



Reading the Past, Writing the Future:

A report on National Literacy Campaign and
Literate Nepal Mission



Government of Nepal
Ministry of Education
Non-Formal Education Center



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals

संयुक्त राष्ट्र संघीय
शैक्षिक, वैज्ञानिक तथा
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The Study Team

List of Acronyms and Abbreviations

CBS	Central Bureau of Statistics
CDC	Curriculum Development Centre
CLC	Community Learning Centre
CTEVT	Council for Technical Education and Vocational Training
DDC	District Development Committee
DEO	District Education Office/r
DOE	Department of Education
EFA	Education for All
FGD	Focus Group Discussions
FY	Fiscal Year
GPI	Gender Parity Index
ICT	Information and Communications Technology
LINEM	Literate Nepal Mission
MDG	Millennium Development Goals
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NESP	National Education System Plan
NFE	Non-Formal Education
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organization
NLC	National Literacy Campaign
RC	Resource Center
SDG	Sustainable Development Goal
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDC	Village Development Committee

Table of Contents

ACKNOWLEDGEMENTS.....	i
List of Acronyms and Abbreviations.....	iii
Table of Contents.....	iv
List of Tables.....	vi
List of Annexes.....	vi
1 INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the study.....	1
1.3 Contexts and Need for Consolidated Report.....	2
1.4 Purpose of the study.....	3
1.5 Objectives of the study.....	3
1.6 Rationale of the study.....	4
1.7 Delimitations.....	5
1.8 Approach and Methodology of the study.....	5
2 Conceptual Understanding of Literacy and Lifelong Learning.....	7
2.1 Context.....	7
2.2 Understanding Literacy.....	8
2.3 International perspective in Literacy Development.....	8
2.4 National Perspective in Literacy Development.....	9
2.5 Literacy as a continuum.....	9
2.6 Literacy and Lifelong Learning.....	10
2.7 National Literacy Campaign.....	12
2.8 Literate Nepal Mission (LINEM) 2012-2015.....	13
3 Consolidated Findings.....	14
3.1 Review of Current Literacy Situation.....	14
3.2 Gender and Inclusivity Consideration in Literacy Development.....	17
3.3 Distribution of Literacy Programs.....	18
3.4 Implementing and supporting agencies and their roles.....	19
3.4.1 Implementing agencies and their roles.....	19
3.4.2 Supporting agencies and their roles.....	22
3.5 Provision of Curriculum and Textbooks.....	23
3.6 Medium of Instruction: Language Used.....	23
3.7 Management of Literacy Programs.....	24
3.7.1 Selection of facilitators.....	24
3.7.2 Training to the Facilitators.....	24
3.7.3 Delivery of Literacy Classes.....	25
3.7.4 Financing Literacy programs.....	25
3.7.5 Monitoring Progress of Literacy.....	26
3.7.6 Testing and Certification of Literates.....	27
3.8 Assessment of Program Effectiveness: Changes in the Life of Neo Literates.....	28
3.8.1 Learning for self-fulfillment of Neo Literate.....	28
3.8.2 Desire for continuing learning and earn recognized certificate.....	29
3.8.3 Literacy for economic transformation.....	30
3.8.4 Literacy for Social Transformation.....	31

3.8.5	Desire to continue learning: Good indication towards sustainability	31
4	Constraints and Challenges, Good Practices & Lesson Learned	32
4.1	Constraints and Challenges	32
4.1.1	Motivating Illiterates to participate in literacy classes and retain them.....	32
4.1.2	Accessibility of learning center/literacy classes	32
4.1.3	Desire to continue learning	32
4.1.4	Capacity development needs of CLCs and facilitators	33
4.1.5	Absence of disaggregated information of literate or illiterate population	33
4.1.6	Contextualizing learning resources and materials	33
4.1.7	Mobilization of local partners	34
4.1.8	Sustainable financing literacy and lifelong learning provisions	34
4.1.9	Reliable system of literacy assessment, certification and recognition.....	34
4.1.10	Weak monitoring	34
4.1.11	Difficulty to bring hard core groups into literacy classes	35
4.1.12	Management and governance of literacy and NFE at the district level	35
4.2	Good Practices and Lessons learned	35
4.2.1	Good Practices	35
4.2.2	Mobilization of local community.....	35
4.2.3	Involvement of teachers and students in the promotion of literacy	35
4.2.4	Recognizing CLC as a responsible unit for literacy promotion at the local level	36
4.2.5	Utilizing local media in awareness building	36
4.2.6	Separate classes for men and women.....	36
4.2.7	Involvement of Resource Center	36
4.3	Lessons Learned.....	36
4.3.1	Political commitment of the government to promote literacy and lifelong learning	37
4.3.2	Local Body as the responsible agency	37
4.3.3	CLC as the Literacy and lifelong learning provider	37
4.3.4	Involvement of all Stakeholders:	38
4.3.5	Learners’ responsive approaches and contextual learning materials	38
4.3.6	Duration of the campaign and timing	39
4.3.7	Result-based monitoring and literacy information system at the district level.....	39
4.3.8	Use of competency standards in assessment literacy.....	39
4.3.9	Performance based financing – accountability assessment	39
5	Summary, Conclusion and recommendation	40
5.1	Summary	40
5.1.1	Summary of key findings.....	41
5.2	Conclusion.....	45
5.3	Recommendations	47
5.3.1	Recommendations at the policy level	47
5.3.2	Recommendation to NFEC/ Department of Education	49
5.3.3	Recommendations at the district level	51
5.3.4	Recommendation to the providers	52
6	References.....	54

List of Tables

Table 1 Literacy status in Nepal in the age group 5/6 years and above, 1952-2015	15
Table 2 Growth of Adult Literacy Rates in Nepal (15 years and above), %	16
Table 3: Existing Literacy Status of Study Districts.....	17
Table 4 Literacy rates of populations in different category (AHS 2014/15), %.....	17
Table 5 Participation of gender, caste & ethnic groups in the post-literacy programs in 2072/73	18

List of Annexes

Annex 1: Numbers of Respondents by District	57
Annex 2: Distribution Process of literacy programs.....	58
Annex 3: Quota distribution and resource allocation process	59
Annex 4: Selection and training of Facilitators	60
Annex 5: Learning Resources and Supplies provision	61
Annex 6: Monitoring progress of literacy development.....	62
Annex 7: Changes in the life of neo-literates.....	63
Annex 8: Inputs/Activities – Monitoring and Supervision Support	64
Annex 9: Implementation arrangements/Input provided	65

1 INTRODUCTION

1.1 Introduction

This chapter discusses context, need, purpose, objectives, rationale, study approach and methodology and de/limitations of the study with an aim to assessing the effectiveness of the National Literacy Campaign (NLC, 2008-2012) and the Literate Nepal Mission (LINEM, 2012-2015). Nepal has been facing many challenges in meeting the growing demand for an educated, skilled and competitive work force, particularly in ensuring equitable access to good quality education, universal primary/basic education and literacy for all, which would contribute to meet the goals of sustained economic growth and poverty reduction.

1.2 Background to the study

The Jomtien decade witnessed a significant improvement in the adult literacy rates of Nepal from 35.6 percent (males 53.5% and females 19.4%) in 1991 to 48.0 percent (males 64.5% and females 33.8%) in 2001¹. According to the latest Annual Households Survey (AHS) 2014/15, the overall adult literacy rate of 15 years and above population is 63.7 percent, with wide variations between gender (male and female), location (urban and rural) and income (the poorest and the richest consumption quintiles). The survey revealed that the rates for adult males and females are 76.2 percent and 53.3 percent respectively. Correspondingly, the adult literacy rates for urban and rural areas are 74.4 percent (males 84.6% and females 65.5%) and 58.6 percent (males 72.1% and females 47.8%). Similarly, the variation between the poorest consumption quintiles with adult literacy rates at 41.6 percent (males 55.2% and females 30.2%) and the richest consumption quintiles at 83.3 percent (males 92.9% and females 74.2%) is huge².

In consonance with the Dakar Framework for Action for Education for All, Nepal prepared the EFA National Plan of Action (EFA NPA) aiming to achieve 75 percent adult literacy rates by 2015 with equal priority in improving both men and women literacy rate, that is, with gender parity index at 1.0. In order to achieve this target, based on the successful experiences of the Basic and Primary Education Project (BPEP I, 1992- 1999) and the Basic and Primary Education Program (BPEP II, 1999-2004), two successive programs – the Education for All Core Document (EFAP, 2004-2009) and the School Sector Reform Plan (SSRP, 2009-2015) were implemented.

In order to complement these programs through increased resources, especially financial resources, the Government of Nepal initiated the National Literacy Campaign Programme (NLC) as a priority program with the announcement of the Budget Speech in the fiscal year (FY) 2008/2009. From the same fiscal year, the Ministry of Education (MOE), Nepal launched the

¹. CBS - NLSS-I (1995/96), NLSS-II (2003/04) and NLSS-III (2010/11)

². CBS. 2016. Annual Households Survey 2014/15, 2016, Thapathali, Kathmandu, Nepal

NLC with the goal to eradicate illiteracy within four years by 2011/2012, contributing to achieve the national EFA goals on literacy as outlined in the EFA NPA 2015.

The Non-Formal Education Centre (NFEC) is the lead specialized agency along with the Department of Education (DoE) with regard to the effective implementation of the non-formal education and literacy related programs in the country. Based on the lessons learned from the NLC, the MOE continued with the literacy campaign under the banner of the Literate Nepal Mission (LINEM) 2012-2015. The LINEM aimed to achieve universal literacy by making all 75 districts of Nepal as fully literate. The specific objective of the NLC and the LINEM as mentioned in the Literacy Operational Guidelines published by the NFEC is to enable the participants to read and understand words, sentences and simple texts written in Nepali language or in their mother tongue; to perform simple arithmetic calculations necessary in their practical life and to acquire and use functional knowledge and skills essential in their daily life.

1.3 Contexts and Need for Consolidated Report

The NFEC based on the assessment of program implementation by the District Education Office (DEO) has declared 32 districts as fully literate as of Nov. 2016. However, it is evident that despite significant progress, an absolute enforcement of the non-formal education (NFE) and literacy policy remains a challenge in Nepal. And several factors such as gender, caste and ethnicity, language and residence of individuals; low economic condition of the families, poor quality and relevance of NFE and lack of effective implementation of literacy programmes by the government are largely responsible to the present situation of literacy in Nepal³.

The Status Reports published by NFEC suggest that the number of illiterates have decreased significantly during recent years but it has created more challenges as to track the remaining illiterate population who tend to be scattered in different urban and rural settlements is getting more difficult. Failing to track such population and a lack of targeted/specific education support programme to them, have resulted in not being able to meet the EFA goal on literacy.

In this context, in collaboration with the NFEC, the UNECO Office in Kathmandu commissioned study on the assessment/evaluation of the NLC 2008-2012 and the LINEM 2012-2015 in twelve selected districts (Dhading, Lalitpur, Bhaktapur, Sindhupalchok, Dolakha, Jhapa, Panchthar, Palpa, Gulmi, Rautahat, Tanhu and Kaski) of Nepal. Altogether six reports covering these districts are available. UNESCO Kathmandu realized a need for consolidated report developed from the information of the six reports, which may contribute to the policy reform and provide insights for designing programs/institution to connect literacy with lifelong learning, SDG #4.

³ . Ministry of Education and Sports [MOES], and United Nations Educational, Scientific and Cultural Organization [UNESCO] (2007). Education for All Mid-Decade Assessment (National Report). Kathmandu: Author

In this context, the UNESCO Office in Kathmandu under the leadership of Professor Tanka Nath Sharma commissioned a consultancy to prepare a Consolidated Report (CR) on the situation of literacy based on the six assessment reports of the above mentioned twelve districts, with an aim of producing valuable knowledge to the policymakers and implementers of the programmes regarding designing, implementing, monitoring and evaluation of the programmes according to the needs of the stakeholders.

The underlying principle of the review is to find out the facts of the NLC and the LINEM; to consolidate their contribution from the cross-cutting viewpoints including gender, social inclusion, community participation, etc.; to evaluate the NLC and the LINEM in respect to inputs-processes-outputs-outcomes as well as relevancy, effectiveness, impact, efficiency and sustainability in order to draw overall conclusions of these programmes. Further, it would derive lessons learnt and provide recommendations to improve the plan and programme formulation and implementation, monitoring and evaluation with regard to Education 2030 for Sustainable Development Goal (SDG) 4, especially target 4.6 on literacy and numeracy states:

“Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”

It is expected that this CR will generate a constructive dialogue/ discussion among the key stakeholders of literacy programs with regard to exploring their architecture/design, distribution, implementation, monitoring and evaluation, effectiveness and impact. It has been anticipated that the comprehensive report will be useful to education policy makers, and implementers of Non-formal education, literacy development, continuing education and lifelong learning.

1.4 Purpose of the study

The purpose of the CR is to analyze and document contributions of the National Literacy Campaign programme towards achievements of expected outcomes of the Literate Nepal Mission based on the information collected from selected twelve study districts. The CR aims at assessing the overall effectiveness of National literacy Campaign Program including Literate Nepal Mission based on the information generated by six study reports covering 12 districts.

1.5 Objectives of the study

Building upon the six study reports, the CR attempts to analyze the present situation of literacy, contribution of literacy campaign on literacy development and examine factors impeding literacy development as envisioned by the National Literacy Campaign (NLC) and the LINEM. Briefly, the CR aims to:

- Consolidate, summarize and analyze all literacy surveys and studies previously conducted on the matter by UNESCO into one final, comprehensive report to guide the country's way forward.
- Analyze the current situation of literate adults and suggest ways to provide them continuous education, contributing to promote their learning and improve their quality of life.
- Collect additional information if necessary to complement the report including analysis of gender and inclusive perspective.
- Document constraints, challenges, good practices and lessons learnt for the purpose of future policy and programme improvement and implementation in relation to Literate Nepal Campaign and Mission.
- Explore the areas of effectiveness of the literacy programme in terms of the changes in the life of neo-literates, due to the National Literacy Campaign programme (2008 – 2012) and the Literate Nepal Mission 2012-2015.
- Provide recommendations and suggest future policy directions to achieve the SDG 4.6 goal with regard to literacy and numeracy for all and policy-relevant recommendations concerning the promotion of gender equity and inclusiveness in literacy and lifelong learning opportunities.

Overall, the CR is expected to (i) assess inputs-processes-outputs-outcomes/ relevancy, effectiveness, efficiency, quality of literacy programs offered; (ii) evaluate the degree/level of NLC and LINEM contribution in improving literacy status of the country and people's life (impact); and (iii) assess the degree/level of program contribution from the cross-cutting themes such as gender, social inclusion, community participation and their empowerment, monitoring and evaluation, etc.

1.6 Rationale of the study

Despite significant progress, effective implementation of the adult education/literacy policy remains a challenge in Nepal. Several factors such as the economic condition of families, socio-cultural beliefs, shortfalls in quality and relevance of adult education, and a blanket approach to program implementation can be attributed to this situation (MOES and UNESCO, 2007⁴).

As documented in the Mid Decade Assessment National Report, there are wide variations in literacy rates among different castes and ethnic groups, suggesting that the existing literacy programs have fallen short of reaching out to the deprived castes and ethnic groups (MOES and UNESCO, 2007,ibid). The Status Reports published by the NFEC suggest that the number of

⁴ . MOES and UNESCO. 2007. Education for All, Mid-Decade Assessment (National Report)

illiterates has decreased significantly during recent years but it is gradually becoming tough to track the remaining illiterate population groups as they tend to be scattered in different urban and rural settlements.

This report is based on the six reports on literacy assessment in 12 out of 75 districts of the country. Combining six reports into a comprehensive, consolidated report would be helpful to inform policy and provide suggestions, motivating the concerned education officials to undertake the necessary research at local, provincial and national levels. More in-depth analysis and studies that follow up could complement/supplement the findings of this study and form the basis for future research under SSDP (2016-2023)

The results of this study would inform policy, planning and evaluation to design and carry out qualitative oriented research that may illuminate the quantitative findings. The study should be viewed as a primary step towards undertaking the systematic assessment/evaluation of the SDG -4 related targets with regard to literacy and continuous education.

1.7 Delimitations

Detailed analyses of the specific features of the National Literacy Campaign and the Literate Nepal Mission have not been incorporated in a comprehensive way due to the absence of quantitative data disaggregated by caste/ethnicity, religion, residence of participants i.e. rural/urban, level of income, etc.; however, wherever needed, secondary data from surveys and censuses by the Central Bureau of Statistics (CBS) has been used.

