

NON-FORMAL EDUCATION IN NEPAL

**Status Report
2073/74 (2016/17)**



**Government of Nepal
Ministry of Education
Non-Formal Education Center
Sanothimi, Bhaktapur
Nepal**

Foreword

Education is a key to development and is an essential asset towards peace and equitable social justice. Education is also a tool that helps in reducing poverty, exclusion, ignorance, conflict, and intolerances. It is due to this respect, Nepal is committed to provide learning opportunities to all through formal, informal, non-formal and lifelong learning approach. This non-formal education status report therefore provides a snapshot of existing policy provisions for non-formal education articulated in the current School Sector Development Plan (2016-2023) and provides the present literacy status, target of various programs and achievement made so far under continuing education programme initiated by the Non-formal Education Centre. It has been hoped that this report would provide strengths, limitations, opportunities and challenges associated with the activities conducted by Non-formal Education Centre and it has also been hoped that this report would be instrumental in designing the evidence based service delivery at the local level.

The primary sources of the report are annual status reports and the monitoring reports prepared at the district, regional and central level. In addition, newsletters, bulletins and other publications produced by Non-formal Education Centre are also major sources of information of this report. Information on current literacy status is derived from Census. The Non-formal Education Management Information System is another source of information that has been used while preparing this report.

All the District Education Offices, Regional Education Directorates and the Non-formal Education Centre team at the central level deserve appreciation for their efforts and contributions for providing relevant information that was needed for this report. Special thanks goes to monitoring section for the hard work in getting this report in the current shape. Also, special thanks goes to Sambedan Koirala and Apsara Gurung for providing technical support in preparation of this publication. As there is always room for improvement, suggestions and feedbacks are highly appreciated and can be emailed at nfec2016@gmail.com.

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Executive Summary

The 5th amendment of the Interim Constitution of Nepal, 2006 (2063 BS) officially abolished the rule of monarchy in Nepal. This amendment was the first document to mention Nepal as the Federal Democratic Republic of Nepal. The Constitution of Nepal 2015 (2072 BS) has now envisioned Nepal as a Federal Republic Country with seven provinces. As a result, Nepal has now moved from centralized system to the federal mode of governance, with each local units provided with executive, legislative and limited judiciary power. In terms of education, the Local Government Operation Act 2074 has now handed 23 different lists of activities at the local level, including the operation of non-formal related activities. This report therefore is an attempt to provide the status of non-formal education across seven provinces. The major synopsis of the status report is presented as follows:

- In 2073/2074 BS, a total of 9278 classes were conducted to target 157343 participants across the country. Out of the 157343 targets, 154557 participants (98%) completed the programme. In 2072/2073 BS, a total of 146010 participants were targeted out of which 136489 (93%) participants successfully completed the programme.
- In province four, there were 13798 participants than the targets of 11317 across the district. Similarly, province six and province three also had more achievement than the actual targets. Meanwhile, province two had the target of 45648 but was only able to provide continuous education to 39544 participants.
- Bulk of the classes were conducted in province two followed by province one, province three and province five. Dhanusha district from province two and Manang district from province four did not conduct the continuous education classes. Mugu, Dolpa, Gorkha, and Rasuwa district had the lowest achievement percentage of 39.8, 41.7, 49.4 and 52.2 respectively while district like Mustang, Bhaktapur, Khotang, Chitwan, Udayapur had the highest achievement percentage of 144.1, 122.6, 120.0, 117.9, 112.2 respectively.
- Out of total 154557 participants, 18% of them were from Dalit communities, while 35% were Adibasi/Janajatis and the rest 46% belonged to other caste/ethnic groups. Out of the total participants, 93% were female and the rest 7% were male.
- Out of the 154557 participants, 43% of the participants were between 31 to 45 years

of age, 34% were between 46 to 60 years of age and around 5% participants were above 60 years of age.

- Out of 37 open schools, a total of 25 open schools were in operation in the FY of 2073/74. In addition, a total of 104 flexible classes and out of 178 NFE adult schools, a total of 115 of them provided different forms of non-formal classes in the FY of 2073/074. There were 482 participants in open schools, 1795 participants in flexible schools and 2976 participants in NFE adult schools and out of which 3664 (71.6%) were females and the rest 1589 (28.4%) were males.
- A total of 378340 thousand rupees was allocated to NFEC to conduct the non-formal related programs at district and central level. Divided this number by the total participants of 154557, the average cost comes to 2447 NRS for producing one literate participant.
- Attempts have been made to develop NFE equivalency programmes in line with NQF which is being developed in the MOE and National Vocational Qualification Framework, which is being developed under CTEVT.
- A baseline survey was successfully conducted in the targeted 5 districts (Rautahat, Sarlahi, Mahottari, Parsa, Bara) between Magh and Falgun in FY 2073/074 to collect the out-of-school children in those districts. A total of 107594 out of school children were identified during the process.
- A one day workshop was held in Dhangadhi, Kaski and Biratnagar district to inform NFE focal persons about the concept and modality of NFEMIS.
- A report was published on the effectiveness of CLC and their justification in Nepal, which was conducted by the SMART Private Limited.
- National literacy day was celebrated, with different activities done at the central and district level.
- Till the completion of 2073/2074, a total of 37 districts have been declared as literate districts.

