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# **Lifelong learning for All through CLCs**

**A country paper**

Submitted to  
UNESCO Bangkok  
Asia Pacific Program of Education for All(APPEAL)

For the purpose of  
Regional Conference on Community Learning Centres(CLCs)  
26 September to 28 September 2012

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# **Regional Conference on Community learning centers (CLCs):**

## **Lifelong learning for All through CLCs**

### **A country paper**

#### **1) Literacy programme in Nepal**

The practice of Vedic tradition of education called Devkul, Rajkul, and Gurukul contributed promoting adult literacy in ancient times through organizing rituals of legend telling, adult's forum and religious assembly to preaching religious knowledge and moral values. By establishing adult education centers, adult literacy formally began to offer rural adults in order to make them literate in official language. In a planned way, adult literacy was introduced since 1956 AD during the implementation first periodic national plan. The government has acknowledged literacy as human right through the constitutional provision. As Nepal has expressed its commitment to achieve the EFA and MDG goal by ensuring access to basic education for all, government has been initiating literacy campaign to make mass people literate since 2008/9.

#### **1.1) Basic information of the program**

In 2008, 7.8 million adults were estimated to be illiterate according to the census 2001. During the four years campaign period, 4 million adults have been literate. According to the household survey conducted by NFEC in 2011, still 3.8 million adults have been identified illiterate throughout the country. With a view to make them all literate LINEM (Literate Nepal Mission 2012-2015) has been conceptualized.

Literacy campaign over the years was implemented through each District Education Offices in coordination with local bodies- VDCs and Municipalities. Local bodies were responsible for the site selection, organizing and managing classes and selecting facilitators, supply textbooks and materials where as DOEs provided training and financial support and monitoring. The campaign was conducted in one or two phases each year for three months. After completion of three month basic literacy courses, 12 days skill training on health, sanitation, agriculture and livestock was offered to the neo literates.

**Post literacy:** Post literacy programme is designed for neo literates .The completers of basic literacy courses neo literates females are offered 6 months post literacy course. Similarly, 3 months adult post literacy is offered to general adults. The curriculum of female literacy aims to impart knowledge and skills on reproductive health, gender issues, health and sanitation, child care, environmental protection. This programme is implemented through CLCs at local level. Text books and stationaries are freely distributed by the government. Text books are prepared in some local languages.

**Income generation programme:** This programme is designed for those women who completed post literacy. This programme provides skill based training in a group. To participate in the scheme women consisting nine person forums their groups selecting one enterprise this is relevant to them. Training is organized by CLC with the technical support of district education office and other development offices. After completion of this income generation training every group collects 10 thousand rupees on their local bank account and district education office will provide additional 10 thousand rupees as seed money on their account. With the seed money provided, the groups involve in income generation of local enterprises. This program helps in continue and lifelong learning for neo literate. They also run in saving and credit schemes as part of the activity.

Nepal has got remarkable success in literacy by the help of literacy campaign with the support of different governmental and nongovernmental organization and development partners. According to labor force survey 2008, literacy rate has reached 55.6 for the 15 and above aged groups.

#### Summary of the literacy program

S.No.	Program	Duration	participants	Level
1	basic literacy	3 month	15±age group illiterate	Basic
2	Skill development	12 days	Neo literate	Basic
3	Adult post literacy	3 month	Neo literate	Medium
4	Female post literacy	6 month	Neo literate	Medium
5	Income generation	life long	post literacy completers	Advance

### 1.2) Innovative points of the program, particularly linking to lifelong learning

#### **Skill based training for CLCs personnels:**

Functional literacy is the demand of illiterate people in Nepalese context. Illiterate people live in remote rural areas that rely on traditional agriculture and livestock. They want to be familiar with new technology in farming and livestock as well as health and sanitation. With view to equip rural people with vocational knowledge and skills, Non formal Education Centre piloted a skill based 35 days vocational training for the members of CLCs in three districts. Three person from each CLCs members participated in three different trades' agriculture, livestock and health and sanitation. After successful completion of the training they were also provided a small kitbox for the use in daily lives. It is expected that every trained persons provide service in their village as village level worker facilitating and supporting other through respective CLCs. The trained person will also be mobilized in conducting income generation training as well as provide

support to community in their respective fields. So Nonformal education centre is going to expand this program in others CLCs of different districts.

