Community Learning Centres in Nepal: A situation analysis
(A country paper)

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Prepared by
Gopal Prasad Bhattarai
Deputy Director
Non- Formal Education Centre
Ministry Of Education
Kathmandu, Nepal
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Historical context of Community Learning Centres (CLCs) in Nepal

Although CLCs, as understood today, is relatively a new concept for Nepal, similar institutions with different names like Dharmashalas, Viharas, Pathshalas, Guthis, Trusts, Mothersas, Gombas existed in the traditional society that used to serve different purpose of the community in the past. On the one hand, they used to transfer traditional knowledge and skills regarding religion, culture, values, and occupations from one generation to another. On the other, they were also used to resolve disputes and problems emerged at community or individual level and satisfy individual concerns as well.

The genesis of CLCs in modern times lies in Seti Zone Education Project that first introduced the concept of Education for Rural Development in mid 70s including the programs basic literacy, alternative schooling, flexible modes of learning, women literacy along with the concept of CLCs. The evolving concept of CLCs as community based organizations was further accelerated with implementation of Basic and Primary Education program II during 1999-2002. Since 1998, UNESCO started backstopping Nepal in its endeavour to accommodate the concept of CLCs within the national education policy framework which resulted in establishing three CLCs initially as pilot.

1. Establishment and expansion of CLCs in Nepal

Building upon the experience and learning from the piloted CLCs with the technical assistance of UNESCO Office Kathmandu, the Government of Nepal (GON) in its Tenth Development Plan/Poverty Reduction Paper (PRSP) 2059-2064 (2002-2007) decided to expand the CLCs gradually to 205, one in each constituency. As result, the number of CLCs reached to 2006 by 2003 (2059/60 BS) under the initiative of government. Consequently, Education for All Program 2004-2009, School Sector Reform Plan 2009-2015, Three years Interim Plan 2006/7-2009/10 have also given their due attention to expand the number of CLCs in each Village Development Committee (VDC) and in each ward of each municipality. As a result the number of CLCs has reached to 1831 by the year 2010/2011 under the initiative of government. Besides, NGOs also are involved in establishing and operating CLCs in the country targeting to rural areas. In line with the policy frameworks, the government has been working to further expand and strengthen CLCs throughout the country focusing to rural and disadvantage areas to open up the possibilities of local development in community ownership including learning opportunities for the people.

1.1 National policies and strategies of CLCs

Since the Tenth Development Plan 2002-2007, several national policies including non formal education policy have provided supportive policy environment to the enhancement of CLCs in Nepal.
The main policy areas envisioned in these documents in relation to CLCs can be pointed out as follows:

● EFA Core Document 2004-2009 has stated that literacy program should go beyond three Rs linked to continuing education to foster knowledge and skills of youths, adults and women, so that they can be accepted in the job market and gain better financial returns. This document has underlined the need to expand CLCs through better coordination with Resource Centres (RCs) in order to serve the learning needs regarding livelihood of the community people.

● Similarly, Tenth Development Plan 2002-2007 has also recognized CLCs as the effective means of providing alternative learning opportunities and subsequently recommended establishment of CLCs in each of the 205 constituency with the aim to promote literacy and income generation programs targeting particularly to Dalits, disadvantaged women, ethnic minorities and other marginalized groups in the communities with low literacy rates.

● EFA National Plan of Action 2001-2015, which was endorsed by MOE in 2003, has also expressed its commitment for developing CLCs as the community based physical provisions for learning resources and activities- venue and support system for literacy activities, continuous and lifelong learning, community based education forum and income generation activities.

● A Ten-Year Literacy- NFE Policy Framework 2006-2016 developed jointly by UNESCO and NFEC Nepal, having recognized the critical role of CLCs in the promotion of literacy and NFE programs, has stressed the need to support the establishment and operation of CLC’s multitudes of programs and activities in order to address community needs. The policy also has pinpointed several areas of action regarding CLCs which included to: (a) develop CLCs as venue for conducting various education and social activities ranging from basic literacy classes to skill training, community awareness programs with adequate support from community in terms of financing and managing CLCs; (b) offer support for establishment and operation at the initial stage from the government and transfer the ownership and management to local community; (c) provide annual lump sum financial grants to CLCs for the operation of some programs; (d) equip CLCs with appropriate equipment, materials and human resources; and (e) make CLCs instrumental to promote lifelong learning for the people in the community.

