

A Case Study On Community Learning Centre For Development

Submitted to:

Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan

Submitted by:

National Resource Centre for Non Formal Education (NRC-NFE)

Centre for Education for All (CEFA)

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BACKGROUND

Nepal is situated between two giant countries of Asia: India in the South, East and West and bordering with the People's Republic of China on the North. Geographically, Nepal is bounded on the North by the snow capped peaks of the Himalaya and Indo Ganges Plains in the south. It has an average length of about 883 km (East to West) and 193 km (North to South) of breath. Its total area is 1,47,181 square km. It lies between the longitude 80.4 to 88.12 East and latitude of 26.25 to 30.27 North.

According to the census report of 1991 Nepal's population was 18,491,097. Annual population growth rate is estimated at 2.08 percent. One of the major problems of Nepal lies in providing literacy education to the huge mass of its rural population. Toward this eradication of illiteracy, the planners and educators of Nepal are faced with the challenge of devising a relevant and effective literacy programme in the conformity with the needs and realities of people living in rural areas.

Illiteracy Problem among Women

One of the main reasons for the persistence of illiteracy is the lack of opportunity for women to attend primary school as well as literacy classes. According to the Nepal Human Development Report 1998, the literacy rate of male is 52.2% whereas that of women is only 24.4%. Following table shows the literacy situation in Nepal.

Literacy Rate by Age

Literacy rates and inter-censal change by sex 1971-91 (aged 6+)

Sex	Percent Literate			Inter-Censal Change		
	1971	1981	1991	1971-81	1981-91	1971-91
Both sexes	13.9	23.3	39.6	0.94	1.63	1.28
Male	23.6	34.0	54.5	1.04	2.05	1.54
Female	3.9	12.0	25.0	0.81	1.30	1.05

Source : CBS(1995-379)

According to the 1991 census data, total literacy rate in the rural area in 1991 was 36.8 percent, whereas it was 66.9 percent in the urban area. As regards to male-female disparity, 54.8 percent of women and 78 percent of men were found to be literate in the urban areas in 1991. Similarly, 22 percent of women and 51.9 percent of men were literate in the rural areas as is shown in the table below. It can be seen that both the male and female literacy rates are consistently higher in the urban areas than in the rural areas.

Rural-Urban Literacy Rates for Males and Females during 1981-91

	1981			1991		
	Both	Male	Female	Both	Male	Female
Rural	21.4	32.0	10.3	36.8	51.9	22.0
Urban	50.5	61.1	38.2	66.9	48.0	54.8

Source: CBS (1991)

Emergence of Non-Formal Education in Nepal

Education is one of the key factors for human resource development. So far Nepal's effort to expand formal schools such as primary, secondary and tertiary schools have not succeeded to achieve the goals of universal access, quality improvement and provision of relevant education for all Nepalese people.

School or schooling has long been conceived as the sole educational institution and form of education. But schooling or formal education is now seen to be inadequate for providing the whole educational responsibilities needed for the modern world. It now must give way to a new concept of life-long learning and an idea of continuing education, which creates an opportunity for formal, non-formal and informal learning throughout life. Schools will continue to play a fundamental role but clearly need to be redefined within a framework of life long education.

NFE addressed a problem of school drop-out by providing equivalency programmes, but it was lacking any attempt to ensure that the newly acquired knowledge and skill was applied in the real life or that the students completing equivalency courses have an opportunity to continue to learning.

The history of Non-Formal Education (NFE) in Nepal can be traced back to 1951 when the activities for an educational expansion were conducted as a strategy for the national development. However, these efforts become evident only with an introduction of First Five-Year Plan in 1956. These activities which were initiated by the Ministry of Education and Culture (MOE) remained limited to literacy programmes until 1960s when other ministries like those of Agriculture and Health, Panchayat and Local Development also carried out various non-formal education programmes with literacy as one of the important components. (Pande, 1989)

A new era of non-formal education in Nepal began to dawn when non-governmental organization and international non-governmental organization started coming up along with governmental organization to work in the non-formal sector in 1970s and 1980s. Since formal education system alone was not sufficient, the school dropouts and the other disadvantaged people should be catered with non-formal education. However there were some debates on the purpose of the non-formal education. In general, the official government's view has been that it should be directed primarily at getting children back into school whenever feasible and at making adults literate. Some expert's expressed their concern over a possible proliferation into a parallel education system. They were those educators who viewed non-formal education as potentially equal to or better than formal education. But whatever it might be, non-formal education has also been providing a different learning opportunity to the people.

More than 45 governmental and non-governmental organizations are providing literacy programmes. According to one estimate there is over ninety three million adults of age group 15 to 45 in the kingdom. This called for the massive expansion of non-formal adult education programme.

Development of Community Learning Centre

In Nepal, Community Learning Centres (CLCs) have been set up as a follow-up of literacy campaign particularly in Banepa Municipality in 1995 and in other places as an effort to provide a permanent infrastructure for carrying literacy and continuing education programme. Later, it was the World Terakoya Movement of National Federation of UNESCO Association in Japan (NFUAJ) which promoted an idea of CLCs in broader concept. Later NFUAJ and UNESCO jointly developed the Manual on Community Learning Centres. Therefore, many NGOs which are supported by NFUAJ in Nepal have set up CLCs following the guideline of the manual.

It could be said very emphatically that Community Learning Centres (CLCs) are sene qua non for the promotion of literacy and continuing education linked with community development. Because the time to see the literacy programme as one shot affair is long gone and it is also clear that the communities would not be able to move from a basic literacy programme to a continuing education without an infrastructure of CLC. Therefore, Asia-Pacific Programme of Education for All (APPEAL) / UNESCO Principal Regional Office for Asia and the Pacific (PROAP)'s effort to strengthen CLCs in all the developing countries would

provide a great encouragement and hope for all the people engaged in Non Formal Education which would help to link Learning, Earning and Living together.

INTRODUCTION OF THE PROGRAMME

Budol is the one of a rural ward of Kabhre District. Chapagoan, Khokana, Bungmati, Thecho, Sunakothi, Shiddipur are rural Village Development Committees (VDC) of Lalitpur district. 70% of people of these communities are socio-economically very poor and underprivileged. The obstacles to sound human development faced by these communities are the lack of awareness, male dominant society, superstition and unemployment. They are facing many problems with inadequacy living and working conditions of the women such as health care, social protection, income and credit and access to employment. Most of these women are illiterate. Literate people have only basic education. So further study is needed for neo-literates. For those literates who have their basic literacy education, if they could not get the chance for a further study, they may be again elapsed into illiteracy. In order to help the neo-literate to retain their literacy skills, Community Learning Centre will help them to make a progress in their life-long living. So NRC/NFE conducted this programme for those rural peoples to continue education for development. Continuing education will really help to make progress linking with education and development together.

AIMS

By improving the literacy rate and awareness level of the people through an effective non-formal education which would then enable them to participate in community development activities, their quality of life can also be improved significantly by their own initiatives.

OBJECTIVES

- To conduct various educational programmed like literacy, post-literacy and continuing education and out of school programmes.
- To build the capacity of implementers, resource persons and facilitators.
- To build an infrastructure of CLC.
- To develop necessary training and learning materials
- To provide ultimate ownership and decision to local community people.
- To conduct different income generation programmes to overcome the problem of the youth's unemployment.

