Role of NGO's in Education Development

**Inside**

- Democratic System and NGO
- NGOs and Global Advocacy
- Types of NGO and Their Development
- Role of NGOs in the Development of NFE in Nepal
- Different NGOs and Their Variety of Activities in Nepal
- International NGOs in Nepal
Editorial

Before the restoration of democracy, NGOs were not allowed to be registered and operate. After reestablishment of democracy NGOs, could play an effective role in many people oriented programs such as health, family planning, environment and non-formal education. Since democracy provided an opportunity to NGOs, it could be said that the existences of NGOs is intimately linked with democracy in Nepal. At present NGOs are playing a very important role to provide health services to the population in rural areas. Similarly it has done remarkable work in the field of literacy, family planning, population, environmental conservation and development of non-formal education. Since 1950s, many schools and colleges have been opened. But still more than 50 percent of the adult population is illiterate in Nepal. It is a fact that Education For All (EFA) could not be provided through schools alone. Non formal education should be developed to provide literacy education combined skill training to all. As a matter of fact the NGOs have shown that they are more effective and efficient to provide education for all especially through non-formal education. This bulletin tries to highlight the work of NGOs in the field of NFE in Nepal and tries to impress upon the development experts and general public to encourage NGOs to work more for NFE.
Democratic System and NGOs

The developing countries in general and Nepal in particular have long history of citizen's organizations. They were called "Guthi", "Manka Khalaa", "Mandal", "Pucha", etc. In sixties and seventies nation building process started. During that period government tried to control all social groups in the name of regularization and streaming them through passing laws and through administrative orders.

In 1980s gradually democratization process started in the developing countries. With the restoration of democratization process, people became more aware of their freedom of organization and freedom of speech. So the people started to organize civil societies with different purposes such as protection of rights of women, rights of children and other disadvantage groups, protection of forest, environment and providing health services etc. In the field of education those civil societies worked for the elimination of illiteracy. For this purpose they initiated many types of literacy works like functional literacy, civic literacy, legal literacy and literacy for empowerment of women etc.

Parallaly the idea of open market and globalization became strong. This process has been helping the private sector to become strong. With the demise of planned and centrally controlled economy market economy became much more stronger. But it is well known fact that private businesses are basically profit oriented and they try to make profit even at the cost of environment, health and welfare of the people. Therefore people started to raise their voice that we should prevent the private enterprises to make profit at the cost of to environment and the consumer's rightful interest.

Thus there are three main players in the democratic society such as :
1. Government
2. Business sector and
3. Civil Society

They interface each other as given below ;
The government is basically power oriented. So it has a tendency to try to control and dictate. Similarly business sector tries to maximize profit employing fair and foul means. In such situation the civil society sector has to try to restrain both government and business sector taking the side of the people in order to protect people's rights and interests. The civil society includes class organizations, educational organizations, non-profit non-government organization (NGOs) and press. If the civil society is strong the government will try to become more democratic and people's welfare oriented. Similarly the business sector will also become more responsible and sensitive. Therefore civil society including NGOs is inseparable component of the democratic society. The main mission of the civil society including NGOs should be to provide service to the most venerable section of the society to make them empowered, capable and organized, so that they become able to defend their right and to enhance their quality of life and living standard. They are required to go where the government is not adequately reaching and the areas where the government has not paid adequate attention. Their objective is not to substitute the government but to show the example of service to draw attention of the responsible agencies and to help the local people to be self-reliant.

NGOs and Global Advocacy

During the 1970s social activists were urged to "think globally and act locally". Over the past 10-15 years a vibrant NGO community has emerged in the South with a profound impact on development practice and thinking. Alternative NGO sponsored conferences took place alongside all the global UN conferences of the 1990s. Activists from both South and North joined to lobby governments and an international agency to give greater priority to the world's poor and marginalized. In response to lobbying against some of its policies, the World Bank reached out to its NGO critics, which now play a much bigger role in Bank-funded projects. Other changes include the appointment of NGO liaison officers in most Bank country offices and a greater recognition of the importance and input of NGOs to the Bank's work. NGOs have also held the Bank accountable to its own procedures and policies. NGO submissions to the World Bank Inspection Panels on the Arun III Hydroelectric Project in Nepal weighed heavily in the Bank's decision not to finance the project.