This Consolidated Report depends solely in the information provided in the six reports; hence this study could not reflect the primary information generated from observation of learner-facilitator interactions; interviews with key informants; focus group discussions with neo-literates; meetings with CLC chairs and members; consultations with teachers and head teachers; and meeting neo-literates at their place of works have been addressed.

1.8 Approach and Methodology of the study

In seeking to understand and elucidate the status of literacy based on the six reports comprising twelve districts of Nepal, the study had adopted meta-analysis as its methodology to prepare the Consolidated Report.

As meta-analysis is simply best known as the analysis of analysis, this study has also based its analysis on the findings of the six reports and the researchers of this Consolidated Report followed by the following approaches to data generation to prepare this report: (a) Review of six reports and generating information related to study objectives, including tables on various themes (b) consultation with the district study team members and NFE key officials to share their observation and collect supplementary missing information and (c) generate needed information from the recent publications, official records and statistics.

Reviewing of six reports revealed that, the magnitude and characteristics of literate adults (by caste, ethnicity, gender, location, religion, etc.) in relation to the national literacy campaign and the Literate Nepal Mission. The study focused on the status of literate adults and the continuity of their education in view of their empowerment and improvement in their quality of life and livelihood.

The information related to the magnitude of adult literacy was interpreted quantitatively while those related to beliefs, aspirations, images, etc. of the respondents were analyzed and interpreted employing the qualitative methods and tools such as the thematic tables (please refer annexes 2-8). Among the two natures of data analyzed and interpreted (for instance, quantitative and qualitative), attempts have been made to analyze the quantitative data in numbers and percentages using descriptive statistics whereas in the context of qualitative data, we have gone through the reports thoroughly and prepared the summary of the main findings based on the selected themes. The study has prepared the summary of the main findings based on the selected themes. More importantly, *the processes of generating information and categorizing of the themes* have been done in view of the objectives of the study.

Interactions with researchers of six reports, including NFEC director and NFE focal person indicated the massive efforts put in undertaking the six studies on literacy assessment (please refer annex 1), which informed and guided the preparation of this report. Altogether, 285 people including district education officers and NFE focal persons, CLC and literacy facilitators, neo-literates, local literacy facilitators, resource persons and school supervisors, school head teachers, CLC chairpersons, social workers, adult illiterates, etc. had been approached and interacted with while conducting the six studies. Obviously, these key stakeholders were the main source of qualitative information and the consolidated report has amply made use of this valuable and pertinent information.

2 Conceptual Understanding of Literacy and Lifelong Learning

2.1 Context

Development is a dynamic process. It cannot take place by itself; it requires educated, skilled and competent people. Literacy plays important role in providing skilled human resource to the nation. Thus literacy is the most essential element for any country's overall development. Today, every nation aims to literate their citizen. There is a significant relationship between Literacy and Development. Literacy benefits both individuals & communities. It transforms people, communities & the entire social structure and is a key for socio-economic development. Literate societies interact & contribute in development. The well literate people of the country can drive the nation towards sustainable development. It is realized that the societies with higher percentage of literates have higher levels of development (Das & Sahoo, 2012).

Literacy is now highly linked with human rights as well. Literacy is also related to mental and psychological health. Available neuropsychological research suggests that people who cultivate an active and complex mind throughout life – very much linked to reading and writing, as opposed for example to the much more passive activity of watching television – age well and are less exposed to diseases such as Alzheimer and dementia (Torres, 2006). The wider dimensions of literacy thus highly contribute to every aspects of development from individual level to the whole global prosperity. Literacy is a key survival tool in today's global society. Becoming literate is one of the most important developmental achievements for everyone, which is a key to future success in every endeavor of life and world.

There is no doubt that investing in literacy development will generate returns (on investment) in several socio-economic respects: higher overall economic growth, increased productivity at the workplace, and expanded economic opportunities for the disadvantaged. Human capital development is connected with national development strategies have proven to be effective in responding to poor economic growth and high unemployment and under-employment. Literacy connected to the productive employment further contributes to the poverty reduction which is one of the core elements of the recent development policies and current three year interim plan. The national development efforts are directed to respond to eliminating mass illiteracy and make it instrumental to reduce poverty, unemployment and empower people to fight against hunger, caste-based inequalities and socio-cultural and geographical segregation. Development of capacity of people to earn through the expansion of provision of demand-led literacy and life skill development opportunities for all is one of the essential development measures.

Realizing the importance of literacy in national productivity improvement and as a means of human right, GON emphasized literacy development strategies such as the National Literacy Campaign (NLC) and the Literate Nepal Mission (LINEM) in order to create literate

environment. Through NLC and LINEM, Nepal has been committed in improving and expanding the reach of every individual, specially women and the disadvantaged to literacy. Briefly, the disadvantaged in the context of Nepal signify women, persons with all sorts of disabilities, disadvantaged castes and ethnic groups, the poorest, people residing in remote, rural areas, etc. In this chapter has attempted to provide, conceptual understanding, international perspective and connections between literacy and lifelong learning is presented.

2.2 Understanding Literacy

The term literacy refers essentially to the ability to read and write (numeracy is often added as a complement or a component of literacy). Nepal Census 2011 has defined literacy as the ability to read and write in any language with understanding and ability to do simple arithmetic. This conventional concept of literacy has been seen adequate enough for communication in the past. But with the passage of time this very basic of literacy would serve no good to the nation. The time and its demand have widened the concept of literacy from traditional approach to the multidimensional utility. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "Ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

Conceptualization of literacy does not appear in a consistent way. With the progression of time, the premise of literacy seems to be broadening. Changes in the definition and perspectives of literacy show that it has gradually been expanded and embraced life skills in it. Literacy is considered as being instrumental to unleashing human potentials that unfold the pathways that lead to strengthening enablement, enfranchisement, and empowerment (three Es). A combination of these three Es essentially tends to create an energy contributing eventually to sustaining human existence with improved quality and competence.

2.3 International perspective in Literacy Development

UNESCO defines literacy as 'context bound continuum of reading, writing and numeracy skills acquired and developed through the processes of learning and application, in schools and in other settings appropriate to youths and adults'⁵. This perspective of literacy basically recognizes the functional dimension of literacy, which enables an individual to engage in all those activities that need to be performed in one's everyday life, group and community, contributing to developing her/his full potential leading to live a dignified life. In this context, it is worthwhile mentioning that UNESCO upholds literacy as a fundamental human right and also a foundation for lifelong learning (UNESCO, 2006, *ibid*). While universal literacy is fundamental to unleashing holistic potentials of human beings for participating in various functions of society and contributing to

⁵ . UNESCO 2006: EFA Global Monitoring Report: Literacy for Life, p.30

social and economic progress (UNESCO, 2015)⁶. It is crucial for social and economic wellbeing of all, encompassing children, adolescents, youths and adults comprehensively.

But is evident that ensuring literacy to all (EFA Goal 4) was not met; and continued action is needed to complete the unfinished agenda under the new initiative of the Sustainable Development Goal (SDG-4) with regard to Education 2030: Inchon Declaration and Framework for Action towards its overarching goal to **“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”**. In this regard, it is important to state the target 4.6: **“By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”**.

2.4 National Perspective in Literacy Development

The 1971 census defined a literate person as one who can read, write and comprehend in one’s own language. This definition continues to be an accepted norm in Nepal. It is associated with a person’s ability to read and write, with understanding, a short, simple statement about one’s everyday life. Questions in population censuses and sample surveys typically rely on this definition of literacy, although there is some variation in the questionnaires (CBS, 2011, *ibid*)⁷.

The Non-Formal Education Center (NFEC), the specialized agency for the implementation and improvement of non-formal education and literacy in the country, asserts literacy in one’s mother tongue as crucial for effective learning. Thus, a person who is able to read and write short and simple sentences related to everyday life in his/her mother tongue or the national language with understanding and who is able to communicate with others, and perform simple tasks of calculation is defined as a literate person (NFEC, 2012)⁸. In this way, a literate community is believed to be a dynamic community, where one exchanges ideas and images with others and also makes better life and livelihood.

2.5 Literacy as a continuum

Literacy is not only the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world (UNESCO, 2001). At present literacy has taken on several meanings such as technological literacy, mathematical literacy, environmental literacy and visual literacy. Literacy is thus a complex concept. It is not an end in itself but a means of extending individual efforts towards education, involving overall interdisciplinary responses to people’s problems (UNESCO, 2001). While it may be difficult to gauge the degree to which literacy has an impact on an individual’s overall happiness, one can easily infer that an increase in literacy will lead to the improvement of an individual’s life and

⁶ . UNESCO. 2015. Education for All Global Monitoring Report entitled Achievements and Challenges, 2000-2015

⁷ . CBS.2011. Nepal Living Standards Survey (NLSS III) 2010-2011, Thapathali, Kathmandu, Nepal

⁸ . NFEC.2012/2003. National Literacy Policies of Nepal

the development of societies. Literacy is understood as a human right, a tool of personal empowerment and a means for social and human development. Employment and educational opportunities depend on literacy.

Along the continuum of literacy, different countries have embraced notions of literacy differently and, subsequently, adopted their own approach to define a literate person. For instance, Singapore characterizes a literate person in terms of one's ability to read with understanding, e.g., a newspaper, in the language specified. The national census of India, on the other hand, defines a literate person as one having the ability to read and write in any language. Likewise, China has adopted a twofold policy: one for urban and another for rural areas to make a distinction between a literate and an illiterate person. In urban areas, being literate refers to a person who knows a minimum of 2,000 characters whereas in rural areas, it refers to a person who knows a minimum of 1,500 characters (UNESCO, 2005). In this way, the trend towards defining literacy or a literate person has been a country specific agenda, and engagement people in learning as per their needs.

2.6 Literacy and Lifelong Learning

The European Commission (OECD, 2013) has defined lifelong learning as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective. It has been further elaborated; Lifelong learning is therefore about:

- Acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post-retirement. It promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future.
- Valuing all forms of learning, including: formal learning, such as a degree course followed at university; non-formal learning, such as vocational skills acquired at the workplace; and informal learning, such as inter-generational learning, for example where parents learn to use ICT through their children, or learning how to play an instrument together with friends.
- Recognizing prior learning by developing a national qualification system, which ensures the quality of outcomes and harmonizes competencies acquired from various modes and pathways.

Lifelong learning emphasizes that people are able to learn throughout the whole of their lifespan and that they need to keep on learning in order to keep abreast with the developments in contemporary society. Working population with low levels of education, out of school youths, people aspiring further education but unable to join conventional schools or educational institutions may utilize open and distance modes of learning and engage in lifelong learning.

This system are to be necessitated by the new technologies of communication-information and the emergence of new topologies of learning which incorporate the formal, informal and non-formal aspects of social, cultural and work life. Such lifelong learning system utilizing open and distance education can be operational following three principles: (1) the continuum of the different forms of lifelong learning, (2) the interaction and integration of formal, non-formal and informal modes of learning, so that learning is extended in every space of life—school, workplace, social and personal life; and (3) the new framework of lifelong learning utilizing open and distance education should be implemented as an essential part or sub-system of main stream education with national assessment, certification and recognition of learning.

One of the most significant points of literacy development in Nepal is about basic foundation knowledge that is an important capability required for lifelong learning theme. But we need to consider that quite a large percentage of our population still have great difficulties in reading, writing and arithmetic. How to develop those basic foundational knowledge and skills which are needed to progress in learning along with social skills which are extremely important for further life is a challenge in the Nepalese context. Similarly, the new information and communication technologies that are becoming almost as important as writing in the learning process and in the work place are to be considered as basic skills. Assessing literacy and offering learners opportunity to further engage in learning developing literacy skills in a progressive manner is the viable alternative to make literacy skills instrumental for expanding opportunity for lifelong learning in a wider scope. Literacy skill assessment and recognition system can facilitate mobility of learners and contribute to the development of lifelong learning scheme.

Literacy Assessment from the perspective of Lifelong Learning is an approach which is recently being developed in literacy skill testing, validating and recognizing it equivalent to formal education of certain level. Literacy assessment from the perspective of Lifelong Learning assumes that learning includes knowledge, understanding, skills and competencies. It also assumes that learning may be gained in various ways: through literacy and post-literacy classes, vocational, personal and social experiences (Cedefo, 2007). These assumptions support the view that there can be several paths for gaining knowledge, skills and attitudes, which need to be assessed, categorized and recognized as appropriate level/s of literacy qualifications that match with formal education of proportionate level/s.

Literacy skills assessment can also be viewed from two evaluation perspectives: (a) Formative Assessment and Individual Learning Plans (ILPs), and (b) Summative Assessment. Formative assessment is directed towards learner centered ethos and characteristics and periodic assessment of learning opens up the dialogue between the tutor and the learner leading to continuous improvement. Formative assessment also helps the individual learner to plan for learning and progression to meet the learning needs of the individual (DES, 2013).

Formative literacy skills assessment also helps the learner to prepare Individual Learning Plans. An Individual Learning Plan is the “statement of learning goals for a specified period of time for an individual learner, as well as a statement of the steps by which these goals will be achieved” (ibid). A record of progress is then made at regular intervals and such systems are particularly valuable to teaching and learning. Learners’ achievements and progression is the main purpose of formative assessment, which is connected to the learner’s experience as a learner, learning how to learn and prior qualification. According to DES (2013), learner’s persistence can be increased by: (a) good induction, (b) clear progression routes, (c) supporting persistence through new technologies, (d) regular review, support and advice making learners feel part of a learning environment, and (e) training teachers to support learners in learning how to learn.

On the other hand main focus of summative assessment is the progression within and from non-formal adult literacy programs into the credited programs. The learners are encouraged to develop relevant competencies and skills before embarking on broader accredited programs with recognized qualification. Research on the impact of the Skills for Life Initiative on Adult Literacy learners in the UK identified three forms of progression (DES, 2013): (a) moving on to other forms of learning and employment, (b) moving around i.e. carrying on with the same courses or equivalent level of learning or those who want or need to learn at a slower pace than many of their peers, and (c) moving out i.e. leaving learning altogether indicating that learners had achieved what they wanted. The existing attempts of NFEC are to carry out the summative assessment of literacy skills of different levels and award recognized certificate to those who become successful in the assessment.

2.7 National Literacy Campaign

Before 1951, literacy rate of Nepal was only 2%. To the present situation it has improved to 65.9% (CBS, 2012). Nepal had targeted to increase the literacy rate along with educational attainment of the people in each periodic plan only after the inception of democracy in 1951 in the country. In this short period of educational history, Nepal has made significant progress in literacy achievement but it is yet far to achieve its targets. Impetus of literacy development has gained momentum with national commitment to achieve the EFA and MDG goals for the country. The recent “Literate Nepal Campaign” initiated by MOE is an important step to eradicate illiteracy from the Country.

In spite of several efforts for literacy development in the past, disparities have been witnessed in terms of geographical location, caste, ethnicity and gender in literacy achievement. Nepal has a great diversity of race, culture, ethnicity and language. Though the diversities are the treasures of this country, they also present great challenges for over all development including education. Caste disparities are larger than wealth and gender disparities (UNESCO, 2010). When literacy status of population is analyzed in relation to the mother tongue, it appears that those whose mother tongue is Nepali have the highest rate of literacy in all districts (UNESCO,

2011). It depicts that the ethnic groups of the country are more likely to be illiterate due to their disadvantageous position of speaking their mother tongue other than Nepali. Current census data revealed that Chhetri and Hill Brahmin whose mother tongue is Nepali have better literacy position in all districts compared to other groups (CBS, 2012). There is marked gender disparities in literacy rates. Male literacy rate is 75.1% compared to female literacy rate of 57.4% (CBS, 2012).

The Government of Nepal in the fiscal year (FY) 2008-09 announced to launch and implement the National Literacy Campaign (NLC) as a national priority program and for the first time in the history of education of Nepal allocated around 3% of its total education budget to non-formal education and literacy with an aim to eradicate illiteracy from the country within two years, excelling/surpassing the national target of EFA goal 4 (i.e. 50 percent reduction in the level of adult illiteracy by the year 2015) as outlined in the Dakar Framework for Action. In other words, Nepal targeted to achieve universal literacy by reaching/getting beyond the ‘set target of 75% adult literacy rates by 2015’. Towards this, the NFEC was designated as the lead implementer along with the Department of Education (DOE).