● Followed by the Ten Year Literacy/ NFE Policy Framework, MOE developed a Non Formal Education Policy 2006 which, in addition to other, has stressed the development of CLCs as the centre of educational activities at the community level to ensure equitable access to quality non formal education for all based on the assessment of community needs. The policy strongly urges for the development of CLCs as the venue for conducting various educational and social activities ranging from simple literacy classes to skill training, community based discourses. For the implementation of
policy, the policy actions proposed are to (a) mobilize NGOs, local groups, school, local bodies, and government agencies to operate CLCs on their own groups, (b) carry out need based community development activities in addition to educational programs in the VDCs, (c) implement life skills and income generation programs,(d) support youths and adults to pursue continuous education and involve them to preserve cultural heritage.

- The ongoing plan for education sector School sector Reform Plan(SSRP) 2009-2015 also has planned for the expansion of CLCs as the focal point for learning and capacity building for the promotion of functional literacy and lifelong learning establishing collaborative relation for sharing resources to promote literacy, continuous education especially for out of school groups.

Several policies mentioned above recognize CLCs as multipurpose institution of the people, by the people, and for the people. Major thrusts given in these policies are: expansion of CLCs, community mobilization, developing CLCs as development focal point at the community level, decentralization of management, empowering CLCs through capacity building and resource mobilization, provisions for resource library, ICT based learning resource centre and equity and inclusiveness in the program participation.

Within the given policy framework, adopted strategies to develop and manage the CLCs as the venue for the development of literacy, lifelong learning, income generation skills, improving quality of life of people are:

a) Establishing CLCs with the initiatives of community people and operating them on their own management and ownership.

b) Providing annual lump sum grant annually for the operation of CLCs and carrying out development activities.

c) Making VDC/ Municipalities responsible for promoting CLCs,

d) Developing CLCs as focal point for all forms of NFE extension activities,

e) Activating CLCs for operating early childhood education and child care centres in the local community,

f) Conducting various development activities for the welfare of the community.

g) Executing literacy, NFE and income generation programs through CLCs.

1.1 Objectives and target groups of CLCs

CLCs, established, managed and owned institutions of the people, by the people, and for the people are the multipurpose institutions at community level to promote learning new knowledge, skills, behaviours to improve quality of life and living standard. So the objectives of the CLCs revolve mainly around education and training, community information and dissemination of resources, community development, and coordination and networking. The main objectives of CLCs are to:
● Provide continuous learning opportunities to local people of community throughout their life span
● Mobilize community for their empowerment and development
● Establish networking and coordination with different development agencies
● Provide access to information to community

With the given objectives, the CLCs have been organizing need based learning activities such as basic and post literacy programs, skill development training; empowerment related activities such as income generation programs, cooperatives and saving and credit schemes; information and communication related activities such as operating library, resource centres, communication services; and health and sanitation programs. Besides, they are also involved on operating early childhood education and child care centres and promotion of indigenous traditional culture of local people.

As most CLCs have been established mainly on rural areas, their target groups include illiterate, semiliterate and neo literate people especially women from disadvantaged community. Amongst them also are the out of school adults and youths who needs alternative schooling. Broadly speaking, community at large are their target group for the purpose of lifelong learning, information dissemination, livelihood skills, vocational training and the like.

In terms of program activities, target group of CLCs can be categorized as:
● Basic literacy for illiterate adults and youths
● Post literacy for neo literate women and adults
● Income generation programs for disadvantaged and marginalized women
● Saving and credit schemes for community members
● Training on vocational skill and on the use of ICT for adults and youth
● Alternative schooling for out of school youths and adults
● Communication, information, library services to general public

1.3 Number of CLCs

Initially started with three CLCs under the initiative of UNESCO Kathmandu, they are gradually expanding throughout the country under the initiative of GON and NGOs. As the number of CLCs is increasing, they are gaining significance as community owned institutions for their role in providing literacy, NFE programs, need based learning, information and communication service they offer. The table below presents the total number of CLCs, as of 2011, run under the initiative of GON and NGOs.
<table>
<thead>
<tr>
<th>Number of CLCs</th>
<th>Learning/ NFE Centre (Multi learning program)</th>
<th>Adult Literacy Centre (Only Literacy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>NGOs</td>
<td>Government</td>
</tr>
<tr>
<td>1831</td>
<td>10 NA</td>
<td>Basic-21029, APL-3000, WEP-3000</td>
</tr>
</tbody>
</table>

* Adult post literacy; ▫ Women Education Program (post literacy)

Number of adult literacy classes varies from one year to another depending on the program budget.