NGOs have put pressure on all the UN agencies as well as governments to follow up the goals and commitments of the global conferences. For the Kyoto protocol, NGOs have been pushing for an agreement that will have a significant impact on global greenhouse, and gas emissions rather than one that settles for cosmetic changes. At the Kyoto meeting NGOs pressured national governments and multilateral agencies to release a 10-point call for action. The declaration forms the basis for ongoing NGO advocacy and lobbying on climate change. Similar declarations have been submitted by a group of NGOs from Eastern and Central Europe. Friends of the Earth and the World Wildlife Fund for Nature have been active in raising awareness about how private sector concerns appear to be dominating the discussions on how the protocol is to be implemented. They have also raised concerns that the final outcome will have no meaningful impact on greenhouse and gas emissions.

Types of NGO and Their Development

According to World Bank NGOs have been classified into four categories. They are:

<table>
<thead>
<tr>
<th>Types of NGOs</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charitable NGOs</td>
<td>Service oriented NGOs</td>
</tr>
<tr>
<td>2. Participatory NGOs and Class Organization</td>
<td>Empowering NGOs</td>
</tr>
<tr>
<td>3. Community Based Organization</td>
<td>Community Development Oriented Organization</td>
</tr>
<tr>
<td>4. International NGO</td>
<td>NGOs which are working in more than one country</td>
</tr>
</tbody>
</table>

Phases of NGOs Development

In developing countries NGOs develop through different stages which are shown below:

**Phase I:** Most the NGOs are at first organized as an emergency service providers when some natural disaster happens like earth quack, flood, land slide, epidemic etc.

**Phase II:** Then gradually they take up people’s welfare oriented development program such as setting up health post, saving and credit groups for women, starting literacy classes etc.

**Phase III:** Gradually they try to empower the marginalized people and to undertake advocacy role with the government, power holders in the society and to promote international solidarity.
Role of NGOs in the Development of NFE in Nepal

In Nepal, majorities of people are deprived of basic education. According to the Educational Statistical Report of the Ministry of Education 1997, more than 30% p.c. of the primary school going aged children have not enrolled into primary schools. More than 50% of the children of those who got enrolled in the primary school drop out before completing fifth grade. As a result of those situation the number of illiterate population of 6 years and above are increasing in Nepal. Nepal certainly cannot attain the goals of its development keeping half of its working population as illiterate. Nepal could have provided basic education to the illiterate and semi-illiterate through non-formal education method. But it has not done so. At present non-formal education is fully recognized viable program in many developing countries. But the government of Nepal has not given any attention towards vast needs of illiterates people who are also poor people. The government spends its education budget totally for formal education programme. Only about 2% p.c. of its education budget is spent for non-formal education specially for literacy programme. That too is widely criticized for not being properly utilized. Therefore most of NGOs who are working with the people in rural areas and urban slums are providing non-formal education. Most NGO's primary goal is not education, but they take up non-formal education as prerequisite to teach the people about health, family planning, environment etc. Those NGO who implement women development programs like family planning programmes, environmental protection programme etc. found that without providing basic literacy the people cannot effectively grasp and utilize knowledge and skills. So most of NGOs have undertaken non-formal education programs as supplement to their main programme. But there are some NGOs which specially work for non-formal education.

Since the government do not give priority to non-formal education, it has not been able to improve their technical expertise of non-formal education among its functionaries. It is obvious that the government, which lacks expertise, cannot help NGO to acquire and improve their technical expertise. Therefore about 40 NGOs decided to set up "National Resource Center for Non-Formal Education (NRC-NFE)" in Nepal in 1995. After the establishment of NRC-NFE it has undertaken following activities.