2.8 Literate Nepal Mission (LINEM) 2012-2015

Based on the lessons learned from NLC, the Government of Nepal in the FY 2012-13 emphasized on achieving literacy for all within three years between 2012 and 2015 and entrusted the Non Formal Education Center (NFEC) to continue the literacy campaign program under the banner of *Literate Nepal Mission* since 2012. A typically new approach of ‘each one teach one’ was adopted during the implementation of the program. Under this program the classes were conducted two hours a day, 6 days a week for three months (later revised to 4 months) and with a minimum of 150 hours of sessions. Overall, ensuring universal literacy by 2015 was the only motto of the program.

3 Consolidated Findings

This chapter deals with the analysis of findings generated from the literacy assessment reports collected from the UNESCO Office in Kathmandu. The reports covered 12 fully literate districts focusing on the effectiveness of the National Literacy Campaign (NLC) 2008-2012 and the Literate Nepal Mission (LINEM) 2012-2015. Information collected from the literate district surveys was main source of qualitative analysis supplemented with very limited quantitative data. Hence, this section is prepared from the analysis of findings of the assessment reports of fully literate districts, supplementing relevant information from recently published sources. Missing information was also collected from the interview with NFEC officials and through focus group discussion of experts who had prepared district literacy reports.

In view of the above, this chapter is basically concentrated on reviewing the current status of literacy at national and district level taking into view an overall effectiveness of literacy program under NLC and LINEM. Moreover, the consolidated analysis of findings in this section is organized on key themes such as implementation arrangements, distribution of literacy program, recruitment of facilitators and local supervisors, roles of implementing and supporting agencies, training, curriculum and textbooks, use of language, monitoring and supervision, financing, testing and certification, etc.

Rising to the goal of achieving literacy for all, both NLC and LINEM were designed and implemented as government's priority programs to produce transformative change by enabling every illiterate adult (man as well as woman) to be able to read and write, contributing to build literate Nepal. Financing for results with regard to achieving the goal of universal literacy was considered as an innovative modality, including performance-based contracts and disbursement linked to progress related to indicators.

Towards the above, it is worth mentioning that the policy provisions of NLC and LINEM along with agreed indicators were articulated in the School Sector Reform Plan (SSRP) (2009-2016) and the 13th National Development Plan (2013-2016). The EFA/NPA had targeted to achieve 95% for youth literacy (15-24 years), 90% literacy rate in the 6+ age group population and 75% in the 15+ age groups with literacy gender parity index at 1.0 by the end of 2015. NFEC took responsibility to implement this programme, however, it prioritized to achieve universal literacy (i.e. 100% literacy rates) for adults between age groups 15 and 60 years through NLC and LINEM.

3.1 Review of Current Literacy Situation

Although the government of Nepal emphasized on literacy development since the beginning of democracy in 1951, there appears to be a slow growth prior to reinstating democracy in 1991. As indicated in the Table 1 below, a significant growth in literacy of 5+ age

group populations is noticed after 1991. However, it is evident from the data below that Nepal could not achieve universal literacy even after more than 63 years of its efforts i.e. between 1952 and 2015.

Over the period, literacy rates increased from 5% in 1952/54 to 66% in 2015, scoring around one percentage point growth rate per annum. As the data of literacy rates for male and female reveal, during the period the growth rates for both have been unequal i.e. around 0.89% for females and 1.04% for males per annum. This is the result of decades of literacy programs focusing on women, indicating the needs for more targeted interventions in respect to continuous education and lifelong learning for all in view of the Sustainable Development Goal (SDG) 4 for the 2030 Education Framework for Action.

Table 1 Literacy status in Nepal in the age group 5/6 years and above, 1952-2015

Year	Total	Female	Male	Gender Gap
1952/54	5.3	0.7	9.5	8.8
1961	8.9	1.8	16.3	14.5
1971	13.9	3.9	23.6	19.7
1981	23.3	12.0	34.0	22.0
1991	39.6	25.0	54.5	29.5
2001	54.1	42.8	65.5	22.7
2011	65.9	57.4	75.1	17.7
2014/15	65.6	57.3	75.1	17.8

Source: Nepal Population Report based on Census data; & AHS (2014/15)

Simultaneously, the data presented in Table 1 for 2011 and 2014/15 have also raised concern about the contribution of National Literacy Campaign and Literate Nepal Mission to overall literacy progress in the country. Despite continued efforts of the government to eradicate illiteracy from Nepal through National Literacy Campaign Program and later through Literate Nepal Mission, noticeable change in literacy rates of 5+ population group in which literate adults also fall is not seen in literacy rates of 2011 and 2015 as presented in the above Table. Literacy rates in these two years either were constant or declining in total literacy rates and gender gaps. However, it might require a more intensive survey in fully literate districts in order to verify and validate data on key indicators of literacy that would also assess and reveal the future needs of neo-literates as well as those who have still been deprived of basic literacy opportunities to be able to read and write. While questioning the data quality of AHS, the researcher/s of district study team stated that there were some weaknesses in the design of the household survey. However, the data presented in Table 1 leaves rooms for improvement of either AHS or information management and reporting of NFEC.

Attempt was made to examine post-census progress in adult literacy rates since 1991. There has been steady but constant growth after 1991 until the last census in 2011. Female

literacy, which was 19.4% in 1991, increased to 44.5% in 2011, revealing growth of 25.1% during the period, thereby recording a growth rate of 1.26% per annum. This is more than the growth rate of males by 18.1% during the same period (i.e. 53.5% in 1991 and 71.6% in 2011), revealing an increase of 0.91% per annum. Data presented in Table 2 proved an increased growth rate for females by 0.35% per annum compared to their male counterparts. Substantial growth in literacy rates between 1991 and 2011 can be explained as the contribution of literacy programmes with emphasis on women literacy.

Table 2 Growth of Adult Literacy Rates in Nepal (15 years and above), %

Census Year	Male	Female	Total	Gender Gap	GPI (F/M)
1991	53.5	19.4	35.6	34.1	0.36
2001	64.5	33.8	48.0	30.7	0.52
2011	71.6	44.5	56.5	27.1	0.62
2013/14 (AHS)	73.9	51.8	61.6	22.1	0.70
2014/15	76.2	53.3	63.7	22.9	0.70

Source: CBS (1996, 2004, 2011, 2013/14, 2014/15): Nepal Living Standards Survey I, II and III

Though at national level, data presented in Table 2 also raised similar concerns about the slow increase/progress in literacy rates at the end of NLC and LINEM. Obviously, data on literacy development between 2011 and 2015 show an increase of 7.2% within four years, demonstrating a growth rate of 1.8% per annum, which can be considered as satisfactory, though not substantial as desired to achieve the adult literacy rates of 75% for both males and females. Nevertheless, with literacy rates of 76.2% in 2014/15 while males have been able to achieve the EFA-NPA target of 75%, females with literacy rates of 53.3% in the same year have been left far behind i.e. by 21.7%, pointing out the needs for more targeted interventions.

In response to the question why literacy rates appeared to be slow (i.e. not at desirable level) in the last two AHSs in spite of providing substantial literacy programs during 2008-2015 through NLC and LINEM, field researchers pointed out two possibilities. First, the design of AHS is questionable, even though it has been undertaken by CBS. Second, illiterate population might have increased within six years of time frame (after NFEC's household survey of 2010 till to date). The second reason appears to be logical which indicates that literacy achievement is not one-shot activity and it requires continuous inputs.

Table 3 below illustrates the present status of literacy in the 12 study districts, with adult literacy rates at 96.8%, revealing 26,815 persons still being illiterate i.e. in need of literacy opportunity to become literate. It shows the need of basic literacy programme for those who are still deprived of literacy opportunity and continuous education for those who have become literate in order to raise their level of knowledge and skills, enabling them to join and upgrade their level of education and/or join the job market.

Table 3: Existing Literacy Status of Study Districts

	NFE-HHS 2010	Progress		Remaining Illiterates in)	Literacy %*
	Illiterates	070/71	071/72	2073 (2016)	
<i>Dhading</i>	83318	38461	0	2265	97.3
<i>Bhaktapur</i>	27249	1002	2572	631	97.7
<i>Lalitpur</i>	31464	3807	0	0	100
<i>Dolakha</i>	53466	17898	0	8555	84
<i>Sindhupalchok</i>	81981	55812	0	0	100
<i>Jhapa</i>	112583	22156	49088	4479	96
<i>Panchthar</i>	32379		11414	0	100
<i>Palpa</i>	38088	944	0	1400	96.3
<i>Gulmi</i>	49063	17381	7000	1275	97.4
<i>Rautahat</i>	195810	22112	116508	7190	96.3
<i>Tanhu</i>	43621	21243	0	0	100
<i>Kaski</i>	33675	2000	5980	1020	97
<i>Total</i>	782697	202816	192562	26815	96.8

Note: Literacy rates of 2073 (2016) calculated based on NFEC household survey data 2010.

3.2 Gender and Inclusivity Consideration in Literacy Development

Data presented in Table 4 below reveals that there is wider disparity in literacy rates between males and females in every category such as urban vs rural, and consumption quintiles, especially between the richest and the poorest. The situation is more aggravating if there are two or more disadvantages such as being women in rural area and in the poorest quintile. It is disappointing to note that compared to their male counterparts women are lagging behind in every category, illustrating the need of gender as a policy priority.

Table 4 Literacy rates of populations in different category (AHS 2014/15), %

Population Groups	5 year and older			6 Years and older			Adult literacy (15+)		
Category	Male	Female	Total	Male	Female	Total	Male	Female	Total
Urban	83.3	67.4	75.1	84.6	68.1	76.1	84.6	65.5	74.4
Rural	71.2	52.9	61.4	72.6	53.5	62.3	72.1	47.8	58.6
Consumption Quintiles									
First Quintile (Poorest)	54.3	38.4	45.7	56	39	46.9	55.2	30.2	41.6
Fifth Quintile (Richest)	92.3	76.2	84	93.1	76.6	84.6	92.9	74.7	83.3
Nepal	75.1	57.3	65.6	76.4	57.9	66.6	76.2	53.3	63.7

Source: CBS (2016). AHS 2014/15

Table 5 below presents the participation of disadvantaged population/social groups such as Dalits and ethnic groups in post literacy programs in the fiscal year 2072/73 (2015/16). The

data reveal the priority of government to provide opportunities to the disadvantaged in order to ensure literacy and lifelong learning for all.

In addition to the emphasis given on improving the female literacy rates, there have been significant attempts to promote literacy and post-literacy interventions among educationally backward caste groups and Janajati. Government of Nepal through NFEC has focused on uplifting Dalits and disadvantaged ethnic groups (Janajati) and has offered literacy and post-literacy programs focusing these target groups. Data compiled from the 9 districts (Table 5) reflect the interventions from NFEC to promote equity and social justice by giving priority to women, Dalits and Janajatis.

Table 5 Participation of gender, caste & ethnic groups in the post-literacy programs in 2072/73

Study Districts	Dalits			Janajati			Others
	Female	Male	Total	Female	Male	Total	
Dhading	713	37	750	3320	305	3625	1714
Bhaktapur	1148	27	1301	2025	25	2050	1194
Lalitpur	232	3	235	1927	14	1941	2487
Dolakha	76	6	82	251	9	260	253
Sindhupalchok	367	21	388	3059	353	3412	2245
Jhapa	124	29	153	476	71	547	476
Palpa	540	18	558	2703	38	2741	1180
Tanhu	1232	14	1246	724	9	733	1771
Kaski	1148	28	1176	1274	27	1301	2068
Total	5580	183	5889	15759	851	16610	13388

Source: NFEC/MIS, 2016

Briefly, the above table shows the policy priority being given to women in every district in order to increase their literacy status with a view of making every woman equally literate as their male counterparts, contributing to empower them to participate in daily social activities and in making decisions at all levels (home/family, community, district, province and state).

Although the data presented in Table 5 reveals that priority has been given to women, Dalits and Janajatis in post literacy classes, some district reports (Dolakha, Sindhupalchock) have stated that disadvantaged males who completed basic literacy class felt deprived of the opportunity of attending post literacy classes. A balanced approach to program offerings is expected by the neo literates at the studied districts.

3.3 Distribution of Literacy Programs

Review of the district study reports revealed that every district has been following the guidelines prepared by NFEC and implementing the literacy programs in the districts. Information from these reports suggests that districts used their own database for locating

illiterates and setting the targets for the respective districts. The distribution of literacy program was based on the status of literacy vis-à-vis the number of adult illiterates in the range of 15-60 years' age groups of the respected VDC and municipality. In general, one literacy class served from 10 to 20 adult men and women deprived from literacy opportunity. The District Annual Strategic Implementation Plan (ASIP) included the literacy program with targets to provide literacy to all, especially women, Dalits and disadvantaged ethnic groups. NFEC provided program authorization and budget based on the demand and target (quota) set by the district. In addition to the program provided by the government, non-state partners such as Educate the Children in Dolakha also provided literacy program in some selected districts with an aim to making everyone literate.

3.4 Implementing and supporting agencies and their roles

Under the overall guidance of NFEC/MOE, a number of agencies from the central, regional, district and sub-district levels were involved in the implementation of literacy programs with regard to NLC and LINEM. For the sake of clarity, these are categorized as implementing agencies such as NFEC, RED, DEO, RC and School; and supporting agencies such as CLC, CBO, NGO, VDC/Municipality and media. The following sections succinctly provide the roles played by these agencies in regards to literacy drive with a view of achieving the goal of literacy for all.

3.4.1 Implementing agencies and their roles

Non Formal Education Center (NFEC)

NFEC, an apex institution of the MOE, responsible for non-formal education and literacy was established in 1999, which has been heavily engaged in the promotion of non-formal education and literacy programs. Overall, it has responsibility to provide resources and allocate quotas for basic literacy based on the literacy data collected through household surveys. Further, under the guidance of MOE, it is also involved in formulating relevant literacy policies, developing operational guidelines, coordinating with relevant central level as well as district level agencies including I/NGOs, monitoring and evaluating program implementation, providing professional support to service providers at national and district levels, and reporting progress to MOE. As per the decision of the government in 2008/09, NFEC prepared the NLC and later LINEM to eradicate illiteracy from the country. NFEC took an active role to formulate non-formal education policy and the concept paper of the NLC and LINEM with focus on decentralization, empowerment and partnership with I/NGOs and private goal sector to achieve the universal adult literacy.

Reviewed information suggests that NFEC was successful in inspiring political parties to include issue of illiteracy in their political agenda. This gave initial impetus to National Literacy Campaign in mobilizing communities and its people in support of the campaign. Gradually, such political commitment faded away. However NFEC continued to work in facilitating and supporting literacy campaign. NFEC was successful in fulfilling its role of distributing quota,

channeling budget, arranging learning materials and supplies, developing operational guidelines, orienting district officials, coordinating state and non-state partners and in utilizing media for raising awareness of people. However, NFEC appeared weak in evidence and research based planning and monitoring results through the use of disaggregated data useful in decision-making, standardized testing and certification of neo-literates for continuous education and lifelong learning in view of SDG 4.

Regional Education Directorate (RED)

As a regional administrative office of MOE, it is mainly assigned with the responsibility of monitoring the districts under its jurisdiction. The RED was also expected to organize workshops for district education officers to present and share progress and results of education programs including that of NLC and LINEM towards making their district fully literate. However, information generated field suggest that RED had minimal role and the main role of monitoring also appeared to be poor in the district.

District Education Office (DEO) as the key implementer in the district

DEOs are mainly responsible to plan, allocate quotas and provide resources for achieving universal literacy in the district. Considering the literacy data of household survey and the needs reflected in the Village/Municipality Education Plan (VEP/MEP), DEOs provide technical support for program implementation; monitor to ensure that resources are being utilized and results are produced as planned; and maintain the district database.

Overall, DEOs prepared and updated District Education Plan (DEP), including non-formal education and literacy as an indispensable component of education development in the district. Education development in the district started with achieving, amongst others, the twin goals of universal primary/basic education (UPE/UBE) and literacy for all. It also carried out the role of coordination, release of the budget and monitoring the programs.

Information from the districts suggests that the DEO has the main responsibility to implement NFE and literacy programs. Occupied with and importance given to formal education, NFE/Literacy does come into the priority of DOE/DEO. Although MOE has provision to assign one officer to serve as focal point of NFE in each DEO, number of roles and responsibilities to be performed by this position is beyond the capacity of one individual. Information collected from the DEOs studied districts revealed that focal persons is made mainly responsible to make the district level Annual Strategic Implementation Plan (ASIP) associated with Annual Work Plan and Budget (AWPB), and supporting in quota distribution. Rest of the other works either focal person does not have time or feels that it is not his responsibility. Consequently, detail program plan, monitoring plan, periodic monitoring, feedback and support after motoring etc. are missing. In order to strengthen and improve the service to literacy and NFE related stakeholders, restructuring of DEO is needed with adequate human resources in Literacy/NFE Unit. RPs who

was also expected to provide professional services are over occupied to administrative responsibilities is not being able to offer needed time. Although RPs are expected to provide technical support to the program providers e.g. NGOs, CLCs, CBOs, arrangement of distribution of learning resources and materials, periodic monitoring to ensure the effective functioning of NFE and literacy programs have become beyond reach of RPs (Palpa and Gulmi District Report, K.C., Timalina and Sharma 2016).