TARGETS

Target areas of the programme were Budol of Banepa and Chapagoan, Khokana, Bungmati, Thecho, Sunakothi of Lalitpur. This programme was set for the people of the community to provide them with literacy, post-literacy and continuing education together with different development activities by forming different groups such as women group, farmer's groups, saving and credit group, artisans groups etc.

PARTNERS AND CO-OPERATING ORGANIZATION

The programme was started to get and manage different resources in the community. To establish CLCs in different communities, national and international NGOs as well as governmental organization had co-operated together. Especially, PROAP and NFUAJ have been co-operating financially to establish and carry out different programmes of CLCs. Rotary Club of Yala-Patan was also going to be involved with the setting up of CLCs. CLC is co-operating with different communities where the development programme associated with literacy and post-literacy programme is carried out. Since one of the objectives of the establishment of CLC was to collect and utilize local resources, different local governmental organizations like Forest Department, Agricultural Department, District Education Office (DEO) were also coordinating with CLC to implement programmes like animal husbandry, agricultural programme. Different local NGOs and CBOs were also been involved in the CLC programme.

In Budol CLC, the Department of Education Office (DEO) of Banepa was cooperating to run different educational activities like literacy and post-literacy programmes. In the same way, Forest Department and Agricultural Department were also helping in animal husbandry and agricultural programmes. The local organizations, schools were also involved in the activities carried out by CLC.

In Chapagoan CLC, the DEO of Lalitpur was helping to run different educational programmes, ICIMOD was also providing different training for a forest conservation. The Lalitpur Forest Department and Agricultural Department were also providing necessary assistance to conduct a forest conservation as well as agricultural programmes in the communities.

Community Learning Centre (CLC) Programme was replicated to demonstrate CLCs in other parts of the country. This programme was improved by providing technical and financial support equipped with materials and equipment. For the effective operation of CLCs, training for CLC organizers on management, technical resource development and mobilization aspects have been provided by NRC-NFE/CEFA.

The programme was conducted in participatory way and NRC-NFE/CEFA has followed the processes of discussion shown below with the community people, leaders and intellectuals to launch the CLC.

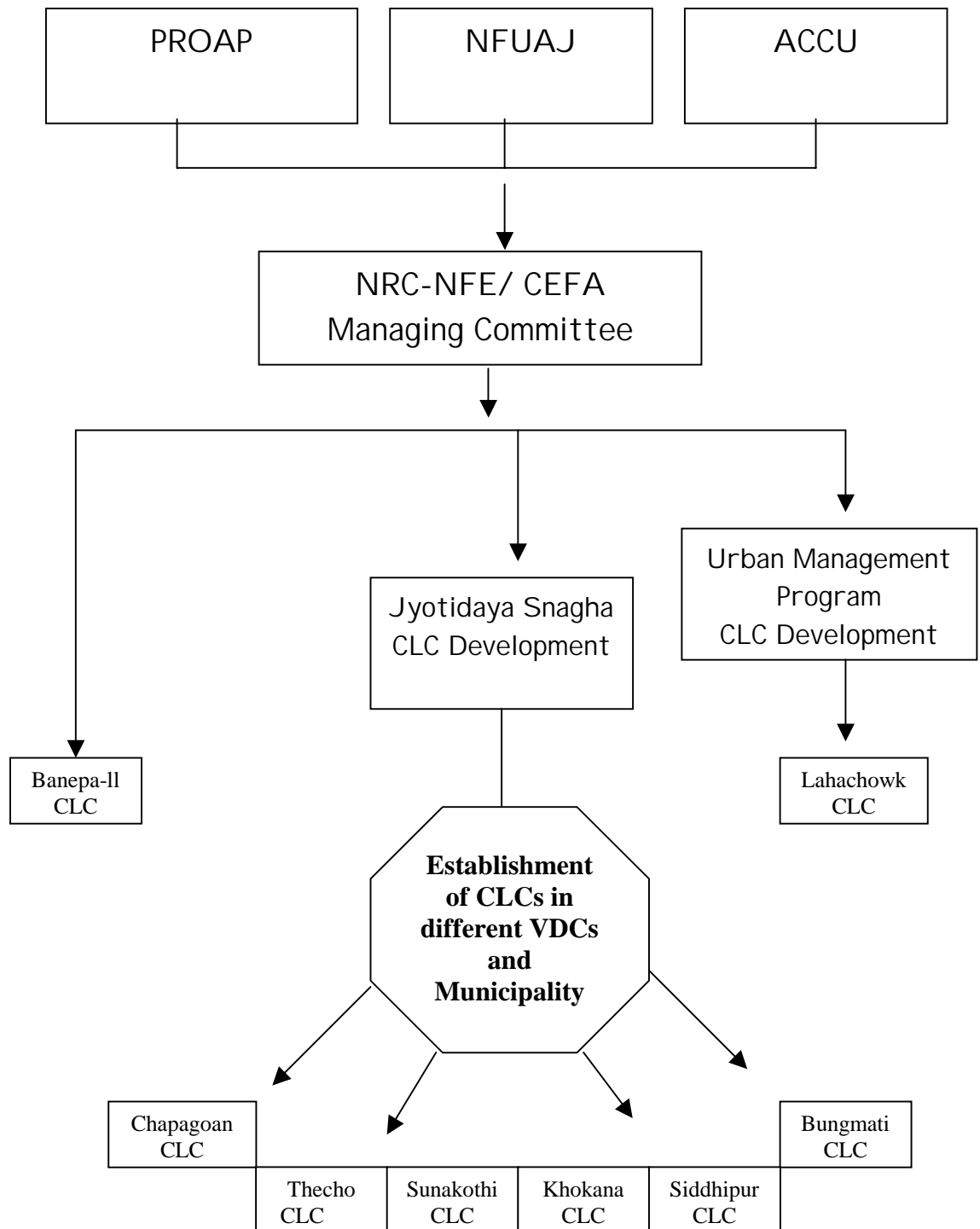
1. Selection of programme site.
2. Consultation meeting about the programme with Village Development Committees (VDCs), Social workers, teachers and community leaders.
3. Planning meeting in the community
4. Establishment of network with local agencies.
5. Establishment of CLC and formation of the CLC management committees.
6. Assessment of needs and problems of the community.
7. Organization of training programme for CLC organizers.
8. Development of materials based on the learner's needs.
9. Organization of training for literacy supervisors and instructors.
10. Community mobilization and preparation of motivators.
11. Monitoring, supervision and evaluation.
12. Reporting
13. Follow-up

NRC-NFE has formed a CLC management committee to conduct the programme. The management committee carries out the following functions:

1. Collection of different resources such as human, physical and financial resources.
2. Information collection and dissemination.
3. Planning and management of the different activities of CLCs.
4. Development of technical resources.
5. Mobilization and networking with different organizations to strengthen the programme.
6. Monitoring and supervision of the programme.

PROAP, ACCU and NFUAJ have been supporting to conduct programmes for training and materials development. Besides GOs, NGOs and INGOs, community-based organizations are also supporting these programmes.

MANAGEMENT STRUCTURE OF CLC PROGRAMMEME



To implement the programme, NRC-NFE/CEFA has worked with various educational and community development experts under the strong guidance of Mr. T.M. Sakya. The experts who were involved in the

programme developed a strategy, materials needed to conduct training etc. for the programme, the personnel involved in the programme.