1. Development of need based curriculum for different target groups.
2. Development of methodology to adopt the National Curriculum to local situation i.e. Local Curriculum Development.
3. Development and dissemination of graded learning materials for illiterates and neo-literates specially for girls and women.
4. Development of learning materials related with improvement of quality of life and income generation.
5. Organization of training of literacy instructors, supervisors and local organizers working with NGOs.
6. Various evaluation and research studies.
7. Development of Community Learning and Development Approach and setting up Community Learning Centers in different villages to combine learning with community development.

Actually the rural people in Nepal do not want just simple education and literacy for education sake, they want education which empower them to make their own decision.
and to improve their quality of life through better knowledge about health, hygiene, family planning, environment conservation, formation of saving and credit groups and income generating vocational skills. **Therefore the NGOs of Nepal have developed a concept of "Community Learning and Development System (CLDS)" and "Community Learning Center (CLC)".** The community learning center organizes non-formal education programmes to help the local people to identify their problems through mutual discussion and dialogue. After identifying the problems they classify them into three categories:

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

Then they will form various groups such as Women's Group, Youth Group, Children's Group, Horticulture Group, Vegetable Farmers Groups, Buffalo Raising Group, Fish Raising Group etc. NRC-NFE and some other Nepalese NGOs are helping the CLCs to train the group leaders and to mobilize resources. Each group prepare micro plan in which they explain, what they will do? When? and how?

- The NGOs help the CLCs in the preparation of the micro plan and to implement it.
- The NGOs help to train local people in different trades and to develop learning materials for different trades.
- The NGOs also help them in monitoring and evaluation of the projects. The CLCs conduct programme to improve the quality of life of local people integrating learning, earning and living process together. This is entirely NGOs initiated program which have become very popular in Nepal. This model of CLC has been used by most of the NGOs of Nepal.

8. **Building Capacities to NGOs Personnel.** NGOs are very strong to make development people centered. The person working in NGOs have good intention and service motive. But most of them lack necessary capacity and professional competencies in different fields. In Nepal a survey was conducted to identify needs of the local NGOs. The survey found out that the local NGOs need training mainly on three areas i.e

1. Mobilization of people's co-operation and local resources.
2. Project planning and implementation including account keeping and auditing.
3. Preparation of technical resource materials like local curriculum, learning materials and training for instructors and supervisors.

After the survey NRC-NFE, Nepal developed manual for training of NGO personnel.

- Working with people for a bright future
The history of NGOs in Nepal is very short. Before 1990, the Panchyat Regime exercised tight control over NGOs. There were only 10 NGOs in 1960. It increased to 37 in 1977. But the situation changed dramatically after 1990 revolution, which over threw the Panchayat Regime and established multiparty democratic system of government. After that their number has increased to 10,555 in the year 2000.

In general the objectives of NGOs are social reform and citizen's awareness building. Now most of the NGOs address cross cutting themes related to their stakeholders. No NGOs can afford to limit its roles to the strict into a single sector because they work with the people and for the people. Naturally people have multiple needs. The following table shows the primary focus areas of different NGOs.

The Eight Five-Year Plan has highlighted the importance of NGOs in enhancing socio-economic development of the country.

<table>
<thead>
<tr>
<th>SWC AFFILIATED NGOS BY SECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Youth</td>
</tr>
<tr>
<td>Women</td>
</tr>
<tr>
<td>Environment</td>
</tr>
<tr>
<td>Moral</td>
</tr>
<tr>
<td>Child</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Disable</td>
</tr>
<tr>
<td>Education</td>
</tr>
</tbody>
</table>

The main activities undertaken by NGOs are:
1. Organization of literacy, post literacy and out of school education programmes;
2. Organization of saving and credit groups;
3. Organization of income generating programme to poor people through skills training;
4. Learning materials development and publication;
5. Capacity building of local organizations;
6. Organization of seminars for awareness building among the community people.
7. Monitor to the grass root organizations and service organizations;
8. Organization of training, seminars, workshops, meetings etc.
9. Research and evaluation of development program.

