentation of the Case Study in the workshop on public-private partnership held by ADB in Tokyo during 29 May to 7 June 2000, the workshop made the following policy recommendations:

Specific Policy Recommendations

1. Redefine education and learning. Schooling should not be equated with Education and Learning.
2. The contents, methods and materials of Education should be flexible to meet the needs of people living in different situations.
3. The quality and relevance must be considered together.
4. Partnership is a must, but community must be at the center.
5. Establish a high level commission comprised of representatives of government, NGOs, private sector and community backed by a Trust Fund.
6. There needs to be a national curriculum framework but it must provide room for local variation.
7. NGOs must be provided help to work for improving capacities of communities to plan and implement education combined with development.
8. Accountability and transparency must be ensured in all types of activities.

General Policy Recommendations

1. Partnership means assistance from all stake holders: Government, private sector, NGOs, and Communities for Non Formal Education
2. Legislating appropriate laws and regulations to promote partnership
3. Providing financial, technical and material help
4. Setting up a high level committee with representatives of all stake holders to ensure quality, transparency, and accountability through accreditation
5. A Trust Fund should be established to promote and sustain partnership. The Trust Fund may consist of assistance and contribution from Government, private sector, NGOs, International Organizations and Banks
6. Emphasis should be given to capacity building of all stake holders
7. Organizational arrangement at all levels should be participatory in nature

Conclusion

The goal of partnership is to achieve education for all as a basic condition of poverty alleviation and human development. Previously it was believed that public goods like education and health are the sole responsibility of the Government. But recent experience has made it clear that the Government alone has neither adequate resources nor capabilities to provide education for all.

The people and community have an inalienable right to plan and implement education that meet their basic learning needs by themselves. Therefore, it is absolutely necessary to form partnerships among Governments, private sectors, NGOs and communities to enhance resources and capabilities.

Partnership to Promote Community Learning and Development System in Nepal A Case Study

Section One

A. A Brief Country Profile of Nepal

Situated in South Asia, Nepal is bordered by the Tibetan Region of China on the North and by India on the East, West and South. It is roughly rectangular in shape with a total land area of 147,188 square kms., stretching 885 km from east to west and between 145 km to 241 km from north to south.

Topographically, the country can be divided into three distinct regions from north to south: Himalayan mountains, the mid hills, and the flat plains known as the Terai. Lying at an altitude ranging from 4,877 to 8,848 meters above sea level, the high mountainous region includes the renowned Himalayas, the world's youngest mountain chain, with eight of the ten highest mountain peaks, including Mount Everest. The hilly region lies in the middle part of the country, with varying altitudes from 610 m to 4,877 m above sea level.

Nepal's capital is situated in Kathmandu Valley, many other scenic valleys including Pokhara, other basins and pockets are also in this region. The Terai belt, which is an extension of the Gangatic plains of India, forms a low flatland along the southern border; it comprises most of the fertile and forest areas of the country. The population of Nepal according to the report of the Statistical Year Book of 1997 of CBS, is 21 Million.

B. Education Situation in Nepal

Nepal embarked upon the improvement and expansion of the modern system of education immediately after the introduction of democratic governance in 1951.

The gradually increasing number of schools and colleges since then looks impressive - as shown below:

Table No. 1 Increase in Number of Education Institution (1)

<u>Item</u>	<u>1951</u>	<u>1995</u>
No. of Primary Schools	321	21473
No. of Lower Secondary Schools	11	5041
No. of Secondary Schools	58	2651
No. of Higher Secondary Schools	-	332
No. of Campus	1	200
No. of Universities	-	4

This increase in the number of schools and colleges has not been able to accommodate all the children and youth of school going age. The statistics for Net Enrollment (NER) given below shows that less than 50% of the children and youth of Nepal had access to formal education by 1995.

Table No. 2 Net Enrollment of School in 1995 (2)

	Primary Level	Lower Secondary	Secondary	Total
Total	67.5	26.1	17.7	47.0
Boys	74.7	32.1	22.3	55.0
Girls	55.6	18.1	12.0	37.5

C. Problem of Repetition and Dropout

The Educational Statistics published by the Ministry of Education in 1996 stated the figure of dropouts in different grades. The rate of dropout were: 23 % in Grade I, 4.6%, in Grade II, 8.2 %, in Grade III, 9.0% in Grade IV and in Grade V 15.1%. The overall survival rate at the end of Grade V was about 30% only.

Similarly, the repetition rate in Grade I was 47.7%, Grade II was 24.6%, Grade III 19.7%, Grade IV 20.6% and Grade V 21.5%. It was reported that it takes about 10 to 12 years to the fifth grade.

D. Quality of Education

The National Education Commission of 1992, which evaluated total the education system in Nepal had complained that the nation is not receiving benefits from primary education at the rate with which the country has invested in education through national resources and foreign aid. More specifically, the report said the quality of education is very low. The students who graduated from Grade V have an achievement level of Grade III only.

Due to non-enrollment of all children and youth to the schools in their school going ages, there are many children who remain out of school. The Central Bureau of Statistics has reported that there were about 890,525 children between the ages of 8-14 who were remained out of school in 1996.

The reasons of non-enrollment are poverty and illiteracy among the parents as well as schools not being available near their home. Other reasons for dropout are:

- (i) Irrelevance of school curriculum to the life situation of the rural people.
- (ii) Due to poverty the parents can not afford to send their children to school foregoing the opportunity cost as well as paying fee, purchasing books, school dress, etc.
- (iii) Medium of instruction is also one of the very important reasons for the high dropout rate. In Nepal 48% of the people's mother tongue is not the Nepali language which is the sole medium of instruction at the schools. This has created problem to non Nepali speaking children.
- (iv) Untrained, inefficient, undedicated teachers and their irregular attendance at the schools.

Because of the massive problem of non-enrollment and dropout in the schools, the number of illiterate population is increasing in Nepal.

One of the most important reasons is the fast growth of population. In Nepal the rate of population growth has been in an upward trend. The population growth rate for the period between 1981-1989 was 2.11% and the population growth rate of the period between 1990-1996 increased to 2.38%

The Government has a very weak program of providing education to out of school children, illiterate youths and adults. The Government of Nepal spends only about 2% of its budget for literacy and non formal education programs.

So, in Nepal the literacy rate is increasing by 0.86% a year whereas the population is growing at the rate of 2.66% a year till 1998. This has created a situation where more than half of the population remain illiterate even in the year 2000.

Table No. 3: Literacy Situation in Nepal

	1980	1990	1998
6+ population	12,180,000	15,148,000	18,047,000
Literacy Rate	23%	39%	48%
Literate Population	2,801,400	5,907,720	8,662,560
Illiterate Population	9,378,600	9,240,280	9,384,440

Effect of Illiteracy in the Life of the People

As mentioned above there are still about ten million illiterate adults and about one million out of school children in the 8-14 years age group.