1.4. Types of activities carried out by CLCs

CLCs, as multipurpose institutions, are involved in undertaking various types of activities. In addition to basic and post literacy, they are involved in undertaking varieties of activities ranging from skill development to saving and credit schemes, income generation to ICT and communication services. A synopsis is presented in the table below:

<table>
<thead>
<tr>
<th>#</th>
<th>Name of activities</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic literacy (for general adults and women only)</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Post Literacy (for general adults and women only)</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Nonformal Basic Education</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Technical, Vocational, income Generation</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Early Childhood care and Education</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Equivalency Education Program(Primary to Secondary)</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Community Dialogue and Meeting</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Library and Resource Centre operation</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Communication and information services</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Community development and Quality of Life improvement</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. Quality assurance of program delivery and learning achievements

2.1. Quality assurance system for CLC/ literacy program delivery

As Nepal is in the stage of expanding CLCs throughout the country, quality assurance measures are yet to be developed. However, operation and functioning of CLCs following approved ‘CLC Management and Operation Guidelines 2062(2005)’, number of the programs they offer, physical infrastructures, formation of groups and their mobilization in carrying out community development activities, net working and collaboration, services they provide are some of the criteria for quality assurance and assessing them in terms against the criteria annually.

As per the provision of the CLC Management and Operation Guidelines 2062 approved by GON, it is mandatory to have a decision from the community through their assembly of general people to establish a CLC, a statute of their own prepared by a committee formed during people’s assembly and approved by them, consensus of respective VDC/ Municipality and commitment for support,
recommendation from concerned DEO after feasibility study, formation of management committee according to the guidelines in order to get final approval. The government provides fund only those which meet the aforesaid criteria through the concerned DEOS and supports for undertaking government programs. Given provision, to some extent, are supposed to ensure standards and uniformity not only to institutionalize CLCs as such but also to undertake development programs effectively.

Besides, district level government agencies implement different development programs and activities through CLCs providing guidelines to be followed while implementing them. To ensure the quality of the program they implement, monitoring and guidance is also provided by the concerned agency. The government provides lump sum financial grants annually to bear minimum operational cost that, to the minimum level also helps CLCs to run regularly as well. The government has also initiated to provide financial support for strengthening physical infrastructures of CLCs in order to develop some CLCs as model, one in each region. Although these attempts are not considered sufficient for quality assurance, they contribute to maintain regular operation and deliver minimum service to the community which have provided a basis to generate additional resources for carrying out development activities and created a venue for community mobilization. Besides, capacity development programs such as training for CLC personnel on CLC management and program planning, inter CLC exposure visits for sharing experience with each other are being conducted annually in order to enhance their quality.

Additionally, NFE-NRC, an NGO being involved in promoting CLCs, has been supporting CLCs through providing training and capacity building activities to CLC members, financial support to upgrade physical facilities, equip with ICT related materials, and to undertake vocational and livelihood skill development activities. Such efforts have not only enhanced management quality of CLCs, but also capacitated delivering quality service including undertaking various need based programs.

Since the establishment of CLCs, they are considered as the local extended arm for conducting basic post literacy classes and income generation programs in coordination with concerned DEOs. Based on the proposal of CLCs, programs are offered to them to execute in their catchment areas. DEOs provide training to literacy facilitators and supervisors hired by CLCs to manage and monitor the programs. Agreed upon implementation modalities, all the programs are monitored assessed jointly by the CLCs and the District Education Offices(DEOs) against the set the standards and norms to in order to ensure the quality of the programs. In some cases NGOs also provide technical support to CLCs for undertaking the activities to enhance the quality of the programs.

A three layer monitoring system has been developed in order to ensure effective and quality program implementation. At community level, local supervisors and CLC motivators are considered
responsible for monitoring the programs who report to district level agencies. Above them are the district level personnel who monitor not only the supervisors and motivators work but also provide assistance and guidance for the effective implementation of the programs undertaken by the concerned CLCs. At the top, central level agencies are responsible for the overall monitoring of the programs and the CLCs as well.

CLC Management and Operation Guidelines 2062 (2005) provides monitoring framework based on which regular monitoring and studies on CLCs are carried out in order to assess them in terms of number of programs and services they offer; involvement of community people during program planning management and implementation process; increased literacy level of participants; networking and collaboration; number of groups formed and mobilized; activeness of committee member; physical facilities etc. Based on the information obtained through these evidences, CLCs demonstrating significant outcomes upon community are rewarded with some monetary prizes.