### **1.3) Challenges lesson learn from the program**

As the targeted groups of literacy program are hard core groups, they are socially, culturally, economically, geographically, politically deprived. To motivate them to participate in literacy class and sustain their interest to continue learning has been a big challenge. Given the circumstances, the main challenges are to

- address the diversified needs of diversified cliental groups
- reach to the targeted group where they live
- attract them to literacy program
- provide lifelong learning through CLCs due to the capacity gap of CLCs
- provide them technical support in the time and spot
- recognize their traditional skill and transfer into new trade
- Strengthening the capacity of CLC for implementing literacy and lifelong learning program

## **2) New trends and innovations to reduce poverty in Nepal**

There are 25.4 percent people below the poverty line in Nepal according to three years plan 2010/2011-2012/2013. Most of the people are engaged in traditional agriculture. Government of Nepal has made a poverty reduction strategy paper. Government has also established poverty alleviation fund. With this fund, many programs have been initiated in remote village. Local NGOs will support for this program. Similarly National planning commission of Nepal has developed periodic plan giving main thrust to poverty reduction. So, every government agencies prepare their plan and work aligning their programs in line with the strategy.

Adult literacy and other lifelong learning programs have not only enabled them to read, write and computation; they are equally empowered socially, politically and economically as well. They feel pride and self confidence. They have gained more access to resources and are able to articulate their voice in decision making in the society.

### **2.1) Any innovative and remarkable projects/ cases to reduce poverty**

There are some innovative cases on poverty reduction. One of these is the case of Thumpakhar VDC Sindhupalchowk district. Many of the female habitants of that VDC were illiterate some years ago. After implementation of literacy campaign all female of that VDC became literate and got opportunity to joined post literacy. After completion of post literacy they formed income generation group. With the support of district education office they collect money from group members and mobilized in their groups for income generation like goat farming, vegetable farming etc. Their fund increased every year. Now they have established cooperatives. They

collect money, save and invest in community. Nowadays their economic status has raised. Their level of understanding has also increased. By the help of these programs they have been able to reduce poverty and put brick in the poverty reduction goal of the government.

## **2.2) Innovation and new approaches through CLCs to reduce poverty**

There are 1981 CLCs throughout the country. They are working mainly on the area of literacy and lifelong learning. Part of these activities includes skill training on agriculture, livestock, health and sanitation, environment protection and running early childhood development center, etc. There are many good innovation performed by CLCs .Among them one of the cases contributing to poverty reduction has been cited here.

A) Agriculture school: Shikharpur CLC established at Pharping VDC of Kathmandu district, which is an hour far from capital city has been running a lifelong education from ECD to secondary grades both formal and non formal including college. Recently the CLC has started agriculture school for farmers. It has received some area of land in lease and divided it for different types of farming e.g. vegetable plot, cash crops plot and plot for grains. This school produces organic products by using organic fertilizer and organic pesticides prepared by them. There is a bottle house made of waste beer bottle. It is the example of environment protection. All the villagers can involve in the agricultural work. They can take wages as well as they know how they can do organic farming in their own land. This school has established a tele agriculture centre in order to provide support to farmers. In close coordination with district agriculture office, farmers are informed the way of treatment of any kind of disease on their plant. Every farmer has mobile. They have to take photo of disease and send SMS to district agriculture office. With the support of technician, agriculture office immediately responds to farmer on treatment by SMS as well as phone. This agriculture school has helped every villagers benefit and increase their income. The school can be regarded as a model for all CLCs.

## **3) New contents of skills/ skill Development in Nepal**

Most of the villagers have at least one mobile set. Their son, daughter, husband are in foreign country for job. They have computer and television in their home .Some people have internet facilities also. Despite the facilities, some adult people do not know their uses. So illiterate as well as neo literate require skill development program on the use of ICT.

### **3.1) Current contents of life skills/skill development in Nepal under formal education and non formal education:**

In formal schooling there is provision of optional subject on vocational areas from grade one to twelve. Similarly there is a subject art and prevocational at lower secondary level. Computer education is also a subject in secondary level. Recently, a provision of TEVT and general education stream from grade eight and onwards has been made. In order to prepare skilled labor

force suitable to job market, soft skill component also has been incorporated within school curricula.

Similarly, in non formal curriculum, a 12 days skill development package for for basic literacy completers is offered. From that training package they will get some soft skill on agriculture, livestock, and health and sanitation .Similarly CLC members have been offered 35 days skill training on agriculture, livestock and general health. The content of these training package are relevant to their daily lives.

### **3.2) New contents of life skills/ skill development required for future in Nepal**

There is a provision of soft skill in school level curriculum. But there is no sufficient provision of soft skill in Non formal education. Soft skill and IT are necessary to introduce in non formal curriculum too. IT is most demanded skill by adults. Mobile literacy, computer literacy, email internet are more essential contents for adults. Similarly soft skill on agriculture, livestock, health and sanitation, environment protection will be the additional new contents for adults. Besides, knowledge and adaptation skill on climate change, global warming and sustainable development are also equally essential for them.