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ABBREVIATIONS

ASIP	: Annual Strategic Implementation Plan
CBS	: Central Bureau of Statistics
CLC	: Community Learning Centre
CTEVT	: Council for Technical Education and Vocational Training
DEO	: District Education Office
DOE	: Department of Education
DRR	: Disaster Risk Reduction
EFA	: Education For All
FSP	: Flexible Schooling Programme
FY	: Fiscal Year
GEQ	: General Education Qualification
I/NGOs	: International/National Non Governmental Organizations
ICT	: Information and Communication Technology
IGP	: Income Generation Programme
LC	: Learning Centre
MOE	: Ministry of Education
MOF	: Ministry of Finance
NDHS	: National Demographic Health Survey
NER	: Net Enrolment Rate
NFE	: Non-formal Education
NFEC	: Non-formal Education Centre
NFEMIS	: Non-formal Education Management Information System
NQF	: National Qualification Framework
OOSC	: Out of School Children
OSP	: Open Schooling Programme
RED	: Regional Education Directorates
SDG	: Sustainable Development Goals
SOP	: School Outreach Programme
SSDP	: School Sector Development Plan
SSRP	: School Sector Reform Plan
VDC	: Village Development Committee

SECTION I

INTRODUCTION AND BACKGROUND

1.1 Introduction

Non-formal education (NFE) is a learning movement that helps to acquire and maintain skills and abilities in a new and fun way. It is mostly provided in the form of short training, courses, seminars and workshops where participants learn by doing, observing and working by using different methods. These activities ensure participants to acquire cognitive, emotional and specific competencies and skills that ultimately develop confidence in their unique learning process. Viewing these importances in mind, the Nepal Government has embarked on number of educational reform initiatives associated with non-formal mode of schooling.

Non-formal education is an approach that acts in a complementary way with the formal education system. In this respect, NFE is a gathering of educational practices that are not included in the formal education system. The main aim of NFE thus has always been to foster the personal, social and professional development of people, on a voluntary basis. As a result, the Non-formal Education Centre (NFEC) under the Ministry of Education (MOE) has been implementing numerous plans and programmes that includes basic literacy, post literacy, continuing education, alternative schooling, and life and livelihood skills trainings aimed at improving the quality of lives. Upon completion of these activities, it has been hoped that Nepal would be able to provide literacy and neo-literacy programmes to 1.8 million people by the end of 2020/21 as envisaged in School Sector Development Plan (SSDP 2016-2023).

Unlike the structured formal education system, non-formal programmes operate in semi-structured or structure less pattern. In this respect,

consolidation and systematic documentation of non-formal programmes has always been a major challenge. With the available resources and the information, this status reports has been prepared in order to provide the current status of non-formal education in Nepal and to give necessary information on policy provisions, target populations, participation, coverage and efficiency of the various NFE programmes that was conducted in the FY 2073/074. It has been hoped that this publication will be useful for policy makers, planners and other stakeholders at various levels.

1.2 Objectives of the report

In totality, this report reveals the current status of non-formal education in Nepal. In specific terms, the major objectives of the report are: -

- Outline the target, coverage, participation and completion of the implemented NFE/literacy programmes
- Analyze the potential strength, underlying problems, issues and constraints associated with the NFE/literacy programmes
- Disseminate the status of the various NFE/literacy programmes and the best practices amongst the key stakeholders and the development partners

1.3 Data sources

Census (2068) is the major source of data that has been used in this report. Demographic surveys, flash and consolidated reports are other major sources of data. In addition, the NFEC has designed and implemented the Non-formal Education Management Information System (NFEMIS), which is another source of data that has been used in this report.

1.4 Major limitations

Learning happens everywhere and all the time. In this respect, lifelong learning is flexible, diverse and promotes learning beyond traditional

schooling and throughout the life. The scope of lifelong learning is immense and accommodates the four pillars of learning for the future and they are - learning to know, learning to do, learning to be and learning to live together. This report however only considers continuous education programme, flexible schooling programme, open schooling programme, and non-formal adult schooling programme that was provided to the illiterates and neo-literates in FY 2073/074.

Data required for this report has been estimated based on the census. With inadequate information on birth and death rate, and the missing information on inner and intra boundary migrations, these estimates might not reflect the true picture of the demography, and therefore certain information might not provide the real scenario.

The NFEC is the sole responsible agency to implement non-formal related activity at the central and district level. However, Department of Education (DOE) and Ministry of Education (MOE) also provide budget at the district level to conduct various non-formal related programmes. However, this report only provides the status of the programmes that was conducted by the NFEC under 350021 SSDP budget head and therefore does not reflect the progress on other non-formal related activities. Efforts will be made to consolidate all those progresses in the future status reports.

1.5 Process of preparing the report

The NFE implementing agencies provided the immediate outputs of the NFE programmes to the NFE focal persons at the District Education Office (DEO). These agencies provided such outputs on the form of data, reports and visual presentations. The NFE focal person collected all those information and produced the district level status report. The NFE focal person then shared this report with the local stakeholders and the implementing agencies for possible comments, suggestions and feedbacks. After incorporating the required changes, the NFE focal person provided the status reports to the

Regional Education Directorates (REDs) that then compiled and sent the final version to the NFEC. The NFEC then used these status reports to check the outputs set against the national plans and programmes. Once clarities were solved, these status reports have been compiled in order to prepare the national status report. In totality, bottom-up approach has been used as the process of the report preparation. For this, implementing agencies were given the responsibility to produce the report and check their status against the plan.

This report has provided graphs and tables when and where necessary. Efforts have been made to provide the information based on provinces. Other relevant information has been provided in annexes.

1.6 Terminologies used

The target group of NFE could be anyone and that includes children, youth or adults. In this respect, the term participants and learners have been used throughout the report to denote such target groups. In addition, the term learning materials has been used instead of textbooks.

1.7 Organizations of the report

This report consists of six chapters and has been organized in following manners: -

Chapter I : Comprises of the introduction, objective of the report, process of preparing the report, data sources and limitations and organizations of the report.

Chapter II : Presents the existing policy provisions for NFE and the perspectives of NFE in relation to SSDP goals. It also briefly describes overall aims and objectives of each NFE/literacy programme.

Chapter III : Portrays current literacy situation in Nepal based on the Census data.

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Chapter IV : Covers the physical targets of various NFE/literacy programmes, resource allocation and budgeting.