Name	Title	Expertise
Mr. T.M. Sakya	President NRC-NFE/ CEFA	Primary Education & Literacy, high level NFE trainer (30 years)
Mr. Anand Lal Pradhan	Vice-President NRC-NFE	Ex-Regional Director and Curriculum Specialist (30 Years)
Mr. Ram Bhakta Kokh Shrestha	Vice-President CEFA	Planning and Management of CLC,
Mr. Dil Bdr. Shrestha	CEFA & NRC-NFE	Planning, Programmemeing and Training of NFE and Materials Development (30 Years)
Dr. Uttam Karmacharya	TU/ CEFA/ NRC-NFE	Education Planning and NFE Materials Development and Training (28 Years)
Mr. Surya Bdr. Shrestha	CERID	Educational Research
Mr. Bholu K.C.	Member CEFA	Training of NFE, CE and Materials Development (30 Years)
Mrs. Kalyani Shrestha	Joint Secretary CEFA	School Management and Teaching in Secondary School (30 Years)
Mr. Surendra Shakya	NRC-NFE/ Jyotidaya Sangha	Rural Re-construction Movement and Community Development and NFE Trainer
District Education Officers (DEO)	DEO	Administration & Management
Mr. Bikash Ghimire	NGO Forum	Programme Officer
Mrs. Indira Koirala	IIDS	Programme Officer
Mr. Roshan Bajracharya	NRC-NFE/CEFA	Programme Officer
Mr. Bhairab K.C.	Budol CLC –11	Community Movilization

TRAINING AND MATERIALS DEVELOPMENT FOR COMMUNITY LEARNING CENTRE

As an aid to establish CLC, three regional training programmes for continuing education personnel based on ATLP-CE were conducted by NRC-NFE/CEFA with the assistance of UNESCO/PROAP in 1998/99. Sixty-one personnel participated in all the three regional workshops. NRC-NFE adapted ATLP-CE in Nepali language by developing an introductory manual for CE personnel. This manual was found to be very useful in the training for CLC development also. Since it was in Nepali language, participants could understand easily.

Training of CE Personnel

1. Mid Region

National Training Workshop on Continuing Education

22-28 February-1999

Talchhkhel, Satdobato, Lalitpur

- 22 Participants from different NGOs and GOs, 10 Faculty members and 4 Secretariats.

2. Eastern Region

Regional Training Workshop on Continuing Education

18-23 March 1999.

Biratnagar

- 19 Participants from different NGOs and GOs and 6 Faculty members.

3. Western Region

Regional Training Workshop on Continuing Education

29 March -3 April 1999

Nepalgunj.

- 20 Participants from different NGOs and GOs and 4 Faculty members.

All three Regional Workshops have followed the training procedures shown below :

1. Inauguration of training programme
2. Sharing of experiences
3. Introduction of importance of Continuing Education
4. Formation of study group
5. Study of books in groups
6. Field visit (only in Mid-Region)
7. Demonstration of field visit activities (only in Mid-Region)
8. Follow-up programme
9. Evaluation
10. Closing

Participants were pleased with the training and demanded that these continue. The training support the establishment of the CLC in their own community. The training programme gives positive response to tackle the problem of illiteracy and literacy retention through establishment of CLC.

TRAINING OF CLC ORGANIZERS

A training of CLC organizer was conducted in the NRC-NFE building by NRC-NFE, Jyotidaya Sangh from 25-28 September 1999. In this training programme, participants were trained in conducting a survey to assess the needs of the community, management of CLC, preparation of different educational and development programmes, evaluation of programmes, co-ordination and networking with local organizations etc.. The training programme was participated by 33 individuals from 7 CLCs i.e. Bungamati, Khokana, Chapagoan, Sunakothi, Lohachowk, Siddhipur, and Thecho.

Content of the Training

1. Sharing of Experiences
2. Role and Function of CLC
3. Management of CLC
4. Need Assessment Technique
5. Development of Micro-planning
6. Co-ordination and Networking with Local Agencies
7. Monitoring and Supervision of CLC Activities
8. Evaluation of the Programme

MATERIALS DEVELOPMENT FOR SUSTAINING CLC PROGRAMME

Nepal is lacking in reading materials/continuing education materials for both neo-literates and literates especially in rural areas. In rural areas, there is no formal venue to share ideas and discuss among people. So even when they obtain some reading materials from different organizations, they could not utilize them effectively. Some materials could not convey the messages directly. They need guidance from others or they need to discuss about the materials. So utilization of materials is also very important. They could share ideas and discuss about the utilization of materials in CLCs.

To promote Continuing Education and CLC programmes, CE materials are highly needed. Taking this into consideration, NRC-NFE / CEFA has developed different CE materials with the support of ACCU which are given below:

1. Women's Smile part I, II and III, booklets for neo-literates.
2. Poster on Women's Smile, each poster for each part of Women Smile booklet.
3. Let's Work Together, Be-self Reliant, poster
4. Form Co-operative for Women's Empowerment, booklet
5. Let's Use Compost Manure and Increase Production, booklet

The material development and printing process are given below :

Materials were developed by the expert team of NRC-NFE/CEFA through workshop process. Revision of draft materials was made available to obtain comments during the workshop. Technical validation of the contents have been made by technical experts. Then professional artists are worked on illustration for the materials. Finally, language was edited and layout was made for camera-ready copy to be printed by the press. The printing process was offset printing at commercial press.

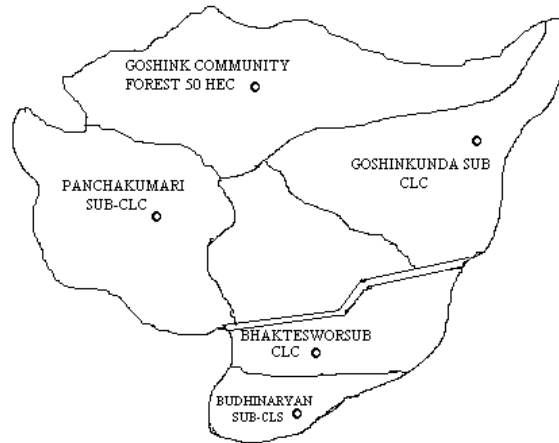
These materials have been distributed to GOs, NGOs and INGOs, CLCs, Post-literacy classes in different parts of the country. Based on the sampling study/survey and comments received from different organizations, learners and instructors, we found that the materials were appreciated by many learners, because the contents of materials were relevant to the learners' daily life. They liked the simple language; the illustrations were familiar to them and simple example were easy to understand the content. They found them helpful and encouraging to continue their study.