Schools and their roles

The study reports of 12 districts demonstrated that literacy classes under NLC and LINEM were conducted in coordination with schools running highest grades in the VDC. They were also involved in monitoring literacy classes, coordinating with other schools and CLCs, facilitating literacy educators and determining the location site of literacy classes in their catchment area. They were also found encouraging and mobilizing teachers and students to organize and provide literacy to the illiterate adults in their locality.

Schools were mobilized to collect the data of illiterate people from the household level under the national literacy campaign program. At that time school contributed to collect and manage the data. During the implementation of Literate Nepal Mission, one of the senior high schools within the Village Development Committee (VDC) and wards of the Municipality were given role to coordinate the program.

Coordination committee was formed in each VDC or wards of Municipalities including resource persons, HTs of all schools, CLCs, NGOs, journalists and other stakeholders. Head Teacher (HT) of the senior school served as the coordinator of that coordination committee. Some schools mobilized the students under the project work scheme particularly for 'Each One Teach One'. (ibid)

Key stakeholders including learners pointed out that during the implementation of Literate Nepal Mission local schools were in the front line to implement the program. Schools contributed to select facilitators, provide training, and mobilize students for 'Each One Teach One' and other necessary awareness campaign. Overall, leading roles played by the senior schools created a constructive and enabling environment for implementing literacy programme, contributing to creating literate community.

Community Learning Centers (CLCs) and their roles in delivering non-formal education and literacy

The CLCs were observed as powerful agencies for delivering non-formal mode of education and literacy with regard to National Literacy Campaign and Literate Nepal Mission at the local level. In this regard, CLCs carried out training, teaching and monitoring. In addition, each CLC played an important role in appointing literacy facilitators, local supervisors, fixing

sites for literacy classes and building understanding among the political party workers, professional organizations, teachers, and social workers. For instance, the local leaders, teachers and social workers being members of the same community cooperated to identify the learners, and motivate them to attend classes regularly. Further, CLCs were found involved in activities such as household survey, data verification, data elaboration, and publication of notices. The CLCs were found involved in undertaking and monitoring literacy classes in their catchment areas in cooperation with schools and RCs.

3.4.2 Supporting agencies and their roles

Community Based Organizations (CBOs) and their roles

Many community-based organizations such as various user groups of other sectors also played effective roles in awareness raising, literacy development activities in arts and crafts, as well as various income generation activities, etc. It was argued that it is absolutely necessary to make the CBOs as venues of NFE and literacy with linkages to integrated income generation programmes. Schools should be given responsibility to provide supervision and monitoring support to facilitate the programmes conducted at community level by CBOs and other non-state actors such as I/NGOs, business community, civil society organizations, etc.

Non-Governmental Organizations (NGO) and their roles

NGOs were involved to implement government literacy quotas provided by the DEO. Some NGOs had their own program. The discussions with DEOs indicated that the NGO's support was one time support to contribute in the literacy drive of the district. It was not possible to adopt an integrated approach, as there were differences between the ways of implementation of literacy programs between the DEO and its institutions and NGOs, especially in overall spending with regard to literacy activities such as contents, time frame, supervision and monitoring, etc.

Role of media

The media played an important role in advocating and highlighting the importance of literacy for all, especially the disadvantaged. The use of media in highlighting successful approaches was also found very useful. It helped in transforming learning and teaching through the use of technology such as calculator, mobile, FM radio, television, etc.

Village Development Committees and Municipalities and their roles

VDC and Municipalities are local governing units that are expected to participate in governing and even partially financing literacy programs. None of the reports highlighted lead role at the local level. Even though their involvement in NFE/literacy promotion is vital, their participation and involvement did not appear that visible in program implementation. However district reports stated that VDC/Municipalities were instrumental in raising awareness among the people, inspiring illiterates to join the classes, and participated in monitoring activities

verification of the literate people. Local bodies also took leadership to declare literate village or municipality.

3.5 Provision of Curriculum and Textbooks

Data generated supported that the curriculum and textbook were used provided by NFEC prepared by the experts with the involvement of CDC. Curriculum is the guiding document to all CLCs, literacy facilitators and local supervisors. Contact hours and competencies to be achieved are two important aspects of curriculum. Each literacy provider is directed to undertake classes for 150 hours in four months in order to achieve 12 competencies by all learners. This is the standardized guideline that every district had to follow which restricted flexibility, choices and learner's pace of learning, which require revision so that learners will have several choices of learning modes.

However learning time was made flexible in some districts as literacy facilitators employed various alternatives and offered more time to slow learners. In the consensus of both facilitators and learners, even Saturdays were used as learning time. But almost all literacy facilitators realized that the time and duration allocated for literacy classes were insufficient to deliver contents and develop prescribed competencies and demanded for extension of least six months.

District reports referring to facilitators and local supervisors stated that textbooks were according to the curriculum. Likewise, most of the learners were asked if they had reading materials at home, and shared the view that the textbook 'NAYA GORETO' and Continuing Education (NIRANTAR SHIKSHYA) were the only reading or learning materials available to them. In reference to relevancy of the learning content and competencies, field information supported that the learning materials were not contextual, connected to daily life problem; literacy skills in the textbook were not enough from the competency development aspects and required a broad coverage. Suggested examples were: use of mobile phones, lessons related to daily life activities such as how to grow vegetables, and drawbacks of using pesticides in vegetables farming should be included.

Besides learning materials, facilitators' ability to connect learning contents with competencies required in our daily life was suggested move. Self-learning support materials would be useful to speed up the process of learning. Neo-literates from almost all districts suggested giving emphasis in "learning for earning".

3.6 Medium of Instruction: Language Used

Nepali was found the medium of instruction in delivering literacy classes. In this regard, it was widely felt that teaching in mother tongue and/or local community language would be much helpful to deliver contents to the participants, contributing to enhance their learning. While

efforts are ongoing in this aspect, it needs to be significantly strengthened. (Sindhupalchok and Dolakha District Report, Karki and Singh 2016).

Participants realized the importance of Nepali language, they want to excel in Nepali but if the facilitators are recruited from the non-Nepali speaking community they would help the participants interpreting content in their local language. For instance, for undertaking literacy classes in the Tamang community, literacy facilitators were generally recruited from the learners' community. This was confirmed by one of the District Education Officer stating "literacy facilitators were generally recruited from the similar background, for instance, a Newari speaking literacy facilitator was appointed in the area with majority of Newar learners to facilitate communication in Newari". (Jhapa and Pachthar District Report, Gautam, Khanal, Singh 2016)

No use of any local language during the basic literacy classes: Assessment reports from some study districts such as Palpa and Gulmi accounted that no other languages except Nepali were used during the literacy classes. Nepali language was used in both districts though learners from other language groups were also in the literacy classes. However, the literacy facilitator with the same mother tongue/local language used to interpret the text contents in the learners' language as deemed necessary. Some learners revealed that language was not a problem as everyone understood and spoke Nepali. Hence, it was argued that the use of Nepali language as the medium of instruction was not an issue in these districts

3.7 Management of Literacy Programs

3.7.1 Selection of facilitators

Facilitators were identified and selected based on the number of targeted classes. Program for each one and teach one was given based on the demand from the local stakeholders and persons by considering the caste/ ethnicity, geographical location and number of illiterate people. For the selection of facilitators, schools were given responsibility to identify appropriate and qualified facilitators. The schools advertised to recruit the facilitators who possessed required qualification. Such advertisement was either broadcasted through the local FM or published in the local newspaper. After collecting the application the school selected the appropriate local female candidate with written and interview test. Finally, District Education Officer appointed the candidate based on the recommendation of the concerned schools (Palpa and Gulmi District Report, K.C., Timalina and Sharma 2016). This provision has raised question that who should govern NFE-literacy programs at the community level.

3.7.2 Training to the Facilitators

Five days short term training was given to all facilitators before starting the literacy classes. For training program, training curricula, master trainer, facilitator guides and training

materials were supplied by the NFEC. Training of Trainers (TOT) was conducted at the district level utilizing local level resource persons, roaster of teachers and trainers to provide the training to literacy facilitators after receiving a five days' TOT. In the discussion with the facilitator about appropriateness of training and learning materials for them, they expressed that if training period can be extended, facilitators can be more equipped with knowledge and skills, methods and techniques required for effective teaching, learning and assessment (ibid). Field data supports that training of facilitators either extended or make it residential so that trainees can have opportunity to practice.

3.7.3 Delivery of Literacy Classes

The classes were conducted for three to four months by the facilitators. Facilitators of some districts such as Palpa, Gulmi, Kaski and Dolakha expressed that classes were regularly undertaken even in the holidays as well. It was not stringent to conduct the classes at the same time throughout the district. Convenience of participants' time was considered while setting the time of literacy classes. This allowed participants to choose their preferable time for the literacy class. Hence, the time of the classes was not same within a CLC also. However, duration of the class could not be compromised they expressed. After the completion of the literacy class evaluation and certification was done in both districts. For this process schools and CLCs located in the vicinity were given responsibility. However, field information suggests that NFEC should seek more innovative and flexible ways of delivering literacy, post literacy and lifelong learning provisions.

3.7.4 Financing Literacy programs

The overall financing of non-formal education and literacy in Nepal does not follow the standard of allocating at least three percent of the total education budget to meet the challenge of making everyone literate. This indicates, first and foremost, an important challenge for financing education. Ensuring greater equity and improving the quality of literacy and lifelong learning for all entail more effective and higher levels of financing for non-formal education and literacy.

District study reports revealed that the decentralized budgetary approach was adopted during the implementation of the NLC and LINEM. Each CLC had received budget on per learner basis. The budget consisted of remuneration for CLC facilitators, literacy facilitators, local supervisors and logistic support for conducting literacy classes. Subsequently, each CLC and literacy class had received a fixed amount of money as specified in the guidelines.

Based on the resource available from the NFEC, District Education Offices made sub-district level allocation based on the number of classes, participants, and other criteria. The distribution criteria were discussed in the District Non-Formal Education Committee and finalized with the input of the committee. After the finalization of the criteria it was made public at the local level.

Regarding the involvement of non-state actors in the drive to eradicate illiteracy from the district, it was shared that despite efforts, an integrated approach could not be possible as the NGOs had their own ways of spending. Partnership with NGOs and non-state became discouraging because of the clause requiring at least 30% resource to be generated by non-state partners. To promote and encourage NGOs to make the ongoing partners of Literacy and NFEC, district reports suggested to wave out the 30% resource requirement.

Field information suggest that inspiring the community, mobilizing them in literacy and NFE development, connecting education with income generation, building support networks with other sectoral ministries and offering their programs and building strong ties with the local bodies are some suggested measures for sustainable financing of literacy and NFE in the community.

Existing operational budget for CLCs and remuneration given to facilitators was found substantially low. The suggestions from the districts opines that the amount of remuneration for facilitators and local supervisors and the amount for educational materials which adds up the budget be sufficiently increased. Incentives for participants were also suggested to attract and retain them throughout the program. Field data also suggested to provide additional financial support to CLCs to procure learning materials (books, note books/copies, pencils, eraser, pencil cutter, etc.); training; supervision and monitoring; incentive/remuneration; other logistic support such as infrastructure for CLCs to conduct literacy classes, electricity, furniture, etc; need to be reviewed and improved.

3.7.5 Monitoring Progress of Literacy

Monitoring is an essential component of planning and budgeting. It is the process of tracking the progress in a given interval. NFEC being a responsible body at the national level for literacy and NFE and DEO being in-charge of implementing literacy programs at the district level should have a powerful system for monitoring results. Review of the effectiveness of NLC/LINEM of 12 districts revealed that this was a weak aspect of program implementation. It appeared monitoring was not a specific function (please refer Annex 8). NFEC has literacy-MIS system to track progress of each district. But DEO needs to establish and strengthen NFE-MIS to map out the progress in the district. In response to the above, NFEC and its implementing agencies, especially DEOs, used the status report (i.e. annual progress report) as a strong mechanism to monitor and evaluate progress with regard to implementation of education programs including NFE and literacy programs at national and district level respectively.

District study reports stated that Joint monitoring team was formed in some districts; (e.g. Palpa) it was found that joint monitoring committee meeting used to organize once a month during the program implementation period. In some other districts such as in Gulmi, Dolakha, Dhading and Lalitpur, mainly school supervisors and resource persons were made responsible for the monitoring. During the time of class operation, class supervisor frequently visited the

class and interacted with facilitators and participants, however, resource persons and district level officials rarely visited the classes as the participants expressed in the focus group discussion (Palpa and Gulmi District Report, K.C., Timalina and Sharma 2016). Even if claims were made of literacy classes being monitored, there should be a documented report to guide the central office and district office for program improvement.

Generally, secondary school head teachers/teachers, CLC chairpersons and facilitators were authorized as local supervisors to supervise the literacy classes. The orientations/trainings for supervisors were of three days. Supervisions were reported to have taken place two to three times a session, and focused on a number of areas. For instance, while some supervisors had focused mainly on the attendance of learners, the teaching learning processes and the problems faced by learners, others had emphasized on motivating the learners to be punctual and regular.

Reporting to DEOs about the non-functioning classes was a common feedback for everyone. In response to the types of support they provided to the literacy facilitators to conduct the classes effectively, some replied that they had drawn the attention of literacy facilitators to follow the needs based approach, and use results oriented measures during their teaching. Others provided more specific support, such as how to use calculators, and handle mobile, etc. It was an enormous challenge to make learners regular and prevent them from being dropouts. During discussions literacy facilitators acknowledged that school supervisors had provided suggestions and guidelines in the areas where they had faced difficulties.

Monitoring and supervision mechanisms basically focused on the activities and performance of both learners and providers to achieve the goals. In the context of Nepal, Resource persons and CLC facilitators provided monitoring and supervision support to each literacy class in a number of areas, contributing to enhance teaching and learning to make every learner literate. However, there is no mechanism to connect objective with progress in terms of achievement.

Reporting to DEOs on an agreed format in regards to functioning and non-functioning of literacy classes was a common way for everyone. Regarding number of course completers, it was shared that a big number of learners dropped during local festivals and harvesting seasons. But field researchers could not find complied reports developed from these reporting formats.

3.7.6 Testing and Certification of Literates

The curriculum, textbooks and guidelines with 12 competencies, published by NFEC, provided the basis for the test to certify the illiterate youths and adults as literates. In this regard, it was shared that all stakeholders involved in conducting the literacy classes were asked to complete the evaluation form provided and forward it to District Education Office to issue certificates to successful participants of the basic literacy program. It was provisioned that the CLCs administer a formal test with a set of test items. Discussions with literacy facilitators

revealed that they were unaware of the directions to apply evaluation tools to evaluate achievements of learners even if they were responsible to recommend the names of neo-literates for the issuance of certificates to the District Education Offices. This scenario reveals the urgent need for reforming the testing and certification system applied in the districts. Facilitators need professional help on how to test each competency in an objective and fair manner.

Due to the insufficient knowledge and confidence among the facilitators there appeared various techniques adopted by the literacy facilitators to assess the literacy achievement level of the learners. As most literacy facilitators stated, the most common form of technique was examining/assessing the learners' home/class work. Some literacy facilitators had applied detections as well as the classroom discussions followed by the learners' writings what they discussed with each other. Some others were found using observation technique. For this, learners were taken to tours and were subsequently asked what they saw and to take notes of what they saw. Some literacy facilitators made an arrangement to take part in competition on literacy-day led by the CLC and made it a part of their assessment.

The variations in assessment raised questions -- are literacy achievements of neo-literates comparable? Learners' achievement assessed by applying various approaches as described above is not comparable. This situation calls for urgent improvement in standardized literacy assessment and certification system.

3.8 Assessment of Program Effectiveness: Changes in the Life of Neo Literates

The review of the six district study reports revealed that the study team intensively discussed with neo literate adults in the field. Changes in the life of neo literates as realized through interaction, which have been discussed in the district reports, is presented in the following section.