2.2 Quality Assurance/ Certification System to assess learning Achievements

A recent study on CLCs found that CLCs have been involving in undertaking various programs from resources provided by the government and of their own. The number of programs being undertaken by them ranges from one to more than ten. The quality of programs largely depends on the quality of human resources involved, learning environment, materials and participants.

In order to assess the learning achievement of learners of literacy and other NFE programs, there is system of regular, periodic and final achievement test to be carried out by the facilitators and supervisors. Standards and format for assessing tools have been developed and provided by the government. The learning achievements are assessed in different aspects such as reading, writing, numeracy and computation, regularity in class centres, behavioural changes, participation in class centre activity, and involvement in discussion and so on. Based on the performances demonstrated carried out jointly by facilitators and supervisors, learners are rated as low performer scoring below 50 %, average performer scoring 50 to 75 %, and good performer scoring above than 75%. After the completion of given course, certificates also are provided in case the completers require.

As regards the assessment of other NFE programs, achievements are evaluated in terms of competency as defined by the given curriculum and evaluation guidelines conducting formal and informal class test, achievement test at certain intervals, periodic examinations similar to formal schooling. The learners achieving more than 32 score are upgraded to next level. The quality of the programs as such are assessed in terms of the efficiency perspective taking drop out, repetition and promotion to next level into account. Formal certificates are also provided after completion of the course.

3. Decentralization and management of CLCs

Since the very beginning of its inception, CLC has been conceptualized as decentralized activity from
its establishment, management, operation and to program planning and undertaking. In line with the spirit of decentralization, guidelines and policies have been developed that entrusts all the decision making authority on CLC Management committee. They are independent to generate own resources and mobilize them in their own decision as per the need of community. They are also entrusted to implement the government programs at the site they selected to the target groups following policy guidelines. Management structure regarding the CLCs has been developed to materialize the same spirit.

3.1 Organization Charts from the Ministry/ District government to CLC

The Non Formal Education Centre(NFEC), a specialized central level agency under MOE, executes NFE and CLC programs by activating the management structures of MOE at the central, regional and the district levels. Assessing capability and approving CLC establishments, providing fund annually for CLC operation, orienting and providing training to the CLC management committee and officials are carried out by the respective DEOs with the technical support of NFEC. NFEC also involves the NGOs, CBOs, Local Bodies to operate CLCs at the VDC level and implement the NFE programs with the policy frameworks and implementing guidelines developed by NFEC. In order to facilitate NFE and CLC related policies and to enhance collaborative support to CLCs, coordination, implementation committees represented by various stakeholders from government, nongovernmental and social organizations are constituted at VDC, Municipality and community levels. The diagram given in annex presents the organization structure regarding CLCs from central at the top to the district and CLC level.

3.2 Decentralization of program delivery and curriculum development

Since the first development plan 1957, Nepal has been conducting literacy and NFE programs throughout the country in decentralized way through the management of DEOs. The DEOs are entrusted for the selection of VDCs and municipalities to run classes and to distribute required number of classes to the targeted community as per the decision of District Non formal Education Committee headed by the Chairperson of District Development Committee within the number of programs and budget provided by the centre. The responsibilities for the selection of facilitators and local supervisors, selection of location to conduct classes, materials printing and supply, monitoring lie on respective VDCs and municipalities. Respective DEOs are responsible for providing training, orientation, other technical support for the effective implementation of the programs. These classes are also run through the CLCs within their catchment areas. While taking decision regarding allocation of number of classes and selection of location to run them, high priority is given to those communities which have highest illiteracy, based on the data obtained through household survey. Class Management Committee is formed for each of the class for providing management support and regular supervision of the classes through mobilizing the local community.
Although the curriculum for literacy and NFE is centrally designed and developed, reading materials have been developed in different mother tongues in order to facilitate learning acknowledging the right to education in own mother tongue. Amongst the textbooks developed in different languages, the learners opt for one based on their interest that is relevant to their socio cultural context. Besides, there is also room for adding local contents and to contextualize them as per the need of the participants. Flexibility is also given to introduce locally designed and generated curriculum in substitution to the national one. For Flexible Schooling Program (FSP); Out of Schooling Program (SOP); and Adult Non Formal School, NFE programs equivalent to formal primary schooling run for school dropouts, out of school children and non schooled adults, certain credit hours have been allocated for teaching local contents relevant to the community needs. Such provisions on curriculum and reading materials can be regarded as an initiative towards the process of localization in curriculum development.