TECHNICAL RESOURCE DEVELOPMENT BY NRC-NFE/ CEFA FOR CLC DEVELOPMENT

1. Development of literacy, post-literacy and Income Generation Programme (IGP) materials.
2. Development of training manual based on APPEAL Training Materials for Literacy Personnel (ATLP).
3. Development of guide book based on APPEAL Training Materials for Continuing Education Personnel (ATLP-CE).
4. Trained 200 literacy personnel and 100 continuing education personnel on CLC.
5. Conducting training of managers, organizers, resource persons and facilitators.
6. Establish literacy, post-literacy and CE classes in different parts of the project area.
7. Start programme for the improvement of agriculture in the areas of agronomy, horticulture, vegetable farming, fishery, forestry, etc.
8. Set-up a saving and credit fund to provide matching grant.
9. Organize various programmes for the empowerment of women and other disadvantaged groups.
10. Promote income-generating programme through mushroom farming, poultry farming, dairy farming, etc.
11. Set up co-operative enterprise for production and marketing.
12. Monitoring, documentation and evaluation by LRC and other resource centres.
13. Networking between linking various government departments and NGOs.
14. Promote regional co-operation with CLCs in other countries.

Management of the CLC including community participation and ownership, monitoring and assessment of outcomes.

BUDOL COMMUNITY LEARNING CENTRE
BANEPA, BUDOL-11



- * TOTAL HOUSE HOLD- [405]
- * TOTAL HOUSE FAMILY -[405]
- * POPULATION - [4154]
- * MALE -[2643] FEMALE - [1511]
- * LITERATE POPULATION - [522] [91.2%]
- * ILLITERATE POPULATION TOTAL - [82]
(45 YEARS OVER)
- * SCHOOL INROLLMENT STUEDENT- [544]
5 YEARS OVER
- * COMMUNITY FOREST AREA [130
HEC]
- * AGRICULTURE LAND -[330 HEC]
- * FARMERS [91%]
- * OTHERS [9%]

BACKGROUND

Kabhrepalanchowk is a mid-hilly district of Nepal. There are ninety-three Village Development Committees (VDCs) and three Municipalities. Budol is located at the 11 Ward No. of the Banepa Municipality. It is situated about 30 km east of Kathmandu. Although it is part of Municipality, Budol is a remote area in nature. Budol is inhabited by Bahuns and Chetris. Only 25% of its population are from Newars, Damais and Bujels. The economy is mostly agricultural and animal raising. Total population is 4,154 (Male 2,643 and Female 1,511). Literacy rate is 91% in 1998. It has a large community forest managed by the users group.

After the literacy campaign launched in the Banepa Municipality, Budol has set up a Community Learning Centre in 1995 to promote continuing education combined with a programme to improve the quality of life and to generate income. Centre for Education For All (CEFA) and National Resource Centre for Non-Formal Education (NRC-NFE) have been continuously providing a technical service and guidance to the CLC. The main goal of the CLC is to achieve sustainable community development in Budol and adjoining areas.

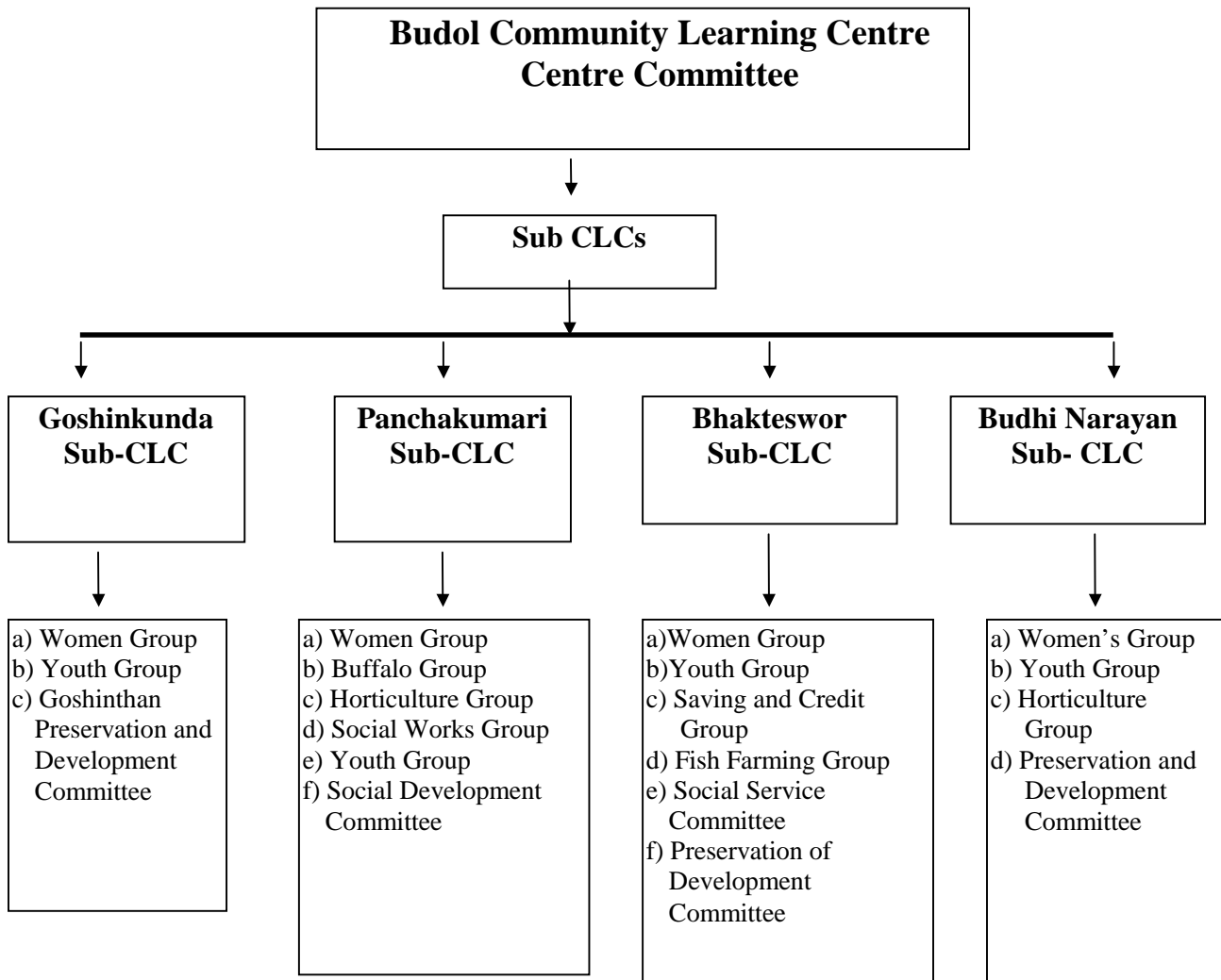
OBJECTIVES OF THE CLC :

1. To promote literacy and post-literacy among people especially for girls and other disadvantaged population.
2. To provide continuing education for the improvement of quality of life and income-generating capabilities of the people.
3. To form women's groups for empowerment including campaign against social evils such as alcoholism, gambling, adultery etc.
4. To form functional groups such as fishery group, buffalo group, orchard group etc. for undertaking income-generating works.
5. To form users group to conserve, improve and make proper use of the community forest situated in the community.
6. To prepare and execute various community development plans and programmes.

MANAGEMENT COMMITTEE OF BUDOL CLC

Decentralized management system is maintained by the Budol CLC management. For this, the geographical location of the community is taken into account. Other 4 sub-CLCs are also established. The organizational chart of the Budol CLC is as follows:

Management Structure



The management committee has also formed the following sub-committees.

1. Educational Development Sub-Committee
2. Community Service Sub-Committee
3. Economical and Agricultural Development Sub-Committee
4. Health and Environmental Sub-Committee

These sub-committees are totally free to coordinate and organize different activities of respective areas. The records of the programmes conducted by these sub-committees are kept in the CLC.