During the field visit, the learners were administered some tests: oral, written and a bit of skills orientation. Learners demonstrated a range of performances. When asked, most learners could write their names but exhibited a variety of reading levels. Some were fluent in reading simple sentences, days, numbers, signboard, and signposts. Some were able to read and write simple sentences; count up to 100, and perform simple addition and subtractions of two digits with and without the use of calculator. Most learners could make a phone call, remember one's phone number and write it down. Some others reiterated that they were able to go to the financial institutions of women group to deposit or withdraw money by themselves.

- *(Jhapa and Panchthar District Report, Gautam, Khanal, and Singh 2016)*

3.8.1 Learning for self-fulfillment of Neo Literate

Interview with individuals and focus group discussions were reported to be the source of information concerning the

effectiveness of the literacy classes and changes brought by literacy skills in their daily life. During interactions and discussions the participants expressed that classes were interesting and facilitators helped them a lot to be literate. However, the learning materials mainly focused on literacy skills (reading and writing) without including life skills. Although the three months' period was short for them they are now able to read other participants' name and can write their own name; they became able to say the exact time after watching the watch; they can read the number plates and destination plates of the vehicle; they can read the sign board; they can use mobile for their own purposes. Some of them can fill in the voucher of bank and some of them can use face book and other social networking sites. But it is found that they do not have full competencies in all 12 areas of learning outcomes as specified in the curriculum (Palpa and Gulmi District Report, K.C., Timalina and Sharma 2016).

The study revealed the current status of learners with regard to their level of learning as inadequate. The learners underlined the need of continuous education programs for themselves by integrating knowledge and skills to their daily life activities, with works and occupations, contributing to improved livelihood. Learning how to learn, and enhancing capacity with regard to learning for earning need to be incorporated in literacy courses. In this regard, it is encouraging to note that nearly all neo-literates expressed keen interest in continuing learning/education so that they can learn the use of technology and not forget what they had learnt earlier. Bottom-up approach in planning and monitoring should be strengthened to identify and address the current needs of learners in order to provide them quality literacy programs that ensure a higher degree of learning achievement for all (Sindhu and Dolakha District Report, Karki and Singh 2016).

3.8.2 Desire for continuing learning and earn recognized certificate

Many neo-literates exhibited strong motivation and aspiration for learning to be literate. Interestingly, some of the participants expressed strong willingness to pursue further/extended literacy support to achieve an equivalent level of basic and even secondary education. For instance, one literate said that she could not go for formal schooling because of her early marriage and hence now strongly desired to read and write both in Nepali and English comfortably. Similarly, some participants said that they were keen to be able to read and understand the religious books, such as the Ramayan, the Geeta and the Bible. Again, some showed strong willingness to attend one more class for learning how to use mobile because she was not yet able to use numbers.

The study reports found the neo-literates showing keen interest in some forms of continuation in education so that they could learn the use of new technology and did not forget what they had learnt previously. As pointed out earlier, some literate youths and adults wanted to continue learning and wished the literacy class to be upgraded to formal schooling system equivalent to comprehensive school education (i.e. K-12). Almost everyone wanted linkage of

literacy with some sort of income generating activities from the beginning. It was evident from their sharing that they were keen on enhancing their perspective as they got along with the literacy classes.

Benefits for being literate

“Although we are not completely literate, we are able and aware of following aspects:

- *Household sanitation, cleanliness and health of our children and ourselves*
- *Importance of child’s education and parental roles and responsibilities*
- *Importance of regular check up during pregnancy and need of hospitalization for delivery*
- *Active involvement in social activities and interactions*
- *Aware on expiry date of medicines and pesticides*
- *Able to save mobile number and name of the people with difficulty*
- *Aware on women empowerment and rights”*

(Palpa and Gulmi District Report, K.C, Timalcina and Sharma 2016)

The testimonies from interviews with participants, mostly women demonstrated the positive impact of learning. The improvement in neo-literates’ literacy and language skills and their empowerment have several benefits: it has enabled them to better participate in continuous education and increased their chances of achieving higher level of knowledge and skills, contributing to enhanced education outcomes throughout their academic and occupational careers. Qualitatively speaking, the program has

boosted participants’ sense of self-esteem, confidence, civic responsibility, and optimism for themselves and their communities.

3.8.3 Literacy for economic transformation

A woman expressed as follows:

I was completely illiterate before participating in the literacy class. We have been engaging in small business in the village. During day time my husband goes to work and some villagers used to come and buy goods; mentioning that they would pay after few days, they would ask me to record the amount in the file, buy goods and say please record it in your file and I will pay after some days. Before being literate, I could not write anything and I used to forget the amount when my husband asked me to clarify the daytime business. Because of my weakness, our business went on deficit day by day and my husband also would scold me frequently. But now I can write the amount and the name of the buyers, which in the evening I submit it to my husband. Steadily we have been recovering our business. This is absolutely the result of literacy class.

(Palpa and Gulmi District Report, K.C, Timalcina and Sharma 2016)

The study reports demonstrated that most learners could make a phone call, remember one’s phone number and write it down. Some others reiterated that they were able to go to the financial institutions of women group to deposit or withdraw money by themselves.

Going through the study reports revealed that most of the participants expressed their enthusiasm for the continuation of literacy program by integrating it with works and occupations of the participants to promote their livelihood. In this respect, the CLC chairpersons from Gulmi shared that the knowledge and skills of neo-literates needed to be identified and then linked to further education or

income related activities such as growing tea/coffee, oranges, goat rearing, mushroom farming,

etc. They suggested that participants got attracted when they experienced direct relationship between education and their work, as economic transformation is crucial for everyone. In order to perform this, they underlined the need of strengthening the CLCs and enhancing the capacity of facilitators. They also suggested that the Council for Technical Education and Vocational Training (CTEVT) should support in skill development for income generation and thus be a good partner of literacy development and lifelong learning.

Neo literate adults particularly females have been involving in various income generating activities. They have been engaging themselves, through the women group in different activities in the local context such as seed production, growing flowers, vegetable and ginger farming, etc. During the focus group discussion, neo-literate females also demanded training courses and support for different non-agricultural activities like sewing and tailoring. Though this programme was targeted to the poor and marginalized people (women as well as men), no programme was found for the income generating groups of male people, even if they were also poor and marginalized. As a consequence, male people did not join the post literacy classes. Such type of policy provision has pushed the male group for not joining the post-literacy program and thus eventually relapsing into illiteracy (Palpa and Gulmi District Report, K.C., Timalisina, and Sharma 2016).

3.8.4 Literacy for Social Transformation

It is important to see what changes the Literate Nepal Mission has brought about in the society. When such type of questions were asked to the neo-literates, they gave several examples such as parents have become aware and conscious with regard to their kids' education, they perform better during maintaining cleanliness and hygiene at the household level. They have become more socialized and like to take part in the social discussion. Furthermore, they enjoy taking leadership in different forums at the community level. Pregnant women are taken more care than the previous time. They use calendar and keep simple records of their account and daily business activities (ibid).

3.8.5 Desire to continue learning: Good indication towards sustainability

Irrespective of the age groups, income level of the households and caste and ethnic structures, all neo-literate females expressed their strong desire to learn more. They prefer for continuous learning. Some senior citizens wanted to learn more because they want to gain competency to read religious books like *Swasthani*, *Geeta and Chandi*. Some young females argued that they required entrepreneur skills mixed training or additional classes so that they can go for self-employment or can compete with others in the job market (ibid).

From the discussion above, it can also be interpreted that CLCs could be a powerful venue for lifelong learning as an extended part of further literacy support. Each CLC can be a place to ensure equitable and quality lifelong learning for all. Thus, the CLCs can be developed as a local hub for all educational activities, which enhance skills linked with jobs. For this CLCs

need to be well equipped and the literacy facilitators therein need to be capable of taking the educational leadership for handling the programs, contributing to improved learning environment for community people. Desire for continuing learning of the adult male and female neo-literates supports the expectation of SDG Goal 4.

4 Constraints and Challenges, Good Practices & Lesson Learned

4.1 Constraints and Challenges

Although NLC and LINEM programs brought positive change in improving the literacy rates with attempts to eradicate illiteracy from Nepal, some constraints and challenges were encountered which impeded successful accomplishment of their objectives. Some of the constraints and challenges, good practices and lesson learned highlighted in district reports reviewed are included in this section. Constraints and challenges as follows:

4.1.1 Motivating Illiterates to participate in literacy classes and retain them

Participation and completion of literacy programs by illiterate adults appeared one of the constraints of NLC/LINEM. This problem was persistent especially among the illiterates from Dalit communities and people from the lowest consumption quartile. In some districts, information about literacy programs and awareness building did not reach to poor and disadvantaged population residing in rural and remote areas (e.g. Jhapa). Even the people who are aware of the program are not motivated to join the literacy classes and retain throughout program, even if they joined initially. Therefore, how to motivate and bring all illiterates in the literacy classes has become the major challenge in the studied districts. Moreover, how to motivate learners to complete the literacy and retain them throughout the program is another challenge.

4.1.2 Accessibility of learning center/literacy classes

One of the constraints of low participation in literacy programs was because of the unsuitability of the learning center due to distance. Another reason related to time of conducting the literacy classes. Illiterate adults have to work to make their living. Daytime is not convenient for them. Challenge is how to make literacy classes accessible and convenient to working population residing in dispersed settlements.

4.1.3 Desire to continue learning

Information generated from the study districts revealed that majority of neo-literates from declared literate district aspire to continue their learning. They want to progress in learning and earn recognized certificates. They want to learn useful and employable skills from their post-literacy classes. Available budget for NFEC is not adequate to arrange further learning opportunity to all of those who aspire for it. Budgetary constraints are limiting learning

opportunities for all who aspire for it. The challenge is how to address further needs of all those neo-literates who aspire for it.

4.1.4 Capacity development needs of CLCs and facilitators

Field information support idea of making each CLC a capable local institution owned by the community responsible for delivering literacy classes, post-literacy classes, and organizing open, flexible lifelong learning opportunities to all community members who aspire learning or further learning. CLCs are also considered as local institutions responsible for offering educational programs as second chance education through non-formal/informal modes. But these institutions are constrained from lack of legal foundation, adequate funding, and appropriate number of capable facilitators, sufficient infrastructure, learning resources and technologies supporting open and distance learning. The challenge is how to develop the capacity of CLCs and facilitators who are working in these CLCs so that they can effectively run literacy, continuing education and lifelong learning provision utilizing non-formal/informal (including open learning) modes of delivery. How CLCs' capacity can be enhanced so that they can meet the learning needs of out of school youths and adult through alternative modes of education is also a challenge.

4.1.5 Absence of disaggregated information of literate or illiterate population

It became clear from the review of the field reports and consultation with study team members that studied district had no systematic record of literate population. Disaggregated information of illiterates and neo-literate is missing. Without information literacy and NFE, planning is constrained and it has been difficult to locate illiterate people. Reports from literacy providers are collected which is the requirement for payment but there is no body responsible or capable to process those information and enter into the district's database of literate people. Developing a reliable functioning of management information system, which generates updated aggregate and disaggregated information about neo-literates and illiterates in the district is a challenge.

4.1.6 Contextualizing learning resources and materials

Information generated from the field studies revealed that learning resources and materials were arranged by NFEC and DEO had been distributed to all literacy providers for participants to use. These centrally developed standardized materials were questioned as to how information provided in these materials were useful in their daily life. Besides, literacy participants opined to make them contextual for them to relate their learning in their context. It was believed that contextualized learning materials and useful learning competencies motivate learners and help to retain them in the program. But the challenge is how to develop contextualized learning resources at the local level or how to capacitate and help facilitators to develop suitable and appropriate learning contents and competencies that are contextual and useful to participants.

4.1.7 Mobilization of local partners

Literacy for all is an ambitious missions and connecting literacy with continuing education and lifelong learning is even more challenging. Support from local partners such as VDCs municipalities, community members, sectoral offices, social groups and political forces at the local level, local NGOs and non-state partners are required. But how to mobilize them and who should take responsibility is a challenging question to resolve.

4.1.8 Sustainable financing literacy and lifelong learning provisions

Literacy and Non-formal education in Nepal is under-financed. Community learning centers that are entrusted to conduct and arrange conduct literacy classes including, post-literacy, open learning, flexible learning, lifelong learning and income generating skill programs are operating with substantially low budget. Facilitators working in CLCs are paid very low incentives and benefits. Programs are constrained from low budgetary provision. There has to be adequate financial resources and capable human resource to carry out expected roles effectively. But the challenge is how to arrange resources for CLCs and NFE programs at the local level in a sustainable way.

4.1.9 Reliable system of literacy assessment, certification and recognition

Evidence of learning through literacy classes can be acquired through standardized assessment with respect to the competency standards set by MOE. Field information suggests that varieties of approaches were used to assess the learning achievement of literacy. In some district, assessment of learning was determined without connecting to literacy competencies. The challenge is how to develop fair, reliable and standardized assessment of learning of literacy so that the results are comparable in other districts. Similarly, how to recognize learning achieved from literacy classes and non-formal and informal means is another challenge associated to assessment.

4.1.10 Weak monitoring

Periodic monitoring of the performance and achievement and providing feedback and support for improvement is an integral part of program implementation. Study reports have stated involvement of CLC facilitators, teacher/head teachers, RP; supervisors were involved in monitoring and supervision of literacy classes. However, field study reports also admit that there is a weak monitoring system to oversee the well-functioning of literacy classes. Since quota are distributed and funding is released from the DEO, it is the responsibility of the district education office to ensure that learning is taking place, participants are acquiring desired competencies and funds and resources are utilized properly. Collecting periodic information on literacy program implementation and ensuring expected learning competencies among the program participants is crucial; development of effective monitoring mechanism at the district level is a huge challenge.

4.1.11 Difficulty to bring hard core groups into literacy classes

Literacy classes being offered so far may not attract hard-core group of learners. The challenge is how to bring them in the literacy classes or how to make them. Standard approach designed at the central level may not attract them. How to design and implement learner friendly approaches to meet the literacy development needs of hard-core groups and involve them in further learning is also challenging.

4.1.12 Management and governance of literacy and NFE at the district level

Management and governance of literacy and non-formal education is essential aspect to be considered at the district and below district level. One focal person from DEO, occupied with formal education activities is not being able to give adequate time to manage, support and supervise literacy and non-formal education in the district. The challenge is to identify, assign, empower and activate one local institution that can govern and manage literacy and non-formal education programs at the district and below district level.

4.2 Good Practices and Lessons learned

4.2.1 Good Practices

In this section, good practices and lesson learnt from LINEM and NLC based on the experiences of study districts will be discussed. Observations and reflection of study team members based on their field experiences have been included in this section. Issues and challenges associated with the implementation of NLC and LINEM is also in this section. Notable good practices of NLC and LINEM are as follows:

4.2.2 Mobilization of local community

National literacy campaign program was able to mobilize community-based organizations, schools, community members and local political units in awareness building and inspiring communities to organize literacy classes in the community. The collective involvement of the entire community gave impetus to people in arranging literacy classes for the illiterate population. However, such collective sprit of the national campaign was not continued later.

4.2.3 Involvement of teachers and students in the promotion of literacy

Teachers and students at the secondary level are the important human resources who can bring in literacy development programs. NFEC involved schools teachers and students in collecting list of illiterate people - is another good practice as they better know who is illiterate in their own neighborhood. This practice helped prepare available real list of illiterate people in the community. Also schoolteachers served as focal person to explore how LINEM has been functioning and took responsibility of supervising the literacy classes in the catchment area. Besides, mobilization of secondary students to take the responsibility of helping illiterate person to become literate was an exemplary move. Both of these two practices of LINEM contributed to speed up the process of eradicating illiteracy from the district.

4.2.4 Recognizing CLC as a responsible unit for literacy promotion at the local level

CLC is a local level education institution organized and managed by the community people. CLCs with competent and active facilitators and having strong community support are proven to be most effective operating literacy classes and lifelong learning programs. Authorizing CLCs to organize or arrange literacy classes through NGOs is a good practice for literacy development. Some CLCs (for example in Dolakha, Palpa & Gulmi) were successful in mobilizing NGOs for awareness building, data collection or even conducting literacy classes. It was also observed from the district reports that CLC which were active to coordinate with RC, VDCs/municipalities and development partners and capable of mobilizing local resources proved to be highly effective.