All available data shows that the illiterates are generally poor and all poor people are invariably illiterates. According to UNDP's Human Development Report literacy and the Human Development Index are highly co-related. Due to massive illiteracy rates, Development Indicators of Nepal are very low as shown below:

- Nepal has a population growth rate more than 2.66% per annum.
- More than 2 million primary school aged children remained out of school up until 1995.
- More than 70% of the Nepalese people earn less than US \$150 per year.
- Agriculture employs more than 80% percent of the labor force, but agriculture production is decreasing every year, turning Nepal from net cereal exporter to net importer.
- There are 6.5 million unemployed or under employed people in Nepal.
- It is quite clear that due to the massive illiteracy the Government's program of population planning, environmental conservation, women empowerment, and strengthening democratic system in Nepal has failed.

Private Schools

Recently "Private Schools" which charge high fees have become very common in Nepal. The private schools have increased in Nepal in a phenomenal way. The total number of private schools increased from 2,110 in 1990 to 8,335 in 1997. But the private schools

are also facing various problems for which they have to please the concerned Government offices by dealing with them "under the table". The private schools are also blamed for creating a class-based education system i.e. rich people's education versus poor people's education.

Table No. 4 Number of Private Schools

	<u>Primary</u>	<u>Lower Secondary</u>	<u>Secondary</u>	<u>Total</u>
1990	1253	558	899	2710
1997	4004	2729	1602	8335

Public-Private Co-operation in School Management

The public primary, secondary and tertiary level education institutions are mainly operated by the Government. The Government seeks the people's cooperation to construct the school buildings. The Education Act has provision that each public school should have a Cooperative Committee comprised of local people including parents, community leaders, education experts, etc. But most of the public schools especially in urban areas do not have such Co-operative Committees.

Need for a New Approach in Education

The general feeling among education experts, development thinkers and social activities is that the present education system is alienating the poor people from the modern sector of the economy. This has them victims of a vicious circle of illiteracy and poverty.

They feel that the main purpose of education is to provide knowledge, skills and attitude necessary to make the people self-reliant and self-confident to overcome their poverty and helpless situation through their own efforts. Such types of people oriented education systems could not be designed by bureaucrats and experts in the central Government offices. The education system which empowers the people to continuously learn new things, skills and attitude and apply them to improve their learning, earning and living capacities, was developed only through active involvement of the people and people's organizations with both elected representatives and volunteer citizen groups at the field level.

In Nepal, the majority of the people are living in poverty. The National Planning Commission of the Government of Nepal has admitted that about 45% of the Nepalese people are living below poverty line. No wonder the Government's planned and administered education system of Nepal has excluded more than half of the Nepalese people from a school education. The education system prevailing in Nepal today is suffering from irrelevancy and non-participation of the people in the whole process of education and development. Therefore, some Non Governmental Organizations (NGOs) have been developing a system which combines education with people's development. The system is called Community Learning and Development System (CLDS).

Education and development are two sides of the same coin. If you teach people how to plant trees, it is an education and when the people actually plant trees, it is a development. Therefore education and development should go together. If they are separated, both remain incomplete. The traditional school education is much too bookish

and theoretical, that is why the poor people either cannot attend schools, or they drop out before completing the basic education cycle.

Therefore the Community Learning and Development System tries to help the people to become empowered to improve their learning, earning and living capacity working together collectively in participatory democratic way. The most modern and scientific theory of Learning known as “Constructivism” also says that the objective of Education is not to make learners simply receive factual knowledge passively, but to empower them to construct and reconstruct the knowledge according to their existential environment combining theory and practice. Therefore, the Community Learning and Development System provides an opportunity to learners to acquire Formal Knowledge, Procedural Knowledge and Self-Regulative Knowledge.

Illiteracy and low education create a poor image and attitude among the rural and urban poor people. They become fatalists and fall into the trap of religious and other fanatical beliefs. Without relevant and quality education they would not be able to understand scientific methods of health, hygiene, family planning and environmental preservation. Similarly they would not be able to acquire new scientific methods of production in cereal farming, vegetable cultivation, horticulture, animal raising and undertaking industrial enterprises. This in turn results in low income, low savings, low investment and poverty. Poverty makes them victims of exploitation, disunity among them and helpless. In other words they are trapped in the vicious circle of Poverty and Illiteracy.

FIGURE 1. (attachment No 1.) given in next page

The Community Learning and Development System(CLDS) can help them to break this Vicious Circle of Poverty and Illiteracy.

F. Objectives of the Program

The objectives of Community Learning and Community Development System (CLDS) could be achieved by the people themselves. The external assistance should only help the people to build their self-confidence and to acquire new scientific technologies. External helpers should not perpetuate a dependency syndrome. Community Learning and Development System is not about learning factual knowledge only but about empowering people to identify their problems and solving these problems by themselves with the acquired knowledge and changing the knowledge itself according to local needs and situation.

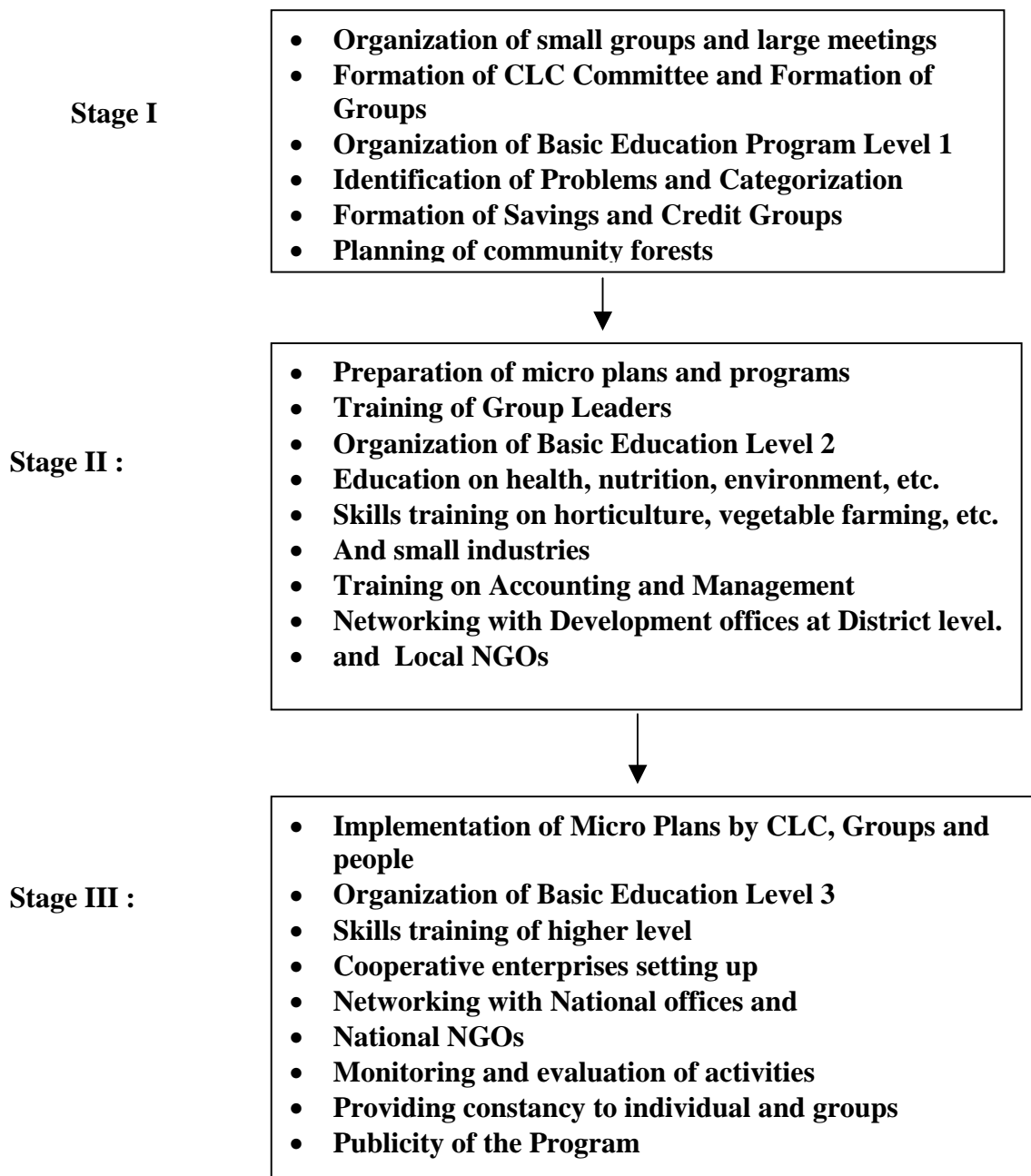
In particular the CLDS aims at:

1. Mobilization of the Community to convince them that they are capable of gaining new knowledge and applying the new knowledge they can break out of the vicious circle of poverty and illiteracy by themselves. This is a mobilization and empowerment process. This process requires lengthy discussion and dialogue with the community people.
2. Organization of Groups like youth group, women's group, farmers group, village elders group, etc. Identification and election of leaders of the groups.
3. Identification of problems in the community by the groups and by the whole community and categorization of the problems into different categories (such as those which could be solved by themselves, those problems which would need local authorities' help and the problems which would need help from the central government).
4. Preparation of local plans and programs to solve the problems by themselves first then through the mobilization of resources from various sources.
5. Implementation of the plans and programs through the organization of learning groups to learn about health (importance of clean drinking water, personal and family hygiene, nutrition, prevention of communicable disease, family planning etc.), conservation and improvement of environment, etc.
6. Learning of better and scientific technologies for the of production of cereals, vegetables, fruits, and animals. Setting up and running small industries, etc.
7. Formation of savings and credit groups to improve savings and investment abilities and establishing links with agriculture and small industries.
- 8 Learning management methods (including: accounting, marketing and auditing techniques).
8. Learning democratic and participatory group dynamics.

9. Learning about extension and dissemination techniques and sharing the process of CLDS to other communities.

The whole process is summarized in the figure below:

FIGURE 2.
Stages of Community Education System



The reality is that the rural people do not want an education and literacy for education's sake, they want an education which empowers them to make their own decisions and to improve their quality of life through better knowledge on health, hygiene, family planning, environment conservation, formation of saving and credit groups and income generating vocational skills.

Therefore the NGOs of Nepal have developed a concept and program to link people education with people's development and quality of life improvement program. The NGOs organize non formal education program to help the local people to identify their problems through mutual discussion and dialogue. After identifying the problems, they classify them into mainly three categories

- the problems which they could solve by themselves,
- problems for which they need local government's help and
- the problems for which they need the help of the central government.

Each group prepares micro plans on what they will do, when and how they will implement the programs. The NRC-NFE has been helping the CLCs in the preparation of the micro plans, to implement them and to train local people in different trades and to develop learning materials for different trades.

G. Community Learning Center (CLC)

In order to plan and implement the Community Learning and Development System (CLDS), there is a need to establish an Institutional Structure. This Institutional Structure is called a **COMMUNITY LEARNING CENTER (CLC)**. The CLC will be composed of a Governing Board consisting of all group leaders and a community leader. The CLC office will be the secretariat of the CLDS. All the records will be kept there and it must have a place for holding Basic Education and Development Education Classes. It also must have a place for meetings and a place where they can display various charts and graphs. If the community is large, a Sub CLCs may be required.

H. Role of National Resource Center For Non Formal Education

Although the ultimate stake holders of the community development process are the local people and their leaders, they cannot achieve success in the local development process bringing synergy of learning, earning and living activities in a planned manner without the help of the National Resource Center which helps the CLCs in guidance, training, advice and linkage with locally elected leaders, government offices and NGOs.

The National Resource Center help with innovative ideas and methods which are required to develop and implement the community oriented education process. The Government education authorities have difficulties and constraints in undertaking such an innovative approach to mass education. But NGOs can help the local people and the Government offices to put into practice such innovative approaches. In Nepal, the National Resource Center for Non Formal Education (NRC-NFE) working with other NGOs have undertaken such innovative projects in a number of villages. The NRC-NFE and other NGOs are providing technical help to local government organizations in many places and to the local NGOs to experiment with these approaches.

Section Two

Government, NGOs and Community Partnership in Nepal

2.1. Partnership in Education in Nepal

Policy Environment

At present the Government establishes formal schools and manages them. Of course it wants the local government and the local community to help the schools. But their involvement is very minimal. The Local Government Act has given authority to Local Government Bodies to establish and manage the schools, but the Education Act contradicts this.

Similarly, the government has made provisions to establish cooperative committees of local people for each school. But the cooperative committees have no authority in teacher appointment and in the daily running of the schools, so the cooperative committees have not been active. If we study the history of people's participation in education we would notice that around the 1950s and 1960s, the communities all over the country took initiative to set up schools establishing buildings and providing salary for the teachers. Then the communities requested that the Government provide recognition and provide grants in aid.

But at the recommendation of various Education Commissions, the Government nationalized the schools to introduce uniform curriculum and textbooks in all schools in one national language in order to promote national integrity, solidarity and to consolidate the nation- state. The government appointed supervisors and education officers were to enforce the curriculum and textbooks. Teachers training institutions were established in different parts of the country to provide training to primary school teachers.

The result of the Government's full control has not been a happy one. Earlier the management committees were blamed that they hire and fire teachers to fulfill their political motives. But now the Government controls the hiring and posting of teachers, it is the ruling party members who influence the system. As a result, the teachers have become more politicized. Each political party has set up a teachers union to enlist the loyalty of the teachers. The teacher's union leaders follow their political mentors meanwhile neglecting their own duties.

In the end, the victims are the students. The communities and the people also lost their voice in the running of the schools. Government and the party in power tried to control teachers and through them the education system. There is a general dissatisfaction among community members with this situation. They feel that the government is not running the schools properly. The teachers are politicized and they are not performing their duties properly. But the community could do nothing. At present there is a widespread belief that the quality of teaching in the public schools have been deteriorated to such an extent that the parents have been forced to send their children to private schools even if they have to suffer.

Private Sector

Since the Government or public schools are not satisfactory to parents, some entrepreneurs have set up private schools equipped with better facilities and more qualified teachers. The well-off parents have no problem to pay high fees to send their children to private schools. But the middle class parents especially those who are working in salaried jobs face a lot of difficulties. The private schools are blamed for promoting class based education system.