ACTIVITIES OF CLC:

The CLC from its beginning stage has been conducting different activities in coordination and with co-operation of local CBOs and other local organizations. Some of the main activities that CLC has carried out are as follows:

1. Organization of literacy and post-literacy classes:
One of the major activities of the CLC is to organize literacy and post-literacy classes in the community. The CLC also organizes women literacy, adult literacy as well as out-of-school programmes to eradicate illiteracy from the community and prepare themselves to face different

development challenges through literacy promotion. The community has at present about 98% literacy rate and highly mobilized for any kind of development process.

2. Formation of different groups to undertake different activities.

Such as:

A. Forest Consumer group

The CLC has formed a forest consumer group for the preservation, improvement and proper use of the community forest situated inside the community. It does three works:

- a. Planting new trees
- b. Protection of the forest through collective effort
- c. Distribution timber and leaves from fallen trees. Planting of forest is carried by a primary school to cultivate a grass called "Amriso" which is made into brooms. The school is earning some income from this activity.

B. Women's Saving and Credit Group

There is a women's saving and credit group in each sub-CLC. Each member of the group is saving Rs. 100-200 (The range of saving is different in each CLC) every months. Members could get a credit from the group for various types of income-generating activities. The CLC provides a necessary guidance for selection and carries out the suitable income-generating programme.

C. Buffalo Group

Most people of the CLC are farmers who are depending on a business of animal husbandry especially buffalo rearing. But they are still following traditional way of cattle rearing. So, to train them the scientific and modern way of cattle rearing, CLC has formed buffalo group in each sub-CLC and is providing different training on animal husbandry to the group members about different diseases of buffaloes and their protection against those and also about fodder production and marketing techniques.

D. Fisheries Group

There is a fishery group of 15 members which constructed a big pond for fish farming. The group has farmed 5,000 finger-lings in the pond. The CLC is coordinating with agricultural department for necessary technical support.

E. Vegetable Group

It has formed a vegetable group to adopt various types of vegetables for sale in market.

F. Youth Saving Credit Group

The CLC has also formed youth saving credit group of 36 youths aging from 17-27. The group has collected Rs. 50-100 per month. The members are managing a small business taking a loan from the group.

3. It has formed a mushroom-growing group. The members of this group grow mushroom and sell them in market.

4. Organization of different training

The CLC has conducted training in small industries and also in simple marketing skills. Some villagers have started their own small industry.

5. Income Generation Programme

The CLC has conducted a project of "Expansion of Cattle Rearing in Budol, Banepa" as a follow-up of the training programme of continuing education for income generation, which was organized by Dhaka Ahshania Mission, Bangladesh and UNESCO, PROAP to improve the cattle rearing practice to increase income through creation of the employment and improvement of the quality of life.

Title of the Project: -Expansion of Cattle Rearing in Budol, Banepa.

Rationale:

Among many potential activities in the field of agriculture, the cattle rearing has been selected as a means of income generation project for a community such as Budol. Although not all farmers own land for cultivation but the most have cows, buffaloes, goats and rams. But these farmers are not trained in proper handling of the cattle and there is a lack of cattle grazing ground. So it is necessary to conduct and develop different training and learning materials for those farmers and increase benefit from the cattle rearing to generate more income.

The plantation of different grasses like Amriso (Dale ghas) and Jai which are very nutritious for the cattle, the community forest will be the fodder for the cattle to encourage those farmers to increase their cattle.

Target population: Sixty- (60) households.

General objectives :

To improve the cattle rearing practice, then increase income through creation of the employment and improve the quality of life.

Specific objectives : -

1. To increase the number of cattle rearers.
2. To provide knowledge on different diseases.
3. To train the farmers - providing knowledge and skills on new technology about cattle rearing.
4. To provide knowledge about environmental protection.

Beneficiaries: -

1. Neo-literate (specially women)
2. Small farmers of the villages
3. Poor of the poorest (pop) group of the community.

Implementation strategies: -

1. Formation of groups
2. Development of instructional materials related with knowledge and skills about cattle rearing
3. Training of the facilitators
4. Training of group members (about 60)
5. Plantation of various kinds of grass in the community forest / and their conservation
6. Guidance, counseling, supervision and evaluation.

Out comes:

1. Increase knowledge and skills on cattle rearing, related diseases and proper care.
2. After the completion of this project, the production of milk has increased by 20 %.
3. From the grass like 'Amriso', some people engaged in making brooms for the extra income.
4. By using dung as compost manure in their lands, they were able to increase agricultural productivity.

This programme obtained the first prize in competition with grass planting in the district from the District Forest Office.

JYOTIDAYA SANGH COMMUNITY LEARNING CENTRE CHAPAGOAN, LALITPUR

BACKGROUND

Khokana, Bungmati, Thecho, Sunakothi and Chapagoan are the village development committees of the Lalitpur District of Nepal. To access those villages, it takes an hour by bus from Patan. Although there are many infrastructure developments compared with other rural communities, people's socio-economic condition is still very poor. Main source of income of this area is a traditional type of agriculture system which has very low for productivity.

Nowadays, the local people of these areas are emerging to participate in community activities with due initiation of Jotidaya Sangh. Hence, these five villages have been selected to set up CLCs as lab sites of NRC-NFE. The rationale for selecting the villages are :

1. The village leaders are very enthusiastic for the development of their villages.
2. Basic infrastructure is available and the villages are easily accessible by road.
3. The villagers are near the cities but due to ethnicity, their conditions are backward and poor, and female literacy rate is very low.

DESCRIPTION OF THE COMMUNITY

1. Population

	<i>Male</i>	<i>Female</i>	<i>Total Population</i>
Thecho	3,836	3,236	7,072
Chapagoan	4,900	5,025	9,925
Khokana	4,020	4,003	8,023
Sunakothi	5,080	4,900	9,980
Bugmati	3,282	3,282	6,565
Total	21,118	20,447	41,565

2. Ethnic composition:

- In Thecho and Sunakothi, a majority of people are Maharjan by ethnic (Newar farmers), only 25% of the population are from other castes: Chhetri, Brahmin etc.
- In Chapagoan, a majority of people are Newar farmers (Deshar, Maharjan) and rest are Chhetri, Brahmin and Tamang.
- In Khokana, a majority of people are Dongol and Maharjan (Newar farmers).
- In Bungamati majority of population belongs to Newar farmers. (By religion Newar farmers are Buddhist)

3. Economic Composition

Economical Status: 5% are well established
 25% are middle-class family
 70% are poor, underprivileged

4. Gender Composition

Male and Female population are almost equal.