4.2.5 Utilizing local media in awareness building

Some districts under study (e.g. Dolakha) utilized local media in disseminating information about importance of literacy, literacy classes and advocacy of literacy campaign or mission. Media helped to raise mass awareness about the campaign and inspired illiterate people join the literacy classes. Moreover, the media played a crucial role in announcing the districts as literate. District reports revealed that in CLCs where the media visited and observed literacy classes promoted publicity of CLC and its contribution to promote literacy in the community. The information disseminated by the local media inspired local illiterates to participate in literacy classes. Information dissemination from media became very encouraging for the participants as well as local community and it helped in developing their awareness, knowledge and understanding for their own education as well as the education of their children.

4.2.6 Separate classes for men and women

Provision for the separate classes for men and women increased the women participation in literacy classes. Women groups felt comfortable to attend classes with other groups of women. They felt secure and became more expressive with this arrangement. This is one of the good practices of LINEM, which inspired and encouraged illiterate women to join literacy classes, contributing to increased women literacy.

4.2.7 Involvement of Resource Center

RC played a key role in mobilizing VDCs, schools and local NGOs in announcing the VDCs as literate. Coordinating CLC activities especially dealing with literacy development is a good practice. However, RPs occupied with more administrative responsibilities of DEO are having difficulty to provide adequate support to CLCs and literacy classes.

4.3 Lessons Learned

District reports have provided information concerning the experience of NLC and LINEM implementation based on which several lessons learned from those experiences can be drawn. Some of the pertinent lessons, which could be useful for the effective implementation of literacy development programs in the future, are presented in the following section.

4.3.1 Political commitment of the government to promote literacy and lifelong learning

Reviews of the assessment of NLC and LINEM of 12 districts revealed that strong commitment of the government in eradicating illiteracy from the country is vital to the effective implementation of such ambitious mission. Wider participation of people, involvement of government institutions and non-state partners, mobilization of social groups and NGOs at the local level was possible when the national government lunched illiteracy eradication as a campaign with full commitment in 2009. Gradually, governments' commitment started to decline and social and political forces at the community level lost their interest to support NLC or LINEM. As a result involvement of local government and support from the political parties became difficult. Momentum gained from the government support for literacy campaign gradually diminished which had direct effect on literacy accomplishment as targeted. Therefore, commitment of the government and political forces at the national and local levels appeared to be necessary to speed up the process of literacy development and to provide lifelong learning opportunities to literates and neo-literates through informal means.

4.3.2 Local Body as the responsible agency

Information generated from the district suggested that VDCs and Municipalities should take the responsibility to govern, manage and finance CLCs and promote literacy and lifelong learning within their territory. Based on the experience and practice of past modalities of implementing NLC or LINEM, it has been realized that NLC needs to be conducted by the VDC and municipality through CLCs at the local level and DEO needs to provide technical support in conducting training to facilitators and monitoring the literacy classes. As the local bodies have limited technical capacity to implement the NLC, DEO should play supporting role in capacity development of CLCs, training and developing capacity of facilitators, development and distribution of contextual learning materials and resources, monitoring the literacy and lifelong learning programs, arranging fair competency based assessment and certification and arranging funding support to CLCs.

4.3.3 CLC as the Literacy and lifelong learning provider

Field experiences also suggest that CLC can be an effective local institution for the promotion of literacy, lifelong learning and local development services. Capacity building of CLCs and facilitators is essential for effectively organizing literacy and lifelong learning activities. It was proved from the observation of field study team that active and capable facilitators and active CLC management board can offer effective literacy programs, arrange lifelong learning programs for neo-literates, connect literacy with income generation and engage in community service programs.

Field information also suggests strengthening capacity of CLCs to make them strategic institution to implement development and education activities to sustain literacy skills of the neo-literates and continue literacy activities in the community level. But the capacity of members of CLC management committee and facilitators/social mobilizers tends to be very low to run

different educational activities in the VDC effectively. So their capacity to develop support networks, mobilize local resources, connect literacy and lifelong learning programs to increase income and progress in further learning is essential to develop.

4.3.4 Involvement of all Stakeholders:

It was learnt from the field that collective efforts are needed to make a national campaign successful. Therefore, periodic discussion with the stakeholders and bringing them into the support network appeared to be essential. It is a lesson that facilitators are the only agents to communicate about NLC in the community. In the absence of wider participation of people and organizations from the community and media mobilization, the NLC cannot get momentum. Therefore, VDC with the help of CLCs in the VDC/municipality are expected to organize periodic consultation and engagement in the promotion of literacy and post-literacy learning events. It was also realized that their participation in events such as opening and closing ceremony and awareness building rallies would be useful to gain their supports in literacy development at the local community. Lesson learned though was that cost-sharing approach to literacy development did not work suggesting providing full cost to the local partners for running literacy classes.

4.3.5 Learners' responsive approaches and contextual learning materials

Field information suggests that it has been difficult to attract dalits and people from the deprived segment of the population. It was also realized from the field experience that standardized approach of literacy classes are not conducive to the learners who belong to these groups. Therefore, more flexible approach to delivery of literacy classes appeared to be essential to attract wider segments of illiterate population, especially illiterates of hard-core groups. Flexible timing, mobile literacy classes or volunteers mobilization for literacy development were some suggested approaches to make literacy classes more learner friendly and responsive to the learning needs of hard core groups

Another way of making literacy classes more attractive and motivating to deprived segments of the population to increase their participation suggested by the field reports was to connect learning to earning, contributing to solve their life problems. This may require increasing the duration to offer time to learn occupational skills to increase people's income level. Provision for further learning opportunity for those who aspire for it is also another way of attracting people in literacy and lifelong learning programs. Field information generated from district study suggest that linkage of NLC with skill development training and provision for seed money to start small business appeared to be one of the best practices that either NLC or LINEM can demonstrate. However, lesson learned from the experience suggest that such trainings should be well planned in advance looking at the local needs and contexts of target areas that meets needs and expectations of learners.

4.3.6 Duration of the campaign and timing

At present, NLC class is being conducted for four months. The classes are run only during daytime because of limited budget for lantern and kerosene. The classes are run in three slots each year in all seasons including summer. Participants openly shared that on the one hand the four months' duration was not enough and on the other hand the timing of running literacy class was not appropriate. Hence, the lesson learned from this is that the duration of the literacy program needs to be extended and the participants should be consulted to fix learning venue and time convenient to them.

4.3.7 Result-based monitoring and literacy information system at the district level

Review of district reports and information collected from the study team members of the study districts revealed that monitoring and information management at the district level is very weak. The absence of systematic monitoring due to lack of a robust Non-Formal Education /Literacy Management Information System (NFE MIS) has affected decisions with regard to planning, implementation, measuring learning outcomes and reforms for further literacy program. Quota distribution and initial participation in literacy classes became the measure of program success. Lessons learned from the field experiences suggest that periodic monitoring of learner's progress in learning and engagement in continuous improvement literacy delivery in the district is the responsibility of the District Education Office.

In addition, information collected from monitoring should be processed and used to update NFE MIS at the district. It was also realized that there was a vital need for updating the name-list of illiterate population in every three years. Therefore, NFEC collected name list of illiterate population by mobilizing students, teachers and CLCs under the leadership of an educational institution located in the respective VDCs as it was done in 2010.

4.3.8 Use of competency standards in assessment literacy

It has been realized that literacy is not one-shot activity. It is a learning continuum in which learner may continue learning. Also field- experience suggests that literacy accomplishment require to be measured based on nationally endorsed standards. Therefore, assessment of literacy should be based on the 12 competencies endorsed by the government. Field information suggests that there is no uniformity in assessment of literacy. Lessons from the field experience suggest that there has to be a standardized literacy assessment system; literate people should be assessed using 12 competency standards, categorize them into different levels of literacy accomplishment and certify literates. User-friendly tools and training for the assessors appear to be of utmost importance with regard to literacy development connecting with post literacy and lifelong learning.

4.3.9 Performance based financing – accountability assessment

The existing system of fund distribution requires reforms. Misappropriation of the funds has been recorded in some districts (e.g. Rautahat). Funds are provided only on the basis of

participation, ignoring level of learning achievements of the participants of literacy programs. In order to ensure appropriate and efficient use of funds, an accountability framework highlighting performance-based funding appears to be a viable option. Accountability assessment of the DEO and CLCs connecting to incentive and reward can be an effective means of ensuring performance in literacy and post-literacy programs at local level.

5 Summary, Conclusion and recommendation

5.1 Summary

Evolution of literacy programs in Nepal can be traced back to 1951/52, but real thrust in literacy development was given during 1990-2015. Since 1990, progress towards EFA's fourth goal on adult and youth literacy towards achieving literacy for all has been illuminating, although slower growth was experienced as compared to the improvements in other goals related to universal primary education, especially in regards to access and participation of all children, including girls, children with disabilities, children from disadvantaged castes and ethnic groups, etc. Addressing the status of literacy in some of the districts, which have been declared fully literate, is the purpose of this study. Briefly, this study pays particular attention to goal four of EFA, which states- "Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults".

Implementation of Literacy Campaign linked with productivity was the main strategy in the 13th Periodic Plan. NFEC developed operating policy to mobilize all relevant stakeholders to make Literacy mission more effective, aiming to make at least all individuals between 15 and 60 years literate through 3-month basic literacy program. According to NFEC, 92.5 percent citizens between 15 and 60 years of age have become literate. Official progress reports of the FY 2069/070, 2070/071 and 2071/072 compiled by the NFEC show that in total 3, 916,010 illiterate adults enrolled and completed the basic literacy courses under the Literate Nepal Mission, which is higher than the target set in the concept paper of Literate Nepal Mission

Literate Nepal Mission (2012-2015) was launched after the implementation of National Literacy Campaign (2008-2012). The data bank of 2010 was the key source for the Literate Nepal Mission. During 2008-2015, NFEC provided literacy classes to 4,788,082 adults. Program was designed on the basis of the district wise data of those age specific illiterate adults.

The study aimed to explore the status of literate districts considering the inputs, processes and outputs/outcomes in view of the effectiveness of the programs had on making the participants literate and the impact on neo-literates' learning. It appears there are two issues

worth-considering: selection of an appropriate number of indicators with regard to non-formal education and literacy; and implementation of continuous education with a more holistic view.

The main study methods adopted in this consolidated assessment of the effectiveness of National Literacy Campaign (NLC) and Literate Nepal Mission (LINEM) were review of six reports covering 12 districts, developing thematic tables, generating missing information from AHS (CBS), interactions and discussions with study team members of six reports, consultations with UNESCO and NFEC whenever required. The study was based on a qualitative method supplemented with some quantitative information. Meta analytical approach was applied to assess the effectiveness of NLC and LINEM programs/activities, the processes applied, outputs produced and outcomes of the program analyzing reflections, attitudes, ideas and interpretations of those involved in the NLC and the LINEM at all levels as expressed in the district reports of literate declared districts. Hence, this study attempted indirectly to be in association with the perceptions and observations of key stakeholders involved in interviews/interactions and discussions in the process of data generation of the district studies. Moreover, it attempted to provide interpretations of the information documented in the district reports. Attempts were made to capture main essence of the information generated from literate declared districts in the process of development and preparation of this consolidated report. Summary of key findings of this consolidated report is presented in the following section.

5.1.1 Summary of key findings

There has been substantial improvement in the literacy situation after the initiation of National Literacy Campaign (NLC) in 2008 and subsequent program, Literate Nepal Mission (LINEM). NFEC which was responsible for both of these programs was successful by arranging financial resources, learning resource material, needed supplies and facilitators to conduct literacy classes throughout the country by mobilizing literacy provider's network through DEOs. By November 2016, 32 districts were declared literate districts and some more are in the process of declaration. Findings of the studied district report suggest that both NLC/LINEM programs were successfully implemented following nationally endorsed plan and guideline. Overall performance in the implementation of literacy development programs was found satisfactory in terms inputs, processes and outputs, but several questions were raised concerning outcomes and quality of learning of neo-literates. The findings based on the reports of the studied district are summarized as follows:

1. Out of 5,173,979 adult illiterates in the age groups 15-59 years recorded in the 2010 household survey, the NFEC reached to 4,788,082 adults (92.54%) through intensive and targeted literacy programs, with focus on women and disadvantaged castes and ethnic groups during the period until 2015, which is a significant achievement. As of November 2016, 32 districts were declared as literate districts.

However, despite concentrated efforts, it could not reach to 385,897 adult illiterates (7.46%) across the country. It is important to consider that the number of illiterates in the

age groups beyond 59 years is huge (over two million), which also needs interventions through lifelong learning and continuous education programs.

2. Systematic monitoring, an essential aspect of effective program implementation, was found weak at the district level. Monitoring and supervision mechanisms focusing on results and performance of both learners and providers to achieve the goals appeared to be weak. Districts had no annual monitoring report to show progress on literacy achievement and document issues and challenges to resolve for further improvement. It has been reported that Resource Persons (RPs) and CLC facilitators provided monitoring and supervision support to each literacy class in a number of areas, contributing to enhance teaching and learning to make every learner literate. But documented evidences were missing to support these claims.
3. Reporting to DEOs on an agreed format in regards to functioning and non-functioning of literacy classes was a common way for everyone. It was an enormous challenge to make learners regular and prevent them from being dropouts. When the literacy facilitators were asked regarding the types of supports they received, they said that the supervisors had provided some sort of guidelines in the areas where they had faced difficulties. Regarding the number of participants who fully attended and completed the whole literacy courses, one of the literacy facilitators shared that a big number of learners dropped during local festivals and harvesting seasons.
4. Districts have maintained the aggregate number of literate persons of the district. Disaggregation of literacy data by gender is largely available. However, disaggregation of literacy data by caste and ethnicity, disability, language, religion and location is not available both at district and sub-district levels. Robust data on illiterates according to these categories would help identify the real beneficiaries for targeted interventions in view of achieving literacy for all. Equally important is the challenge with regard to mobilizing resources, both human and financial, in order to reach out to hard core groups of illiterates. Despite efforts, a comprehensive EMIS, including NFE-MIS is missing at the district level.
5. The CLCs were effective means of delivering literacy campaigns at the local level, from information collection about illiterates to classroom teaching to supervising the literacy classes and building understanding among the various stakeholders. The role of the CLC chairpersons was crucial in raising funds, allocating quotas and organizing various activities. The CLC facilitators, literacy facilitators and local supervisors held similar view that they were serving the nation and contributing to the community and not attracted only by the remuneration they received. The provisions made for logistic supports for literacy classes were found inadequate in general. Some CLCs provided

practical skills to the literacy facilitators to adopt needs-based approach like how to use calendar, handle mobile and calculator, and use telephone in order to teach new concept.

6. The site selections for literacy classes were mostly based on the population density of the learners. However, there were some instances where learners had to walk uphill for nearly two hours in the hill areas, which might have hindered those with physical disability from attending the literacy classes.
7. The curriculum and textbook were the guiding documents for all stakeholders supplied by the centre. The prescribed learning materials were useful and adequate for learning. However, local reference materials, which are important to achieve the competencies for literacy skills, were not available in the classes. Centrally developed textbook contents inadequately correspond to learners' daily life as the local contexts may vary from one community to another. Therefore local materials were seen necessary as reference materials. The prescribed duration for literacy classes was also found insufficient to deliver contents. Literacy classes were conducted for four months, 30 days a month, and two hours a day. This was hardly felt sufficient and nearly all participants suggested extending it for six months or increasing classes for three hours a day if it remains confined to four months.
8. Budget allocations to the CLCs were done on a per head basis. There were no/insufficient provisions for field-trip, mass media and hands-on-materials for learners to increase their learning experiences. There was a strong need for equipping and strengthening the CLCs and developing the capacity of CLC facilitators. On being asked about financing literacy with regard to remunerations, training, learning materials, etc; both CLC and literacy facilitators shared that their work was inspired by the motive of social service, not solely for remunerations. The financing of literacy was satisfactory from the viewpoint of rendering social service to the members of their community. However, it needs improvement in regards to remuneration, training, and learning materials. One notebook with 30-40 pages is hardly sufficient for 30 days. At least, two notebooks for each month should be provided. Further, pens instead of pencils, cutters and erasers would be more cost effective and users-friendly.
9. The policy of reward for the fully literate districts, VDCs, municipalities was not fully implemented.
10. A great number of illiterate adults have been provided 3-4 months' basic literacy course, with a moderate level of learning achievement, sufficient enough to declare the district as literate. However, post- literacy programs were found very limited or negligible to provide continuous education opportunities to the neo-literate people. NFEC had

designed the Income Generation Programs for neo-literate females only. As a result, marginalized and poor males do not have opportunities to involve themselves in income generating activities promoted by the NFEC.