Chapter V : Analyses the progress of the central and district level activities

Chapter VI : Presents the synthesis of findings including problems and challenges encountered, key success stories, findings and the lessons learned.

SECTION II

EXISTING POLICY PROVISIONS FOR NON-FORMAL EDUCATION

2.1 Initial stage of NFE

Nepal started the planned development strategy since 2012 BS. During those years, very little attention was given to the non-formal education as major emphasis was on physical and social development structure. The major emphasis on non-formal education was given in the National Education System Plan 1971 when it was stated that the adult education would be launched in a) literacy expansion programme, and b) functional adult education programme. Ten years later, a pilot project known as “Education for Rural Development” in Seti zone conceptualized and implemented the component on functional literacy, which was supported by UNESCO, UNDP and UNICEF. The concept of out-of-school programme, flexible schooling programme, women’s literacy programme, community learning centres were the outcome of these NFE programme.

2.2 NFE and Jomtien Declaration

As a part of commitment to Jomtien World Declaration on Education For All (EFA 1990) and the Dakar World Education Forum (2000), Nepal made literacy and NFE programmes a part of the EFA implementation activities and started designing literacy programmes for adults, children, girls and women. The development of National Plan of Action was a right direction towards implementing those literacy programmes.

2.3 Non-formal Education Policy, 2063 BS

The Non-formal Education Policy (2063 BS) emphasized the need to provide academic and practical knowledge, skills and information to different age and levels of learners. The emphasis of this policy was to provide

opportunities for everyone to learn and also envisioned the concept of vocational education for those who were not able to go to formal schools. Meanwhile, the thirteenth plan (2070/71-2072/73) also emphasized the need to improve the quality and relevance of education at all levels, ensuring that it promotes life skills and is employment-oriented. Nevertheless, all these plans and programmes advocated for literacy campaign aiming to provide alternative education opportunities.

2.4 NFE and SSRP (2009-2015)

The School Sector Reform Plan (SSRP 2009-2015) also focused on decentralization, empowerment and partnership with the private sector and the International/National Non-Governmental Organizations (I/NGOs) as strategies to achieve goals for adult literacy. In addition, emphasis was given to organize literacy and continuous education programmes in a consolidated way by utilizing the knowledge and experience of the national and local partners. During this plan, post-literacy programmes such as life skill training and micro-credit schemes were targeted to the disadvantaged groups. The Community Learning Centres (CLCs) were made functional to implement literacy and life-long learning programmes and efforts were concentrated in linking such programmes with the formal education system.

Below given are major activities that were implemented at the district level as a part of NFE initiative envisaged in different plans and programs. The School Outreach Programme (SOP), Non-formal Primary Education Programme/Flexible Schooling Programme (FSP), and Open Schooling Programme (OSP) are programmes associated with the children while basic literacy, post literacy and adult schooling programmes are associated with the adults. Income Generation Programmes (IGPs) are also associated with the adults.

- **SOP:-** This is a 3 year programme targeted for 6 to 8 years age groups children who are not able to attend schools due to geographic remoteness

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and various socio-economic reasons. After completion of the programme, children are expected to transit in grade 4 in formal schools. For this fiscal year this programme was not there to implement.

- **FSP:-** This is a programme targeted for 8 to 14 years age groups children. Children, in this course complete basic level education (grade 1-5) in three years through condensed courses. After completion of the programme, children are expected to enroll in grade 6 in formal schools.
- **OSP:-** This programme is targeted for school dropouts and the neo-literates with an objective of providing basic level (grade 6-8) through contact sessions. This is a 2 year programme and after completion, children and the participants are eligible to appear in the grade 8 examination.
- **Basic Literacy Programme:-** This programme is designed for the illiterate adults between 15 to 60 years of age and is aimed to improve their quality of life and livelihood by providing them the literacy, numerical and life skill trainings. Under this programme, classes were conducted two hours a day, 6 days a week for three months and 150 hours of learning sessions. For this fiscal year this programme was not there to implement. Now Its is converted into continuous education.
- **Post Literacy Programme:-** This programme is aimed at sustaining literacy and imparts functional skills to the neo-literates through continuing education. Successful participants of the basic literacy programmes are the major group of this programme. The classes of post literacy programme operate in the same way as basic literacy programme. But For this fiscal year, this programme was not there to implement because it is converted into continuous education.
- **IGP:-** This programme is designed to help most needy ones who has completed the post literacy course through government sponsored literacy programmes. Depending upon the nature of skills required,

participants are involved in training for certain period of time to acquire entrepreneurship skills so that they can start their own micro-business in a group. For this fiscal year neither new group was formed nor any budget was provided to the previous groups. They are running under the leadership of clc now

- **Continuous Education:-** IT is for newly literate and illiterate people of 15-60 years of age group. It 's class is conducted for four months with 2 hours of daily class and 6 days of a week. Previously, practiced programmes as basic literacy and post literacy , now they have been converted into continuous education.

2.5 NFE and World Education Forum, Incheon 2015

World Education Forum 2015 in Incheon, Republic of Korea adopted the Incheon Declaration for Education 2030, which sets out a new vision for the next fifteen years towards inclusive and equitable quality education and lifelong learning for all. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the Forum is committed to provide meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning. It is also committed to provide the flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education. In addition, it ensures that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities.

2.6 NFE and Sustainable Development Goals

The Sustainable Development Goals (SDGs) came into effect in January 2016, and these goals will continue guide UNDP policy and funding for the next 15 years. Divided into 17 goals, goal # 4 advocates for inclusive and equitable quality education and further advocates for life-long learning opportunities for all. Investment in education now, it has been assumed in SDG, would deliver the anticipated benefits and will have a multiplier effect across the sustainable development agenda.