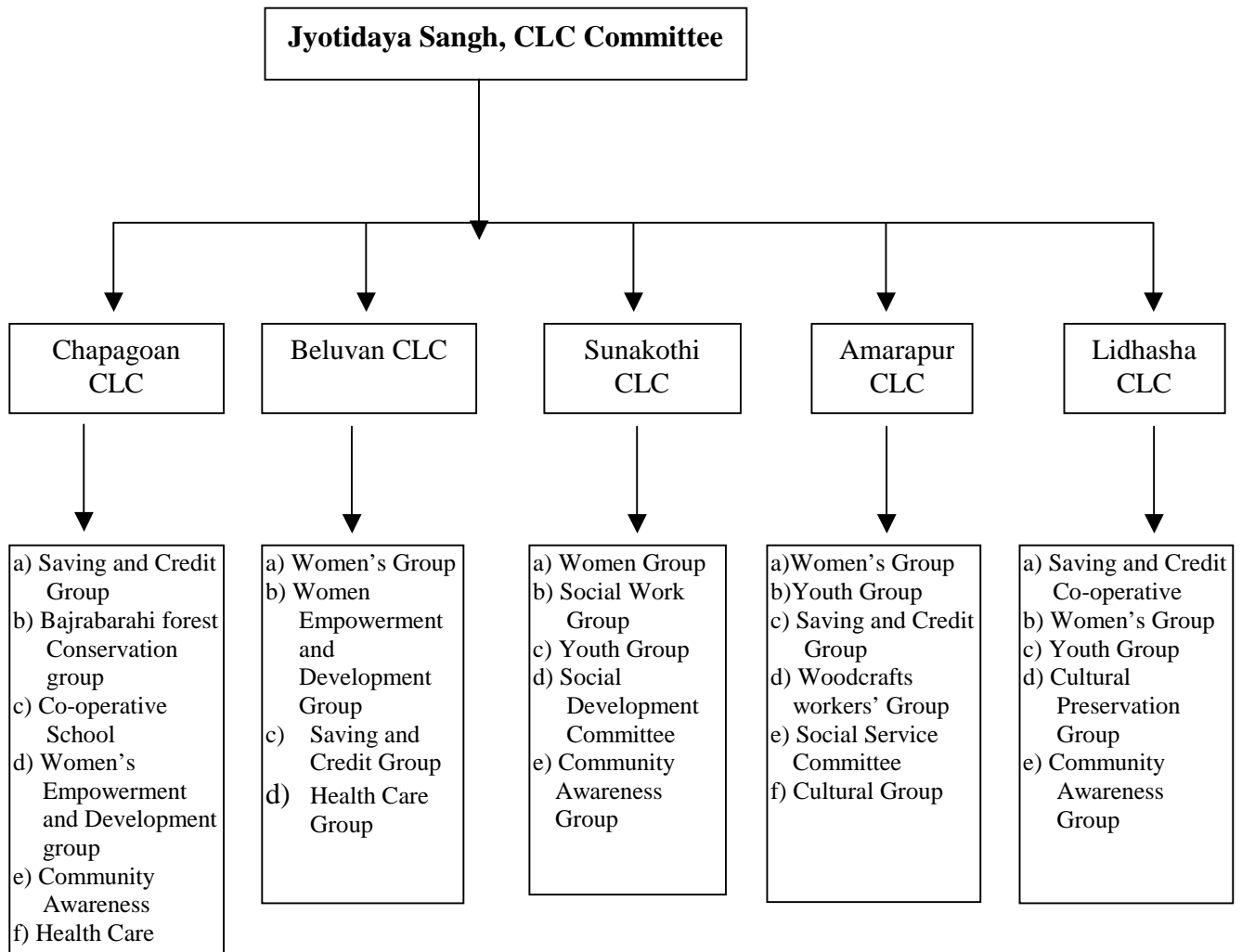
5. Obstacles to sound human development faced by the community(ies) etc.

As the local population remains in closed society, it is very difficult to bring them out from a “status quo” condition. The main reason behind that is lack of awareness, male dominant society, polygamy, superstition, alcohol abuse, unemployment etc..

OBJECTIVES

- To provide basic literacy to illiterate people.
- To provide post-literacy programme to the neo-literates.
- To establish Community Learning Centres in five VDCs.
- To empower poor and disadvantaged people on planning and implementation of the programme by themselves to improve the quality of life through CLCs.
- To form various groups such as saving / credit group, youth group, women's group, farmer's group.
- To provide functional skills and income-generating skills to local communities.
- To develop follow-up training materials.
- To repair Community Learning Centres building.

Management Structure of Jyotidaya Sangh CLC Committee



ACTIVITIES :

1. Organization of literacy and post-literacy classes
The CLC is operating different literacy and post-literacy classes from its beginning. The CLC operates 6 month basic literacy programme and 3 month post-literacy programme. The learners were very happy in the literacy classes and have also been participating in the development activities together with literacy programme.
2. Formation of different groups
 - a. Saving and credit group
It has formed a saving and credit group which has 60 members both men and women. It has a co-operative store dealing with food staff, fertilizer and educational materials.
 - b. Forest group
The forest group is preserving "Bajrabarahi Forest" near the village. The group plants new trees and conserves the forest by collecting leaves and fodder in the forest.
 - c. Health care group
It organizes blood donation, eye care camp, dental clinic, environmental cleanliness and ENT camp
 - d. Wood Crafts Group
Since most of people in the community are woodcrafts men, the CLC has formed the group for marketing.
 - e. Cultural Preservation Group
The CLC has formed a cultural preservation group to protect cultural heritage such as temple, and public places etc. in the community and also organizes different cultural programmes in various ceremonies.
3. Women empowerment and development activities consisting of training, seminar and literacy and post-literacy classes. Training on carpet making, rabbit raising and nutrition.
4. Children group was organized to discuss on moral values every Saturday regularly. It also organizes quiz contest, speech contest and sports activities.
5. The CLC organizes regular mass meeting of the villagers inviting guest speakers to speak on various topics to raise awareness among the villagers for community development.
6. Jyotidaya Co-operative School
The CLC has contributed to establish co-operative school and it is one of the remarkable task in the community. Parents are attracted by various activities for all development aspects of their children. The CLC drew an attention of the community people because it provides education even to out-of-school children as well.

STRENGTH AND WEAKNESSES

Strength

1. The programme has made a remarkable progress in the post-literacy programme. A huge mass of rural people especially women, who are the back bone of the socio-economic development of the community, are attracted by life long education.
2. Most of the neo-literate women completed post-literacy classes.
3. A challenging task of poverty alleviation has been initiated.
4. Attempts have been made to have strong co-ordination with different agencies related to this programme.
5. Community contribution and participation to expand the programme in the rural areas has been observed.
6. The programme generated socio-economical consciousness and co-operation in the community.

7. The programme is helpful to reduce the adult illiteracy rate especially female disparities between urban/rural areas.
8. Production of post-literacy materials which are available to the neo-literates covers topics on functional concerns such as health, population education, water uses, sanitation, forestation and environment.
9. The programme has been developing to enhance the capability in running productive activities (with the help of skill training) for income generation .

Weaknesses

1. Lack of national clear-cut policy and national level involvement in the non-formal education sector.
2. Being a mountainous country, there is a difficulty in communication and transportation.
3. Problems of the gender issue.
4. Most of the activities carried out in the communities are controlled by political leaders.
5. Lack of commitment, continuity and enthusiasm from top to community level.