3.3 Management of CLC

With a view to facilitate systematic management of CLCs in the country, MOE has issued CLC Management and Operational Guidelines 2062(2005). All the CLCs are managed and operated under the management framework of the guidelines. Following the guidelines a management committee is formed by the general assembly runs the CLC. The committee develops policies, plans and strategies to activate the CLC. The management committee forms several other sub committees to look after sector specific programs based on the numbers and types of activities to be undertaken.

A social mobilizer, who is only female for each of the CLC, is hired by the management committee to oversee day to day operation of CLC. Her responsibilities include making contact with participants and program facilitators, monitoring and supervising CLC activities. She also informs the concerned individuals, maintains official records and accounts of the CLC. The management committee explores the way to establish linkage with community people, local bodies, CBOs, district level government agencies, plans and executes programs.

According to the guidelines, management committee comprises the 9-11 members as follows:

   Chairperson- Elected by general meeting
   Members- Chairperson of respective VDC/ Municipality ward
      - Woman social worker/s – 1or 2
      - Local school teacher
      - Local leader/ Social worker- 1 or 2
      - Head teacher of the local school
      - School supervisor/ Resource Person of respective resource centre
      - Representative from local NGO/ CBO

   Member Secretary- Social Mobilizer of the respective CLC
Major roles and responsibilities of the committee as mentioned in the guidelines are:
● Identify learning needs of community people;
● Prepare plan and programs in order to fulfil the learning needs identified;
● Mobilize local resources for the programs;
● Implement programs in coordination and cooperation with local GOs, NGOs and schools;
● Seek support from external agencies;
● Form different occupational groups and income generation program and mobilize them;
● Monitor the programs and activities run;
● Manage financial and other resources;
● Approve budget and programs;
● Keep proper accounts prepare financial report and audit them;
● Keep official records properly, document progress, report and disseminate them to community and to concerned agencies.

4. ICT and NFE
Use of ICT and to improve management and facilitate learning has been a felt need of today both for the CLC and program providers. However, most of the CLCs have not been able to afford it because of resource constraints. Despite this, some of them have installed ICT facilities such as computers, telephone, faxes, photocopier, internet, printers, television, and radio from their own initiative and support from other agencies.

4.1. Case: Use of ICT to improve CLC management, monitoring and delivery
Among the CLCs having ICT facilities, Lumbini CLC at Rupandehi and Khasyouli CLC at Palpa district are considered model in installing ICT with support from NGOs and using them for keeping official record, managing data and information, preparing report and dissemination them, providing training to interested learners on their use, offering opportunities for personal communication of community people, providing them in rent to needy people and institutions for resource generation and so on. They have documented all the activities undertaken by their CLCs in computers which they disseminate to public and concerned visitors through use of power point and share information and documents through mail. Besides, they also deliver communication services to the general public in a minimum service charge through which resource is generated for the CLC that helps for the sustainability on the one, on the other community people have also benefiting having had access to in their own locality.
Additionally, they have stored data and information regarding literacy, educational level, participants of different programs of their community which they use while planning programs, selecting participants, providing them to other stakeholders and needy agencies. Community people use these
CLCs as venue in their spare time for gaining information and knowledge relevant to their concerns including entertainment.

4.2. Case: Use of ICT to improve learning

The learning process has been interesting, easier and varied with the use of ICT compared to the textbooks and notebooks. So, some of the CLCs have applied them for teaching and learning and capacity development.

In some CLCs, NFE- NRC promoted computer based teaching learning activities for the participant’s women literacy. The learners were found more interested in learning through computers. Computer assisted literacy not only made their literacy learning effective, but also developed their skill and knowledge on the use of computers for the purpose of personal communication with their relatives and family members staying away from home using email and internet. Furthermore, the learning also capacitated them to visit websites for gaining access to information of their concerns and to the entertainment at leisure. Having noticed the advantages taken by the women fellows of the community, other youths and adults also were attracted to learn about the use of computer and requested to run training on it in cost sharing basis. Then, the CLC started to manage training by hiring a resource person on contract when needed. Their attraction to computer use provided them an opportunity to learn English as well. Having known this, other CLCs also have started training on it when people demand on cost sharing basis which has gradually been creating CLCs as the venue for computer learning.