2.7 NFE and 14th National Plan (2073/74-2075/76 BS)

Non-formal education has also been a major priority in 14th National Plan. By the end of this plan, it aims to achieve 92% literacy rate amongst 15-24 age groups. This plan also aims to establish CLCs in all the wards of all the local levels.

2.8 NFE and SSDP (2016-2023)

The current School Sector Development Plan (SSDP 2016-2023) also aims to enhance functional literacy and cultivate reading and learning habits amongst youths and the adults. In doing so, the SSDP has envisaged equity, quality and efficiency as three major strategies for enhancing the functional literacy. Scaling up the continuous education programmes, establishing CLCs, developing a specified component for the recovery of the non-formal education sub-sector corresponded to the equity strategy while developing and implementing career-based programmes focused on work-related skills and professional development support, enhancing the technical capacity of facilitators corresponded to the quality strategy of the SSDP. Meanwhile, empowering local governments and launching national volunteer campaigns are two major activities that has been associated with the efficiency strategy of the SSDP. Adult schooling programme, flexible schooling programme, open schooling programme and the continuous learning programme have

been identified as the major programs in SSDP. In respect to continuous learning programme, this programme has been designed for the adults of 15-60 age groups. The programme is aimed at sustaining literacy and imparts functional skills to the neo-literates through continuing education. The target group of this programme is neo-literates who became literate through the basic literacy programme. The class is conducted two hours a day, 6 days a week for four months and with a minimum of a total 200 hours during the programme period. In addition to delivering the continuous learning programme at the district level, it has been hoped that the below given strategies will also be used at the district level.

- Scale up continuous education programmes by expanding libraries and community reading centres.
- Establish community learning centres as the main mechanism to operate lifelong learning opportunities for the needy ones.
- Develop a specific component for the recovery of the NFE sub-sector from the impact of 2072 BS earthquake as part of the overall recovery roadmap, including both hardware and software needs.
- Develop and implement career based programmes focused on work related skills and professional development support.
- Enhance the technical capacity of facilitators by giving them basic and refresher training opportunities.
- Empower local governments to design and develop, plan and implement literacy and post literacy programmes in a coordinated way.
- Launch national volunteer campaigns in collaboration with local governments and primary stakeholders such as civil society organizations.
- Implement tailored programme packages for working youth and adolescents.

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- Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes.
- Provide professional development training for literacy and lifelong learning facilitators.

The above programmes are expected to ensure that the poor, marginalized communities and persons with disabilities will have better access to non-formal mode of schooling. It is also expected that the above programmes will be able to implement literacy campaign that will be linked with productivity. However, with the new constitution, Nepal is shifting its decentralizing planning process at the local levels. Once the required election is completed, the local levels will be authorized with planning, budgeting, implementing and monitoring the non-formal related activities. Status report that used to be prepared at the district level now has to be prepared at the local level. Compilation of such status reports and presenting it at the national forum will be a challenging task in the future. Time has now come to start discussing on such challenges at the national and the provincial levels.

SECTION III

STATUS OF LITERACY SITUATION IN NEPAL

3.1 Concepts and definition used for literacy measurement

The term 'literacy' has been defined in a multiplicity of ways. International communities have expanded the meaning of literacy from simple process of acquiring basic cognitive skills to using these skills in ways that contribute to socio-economic development, and to developing the capacity for social awareness and critical reflection as a basis for personal and social change. In other words, being literate does not mean the acquisition of basic cognitive skills only, it also means that participants should be able to use those skills that enables the growth of their own self and the surroundings. This definition of literacy further states that literacy is a learning process and learning is a continuous act.

Nepal defined literacy as the ability to read and write in any language during the censuses of 1952/54, 1961 and 1971. A modification was made in the 1981 census, where literacy was then defined as the ability to read and write in any language with understanding. Similarly, a further modification was made in the 1991 census where literacy was defined as the ability to read and write in any language with understanding and the ability to do simple arithmetic calculations. Nepal has used the same definition in the censuses of 2001 and 2011.

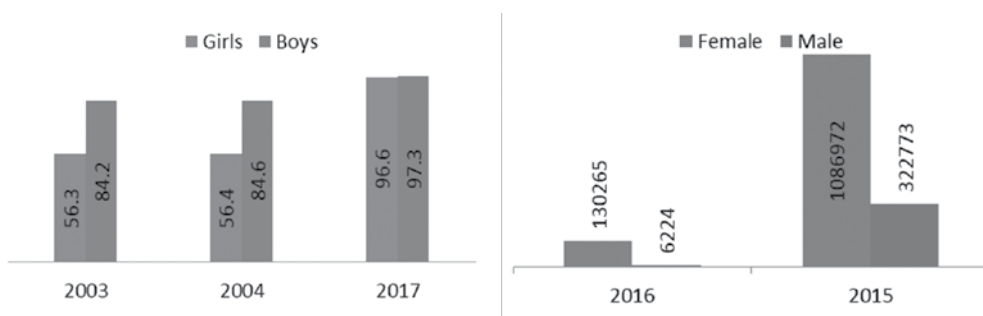
3.2 Scope of non-formal education

During the Rana regime, schooling opportunity was not open to everyone and therefore, most of the people never got the chance to read and write. The rise of the Panchayat regime opened few opportunities but it was not enough. However, it was only after the rise of democracy and the access to the global world, schooling opportunities were available for the public. The growth of

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schools opened the door for school aged children to read and write. Those who were not able to learn through formal mode of schooling, they were provided with various non-formal programmes, which helped them with numeracy, life skills and other cognitive skills. Figure one (right) provides the number of literates from non-formal programmes that was organized in 2072 and 2073 respectively. Figure one (left) also shows the need to expand the scope of adult literacy in the upcoming years as there are significant number of adults who still do not have basic skills to read and write.