Impact

1. This programme has highlighted an impact on the promotion of the literacy programme.
2. NGO contribution to expanding CE and CLC establishment in Nepal especially in rural areas.
3. NRC-NFE/CEFA are highly encouraged to continue establishing CLC because of its positive impact in rural areas. Various Village Development Committee appreciated PROAP, NFUAJ and ACCU support for the CLC development programme in Nepal. There is a high demand for the establishment of CLC.
4. The government, NGOs and INGOs carried out CLC promotion programme. They are going to implement the programme with the financial assistance from UNESCO. Recently UNESCO/PROAP has initiated CLC promotion programme in Nepal. At the request of UNESCO, the Government of Nepal has set up a National CLC Committee and it has decided to set up five CLCs with the help of UNESCO/PROAP in the following places:
 1. Banepa
 2. Pithuwa VDC, Chitwan
 3. Ward No 8 of Kathamandu Municipality
 4. Sharlahi
 5. Baitadi

CLCs will be developed further through the initiatives of NGOs, GOs and UNESCO. NRC-NFE would like to continue this programme in different parts of the country.

- a. The literacy rate of the community is growing.
- b. The economic status of the community people is rising.
- c. The problem of dropouts in literacy classes is reduced.
- d. The people are highly motivated.
- e. The problem of unemployment is also well controlled and people are moving towards self-employment.

LITERACY SITUATION

The table below shows that the illiterate population has increased between 1980 and 1998. In Nepal literacy rate increased only by 0.86% (Male 1% and Female 0.53%), whereas the population grew at the rate of 2.6 percent every year. (*Source: BPEP Master plan 1997-2002*)

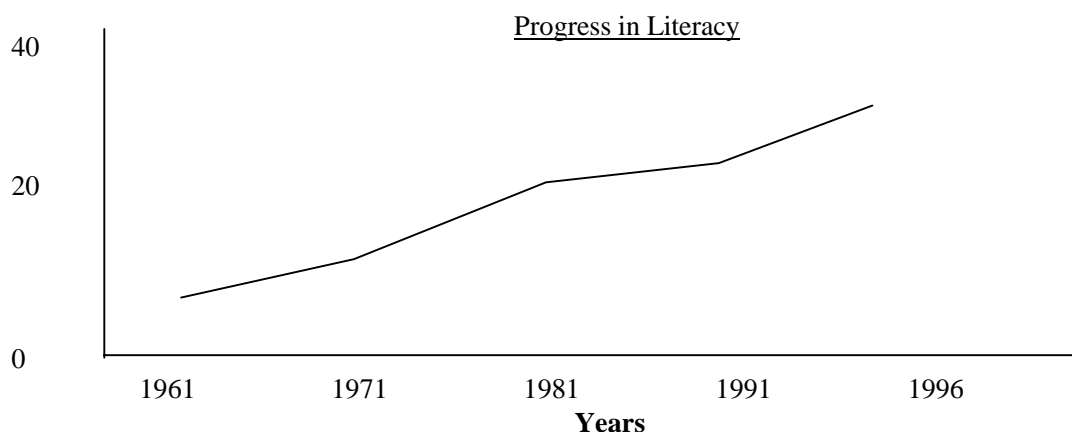
Literacy Situation

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

Therefore, Nepal needs a new approach for education. But the planners, both inside and outside, and the Government still equate education with schooling. They do not think that education is much broader than schooling. Education can take place at anytime, any place by any method.

PROGRESS IN LITERACY

Although primary schools and literacy classes are operated by the government and NGOs, Nepal is making slow progress in increasing the rate of literacy. The following figure shows the progress in the rate of literacy from 1961 to 1996.



Literacy trend in Nepal for persons over 10 years old by genders and year

	1961	1971	1981	1991	1995/96
Total	8.9 (0.45)	14.3 (0.54)	23.5 (0.92)	39.6 (0.96)	37.8 (-0.36)
Male	16.3 (0.35)	24.7 (0.84)	34.9 (1.02)	54.5 (0.54)	52.2 (-0.46)
Female	1.8 (0.14)	3.7 (0.19)	11.5 (0.78)	25.0 (1.4)	24.4 (-0.12)

The 1991 census has revealed that the literacy rate among 15-24 years population has reached 49.6% (Male 62% and Female 32%) whereas the literacy rate among 15 years and above population is only 33% (Male 49.2% and Female 17.4%).

The rate among female, which is 17%, is still very low in comparison to the male literacy rate of 49.2 of the age group 15 years and above. Similarly, the rate in rural and urban areas shows that the rural areas are at great disadvantage.

The rates were higher in younger age groups. The rate of 6-9 years age group population was 47%. It was 63.2% for 15-19 years population. After 15-19 years, there were sharp decline in literacy rate for each successive five year age group. Lowest literacy rate (13.6%) was found in 60-64 year age group population.

The high literacy rate among young age group was attributed by rapid expansion of primary education during past four decades.

The urban literacy rate was found to be 66.9% and the rural literacy only 36% in 1991. Literacy rate varies in different development regions such as:

Literacy Rate by Development Regions, 1991

Eastern Region	44.3 %
Central Region	38.6 %
Western Region	44.0 %
Mid Western Region	31.8 %
<u>Far Western Region</u>	<u>32.2 %</u>
NEPAL	39.6 %

Rural-Urban Literacy Rates for Males and Females during 1981-91

	1981			1991		
	Both	Male	Female	Both	Male	Female
Rural	21.4	32.0	10.3	36.8	51.9	22.0
Urban	50.5	61.1	38.2	66.9	48.0	54.8

Source: CBS (1991)

More than 45 governmental and non-governmental organizations are providing literacy programmes. According to one estimate, there are over ninety-three million adults of age group 15 to 45 who are illiterate in the kingdom. This calls for the massive expansion of non-formal adult education programme.

THE RISE OF LEARNING CENTRES IN DEVELOPING COUNTRIES

As NFE systems in developing countries expanded, it became apparent for those organizing the systems that these problems and weaknesses need to be addressed by a more holistic response in terms of improved infrastructure and by broadening the scope and duration of NFE activities. In addition it became apparent that in poorer communities it was unrealistic to expect the community itself to take all the initiative in picking up from where NFE activities left off and applying the newly acquired but limited knowledge and skills to foster meaningful sustained personnel and community development.

The idea of providing an infrastructure and an institutional base for holistic lifelong education gradually emerged and become operational, then the establishment of local community-based Learning Centres usually organized and managed by the people themselves. The Centres took over many of the roles of NFE but in a way which enabled beneficiaries (i) to continue to learn after completing specific NFE programmes and activities and so promoted the concept of life-long learning and (ii) to apply knowledge and skills in continuous and sustained community development.

Initially most of such Centres were established in rural communities and were built into an overall programme of rural development linking together the initiatives not only of NFE but also of other relevant ministries such as housing, health, industrial development and agriculture. NGO also established Centres or worked together with Government in establishing and running Centres. The Learning Centre movement expanded to cater for urban areas and broadened its activities still further to address a variety of social problems and issues.

It gradually emerged as a network of communities focusing on continuing education, that is providing the opportunities for lifelong learning for all and focusing on broader issues of community well-being and community development.

CLCs started a process of community based education related with development activities, then they felt a strong need for a National Resource Centre to provide with them guidance and training. Therefore in 1996 the NRC-NFE was set up through the joint consultation of 40 NGOs in Nepal. At present, NRC-NFE is more strengthened with the help of ACCU and the other LRCs at various countries.