But should the blame be on the private schools or should it be on the education system of the country? The private sector has become active not only in school level, the private sector has established a number of engineering colleges, medical colleges and business administration schools. At present there is one private university and it is likely that more will be established very soon.

Non Formal Education and NGOs

The Ministry of Education has divided its budget as follows: 50% for primary education, 22% for Higher Education, 18% for Secondary Education, 8% for General Administration and 2% for Non Formal Education. Still there are a vast number of children who remain out of school due to non enrollment and dropouts. According to the estimate of the Human Development Report of Nepal 1997, there are about one million children of the age group 8-14 yrs. who remain out of school. Of the total population between 6 yr. to 45 yr., there are about 10 million illiterates in Nepal. This amounts about half of the population of the country and 60% of the working population.

The government's budget for Non Formal Education is extremely limited. Therefore the National and International Non Governmental Organizations are shouldering the major burden of providing basic education and literacy to the out of school children, youth and adults. Therefore by omission and commission the Government has allowed NGOs to conduct non-formal education programs.

Government records show that the NGOs contribution very significant in expanding basic education through non-formal method among rural the population who do not have the chance to attend formal primary schools. According to the 1992/93 Government Report, the NGOs were providing NFE programs to 52% of the total learners and in 1995, they were providing to 60 % of the learners.

F. Effectiveness of NGOs in promoting NFE in Nepal

Various evaluation studies have said that NGOs are effective in promoting Non Formal Education in Nepal. For Example the World Education Inc. (An American NGO) did a study in 1995 of NFE programs conducted by the six sample NGOs and its finding was that the NFE programs were successful in increasing class attendance and the learners developed significant reading and writing skills. At the same time those programs were found helpful in ensuring more knowledge on different subjects in general and health education in particular.(12)

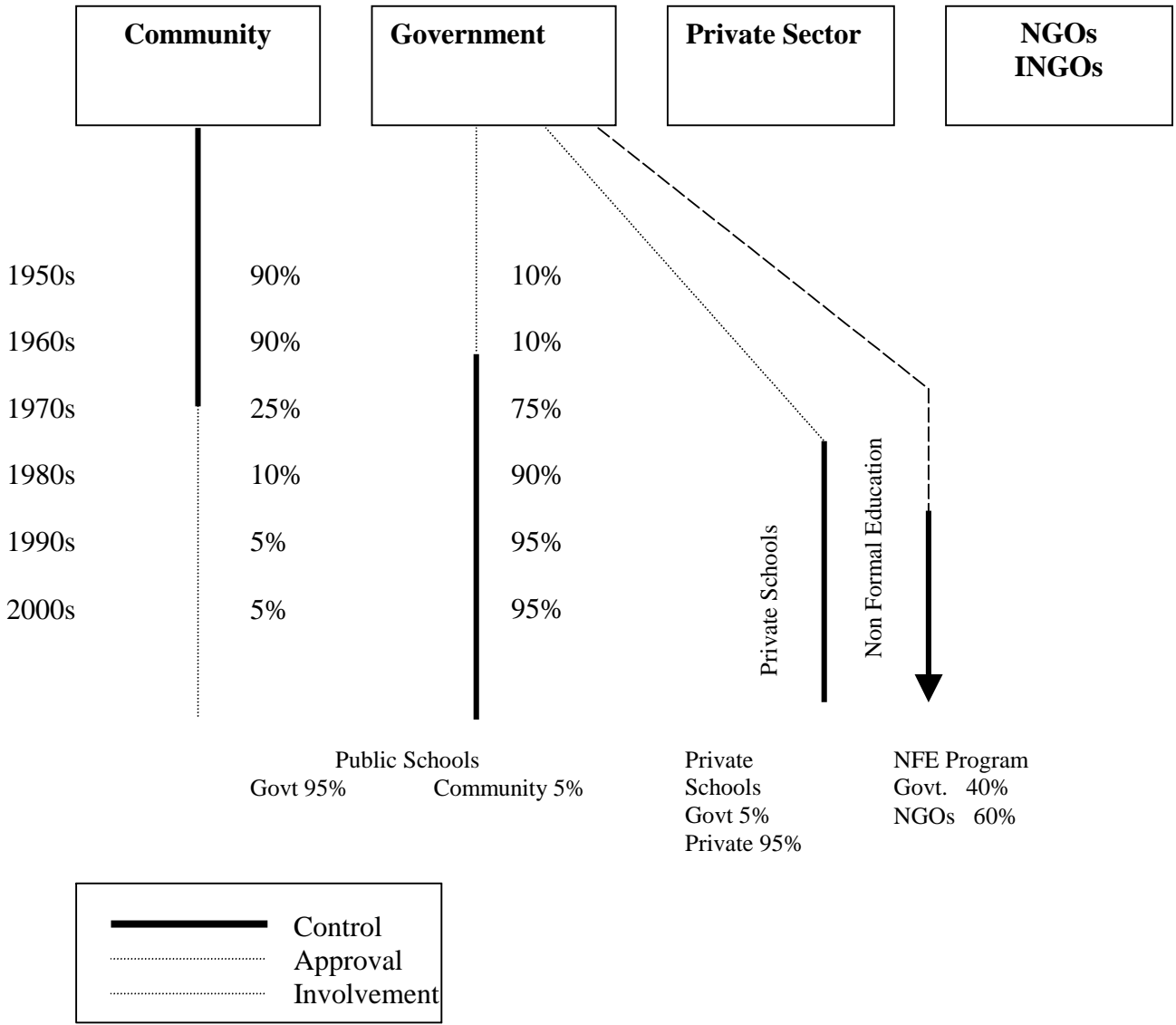
The Research Center for Education Innovation and Development (CERID) of Tribhuvan University conducted a study in 1996 in a number of villages. According to the study of the total number of learners surveyed: 72% were fully literate, 70% could read easily,

65% p.c. could achieve reading comprehension, 66% were able to write simple sentences. In mathematics 29% could perform all four functions of arithmetic, 79% could add, 59% could subtract, 33 % could multiply and 22 % could divided. Besides that 50% of the women joined savings and credit groups, 90% knew how to prepare oral dehydration solutions and 80% use family planning devices. The study also revealed that 30% of the learners relapse into illiteracy if they are not given the chance to continue to learn after the NFE classes.

Before 1990 the country had a partyless Panchayat System of Government which did not allow the people to organize Non Government Organizations. Two old philanthropic organizations like Paropakar Sangha and Gandhi Memorial Trust were allowed to set up their schools. Even during the Panchayat regime some INGOs came to Nepal to be involved in NFE programs. But they had to operate under the tight control of the Social Service Council which controls INGOs on behalf of the Government.

After the restoration of the democratic system of government in 1990, many national NGOs have been registered under the old NGO law of 1977. At present there are more than 6,100 registered national NGOs and about 16,000 local NGOs which have not been registered yet. About 60% of the NGOs work in the field of Non Formal Education. Even those NGOs whose primary mission was not education found that without basic education the people could not carry out any development activities. Therefore they also started NFE programs. Thus the idea became common that if education and development activities are not linked both remain incomplete.