11. While reducing the curriculum of basic literacy from 6 months to 3 months, the NFEC developed 12 competencies and prescribed to be achieved with the completion of three months literacy class. However, most of the literate people had not fully achieved the prescribed 12 competencies and facilitators were also unaware of the methods, techniques and tools to evaluate the achievements of learners based on the prescribed 12 competencies. Moreover, a variety of approaches and subjective judgments were found to be employed to certify for the issuance of literate certificates, demonstrating varied levels of attainments of the learners.
12. The CLC facilitators were the main actors implementing the literacy activities at the local level. Therefore capacity building of CLC facilitators and equipping them with computer, electricity, drinking water, toilets, etc. are equally important for the proper functioning of the CLC. The remuneration of CLC facilitators is substantially low, which is suggested to increase considering their contribution and efforts.
13. Literacy facilitators had very positive feelings about the training. One of the literacy facilitators candidly acknowledged that without the training she could not have known from where and how to begin and end the courses with regard to imparting knowledge, skills and attitudes in view of developing twelve competencies.
14. The training was conducted for five days. Nearly all facilitators suggested increasing it for seven days and focusing more on pedagogy with regard to teaching and learning, and monitoring and supervision. The facilitators would like to gain additional knowledge and skills related to income generation activities.
15. Mostly, Nepali language was used to deliver literacy lesson in the districts studied, though, other language groups were also in the literacy classes. The literacy facilitators with the same mother tongue/local language often use the local language to interpret the text contents in the learners' language in some communities of the districts under study. Some learners revealed that language itself was not a problem as everyone understood and spoke Nepali.
16. It was found that supervisors focused mainly on the attendance of learners, encouraging/inspiring learners to be punctual and regular. Despite supervision, there appeared problem of dropouts and absenteeism among the participant of literacy classes. It was found that learners dropped out significantly during the local festivals and

harvesting seasons, although the figure did rise up slowly afterwards. However, available progress report, Literate District declaration document and findings of the group discussion indicate that roles of the district level stakeholders were crucial. A consolidated effort of all district level stakeholders made possible to declare the district literate.

17. It was found that most of the literates exhibited strong motivation and aspiration for literacy. Some participants demonstrated strong will to continue learning and achieve further qualification. Findings also revealed that neo-literates showed keen interest in some form of continuation in education so that they can keep in touch with new technology and not forget what they had learnt previously. Literates keep on developing their perspective, knowledge, skills and attitudes as they get along with the literacy courses.

5.2 Conclusion

The National Literacy Campaign (NLC) and the Literate Nepal Mission (LINEM) have significantly contributed to improve the literacy status of the country. Non-Formal Education Center (NFEC), the responsible central level agency, had necessary preparation before launching NLC and LINEM. Districts are applying the guidelines for implementation of literacy programs prepared by NFEC. District and local level stakeholders contributed to make the districts literate. The post literacy programs though not adequate to accommodate all neo-literates, are seen as the opportunities for the Neo-literates. A significant number of CLCs are offering post literacy programs and income generating activities. As CLCs are mobilized to offer literacy and post-literacy classes, strengthening overall capacity of CLC and enhancing capacity of CLC facilitator is crucial for successful implementation of literacy, post-literacy programs and lifelong learning opportunities to community people. Expansion of CLCs to make lifelong learning accessible for all, diversifications in the learning approaches, courses and competencies of various levels at the post literacy programs, funding support for expanding the access of the programs, equipping CLCs with self-learning facilities and learning resources, provision for ICT-based open and distance learning are important for sustainable development and promotion of lifelong learning of neo-literate youths and adults.

Literacy development received priority after the initiation of National Literacy Campaign in 2008. The efforts to make every citizen literate under the banner of “Literate Nepal Mission” in 2012 have been a step forward in the right direction. There has been a clear trend towards assessing literacy skills, considering it as a continuum, certifying and recognizing literacy and non-formal education as equivalent to appropriate level of formal education. However, this trend of certifying and recognizing non-formal learning has not developed solid ground because of several reasons. First, there is a lack of desired level of continuous national commitment reflected by an appropriate level of budget; inconsistency in the program, inability to develop a

system of recognizing prior learning, and narrowly defined and understood literacy. Second, huge, nationally owned literacy campaigns and programs emerged after the Dakar Framework for Action (DFA) for EFA in the 2000s, but adequate coordination and capacity had not been sufficient to make visible impacts. This is also true with regard to promoting vital attempts to introduce mother tongue as a medium of instruction in adult literacy programs. Third, it appears that sufficient favorable conditions need to increase the demand for literacy among individuals, especially the disadvantaged to effectively link the literacy programs to their life, works and occupations, contributing to earning and living. Finally, literacy development should have been connected to alternate pathways for mobility, which could attract learners and engage them in lifelong learning.

This study concludes that relying on CLCs as they are for the promotion of literacy development, continuous education and lifelong learning through informal/non-formal modes is not feasible because they are weak in terms of financing, learning resources, learning technologies and capable human resources to effectively carry out multitudes of roles. Hence, there is a need of a legal framework for institutionalizing CLCs, a reasonable level of financial support and capable human resources to play a more effective role in the area of non-formal education, literacy and lifelong learning with respect to Sustainable Development Goal (SDG 4) of Education 2030. To address the above concerns, strengthening CLCs, building CLC facilitators' capacities, mobilizing community to support CLC activities, developing support networks for mobilizing local resources and review CLC management and governance requires immediate attention.

Regular flow of information and systematic processing and storage is essential to locate illiterate and plan programs based on data. Despite the emphasis on the use of disaggregated data to understand the situation of illiterate adult men and women and teaching in mother tongue, districts under study have not developed NFE-MIS, which is needed for decision making at the district and community level. There are still pocket areas having low literacy rates. For example, eight VDCs in the Dolakha district still have literacy rates between 45 and 78 percent, with women lagging far behind men.

The policy objective of LINEM was to make every adult (man and woman) between 15 and 60 age groups literate within three years (2012-2015), which posed value-based as well as structural challenges to consolidate the gains and continue to provide further literacy support relating to learners' raised hopes/expectations for continuing education and lifelong learning. Majority of Neo-literates are hopeful that the continuous education program would lead to the introduction of more collaborative and extended forms of NFE and literacy programs. Their hopes/expectations are high to improve their learning, following achievement-based assessment leading to recognized qualifications as well as connecting their knowledge with productive skills

and occupations that promoted their earnings for a decent living. The upcoming policies and programs need to respond to these expectations of neo-literates.

The present framework of literacy program implementation is colored by a ‘top-down’ approach, which may not suit to the people living in adverse conditions, disadvantaged communities, and people residing in remote, rural areas. A flexible approach of literacy development and non-formal education delivery is needed in order for competently and resourcefully facilitating, empowering and transforming each person’s way of learning and earning, leading to enhanced living. Similarly, curriculum and learning materials should be need responsive and contextualized to facilitate flexible delivery approach to maximize access to literacy development and non-formal education.

5.3 Recommendations

Several recommendations have been provided in the reviewed district study reports. The given recommendations have been organized into four levels in this consolidated report. These four levels of recommendations are organized as: (1) recommendations at the policy level, (2) recommendations to NFEC and DOE, (3) recommendations to districts and (4) recommendations to the providers at the community level.

5.3.1 Recommendations at the policy level

1. Institutionalize Lifelong Learning with clearly defined legal framework including adult education and lifelong learning act, regulations and policies. The existing Non-formal Education can be upgraded with legal base and autonomy as “National Authority for Adult Literacy and Lifelong Learning” under which all of the existing functions will be included in addition to functions related to Lifelong Learning.
2. Existing community-based learning structures should be strengthened, equipped and made resourceful in organizing literacy and lifelong learning activities preferred by community members. A mechanism for evaluation of the performance of community-based learning structure and district level performance in terms of literacy development and lifelong provisions is crucial. Highly performing districts and providers should be provided with incentives and rewards in order to sustain their performance and efforts
3. A monitoring mechanism including a set of required indicators, particularly in regards to non-formal education and literacy needs to be shared and discussed with concerned central and district level agencies. Whilst the sector indicators are obvious in that they are derived from policy documents, the program indicators are to be linked with monitoring the program results as documented evidences of accountability from the community levels to the central levels. Outcomes of the periodic monitoring based on results should be processed and made available to general public. It is imperative to strengthen an integrated EMIS, with NFE-MIS

at NFEC with linkages to MOE and its relevant institutions such as DOE, CTEVT, UGC, etc; to establish robust information system, contributing to collect, process and interpret quality data disaggregated by gender, caste and ethnicity, language, religion, etc

4. Flexible learning options such as open and distance learning through CLCs may resolve some of the geographical and time barriers faced by many potential learners by mobilizing information and communication technologies, including internet access and video/telephone conferencing. Improvements in communication infrastructure, increases in the capabilities of personal computers and the widespread accessibility to computers at modest hourly rates, or free of charge in the case of public libraries or in community learning centers, make it an increasingly viable mechanism for lifelong learning accessible to all.
5. A separate unit with sufficient number of staff should be structured at the DEO to supervise, monitor, facilitate and support local community learning centers to promote literacy and lifelong learning opportunities in the district.
6. The government should arrange adequate budget to streamline literacy and lifelong learning as an alternative modes of learning to make education accessible to all regardless of geography, caste, ethnicity, gender, and financial conditions. The government should ensure sustainable financing of CLCs offering literacy and lifelong learning programs and channelize support from development partner to SSDP for developing a strong literacy and lifelong learning mechanism at the community level.
7. The government should develop a system of National Qualifications in which qualifications earned from formal, non-formal and informal means are recognized, validated and equivalency is awarded. Literacy and lifelong learning should be connected with National Qualifications system with the provision for assessment, certification, and recognition of certification and equivalency awards. The National Qualifications system will have following provisions in relation to literacy development and lifelong learning:

7.1 Provide awareness and Guidance to Youths and Adults: Youths and adults should have information about occupations and education/training opportunity to prepare them for a career of their interest and ability. Transitional supports will be provided to youths and adults seeking employment, helping them to find a job or engage them in self-employment.

7.2 Create opportunity for Re-entry into formal general or technical education: CTEVT, 10+2 Board, Polytechnics, and Universities should design appropriate bridge courses to facilitate re-entry into the general/ academic education stream at various levels. A market is expected to emerge, where a multitude of providers will offer such bridge courses on a fee for service basis. The end-of-bridge-course assessment will be administered by the respective “target” organizations

7.3 Integrating various modes of learning: Knowledge and competencies gained through formal, non-formal and informal modes of learning should be assessed and recognized to facilitate articulation and mobility from one modes of learning to another. Pathways for learning and advancing in the next level of qualification should be developed and defined.

7.4 Assessment of qualification: Assessment of qualification will have three purposes (1) recognizing prior learning and competencies gained through less formal means (2) awarding vocational qualifications and (3) academic assessment for general education qualifications. The national qualification system will be responsible for assessing qualifications. Nepal Qualification Authority, an independent professional body will be required to develop occupational standards based on labor market needs and requirements, assess competencies and award recognized certificate to successful candidate.

8. MOE and the proposed national authority should define literacy levels and lifelong learning, mechanism through which it is made accessible to all, type of institutions and programs need to be designed or developed under lifelong learning. Similarly, MOE/NFEC (Nation Authority for Adult literacy and Lifelong Learning) should strengthen networking and collaboration to pull programs and resources to unfold CLC's potentials including lifelong learning at the local level. MOE should make literacy and lifelong learning opportunity accessible to all developing a system of learning utilizing ICT in CLCs. The open distance learning provisions using ICT is expected to eliminate the geographical and other barriers to learning and is make it accessible to all who aspire for it.

5.3.2 Recommendation to NFEC/ Department of Education

1. *Revision of curriculum and learning materials to address the diverse needs of the adults:* Although the present curriculum and learning materials are intensively integrated, the participants expressed the need for skill-oriented activities in literacy class. The learning materials need to be revised to include activities, which have direct relationship with learners' daily life and income generating activities, contributing to their livelihood. The learning materials should help participants to be literate and skillful citizens. Diversify learning materials and learning structure that:
 - a. ***Offer flexibility and choices to learners,***
 - b. ***Make learning materials and text books directly related to learners' life problems,***
 - c. ***Offer provision for making curriculum and learning materials contextual by borrowing expertise from DEO, Lead RC and Education Training Center (ETC) and other relevant line agencies at the district level such as the District Agriculture Development Office, VDC/Municipality, etc.***
 - d. ***Emphasize "learning for earning" and connect post-literacy programs materials to support learners to increase their earning and income. Connect vocational skill training of CTEVT with CLCs to offer skill development for employment and earning.***

e. ***Increase the learning time to excel in 12 literacy competencies so that learners will have enough time to learn and practice***

2. *Develop strong database for NFE and lifelong learning:* While visiting NFEC at the centre and DEOs at the district level for NFE related data, particularly disaggregate data of neo-literates were not properly collected, processed and managed. Therefore, it is recommended to develop and strengthen an integrated EMIS, including NFE and literacy at the MOE, with linkages to relevant organizations such as the DOE, NFEC, DEO, CTEVT, etc.
3. *Provide reward based on performance:* Encourage and inspire best performing CLCs and local providers through additional grants, rewards and public recognition. Such incentive and rewards should be based on the report of the result based monitoring carried out by the DEO. Based on assessment administered third party evaluation team, rewarding the fully literate districts, VDCs, municipalities, CLCs and RCs needs to be revitalized and fully implemented by NFEC should also reward.
4. *Improve Literacy Assessment and Certification:* Literacy assessment should be based on prescribed 12 competencies through a reliable and valid assessment. NFEC should develop guideline and standardized tool to assess the learners' performance level. The district officials of NFE unit, supervisors and RPs and school teachers who are to be involved in literacy assessment should be made well versed to utilize the assessment tools in order to make the assessment fair, valid and reliable. The administration of formal tests to issue literacy certificates should be made mandatory. Certification from such assessment can only be considered for equivalency.
5. *Promote learning as a continuous process:* Learning is a continuous process, which begins from birth and continues throughout life. In this regard, the CLC should be developed as a local hub for all non-formal educational activities, including literacy as an extended part of lifelong learning.
6. *Empower each village development committee and municipality to achieve universal literacy in its area/jurisdiction:* Village Development Committee and municipalities should be made responsible for literacy development. There has to be legal provision to make it happen. District Education Office and local bodies should work together to promote literacy and lifelong learning. Literacy should be made mandatory for everyone who receive services and facilities from the Village Development Committee (VDC) and municipality. In the case of people who are not literate, a decision should be made as regards to the duration of time for such people to become literate. Such people should get services and facilities after an expression of commitment to be literate within the specified period.

5.3.3 Recommendations at the district level

1. *DEO should take a lead with the support of local bodies:* DEO with help of literacy and lifelong learning unit will take a lead to implement literacy and lifelong learning programs in the district through CLCs in coordination with the local bodies (Village Councils and Municipalities).
2. *Support network and collaboration:* DEO should also take initiative of networking and collaboration at the district to bring in support from state and non-state partners including local bodies to strengthen CLCs for the promotion of literacy and lifelong learning at the community learning centers.
3. *Institutionalize result-based planning and monitoring:* In collaboration with DDC, the DEO should institutionalize result-based Planning, Monitoring and Evaluation at the district level. Link monitoring with effective learning of the participants of literacy and post-literacy classes. Every Resource Center should carry out monitoring and supervision aiming at effective learning achievement for each participant. Supervisors should be recruited locally based on workload for the whole program period. Resource Center should determine the timeframe (months, hours and time) for the conduction of literacy classes in its service area.
Strengthen computerized EMIS at all levels, especially at local level (for instance, district and community level, such as school, RC, CLC, VDC/Municipality and DEO)
4. *Focus on each ward as the smallest unit of Village Development Committee (VDC) and Municipality:* Literacy and post-literacy programs should be organized keeping in view the needs of each youth and adult in the ward, the smallest unit of the VDC/municipality. Principally, it would be appropriate to first declare each ward as literate, leading to the declaration of each VDC as literate, subsequently contributing to declare each district as literate
5. *Create unit for literacy and Lifelong learning at DEO with adequate staff:* In order to strengthen the DEO's responsibility for the implementation of NFE, literacy and lifelong learning in an effective manner, it is essential to have a separate NFE unit comprising at least three officials solely committed for NFE including literacy development and lifelong learning with respect to SDG goal 4. NFE unit should apply result-based monitoring to regulate providers and learning achievements of literacy participants. Developing NFE-MIS, locating illiterate population and arranging classes for them, facilitating and supporting CLCs to organize literacy classes and lifelong learning provisions, developing Learning Resource Centers (LRCs) to promote open and distance learning within CLCs, organizing assessment to provide certification of literacy and post-literacy program participants should be the main responsibilities of this unit.