The NRC-NFE /ACCU/LRC is now structurally linked with CLC Budol of Banepa in Kabhre district and other six villages, such as Chapagoan, Khokana, Sunakothi, Thecho, Bungmati and Siddhipur in Lalitpur district. Similarly, they provide a guidance and training to all NGOs supported by NFUAJ under the World Terakoya Movement. The LRC is providing continuous support to all CLCs. Naturally, CLC's effectiveness depends upon vision, mission and capabilities of local leaders and CLC functionaries. Therefore, in Nepal CLCs are functioning at different stages of development.

- Information collection and dissemination
- Providing literacy and continue education programmes to other communities
- Transferring acquired knowledge and skills to other communities
- Organization structure
- Programme development
- Micro-planning

ASSESSMENT OF OUTCOMES OF CLC ARE GIVEN BELOW :

1. Awareness raising in CLC communities.
2. Income generation through saving and credit activities.
3. Community mobilization through community forest preservation.
4. Increase enrollment of primary school children in the communities.
5. Increase literacy rate of the communities.
6. Introduction of new technologies in agriculture.

GO, NGO, INGO, AND DIFFERENT AGENCIES LINKED WITH NRC-NFE FOR CLC PROGRAMME

NRC-NFE is advocating and encouraging to establish more CLCs in semi-urban and rural areas of the country. There are so many GOs, NGOs, INGOs and different organizations that are linked through networking with NRC-NFE.

<u>Linkage</u>	<u>Networking</u>	<u>Network</u>
	<u>NGO co-ordinate committee</u>	
- Integrated Institute for Development Studies (IIDS). Kathamandu,	- (CCDS)	- Council for CTEVT
- World Education, Kathmandu	- UNESCO/PROAP	- Budol Learning Centre
- NGO Forum, Kathmandu	- Women Development Service	- Women Development Centre
- Nepal Women's Association	- Community Development. Service	- Jyotidaya Sangha
- ABC, Nepal	- PRADEP Nepal, Dhankuta	- Lidhasa Co-operative LTD. Lalitpur
- Innovative Forum for Community Development (IFCD), Kathmandu	- NCDC, Jhapa	- Rotary Club of Yala Patan
- Innovative Development Education Academy (IDEA)	- SWEET, Nepal	- National Commission
- Research Centre for	- Tripura Youth Club	- UNESCO, Kathmandu
	- BASE, Dang	- District Education office
	- SEDA, Pokhara	- District Development Committees
	- Student Library, Bhaktapur	- Village Development

Educational Innovation and
Development (CERID),
Kathmandu.

- Committees
- Municipalities
 - UNESCO, Bangkok
 - ACCU
 - NFUAJ
 - Rotary Club of Japan
 - UNESCO, Paris
 - UNICEF
 - World Bank

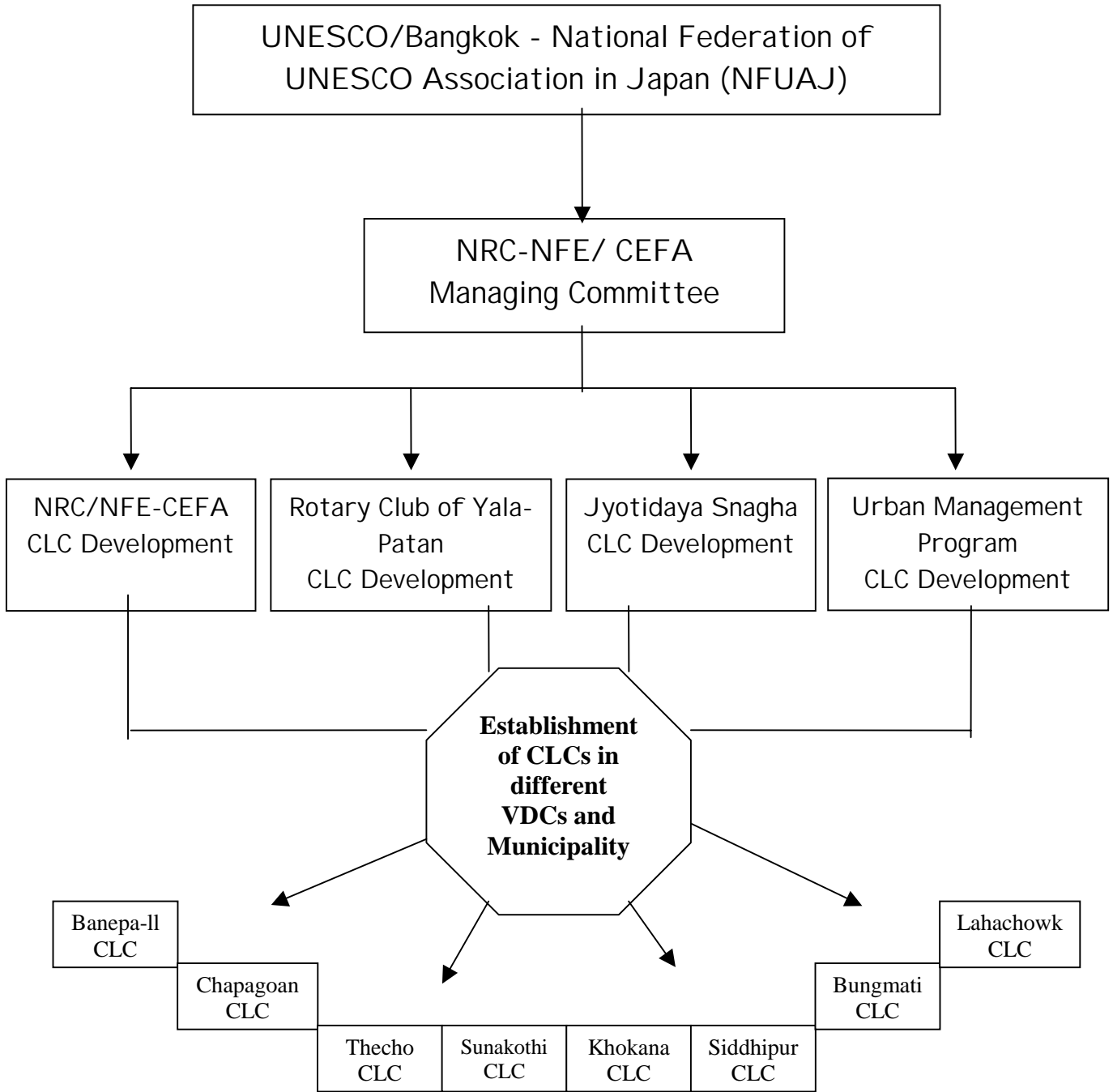
JYOTIDAYA SANGHA COMMUNITY LEARNING CENTRE CHAPAGOAN, LALITPUR DISTRICT

The Community Learning Centre was set up at Chapagoan Village by the local community in 1995. NRC-NFE and CEFA provide continuous advice, guidance and training to the personnel working in the CLCs.

OBJECTIVES :

1. To give the impart for literacy and post-literacy programmes to learners, especially to out-of-school girls, illiterates and semi-literate adults.
2. To provide continuing education for the improvement of the quality of life and the income generation capabilities of the villagers.
3. To form saving and credit groups and impart skills to undertake individual and group projects for the income generation.
4. To protect, improve and properly utilize a community forest situated in the community.
5. To undertake short term and long term community development programmes.

MANAGEMENT STRUCTURE OF CLC PROGRAMME



CLC formation