Partnership in Education in NEPAL



2.2. Partnership Generated by CLDS & CLC

In order to make education a participatory process, the CLDS has developed a new model of partnership bringing the community to the center of the whole process. The people felt that for the first time they were made an important partner by CLDS. Earlier other development programs always used to treat them as objects, not as subjects. In the past, people from the Central Government make the plans, programs and action plans. Then these outsiders come to the village to tell the people to act in a certain way as if they are nobody or merely subordinates. As if the villagers cannot think for themselves while others have the divine right to think and plan.

But the CLDS and CLC asked the villagers to identify their own needs and problems and they are challenged to prepare plans and programs to solve these problems. This process has brought the people to the center of the whole process. In the beginning, the people were confused and afraid. But gradually they came forward and showed that they really could do local needs assessment and based on the local needs they could prepare local plans and programs themselves. They also showed capability in mobilizing local resources which is basically human resources.

They proved that they could do a lot of things which directly benefited them. For example, they carried out cleanliness campaigns in the village, encouraged conservation of community forestry, vegetable farming, horticulture farming, fish farming, buffalo farming, etc.

In the entire process women are more active and involved than the men folk. They opened up to say that they are carrying the major burden in managing the household business, taking care of their children and adults while also working in the farms. So they asked for training and education. CLDS and CLC provided opportunity to them to get organized, to acquire collective power and access to skills and resources through formulation of credit and loan association. They also received ownership to fodder land and other properties. They have become very active in undertaking small businesses and cottage industries as well.

Once the local government bodies like the Village Development Committee (VDCs), and District Development Committee (DDC) found that the villagers are getting organized, enlightened and empowered, they also started to pay more attention to their demands. Gradually the collective force of the villagers forced the government offices at local level and district level to listen to their demands for consultation and field visits by experts. The officers from agriculture, health, family planning, education, etc started to visit the CLCs and also organized short-term training sessions and follow-up home visits.

**Program of Community Learning and Development Activities in Nepal:
Education linked Development through People's Own Initiative**

Section Three

Partner Organizations of CLDS

1. National Resource Center for Non Formal Education (NRC-NFE)
2. Adventist Development and Relief Agency, Nepal(ADRA)
3. Institute for Integrated Development Studies(IIDS) and
4. NGO Forum of Nepal

3.1. Programs of the National Resource Center for Non formal Education (NRC-NFE)

National Resource Center for Non formal Education (NRC-NFE) was set up in 1995 as jointly decided by 40 NGOs of Nepal with the aim of developing and reforming formal and non-formal education program conducted by government and non-government organizations of Nepal.

The followings are the functions NRC-NFE carries out:

- a. Program Development through Research and Development (R&D)
- b. Curriculum and teaching learning materials development
- c. Training of Personnel for Non Formal Education linked with development
- d. Development of Community Learning Centers (CLCs)
- e. Networking and information dissemination

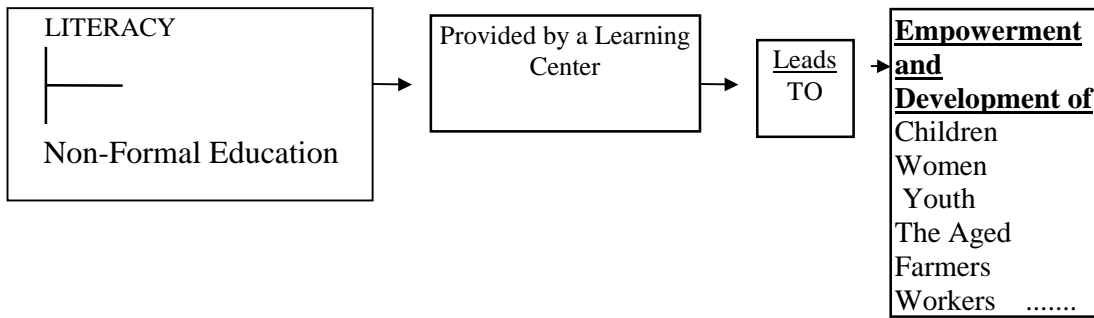
Among the five functions mentioned above, development of Community Learning Centers (CLC) is one of the most important programs of NRC-NFE in partnership with central, local government offices, municipalities, village development committees and the NGOs of Nepal.

What is a Learning Center ?

A Community Learning Center (CLC) is a local education institute outside the formal education system for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life implementing Community Learning and Development System.(CLDS).

This definition has important implications. Learning Centers play a key role in personal and societal development. **THEY ARE AN EFFECTIVE MECHANISM To implement CLDS FOR EMPOWERING INDIVIDUALS AND PROMOTING COMMUNITY DEVELOPMENT.** They offer this opportunity to all members of society to engage in lifelong learning. This idea is illustrated below in Figure 3.

Figure No. 3



Initially, the NRC-NFE helped the Banepa Municipality to set up Community Learning Centers (CLCs) as a follow-up to literacy campaigns implemented by Banepa Municipality. These literacy campaigns were an effort to provide a permanent infrastructure for carrying out literacy and continuing education program linked with people's development after the completion of the basic literacy program. Later this model of CLC was expanded to many places in Nepal.

The NRC-NFE experimented with the CLC model in the villages of Lalitpur called Chapagaon, Khokana, Sunakothi, Thecho, Bungmati and Siddhipur. Similarly NRC-NFE has been providing guidance and training to all its partner NGOs to set up and manage CLCs providing training and guidance to them. The effectiveness of each CLC depends upon vision, mission and capabilities of local leaders and CLC functionaries. Therefore, in Nepal all CLCs are not at the same stage. They differ from one another in terms of their local people's interest, dedication and most importantly on the quality of the local leaders.

Actually speaking the Community Learning Centers (CLCs) are *sine qua non* (prerequisite) - for the promotion of literacy and continuing education linked with community development. The view that literacy programs are a one shot affair has long been out dated. It is also clear that the communities would not be able to move from basic literacy programs to continuing education and improve their quality of life applying the acquired knowledge and skills without an infrastructure of CLCs.

The Community Learning Centers (CLCs) are undertaking the activities given below:

1. Literacy, Post Literacy and Numeracy skills promotion program related to life;
2. Savings and Credit Group formation to mobilize their local saving and accumulate funds for undertaking earning projects;
3. Functional education on health, nutrition and family planning;
4. Education on conservation and development of community forestry to protect and improve the environment of the community;
5. Farmer groups such as fruit cultivators' group, dairy farming group etc;
6. Skill and marketing training to improve their earning capacities;
7. Early Childhood Education Centers to help mothers to take care of their babies health and intellectual development;
8. Non-Formal Education for out of school children;
9. To build capacity of the implementers, resource persons and facilitators of CLCs;

10. To build CLC buildings;
11. To develop necessary training and learning materials; and
12. To conduct different income generation programs to overcome the problem of unemployment of youth.

The various activities mentioned above are being carried out through Women's Groups, Youth Groups, Farmer's Groups and Elders' Groups. Rehabilitation activities such as the reconstruction of local schools, temples and other social organizations are also included in the program. On top of these activities, the CLCs have helped in the mobilization of the people and in their organize to work for their own improvement.