5. Literacy Survey and Assessment

Literacy is a goal of EFA which is seen as a measure of sustainability of the MDG for basic education, considered as an essential skill and creating knowledge society. Every country conducts survey on literacy status in order to know the literacy level of its population through the means of population census and household survey. Nepal has been measuring literacy level both of the means carrying out periodically and in ad hoc basis.

5.1. Literacy survey at regular intervals

Nepal has been conducting population census at intervals of each ten years since 1951 which also serves as means to assess literacy level of its population. Besides, it also conducts labour force survey including information on literacy status of the country. Although the latest population census has been completed recently in 2011 the report has yet to publish, information on literacy based on the last population census conducted in 2001 and labour force survey conducted in 1998 and 2008 is considered the latest literacy assessment. The result of these assessments has been presented in the table below.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Sex &amp; Locality</th>
<th>Status in</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>1998/99#</td>
<td>2001*</td>
<td>2008#</td>
<td></td>
</tr>
<tr>
<td>Over all literacy rate of 5 years and above aged group</td>
<td>Male</td>
<td>64.5</td>
<td>65.5</td>
<td>74.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>35.8</td>
<td>42.8</td>
<td>53.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>49.8</td>
<td>54.1</td>
<td>63.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td></td>
<td>51.0</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td></td>
<td>71.9</td>
<td>80.2</td>
<td></td>
</tr>
<tr>
<td>Adult Literacy rate of 15 years and above aged group</td>
<td>Male</td>
<td>62.3</td>
<td>62.7</td>
<td>70.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>28.2</td>
<td>34.9</td>
<td>43.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>44.5</td>
<td>48.6</td>
<td>55.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>67.8</td>
<td>68.3</td>
<td>77.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>41.1</td>
<td>45.0</td>
<td>51.1</td>
<td></td>
</tr>
<tr>
<td>Proportion of non schooled adults for 15 years and above aged group</td>
<td>Male</td>
<td>43.7</td>
<td></td>
<td>32.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>75.4</td>
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<td>58.2</td>
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<tr>
<td></td>
<td>Total</td>
<td>60.3</td>
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<tr>
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<td>Urban</td>
<td>36.2</td>
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</tr>
<tr>
<td></td>
<td>Rural</td>
<td>63.8</td>
<td></td>
<td>51.1</td>
<td></td>
</tr>
</tbody>
</table>


5.2. Literacy survey and assessment at ad hoc base
Recently in 2011, a literacy survey has been conducted jointly by Research Centre for Education, Innovation and Development, Central Bureau of Statistics and NFEC Government of Nepal with the assistance of UNECO Kathmandu in order to assess the literacy situation in the selected three districts Rasuwa, Makawanpur and Rupandehi. Although the report has yet to be finalized, literacy rate for 15 and above aged group population has reached 29.3 (38.2 for male and 21% for female) in Rasuwa; 55.5% (66% for male and 46.6 for female) in Makawanpur; and 53.1% (63.6% for male and 42.4% for female) in Rupandehi, according to the preliminary draft report of this survey. Besides NFEC, for its purpose of conducting literacy programs, has also conducted a household survey recently in 2011 through the respective DEOs which shows approximately 5 millions of adults of 15 and above aged group remaining illiterate.

6. Issues and challenges
Although CLCs have gained popularity for their role in providing learning opportunities and delivering programs for community development since the establishment, some pertinent issues revolve regarding sustainability, institutional development, capacity development; feeling of ownership towards CLCs among different development agencies, linking education with people’s occupation and community development activities. Besides, they also have to face several challenges that can be mentioned as:

- Conceptual clarity on CLC among development agencies
- Development of physical infrastructures in line with quantitative growth
- Improvement of their management structure and capacity
- Ensuring sustainability of CLCs in terms of financial, human and technological resources
- Enhancing capability at individual, organizational and institutional level
- Promoting collaboration, coordination of CLCs among development agencies at both community and district level.
- Establishing functional linkage between CLCs and schools.
Annex

Organization Charts on CLC Management

Ministry of education

Department of education

Regional Education Directorate

District Education Offices

Non-Formal education center

Resource Centers

District NFE committee

Schools

Class management committee

NFE

NFE Program

Community Learning Centres

CLC Management Committee

Sub Committee/

IG Group

Skill Group

Community mobilization Group

Women Group

Literacy Group

Social Mobilizer and Motivator