Most people agree that most NGOs are result oriented, effective & efficient. But there are some NGOs which do not function well.
International NGOs in Nepal

International Non-Governmental Organization (INGOs) are playing important roles in the development of education, health, and environment in Nepal. They have divergent status and have extensive networks throughout the world. Some INGOs like Action Aid, CARE, Lutheran International, International League of Red Cross etc. are well-established INGOs. Some are recently established by an individual or small groups of expatriots with a view to provide services to the poor, exploited, and displaced people of the communities. There are about 96 INGOs. Some INGOs also undertake income generating activities, preservation of cultural heritage, childcare, and rehabilitation.

Activities of INGOs

The INGOs work mainly in the field of education, especially in non-formal education areas providing funds for building, training, scholarship, establishing libraries, conducting literacy and post-literacy classes, income generating activities and forming saving and credit groups among women. Some of the prominent INGOs are Action Aid in Nepal; ADRA; PACT Nepal; Save the Children: USA, Japan, and Norway; World Education and United Mission to Nepal can be mentioned.

Action Aid

- Action Aid Nepal has been working in Nepal since 1982. Its main mission is to eradicate poverty through the process of empowerment of the poor and marginalized women, men, girls, and boys. To fulfill the mission it has been providing scholarships, distributing materials, establishing libraries, forming saving credit groups providing grants for livelihood, medical treatment, conducting literacy and post-literacy and income generating classes.

Adventist Development and Relief Agency (ADRA)

ADRA was established in Nepal in 1987. Its major activities are in the fields of rehabilitation of leprosy and earthquake victims providing health services, relief work to flood victims. Since 1990 it has been providing health service at Khavre and Rasuwa district working in cooperation with the Ministry of Health. Besides health activities, it is also implementing women's literacy program in Khavre and Rasuwa districts.

World Education

The World Education was founded in 1951 in USA as an International Non-Governmental Organization. In Nepal it is providing following literacy programs.

1. Health Program
   It works with 15 NGOs to conduct HEALTH classes. It works in the districts like Udayapur, Kailali, Dhanusha, Banke, Dang, Ilam, Sindhuli, Chitwan, Jhapa, Nawalparasi, Bardia, Bara, Saptari, and Baglung.

2. Women's Economic Empowerment and Literacy (WEEL)
   This is an integrated literacy program of women's in literacy and saving and credit groups formation.
Private Agencies Collaborating Together (PACT), Nepal

PACT is an US based NGO. It focussed its programme on NGO development and implementation of basic literacy programme especially for women. It receives funding from US AID. It has covered 10 districts through verity of programmes. It implements following programmes

a. Women Reading for Development (WORD);

b. Women in Business Program;

to make those two programmes more effective PACT has carried out Women Empowerment Programme (WEP) to make the women literate and economically competent.

Save the Children (Japan, USA, Norway)

a. Japan - Save the Children, Japan started its work in Nepal since 1992. It is focussing on the improvement of education and health condition of the under privileged children and women. Main emphasis of the program is on out of school children education, women's literacy program and school construction.

b. USA - Save the Children, USA started its work in Nepal since 1980. It is working in the field of education, health, family planning, child survival and HIV/AIDS prevention. It also conducts NFE literacy and neo-literacy classes.

c. Norway - Save the Children, Norway known as Redd Barna started to work in Nepal since 1984. It works to promote children's right, and to help the venerable children who are in difficult situation to build their better future.

United Mission to Nepal (UMN)

United Mission to Nepal has been working for four and half decades in Nepal. It works for Non-Formal Education (NFE) programs establishing NFE support offices in different districts. Its major objectives are to provide technical support to projects in the areas of NFE learning materials development and training of personnel. It has been helping to uplift the lives of rural people through functional literacy and providing opportunities for rural girls and women to become literate. It also works to empower rural women and raising their awareness.