Thus, the program is called a human development program through a people oriented education system. The National Resource Center for Non-Formal Education and Center for Education for All have been providing technical help to CLCs to analyze local needs to develop local curriculum and learning materials for the program and providing training for leaders and workers. The supervision and evaluation of the programs are a built-in mechanism of the centers.

The basic aim of the CLC is to improve the level of literacy rate and awareness of the people through effective non formal education programs which will enable them to participate in community development activities so that their quality of life can be improved significantly through their own initiatives. If education and community development are not linked properly, poverty and illiteracy will persist in the community.

In order to eradicate poverty and to improve the quality of life of the people, community learning and development system will be developed and implemented through the Community Learning Centers (CLC) which are working closely in partnership with the local government community and other non governmental organization (NGOs) in various parts of Nepal.

The following are the local NGOs providing support to CLCs:

District	VDC/Municipality
Kavrepalanchowk	Banepa Municipality-11, Budol CLC
Lalitpur	Chapagaon VDC, JyotidayaCLC
	Khokana, Lidhasa, CLC
	Bungamati, Amarapur CLC
	Thecho VDC, Beluban CLC
	SunakothiVDC, Sunakothi CLC
	Siddhipur VDC, Siddhipur CLC
	Lalitpur sub metropolitan city - Ward.No14
	Lohachowk and Budhathoki Gaon CLC

Group formation and mobilization:

Each CLC has formed various groups with the community people which aim to create a self-reliant and empowered community. These are the groups formulated by CLC of Lalitpur :

- Savings and credit group
- Forest conservation group
- Health care group
- Wood crafts group
- Culture preservation group
- Women's group, etc.

All of these CLCs have women's group for women empowerment, savings and credit groups, cultural groups etc. The following table shows the various groups mobilized in five different CLCs.

Group	Chapagaon CLC	Beluvan CLC	Sunakothe CLC	Amarapur CLC	Lidhansa CLC
1. Savings and credit group	✓	✓	X	✓	✓
2. Saving and credit and cooperative	X	-	-	-	✓
3. Women group	X	✓	✓	✓	✓
4. Cultural group	X	X	X	✓	✓
5. Women empowerment and development group	✓	✓	X	X	X
6. Community awareness group	✓	X	✓	X	✓
7. Health care group	✓	✓	-	-	-
8. Cooperative school	✓	-	-	-	-
9. Forest conservation group	✓	-	-	-	-
10. Social work group	X	X	✓	-	-
11. Social development committee	-	-	✓	-	-
12. Youth group	-	-	✓	✓	-
13. Wood & craftsman group	-	-	✓	✓	✓

Recently one more CLC has been established in Siddhipur VDC through the initiative of the local community of Siddhipur VDC.

Besides those CLCs, NRC-NFE has been helping Lalitpur Municipality to set up two CLCs at Budhathoki Goan and Lohar chok. The Municipality is planning to set up more CLCs.

B. Co-operative Schools

Since the private schools are expensive and the Government schools are not providing good education, the CLCs of Chapagaon and Bungmati have established co-operative schools which provide quality education at affordable cost to the children in the villages. It also provides education to the out of school children in the communities.

C. Preparation of Local Plans for Five Years

As mentioned earlier the National Resource Center for Non-Formal Education (NRC-NFE) has been encouraging the CLCs to prepare prospective micro plans to be worked on by the community. In order to prepare such micro plans "A Training Workshop in Local Planning" was held from 26th to 31st March 2000. All CLC's Committee members and some local government bodies participated in the workshop. The total number of participants were 60 members from various CLCs.

The training workshop comprised of the following activities:

1. Survey of local needs in the community
2. Analysis of local problems and needs and prioritization of them
3. Each CLC committee members were asked to prepare action plan of following types:
 - a) Programs to be implemented immediately
 - b) Programs to be implemented within a year and
 - c) Programs to be implemented within five years

The 60 participants of the workshop were divided into seven groups. One group for each CLC.

3.2. Programs of Adventist Development and Relief Agency Nepal (ADRA/Nepal)

The Adventist Development and Relief Agency (ADRA) Nepal is an International Non Government Organization (INGO). In Nepal ADRA opened its office in 1987 to provide basic health services and education on health related issues. It has entered into agreement with the Ministry of Health to conduct its program.

A. Integrated Community Based Family Health Programs

ADRA Nepal has been implementing its program in two districts: Kavre and Rasuwa.

Kavrepalanchowk District has been chosen because it is a hill's ecological area where residents are mainly poor rural farmers.

The other district is Rasuwa, one of the northernmost districts, bordered by the Tibetan region of China. The area is dominated by several high mountain ranges of up to 25,000 feet, which make communities in the region extremely remote. Although relatively close to Kathmandu, the Rasuwa district is very under-developed .

These are the main programs under the integrated community based family health program:

The CLCs implement the following programs:

- a. Family Health Service: The health services are delivered in the areas of immunization, gynecology, STD, AIDS, Antenatal, Postnatal Care, Health Education, Family Planning, etc.
- b. Training / Health Education: Personnel such as Female Community Health Volunteers (FCHN), Traditional Attendants (TBA), Traditional Healers (TH) VDC members, family planning counselors and health post workers.

- c. **Women Literacy Program:** The main objective of the women literacy program is to teach women how to read and write and help them understand basic health concepts especially mother-child health and reproductive health.

C. Other Educational Programs

1. **Basic Literacy Program (BLP):** This seven month program is for illiterate adult women of 15-45 years of age. This program provides opportunity in learning reading, writing and arithmetic skills needed to make day to day life easier. In addition to literacy skills, this program has also integrated functional content relevant to women participants.
2. **Post-Literacy Program (PLP):** Post Literacy Program is designed for those adult women who have completed the Basic Literacy Program or those who are already literate. The main objective of PLP is to sustain literacy skills obtained from the Basic Literacy Program, importing advanced knowledge and skills on literacy and functional content and to motivate learners towards continuing education. This program is also integrated into the program of ADRA/ Nepal, it is conducted over a period of four months.
3. **Income Generating Program:** This is a program for further advancement of literacy skills as well as imparting appropriate skills for income generating activities.

D. Partnership of ADRA with other agencies

1. Ministry of Health

In March 1996, the MOH and ADRA /Nepal signed a Memorandum of Understanding for ADRA Kavre and Rasuwa programs and Family Planning Training Centers.

2. District Health Office

ADRA works closely with the DHO. DHO and ADRA officials meet quarterly to ensure maximum program co-ordination and effectiveness. The DHO supplies all FP methods, vaccines, Vitamin A and Ferrous Folate for SHP/HP and the ADRA Clinic, mobile and FO Camp sites. While ADRA will be available to assist the DHO for technical assistance during the program period.

Target Clientel Population

Women and the disadvantaged populations in 46 selected villages of two districts: Kavre and Rasuwa, providing services to about 45,000 people.