Figure 1: Net Enrollment Rate at G1-5 (left) and participants of literacy programmes (right)



Source: Consolidated Report, 2070 BS; NFE Status Report 2072, 2073 BS

In 2070 BS, 56.3% of the school aged girls were in schools as shown in the left graph given above, which means 43.7% of the school aged girls were not in schools during that particular year. In 2071 BS, only 56.4% schools aged girls were in the schools meaning 43.6% of the girls were not in schools. It means that around 43% of the school aged girls in 2070 BS complies to the current definition of 'illiterates', and are the main targeted population of various literacy programmes that are conducted at the district level. The left graph alone shows the need for literacy programmes in the upcoming days as there were many children, 14 years back, that were not in schools during that time. As more than 96% of the school aged children are in schools in 2073 BS, years later, the need for providing literacy programmes

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that enable participants to read and write will eventually diminish. The right table provides the number of participants that successfully completed the adult literacy packages in different years. Calculation based on the left and right side of the graph shows the upward demand for adult literacy programmes in the future.

While the right side of the figure one represents the number of participants that were provided with literacy classes, there is also an increasing demand for the non-formal mode of schooling amongst the school aged children. Table one details the number of students in formal schools in 2072 BS characterized by grades and different ages. It also shows the total population of the school-aged children and the total number of out-of-school-children (OOSC) by different age groups.

**Table 1: Agewise enrolment, projected population and
OOSC Details (2072 BS)**

	Grade	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	Other ages	Total Students
Enrollment	G1	115024	238264	216697	150969	81133	58539	29783	16432	66754	973595
	G2	15955	78548	194460	184097	143051	99412	34365	19637	57683	827208
	G3	0	19264	48802	142554	200347	146407	89899	80909	80911	809093
	G4	0	0	9565	23229	83352	143475	165338	139375	202231	766565
	G5	0	0	0	12214	15267	71757	129773	149621	380160	758792
	G6	0	0	0	0	6518	7822	53453	78223	473253	619269
	G7	0	0	0	0	0	2418	10883	35066	564685	613052
	G8	0	0	0	0	0	0	2330	9324	615384	627038
Population		542207	530342	529917	541897	554148	569644	583986	597137	0	4449277
OOSC		411228	194266	60393	28834	24480	39814	68162	68550	0	895726

Source: DOE, 2072 BS; CBS 2068 BS

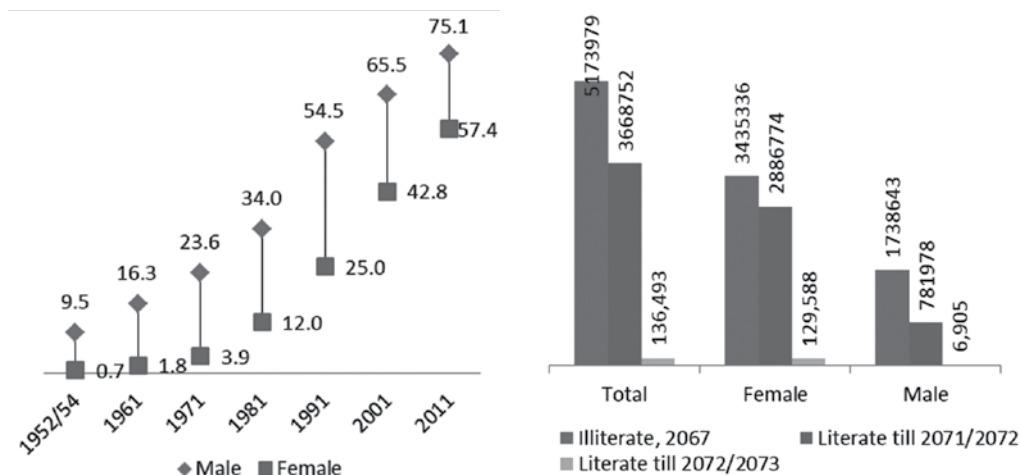
As given in table 1, the out-of-school children of age 5 and 6, 605494 of them, can be brought into schools with some efforts. Getting the out-of-school children of age 12, for example, can be really challenging as they can neither be enrolled in lower grades nor will survive another year of schooling even if

they are brought into schools. Hence, the only way to provide literacy options for these children would be through non-formal mode of schooling and table one illustrates this need. In this respect, there is a need for providing SOPs, OSPs and other non-formal programmes at the district level that addresses the children who have not been into schools or have dropped out of schools for various reasons.

3.3 Progress on literacy status

The recent National Demographic Health Survey (NDHS 2016) showed literacy rate of 66.7% for women and 90.4% for men between the adults aged between 15 and 49. The population data (CBS 2011) showed the adult literacy rate of 65.9% which was 11% better from the previous decade. For 5+ age group, the population data showed the literacy rate of 65.9% out of which 75.1% was for males and 57.4% was for females. Figure two illustrates the change on adult literacy rates across different years.

Figure 2: Literacy rates (5+ years) in different times (left) and literacy details (right)

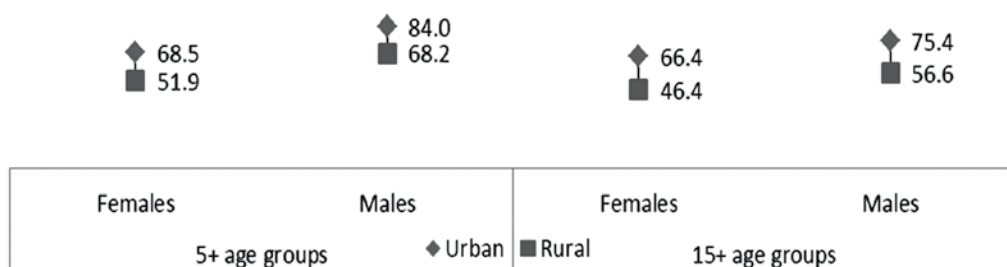


Source: CBS data of different years; Annual Household Survey (2015-2016); NFEC Status Report of various dates

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Even with these increases as the figure two (left) shows, the gap between males and females is still substantial. In 1981, the difference between male and female literacy rate was 22%. More than three decades later, the difference has only been reduced to 16% despite the fact that many non-formal programmes are women centric in nature. The figure in the right provides the number of illiterates (till 2067 BS) and the number of literates 2071/2072 and 2072/2073 BS. Meanwhile, figure three provides the literacy status of different age group population by gender and by rural and urban settings.