5.3.4 Recommendation to the providers

1. *CLC as the Key provider of literacy and lifelong*: CLC is considered as a key agency for providing lifelong learning. Hence, CLCs should support the local people to develop knowledge and skills as per the needs of their community. CLCs should build foundation of education through non-formal mode. It should conduct post literacy and continuing education for the needy people. It should support the local people to identify their local needs and make plan for the solution. It should organize programs to help local people attain self-reliance through learning skills for income generation. It is indispensable to develop CLC as venue for lifelong learning where self-learning materials and resources are available and for this each CLC should be strengthened and equipped with ICT based distance-learning facilities.
2. *Focus on learners, their context and learning*: ‘Follow the learner’ and ‘Each learner matters’ should be the motto of literacy program. The curriculum and textbook provided by the center should be flexible to incorporate local contents to suit the requirements and needs of the learners. Since local contexts vary from one community to another; some of the contents should be developed by the local facilitators in association with the learners taking account of their needs, linking contents with skills and works.

The District Education Office (DEO) through its local institutions, such as schools, CLCs, RCs and Education Training Centers (ETCs) should provide expertise in developing and applying local contents based on the needs of learners. The learning materials, including curriculum and textbooks need to be moderated, keeping in view of learners’ daily life activities and their works/professions with a particular emphasis on ‘learning for earning’ and ‘learning for living’.

3. *Focus on competencies*: Facilitators should focus on competencies while delivering literacy lessons to the participants. They should offer adequate time for learner to practice competencies. Facilitators should have adequate competence to use methodologies preferred by adult learners. More interactive approach and learning by doing should be promoted while delivering lessons to adult learners. Learners should be assessed periodically to check the progress made by the learners and apply corrective measure to facilitate learning.
4. *Strengthen advocacy at the community level*: It was found that many illiterates were not informed of the conduction of literacy classes (such as in Chandragadhi and Jhapa), which necessitates the need for advocacy and awareness building in the target area of CLC.

6 Way forward to attaining literacy and numeracy proficiency skills in view of SDG 4 (By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy):

Educators and educational planners in Nepal learned from the past experiences that formal education alone is not sufficient to create learning opportunities for all, rather an alternative education programs utilizing informal and non-formal approaches to learning were necessary to supplement formal education programs. Creation of multiple options for learning opens up wider learning opportunities for all utilizing non-formal/informal modes of learning. Alternative means learning establishes closer/explicit linkages with SDG 4, which focuses on quality, inclusiveness, equity and lifelong learning.

The concept of lifelong learning acknowledges that learning is extended across the life span encompassing the need to provide educational opportunities to those who did not have them during the first stage of life. The aspect of recognition, validation and equivalency provisions within lifelong learning scheme is needed to develop a separate stream (a sort of second chance) educational opportunities for out of school youths and people with deprivation who had no opportunity or were unable to continue their education. Within the framework of lifelong learning as stated in SDG 4, NFEC is expected to offer programs covering the following five dimensions of lifelong learning:

1. Learning for Foundational knowledge – Literacy development, awareness, enhanced proficiency
2. Learning for earning and productivity – Skill development, performance improvement, progression to technical career, income generation
3. Learning for recognized qualifications and educational progression – Second chance education with equivalency programs at par with formal education
4. Education for self-fulfillment – Need responsive learning available to all learners
5. Education for social Engagement – Leadership skills, decision making skills, communication skills, assertiveness, advocacy

Literacy is the foundation of lifelong learning. Therefore, NFEC is expected to develop NFE/IFE programs with flexibility and multiple options to make learning accessible and to motivate more in the learning process. NFEC should develop policies and strategies for promoting lifelong learning beyond literacy which motivate learner's literacy and post-literacy lifelong learning. Non-formal, informal learning including open and distance education programs should be organized to open up learning in the above five aspects or dimensions of lifelong learning with respect to SDG goal 4. In order to bring lifelong learning in the main stream learning, MOE/NFEC should formulate national standards for various levels of learning, develop curricula and learning materials with respect to national standards, develop assessment schemes and tools to measure the level of learners' proficiency, and assess, certify and recognize learning achieved from less formal and open modes of learning.

In essence, Lifelong learning emphasizes that people are able to learn throughout the whole of their lifespan. They need to keep on learning in order to keep abreast with the developments in contemporary society. Working population with low levels of education, out of school youths, people aspiring further education but unable to join conventional schools or educational institutions may utilize flexible modes of learning and engage in lifelong learning. In order to explore the schemes for broadening access to life learning provisions for all aspiring youths and adults, a national discourse among the educators, educational administrators and policy makers is deemed necessary in order to develop a conducive system of lifelong learning in Nepal that offers flexibility, multiple delivery options and integrate various modes of learning and pathways with national recognition and equivalency.

Recognition of literacy skills including non-formal and informal learning is also regarded as an important means of enhancing individuals' employability by facilitating workers' participation in formal education and training or by enhancing appreciation of their existing skills in the workplace (ILO, 2004). Individuals who have had limited access to formal education and training or those who learned skills predominantly in the workplace are often disadvantaged in gaining access to further training opportunities, or in securing employment which adequately reflects their skills and previous experience.

In response to SDG Goal 4, NFEC is expected to develop scheme for recognition and validation of literacy and non-formal education by defining competencies in terms of standard outcomes and test if learner has met those standards. A comprehensive national qualification framework connected with school education and university education showing the pathways to learning by integrating formal, non-formal and informal education is needed to stabilize the lifelong learning system as presented. It is guided by the principle that (a) people can learn in a various ways using formal, non-formal or informal modes and develop needed competencies, (b) those competencies can be defined and described as the standards of recognition of certain level of qualification, (c) those competency standards can be the basis of testing tools that assess the expected outcome, and (d) the successful candidate in the test can earn the recognized certificate which is equivalent to certain qualification within the national qualification framework. The national qualification framework can offer: (1) clear and transparent pathways and progression into further and higher learning; (2) training and employment which are valued by employers and higher education institutions, and (3) motivate young and adults to continue learning even after dropping the school education or after completing literacy classes.

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ANNEXES

Annex 1: Numbers of Respondents by District

Respondents/ Districts	DEO	NF E FP	Liter acy Facili tator	Neo- literate	Adult Illiter ates	Social Worke rs	LS	CLC Chair	School HT	CLC Facili tator	RP/SS	Total
Dhading	1	1	2	8			2	2	1	2	1	20
Bhaktapur	1	1	2	8			2	2	1	2	1	20
Lalitpur	1	1	2	8			2	2	1	2	1	20
Dolakha	1	1	3	15			3	3	-	3	-	29
Sindhupalchok	1	1	3	15			3	2	2	2	-	29
Jhapa	1	1	2	10	8	5	-	2	-	2	1	32
Panchthar	1	1	2	10	-	10	-	2	-	2	-	28
Palpa	1	1	3	15			2	--		2		24
Gulmi	1	1	4	18			2	-		3		29
Rautahat	1	1	4	5			4	2			1	18
Tanhu	1	1	2	5			1	2			1	13
Kaski	1	1	3	9			3	3	-	3		23
Total	12	12	32	126	8	15	24	22	5	23	6	285

Note: LF-Literacy Facilitator, FP-Focal Person, LS-Literacy Supervisors

Annex 2: Distribution Process of literacy programs

Observation & findings	Report 1	Report2	Report3	Report4	Report 5	Report6
Schools and communities were involved to collect information of illiterate population	*	*	*	*	*	-
In general, one literacy class served from 10 to 20 adult illiterates	-	-	-	-	-	-
the INGO Educate the Children (ETC) provided its own quota since 2067 to contribute in achieving universal literacy	-	-	-	-	-	-
Local NGOs were involved to implement government literacy quota provided by the DEO.	*	*	*	*	*	*
I/NGOs provided support/one time support to contribute in the literacy drive of the district	*	*	*	*	*	*
CLCs were involved both to implement and provide supervision and monitoring support,	*	*	*	*	*	*
Involving students in the 'Each One Teach One' in the drive to achieve literacy for all has been cost effective	*	*	-	*	*	-

Note:

Report -1: Palpa and Gulmi; Report- 2: Sindhupalchok and Dolakha; Report-3: Jhapa and Panchthar; report-4: Kaski; Report-5: Dhading, Bhaktapur and Lalitpur; Report-6: Rautahat, Tanhu and Sindhupalchok

Annex 3: Quota distribution and resource allocation process

Observation & findings	Report 1	Report2	Report3	Report4	Report 5	Report6
Districts utilized their own database for setting the targets & determination of literacy quota	*	*	*	-	-	-
The number and size of the classes is reflected in ASIP which is endorsed with budget by to the district NFE council for approval	*	-	-	-	-	-
NFEC provided approved programs and budget with respect to district ASIP targets programs.	*	-	-	-	-	-
DEO office distributes literacy quota based on the approved programs and budget of the district.	*	*	*	-	*	-
CLCs are mobilized to conduct literacy classed in their service area make responsible to monitor those programs	*	*	*	*	*	*
DEO office inspires for expression of interests of different schools, CBOs and INGOs to conduct literacy classes for illiterate population.	*	*	*	-	*	-
Budget allocation was made as per the number of targets and prescribed norms of the center rather than real need or demand of the districts	*	-	-	-	-	-
Programs and implementation modalities prescribed by central level were discussed in the meeting of the District NFECcommittee, DEC and RC	*	*	*	*	*	*
Utilization of local/mass media (Newspaper & FM radio to disseminate program information	*	*	*	*	*	-
Role of local bodies in the literacy campaign appeared to be indifferent	*	*	*	*	*	-

Note: Report -1: Palpa and Gulmi; Report- 2: Sindhupalchok and Dolakha; Report-3: Jhapa and Panchthar; report-4: Kaski; Report-5: Dhading, Bhaktapur and Lalitpur; Report-6: Rautahat, Tanhu and Sindhupalchok

Annex 4: Selection and training of Facilitators

Observation & findings	Report 1	Report2	Report3	Report4	Report 5	Report6
Facilitators were identified and selected based on the number of targeted classes	*	*	*	*	*	-
Schools were given responsibility to identify appropriate and qualified facilitators.	*	*	*	*	*	-
Advertisement for recruitment was either broadcasted through the local FM or published in the local newspaper.	*	-	-	-	-	-
School selected the appropriate local female candidate with written and interview test.	*	-	-	-	-	-
District Education Officer appointed the candidate based on the recommendation of the concerned schools	*	-	-	-	-	-
Five days short term training was given to all facilitators before starting the literacy classes	*	*	*	*	*	*
For training programme, training curricula, master trainer, facilitator guides and training materials were supplied by the NFEC.	*	-	-	-	-	-
Local level resource persons, roaster teachers were mobilized to provide the training to literacy facilitators	*	-	-	-	-	-
Training duration was not sufficient	*	*	*	*	*	*

Note: Report -1: Palpa and Gulmi; Report- 2: Sindhupalchok and Dolakha; Report-3: Jhapa and Panchthar; report-4: Kaski; Report-5: Dhading, Bhaktapur and Lalitpur; Report-6: Rautahat, Tanhu and Sindhupalchok

Annex 5: Learning Resources and Supplies provision

Observation & findings	Report 1	Report2	Report3	Report4	Report 5	Report6
<i>Nayagoreto</i> was the main learning books for the participants.	*	*	*	*	*	*
NFEC provided list of expected learning outcomes.	*	*	*	*	*	*
Local facilitators encouraged to choose, construct and use local learning materials to achieve learning outcomes	*	*	*	*	*	-
Local learning materials were not found used in the literacy class	*	-	-	-	-	-
Learning materials of the literacy class were not linked with defined competencies	*	-	-	-	-	-
It is equally important to continuously review and modify/add literacy courses to address the emerging needs of the participants	*	*	*	*	*	*
Capacity of the DEO, CLCs, RCs and schools need to be constantly strengthened to enable them to review learning materials to suit the context and need of the district	*	*	*	*	*	*

Note: Report -1: Palpa and Gulmi; Report- 2: Sindhupalchok and Dolakha; Report-3: Jhapa and Panchthar; report-4: Kaski; Report-5: Dhading, Bhaktapur and Lalitpur; Report-6: Rautahat, Tanhu and Sindhupalchok

Annex 6: Monitoring progress of literacy development

Observation & findings	Report 1	Report2	Report3	Report4	Report 5	Report 6
School supervisors and Resource Persons were made responsible for the monitoring	*	*	*	*	*	*
Resource persons and district level officials rarely visited the classes to monitor	*	-	-	-	-	-
Secondary school head teachers/teachers, CLC chairpersons and CLC facilitators were authorized as the local supervisors to supervise the literacy classes	*	*	-	*	*	-
The supervisions were reported to have taken place two to three times a session, and focused on a number of areas	*	*	-	-	*	-
The monitoring and supervision was mostly administrative, professional support was missing	*	*	*	*	*	*
It was an enormous challenge to make learners regular and prevent them from being dropouts	*	*	*	*	*	*
The CLC mentioned that it used to call literacy facilitators' meeting every month to discuss the strengths and weaknesses of the teaching / learning process	-	*	-	-	*	-
The types of support DEO provided to the literacy facilitators to conduct the classes effectively, some replied that they had drawn the attention of literacy facilitators	-	*	*	*	*	-
Supervisors had provided suggestions and guidelines in the areas where they (literacy facilitators) had faced difficulties	*	*	*	*	*	-

Note: Report -1: Palpa and Gulmi; Report- 2: Sindhupalchok and Dolakha; Report-3: Jhapa and Panchthar; report-4: Kaski; Report-5: Dhading, Bhaktapur and Lalitpur; Report-6: Rautahat, Tanhu and Sindhupalchok

Annex 7: Changes in the life of neo-literates

District/Activities	Dhading	Bhaktapur	Lalitpur	Dolakh a	Sindhupalchok	Jhapa	Panchthar	Palpa	Gulm i	Rautaha t	Tanhu	Kaski
Shopping	X	x	x	x	x			x	x			
Reading religious books i.e. Geeta, Bible, Swasthani, Chandi, etc	X					x		x	x			
Guide grand-children	X	x	x					x	x	x		
Manage Bank Account/ Do summation							x			x		
Entrepreneurship/Self employed activities			x	x	x		x	x	x	x	x	
Demand for Continuous education	x	x	x	x	x	x	x	x	x	-	x	x
Keep track on family account							x	x	x	x		
Participate in community meetings such as SMC/PTA, Mothers' Group	x	x	x	x	x			x	x	x		
Read calendar and telldate/Read watch t/and say the time								x	x	x		
Traffic sign							x					
Household sanitation, Regular check –up during pregnancy								x	x			

Annex 8: Inputs/Activities – Monitoring and Supervision Support

District/ Activities	Dhad ing	Bhakta pur	Lalit pur	Dola kha	Sind hupa leho k	Jha pa	Panc hthar	Palp a	Gulm i	Rauta hat	Tanh un	Kaski
CLC Facilitato r	x	x	x	x	x	x	x					x
RP	x	x	x	x	x	x	x					x
SS												x
DEO												
School HT/T	x	x	x	-	x			x	x			-
Joint Monitori ng by SS and RP												
Local Journalis t				x				x	x			

Note: RP-Resource Person; SS-School Supervisor; CLC-Community Learning Center; HT/T-Head Teacher/Teacher;

Annex 9: Implementation arrangements/Input provided

District/Activities	Dhading	Bhaktapur	Lalitpur	Dolakha	Sindhupalchok	Jhapa	Panchthar	Palpa	Gulmi	Rautahat	Tanahunu	Kaski
Use of mother tongue in T/L												-
Monitoring	x	x	x	x	x	x	x	x	x	-	-	x
Materials distribution	x	x	x	x	x	x	x	x	x	x	x	x
Test assessment/ Certification										-	-	x
Quota distribution	x	x	x	x	x	x	x	x	x	x	x	x
Site selection by CLC Facilitator, LF/LS, HT	x	x	x	x	x	x	x	x	x	x	x	x
Literacy review								x	x			-
Interviews/Interactions	x	x	x	x	x	x	x	x	x	-		x
Discussion with personnel	x	x	x	x	x	-	-	x	x	x	x	x
FGD	x	x	x	-	-	-	-	x	x	-	-	x
Observation	x	x	x	x	x	x	x	x	x	x	x	x
Collect and manage data by school/CLC	x							x	x			-
Income generation activities	x	x	x	-	x	-	-	x	x	-	-	-
Governance/Corruption										x	x	

Note: LF/LS-Literacy Facilitator/Literacy Supervisor