3.3 Education Programs of Institute for Integrated Development Studies (IIDS)

IIDS is primarily a multi-disciplinary research institution. IIDS realized that to effectively promote a better livelihood for the down-trodden communities and to encourage them to be self-reliant, the initial stages of the program should be conducted through a process of **concientization??** and the motivation of communities involving them in non formal education programs linked with inputs like credit, functional training and other income generating programs. IIDS also applied the concept of CLDS and CLC developed by NRC-NFE.

A. Major Educational Activities of IIDS:

- a. Adult Literacy for Rural Women for Empowerment
- b. Literacy for Adolescent Girls for self-reliance
- c. Strengthening the Learning and Earning Capacity of Adolescents
- d. Spreading Terakoya Movement through Women's co-operatives

All the project activities have been successfully implemented in partnership with the learners, local communities, locally elected representatives, local government offices, local NGOs, and project staffs.

The CLCs assisted by IIDS have been implementing the following programs:

a. Adult Literacy for Rural Women

This is a project especially conducted for the development of women in the community with a view to:

- Develop confidence among girls and women
- Increasing women's understanding about: personal saving, groups saving and its uses, income generation, women's personal income, loans and revolving funds
- Increasing women's involvement in development activities
- Strengthening training activities: As literate women are able to understand more clearly the content of training organized for them

b. Literacy for Adolescent Girls

This project is basically focussed on the development of a sustainable institutional base for continuous learning opportunities for the neo-literate adolescents at the local level. Efforts have been made to provide better life options to young girls (neo-literate) by providing formal and non-formal training and access to credit for income generation.

B. Formation of Women's Co-operatives

The activities were implemented with a view to mobilizing and empowering the women's groups in the locality and to mobilize the community people towards development, to conduct literacy and post literacy classes, to establish cooperatives for economic benefits and to empower the women for development.

C. Capacity Building Activities

In order to enhance the capacity of key personnel in the management and coordination committee and leaders of the girls and women groups, several capacity building workshops were organized.

- Workshop on Increasing the Capacity of Women's Cooperative Through Literacy
- Non-formal adult literacy training to the facilitators
- National Training Workshop on Continuing Education
- Facilitators' Training to undertake Post-literacy classes

- Book-keeping and Management Training
- Advocacy Skill Development Training

Advocacy Skill Development Training was organized in various districts. The overall objective of the training programs was to create awareness among women about their rights and to impart knowledge on how to lobby with concerned line agencies of the Government to maintain their rights.

F. Target Clientele Population

The target clientele population of the CLDS program implemented by the Integrated Development Studies (IIDS) in the selected villages of Lalitpur, Bhaktapur, Nawalparashi, Kapilbastu and Lumjung are the girls, women and disadvantaged populations. Under this program about 75,000 people have received direct benefits.

3.4. Programs of NGO Forum-Nepal

Introduction:

NGO Forum-Nepal is a consortium of Non-Governmental Organizations established in 1991 with the aim to provide institutional back-up and support to member organizations. Its emphasis is on strengthening the social mobilization and development efforts among the self-help groups at the grassroots level in the villages of the country.

C. Programs of the NGO Forum

- Literacy Program:
The CLCs in four districts such as Jhapa, Udaipur, Dang and Lalitpur have established more than 5,100 literacy classes with the direct involvement of grass-roots level NGOs.
- Skill Development Training
It has also developed a package of skill development training materials and the local CLCs are providing skills training workshops based on the guidebook.
- Establishment of Bikas Samuha (Development Group)
Under this program the NFE classes are converted into "Bikash Samuha" and given training to mobilize the groups. It also stresses income generating activities. Gradually the Development Centers have been equipped with VHS telephone sets. This has helped to make the Development Centers a real community center.

District Forum:

The District Forum invites locally elected people's representatives and government officers for discussion on topic and problems of concern to them.

Resource Center at the Central level:

The NGO Forum has set up a resource center which focuses on education, environment,

community development and health. The resource center undertakes such activities like publications of learning materials and information materials. It also publishes a wall newspaper called - *Sahabhagita* (Nepali) which could be translated as "Partnership" in English.

- NGO Updates (Half yearly)
- *Sinchai Darpan* (Quarterly, newsletter) which can be translated as "Manual for promoting irrigation facilities".

Target Clientele Population

The target population are poor people especially girls, women and marginalized people in four districts Jhapa, Udaipur, Gorkha, and Dang. They cover a population of about 60,000 people.

4.2. Field study of Partnership of the Government and the NGOs

In order to study the field realities regarding the partnership between the government and NGOs, two researchers visited three districts i.e. Jhapa, Nawalparashi and Kavre from 28 April to 6 May 2000. They held discussions with district level government officials, chairpersons, members of District Development Committee, Village Development Committee, NGOs, INGOs, women, youth and other group leaders.

During the field study, discussions were held with local leaders, women groups, development officials, education offices and CLC offices. Based on the field study experience and discussion with the local people, the CLCs are facing the following problems and they are solving those problems in the following manners:

Problems and Solutions

<p><u>Problem</u> There are many problems in carrying out Community Learning and Development System (CLDS) programs in the villages. First of all, the rural poor have no self-confidence, self-dignity and know-how to solve their problems of illiteracy, under-development and exploitation. Moreover they are so poor that they cannot think of anything except to earn two meals a day. In such situations, the most difficult task is to raise their awareness that they can solve their problems if they are organized and if they could acquire literacy and marketable skills.</p>	<p><u>Solution</u> In the beginning of the CLDS, a series of visits should be made by the National NGOs with the help of some enlightened local people to meet with the local people and their leaders. If the local leaders are willing and cooperative, then a bigger meeting could be organized to inform and discuss the process of CLDS. Once some local people show interest some leadership development work is organized. Once the local people become aware that they have to take action in the spirit of self-help, they get organized and they try to form savings and credit groups, organize literacy classes, gradually they become ready to receive skills training and production enterprises. The experience shows that if the person becomes dependent on external help alone, they will never succeed in developing their community even if they are given a large amount of money. But if they are self-reliant, they can solve any problem.</p>
<p><u>Problem</u> There are some landlords, money lenders who are happy with the status quo of the village. When the villagers are trying to organize learning and development activities those people place several obstacles in their way.</p>	<p><u>Solution.</u> The local landlords and money lenders become powerless if the people are organized. If they create some mischief, then the NGOs have to get cooperation from the local administration and political leaders. But gradually when people become literate, aware and organized such people become ineffective.</p>
<p><u>Problem</u> Illiteracy, superstition and violence against women are very common. So it is more difficult to organize women than men. Male members especially do not want their daughters, sisters and wives to travel out of the home.</p>	<p><u>Solutions</u> In such cases, the progressive local leaders are mobilized especially women leaders of the village and of the neighboring villages could help convince the men folk why education is also very important for women.</p>
<p><u>Problem</u> There is a lack of educated and skilled manpower in the villages making it difficult to organize education and skills training in the villages.</p>	<p><u>Solution</u> Sometimes school teachers and youth who have some education and training could be mobilized. Sometimes government officers from the various departments of agriculture, health, cottage industries, etc. could be helpful. Capacity building training must be carried out to prepare the key personnel of CLDS. At present the local government bodies have some funds to undertake local development works. If the local leaders are convinced they are willing to provide some funds for CLDS.</p>