Figure 3: Literacy rates by urban and rural settings, 2015-2016



Source: Annual Household Survey 2015/2016

Literacy status from rural environment is comparatively worse than the status from urban environment as table two shows this disparity. Women are in vulnerable position as only 46.4% of them that resided in rural environment were literate whereas this percentage remained at 66.4% for their male counterparts. This information alone justifies the extra need for dedicated literacy programmes for women at the rural level given the fact that all demographic surveys have shown the high number of females in the country in comparison to the males. Table two provides the literacy status by consumption quintiles for different age groups.

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Table 2: Literacy rate of different age groups for different consumption quintiles 2015-2016

Consumption Quintiles	5+ Years			6+ Years			15+ Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
First (Poorest)	55.6	39.4	47.1	57.4	40.5	48.6	55.9	32.5	43.5
Second	67.3	51.0	58.9	69.0	51.8	60.1	67.5	42.4	54.2
Third	73.0	56.1	64.1	74.1	56.4	64.7	73.0	50.3	60.7
Fourth	80.6	63.9	71.9	81.4	64.4	72.5	80.3	60.2	69.2
Fifth (Richest)	92.9	78.8	85.5	93.6	79.4	86.2	93.8	77.6	85.2
Nepal	74.2	58.2	65.9	75.5	58.9	66.8	75.3	54.2	64.0

Source: Annual Household Survey 2015/2016

There is a direct relationship between economic status and the adult literacy rates. In other words, those who are economically better off are likely to be literate or vice versa as table two shows that population from first consumption quintiles has lesser literacy rates than population from other quintiles. In this respect, adult literacy programmes alone cannot make significant changes, rather there has to be an income generation programme attached with the adult literacy programmes in order to make the changes.

3.4 NFE Program Delivery

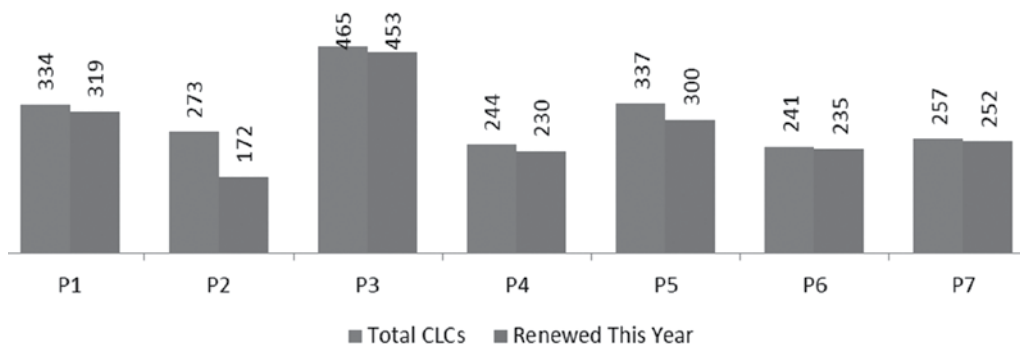
Community Learning Centres

Nepal is committed to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” that includes the strengthening of non-formal education by expanding flexible and open programme for skills-development and income generation with programmes targeted at underserved populations. It is for this reason, the CLCs have been made accountable for delivering non-formal education at the district level. It has been hoped that CLCs would later function as learning centres, and will be used as a multipurpose institute of the people, by the people, and for the people to promote learning new knowledge, skills and behavior for

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the necessary changes. Nepal has also materialized this concept of CLCs and has made them accountable for non-formal education at the district level. Figure four provides the number and percentage of CLCs across different provinces in Nepal.

Figure 4: Total and renewed CLCs in Nepal



There are 2151 CLCs¹ across the country, out of which, as given in figure four, province three (21.6%) has the highest share of CLCs in the country, while province six (11.0%) has the fewest number of CLCs. There are an average of 26 CLCs in the districts, and districts with less population such as Manang, and Mustang has fewer CLCs than the national average. Sarlahi district is the worst case scenario as there are only 4 CLCs across the district while Rautahat district has 44 CLCs but only 4 of them have renewed their legal status for this FY. Saptari district has 25 CLCs and none of them has renewed their status. Districts such as Siraha, Mahottari and Bara from province two are amongst the top districts in terms of status renewal. See Annex 1.

1 It is to be noted that CLCs have to renew their status in each FY by submitting the last year progress and audit report and the current work plan in the respective DEOs. CLCs that have not renewed their status will be ineligible for any programs. CLCs that have not renewed their status for more than a year also can apply with appropriate documents and upon getting satisfactory response from field visits, the status of those CLCs can be renewed.