<p><u>Problems</u> In some villages there are complaints that political party workers try to interfere in all types of acts. They do not allow the villagers to be organized. The ruling party politicians try to favor their party favorites to receive fertilizers, seed, loans, etc. Similarly, the government officers are said to be engaged in corruption.</p>	<p><u>Solution</u> If such problems arise, mass media is very effective in exposing such wrong doings of the party workers and corrupt officials.</p>
<p><u>Problem</u> Lack of financial resources is one of the most difficult problems.</p>	<p><u>Solution</u> The savings and credit group organization and revolving fund would help to solve such problems.</p>
<p><u>Problem</u> It is very difficult to coordinate different government offices, political parties, INGOs and NGOs to carry out development works. There is duplication, wastage and unnecessary competition.</p>	<p><u>Solution</u> Now in many places, committees have been organized to promote coordination and cooperation among different organizations.</p>

Overall Impact of the programs covered by the study

The following are some of the significant impacts of the program of Community Learning and Development System program carried out by four NGOs i.e. NRC-NFE, ADRA, IIDS and the NGO Forum.

- Health related education and awareness programs conducted have resulted in better health awareness and better health habits
- Positive attitudes have been developed about themselves and they became more self confident
- The literacy classes for adolescent girls have helped participants girls to join formal school system
- Community Learning Centers (CLCs) were established in almost all the program areas
- Many CLCs have been turned into resource centers equipped with books, posters and other information and learning materials
- The savings and credit program together with the revolving fund became quite successful among young girls and adult women. Through the savings and credit groups many income generating programs by groups and individuals have been promoted. For example in Kapilbastu alone 8,229 young girls organized themselves in 190 groups and borrowed Rs. 7,290,000 to undertake various income generating activities.
- Attempts were made to remove and stop social evils such as alcoholism, gambling, child marriage, violence against women, etc. They have brought positive changes in the society.
- The idea of community forestry has become very popular and effective

- The villages got organized to work in helping people affected by natural disasters like earth quakes, land slides, spread of communicable disease, etc.
- Various trainings were organized for literacy personnel to make them more competent by providing them training on PRA method, REFLECT Method, Key word method, Language experience method, experiment method, etc.
- Partnership among Government offices, local government offices, NGOs and community became easier. This has helped to initiate many programs.
- Co-ordination and co-operation were developed among related organizations such as DDC, VDC, NGOs, INGOs and government organizations.
- Almost all the contacted personnel realized that politicization, political pressure and corruption in the program areas are hampering the program. This awareness itself has helped them to seek solutions.
- Inter visitation / Intra visitation were introduced among participating organizations
- Duplication of programs were reduced. Many non school going children among the age group 8-14 years were enrolled in schools.
- Shyness among the women was reduced quite a lot in the community
- Visible change in the life style of the participants occurred. They became more vocal in articulating their problems and became active in working out solutions.
- Many respondents felt that earlier it used to take a long time before a program is implemented, this process has been expedited.
- In many villages CLC buildings have been constructed.
- Many CLCs have organized out of school programs. About 10,000 children have benefited from this program. Drop-out problem has been reduced.
- Introduction of matching funds to conduct certain programs .(ECD, community ground water, and irrigation section project)

Part Four

Presentation of the Case Study and Policy Recommendations

The case study was presented in the "Public Private Partnership in Education Program Part A and Part B" held by the Asian Development Bank Institute (ADBI) from 29 May to 7 June 2000. After the presentation of the case study a lively discussion took place on both parts and at the conclusion of the program. The following policy recommendations were made. The policy recommendations are divided into two parts: Specific Policy Recommendation and General Policy Recommendation.

Specific Policy Recommendations

After the presentation of the case study in the Part A of The Public Private Partnership Program from 29 May -4 June 2000, the participants made the following Specific Policy Recommendations:

1. Redefine education and learning. Schooling should not be equated with Education and Learning.
2. The contents, methods and materials of Education should be flexible to meet the needs of people living in different situations.
3. The quality and relevance must be considered together
4. Partnership is must, but community must be at the center
5. Establish a high level commission comprised of representatives of government, NGOs, private sector and community backed by a Trust Fund
6. There is a need to have national framework of curriculum but it must provide room for local variation.
7. NGOs must be provided help to work for improving capacities of communities to plan and implement education combined with development.
8. Accountability and transparencies must be ensured in all types of activities

General Recommendation of the Workshop

Part B of the Program received the following General Recommendations:

1. Partnership means mutual help by all stake holders: Government, private sector, NGOs, Community for Non Formal Education.
2. Legislating appropriate laws and regulations to promote partnership
3. Providing financial, technical and material help
4. Setting up a high level committee with representatives of all stake holders to ensure quality, transparency, and accountability through accreditation
5. A Trust Fund be established to promote and sustain partnership. The Trust Fund may consist of assistance and contribution from government, private sector, NGOs, International Organizations and Banks
6. Emphasis be given on capacity building of all stake holders
7. Organizational arrangement at all levels should be participatory in nature

Conclusion

The goal of partnership is to achieve education for all as a basic condition of poverty alleviation and human development. Previously it was believed that public goods like education and health are the sole responsibility of the governments. But recent experiences have made it clear that the Government alone has neither adequate resources nor capabilities to provide education for all. The people and community have an inalienable right to plan and explain education, meeting basic learning needs by themselves. Therefore, it is absolutely necessary to form partnership among governments, private sectors, NGOs and communities to enhance resources and capabilities.

References

1. Literacy Watch Bulletin No. 5 National Literacy Watch Committee of Nepal, 1998, July
2. Ibid
3. Human Development Report of Nepal, Nepal South Asia Center, Kathmandu, 1998
4. Basic and Primary Education Master Plan, The Master Plan Team, Ministry of Education, 1997
5. Literacy Watch bulletin No. 4 , National Literacy Committee of Nepal, 1998, February
6. Toward experts knowledge: A Comparison between a Constructionists and a Traditional Learning in the Universities, Paivi Tynjala, International Journal of Education Research, November, 1999
7. Role of NGOs in the Development of Non Formal Education, Mr. T. M. Sakya, Hiroshima University, 1999
8. CLDS and CLC, a Paper Presented by National Resource Center for Non Formal Education presented in the National Workshop on Community Learning Center, Kathmandu 26-31, March 2000
9. Local Self Government Act 1999, Government of Nepal, Kathmandu, Nepal ,1999
10. Educational Statistical Report 1997, Ministry of Education, Kathmandu, Nepal, 1997.
11. An Assessment of NFE Program in Nepal, The World Education Inc, Nepal, 1993.
12. Impact of Adult Education in Nepal, CERID, Tribhuban University, Nepal, 1996
13. Report of the National Resource Center for Non Formal Education, NRC-NFE, Lalitpur , 2000.
14. Report of ADRA - Nepal, Kathmandu, Nepal, 2000
15. Report of IIDS - Kathmandu, Nepal , 2000
16. Report of NGO Forum - Nepal, 2000.
17. Public - Private partnership in Education , Tokyo, 29 May-7 June 2000, ABDI, Tokyo