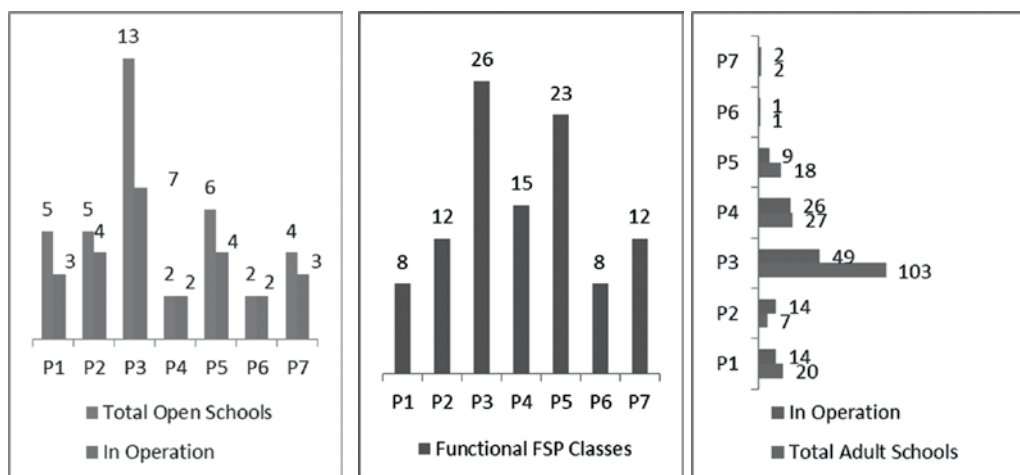
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The CLCs have been made responsible for conducting the continuous education at the district level. The CLCs have to select facilitators and are also responsible to mobilize the facilitators for conducting the classes.

Schools

In localities where CLCs are not in position to function or where there is excessive demand for literacy classes, leader schools have also been mobilized for conducting flexible schooling programme, non-formal adult schooling programme, open schooling programme and continuous education classes. Based on the need and demand at the district level, leader schools are often selected and mobilized for such types of non-formal classes. Figure five provides the details of open schooling programme, flexible schooling programme and adult schooling programme for each province.

Figure 5: Open schooling (left), flexible classes (Middle) and adult schooling programme (Right)



Out of 37 basic level open schools, a total of 25 schools are operating open schooling classes across the country. A total of 7 open schools are operating in province three while province four and province six has 2 schools each.

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Meanwhile, there are 26 functional FSP classes in province three while there are 12 and 26 FSP classes in province four and province five respectively. In another context, out of 178 adult schools, 115 of them are conducting the adult schooling classes. Province three has 49 such schools, while province six has only 1 school. See Annex 3 for the participant details. See Annex 4 for list of open schools across provinces.

SECTION IV

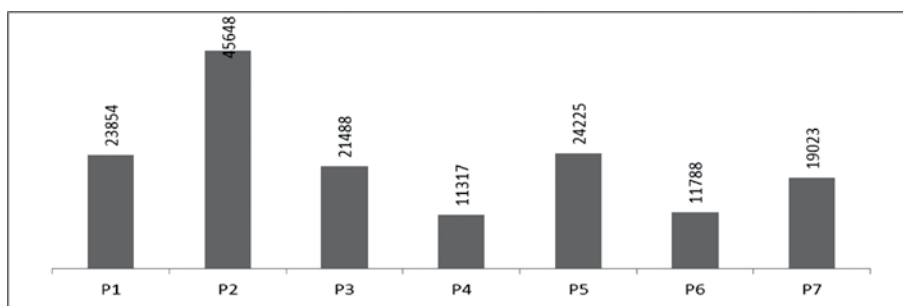
PHYSICAL TARGET AND RESOURCE ALLOCATION

The main objective of SSDP is to enhance functional literacy and cultivate reading and learning habits among youths and adults. The growing number of low skilled workers and the poor fit between tertiary education and labor market needs really expanded the need for lifelong learning opportunities in Nepal. It is because of this reason, the SSDP has envisaged basic literacy, post literacy and income generating activities, with special emphasis on women, as the basic model of lifelong learning opportunities. Emphasis on CLCs as a mode of delivery centre is also the main aspect of SSDP. This section therefore provides information on the physical target and resource allocation that was made at the provincial and district level for FY 2073/074.

4.1 Major Targets

A total of 157343 participants across the country were targeted for the continuous education programme in the FY 2073/074. As province two lacks behind the literacy rates amongst the seven provinces, emphasis was given to organize as many continuous education classes in those districts. A total of 45648 participants (29%) from province two were targeted for continuous education classes

Figure 6: Targets of continuous education to neo-literates



Rautahat, Sarlahi, Siraha, Dhanusha, Saptari, Mahottari, Morang, Bara, Kailali and Parsa district have been identified as ten major target districts of continuous education classes in this FY. While Morang falls under province one and Kailali falls under province seven, the remaining eight districts are from province two. Figure six provides the targets of continuous education neo literates across the provinces. See Annex 1.

4.2 ASIP Priorities

Numbers of programmes have been prioritized in the Annual Strategic Implementation Plan (ASIP) for 2073/2074 in order to meet the participant targets as given in figure six and figure seven respectively, both at central and district level.

Central Level activities

- Orientation to district and regional level NFE focal persons to ensure that the continuous education classes are implemented in an effective and efficient way.
- Delivery of learning materials to the neo-literates of the continuous education classes.
- Allocation of programme monitoring costs.
- Provision of management cost to organize literacy day at the district level.
- Development of Qualification framework to facilitate the accreditation and equivalency of non-formal and informal learning.
- Incorporation of Disaster Risk Reduction (DRR) contents in the post literacy and lifelong learning packages in order to address the needs created by natural disasters.
- Alignment of IGP/vocational/apprenticeship training to the continuous and lifelong learning programmes.

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- Equip CLCs with reading centre/library and Information and Communication Technology (ICT) facilities to promote reading culture and sustain literacy among neo literates.
- Provision of alternative schooling programmes such as flexible schooling programme, non-formal adult schools and open schooling mode of schooling.
- Expansion of NFEMIS to record the details of each neo literate of continuous education classes.

District Level activities

- Delegation of authorities to the district non-formal education committee to formulate and review the continuous education classes at the district level.
- Conduction of trainings for continuous education facilitators.
- Provision of incentive funds to the continuous education facilitators.
- Provision of funds to prepare district level status report and the CLC profile.
- Provision of management cost to the CLCs.
- Provision of certificates to the continuous education neo-literates after the completion of the classes.
- Assurance of adequate monitoring by the resource persons.
- Development and printing of local level materials.
- Allocation of funds to computerize the details of continuous education neo literates.
- Mobilization of secondary level students as a literacy campaigner at the local level.

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- Capacitate DEOs, CLCs and NFEC for effective programme design, implementation and monitoring at the local level.

4.3 Resource Allocation

In FY 2073/074, a total of 378608 thousand rupees was allocated to the non-formal education sector out of which 363608 thousand was allocated for programme level activities. Around 91% of that budget, 331148 thousand to be exact, was provided to the district level while 32460 thousand was allocated at the central level. It is also to be noted that the district level budget of 331148 thousand comprised of two different activities, one is associated with CLC with the budget of 54608 thousand and another is associated with continuous education with the budget of 276539 thousand rupees.

Table 3: Budget allocation at central and district level

Headings	Total Budget (in thousands)
Ministry of Education	116,360,649
Non-Formal Education Centre	378,340
% of NFEC Budget to MOE Budget	0.33
Total Recurrent Cost	377,500
Total Programme Cost	363,608
Total Capital Cost	840
350021 - Total Cost	378,340
350021 - District Level Programme Cost*	331,148
350021 - Central Level Programme Cost*	32,460

Source: MoF, 2073-2074 BS. * Only the programme cost has been provided

The share of NFEC budget to MOE budget, as shown in table 3 remains at 0.33%. Also given in the table, is the share of recurrent cost, programme cost (part of the recurrent cost) and the capital cost. In other words, out of 378340 thousand, 377500 thousand has been allocated for recurrent cost

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while 840 thousand has been allocated for capital cost. Nevertheless, table four provides the budget at the district level given in different headings.

Table 4: Province level budget (In Thousands)

Activities	P1	P2	P3	P4	P5	P6	P7	REDS	Total
CLC Associated Cost	10798	3431	14094	8909	5592	4905	5705	1175	54609
Plan formulation/review by District Non-formal committee	708	404	657	657	404	506	455	-	3791
Programme Orientation	453	259	421	421	259	324	291	3,294	5720
Facilitator Training	6,668	10,347	6,392	4,340	4,974	4,811	5,916		43447
Purchase and Distribution of Learning Materials	2,385	4,565	2,149	1,507	1,972	1,254	1,902	-	15734
Miscellaneous Purchases	6,688	11,412	6,301	4,378	5,201	4,100	5,587	-	43668
Allowances for Facilitators	17,664	27,408	16,932	11,496	13,176	12,744	15,672	-	115092
Status Report/CLC Profile Update	210	120	195	195	120	150	135	75	1200
Programme Monitoring	870	720	780	780	480	600	600	2,230	7060
Operational Cost of CLCs	1,472	2,284	1,411	958	1,098	1,062	1,306	-	9591
Certificate Distribution	2,385	4,565	2,149	1,507	1,972	1,254	1,902	-	15734
Monitoring by R. Person	2,190	880	2,110	2,060	1,030	1,070	1,190	-	10530
Textbook Development based on Local Context	490	280	455	455	280	350	315	-	2625
Literacy day Mgmt Cost	350	200	325	325	200	250	225	-	1875
Data Entry Cost for CLC	72	137	64	45	59	38	57	-	472
Total	42,606	63,580	40,341	29,123	31,225	28,512	35,554	5,599	331,148

As shown in table five, a total of 32460 thousand rupees has been allocated for the central level spending under 29 different headings. Around 27% of the central budget has been allocated for the management cost for literate district campaign while another 3% of the budget has been allocated for celebration of international literacy day.

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Table 5: Central level budget (In Thousands)

Activities	Unit	Frequency	Budget
Celebration of International Literacy Day	Times	1	1,000
Publication of NFE Journal and Literacy Special Edition	Times	2	600
Orientation for implementation of continuing education programme (DEO and RED)	Times	2	800
Development, printing and distribution of NFE programme implementation manual	Times	1	650
Development and dissemination of NFE framework	Times	1	300
NFE Bulletin development, printing and distribution	Times	1	510
Development of Annual Status report of NFE, printing and distribution, data collection and report publication	Times	2	700
Strengthening of computer network, procurement of software, subscription and update of website	Times	1	696
Development of awareness materials in various languages on NFE and literacy campaign through various means of communication	Times	1	450
Development, printing and distribution of orientation materials for facilitators of continuing education	Times	3	300
Conduction of programme in coordination with related organizations for special needs illiterates	Times	1	900
Implementation Guideline Development and printing	Times	1	300
Management cost of implementation of continuing education programme	Cont.	1	600
Finalization of non-formal education content	Times	2	1,500
Development of mobile application on continuing education	Times	1	1,600
Printing and distribution of literacy teaching guide, brochure, textbook and reading materials	Times	1	800
Workshop for feedback collection and NFE plan development	Times	1	1,600
Preparation of model for NFE equivalency programmes and national qualification framework	Times	1	504
Travel expenses for programme monitoring	Number	125	1,500
Coordination meeting with different organizations working on continuous education	Times	2	700
Management cost for literate district campaign	Times	30	9,000

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Conduction of NFEMIS management workshop	Cont.	1	650
Preparation and dissemination of awareness raising materials	Times	1	800
Preparation and distribution of materials for model CLC development	Times	1	450
Orientation on model CLC to DEO, NFE focal person and CLC members including the monitoring cost	Number	120	3,150
Printing and distribution of materials on non-formal education	Cont.	1	1,500
Review of student and volunteer mobilization guideline	Times	1	200
Review of continuous education level 1 and level 2 textbook	Times	1	700
Total			32,460

The table five provides the allocation of budget at the central level. Budget allocation for development of mobile application and NFEMIS management workshop clearly indicate that NFEC has also prioritized technology as means to collect and disseminate the information to the public. Meanwhile, budget allocation for reviewing of materials also indicate that NFEC is always prepared to make changes as per local demands.

SECTION V

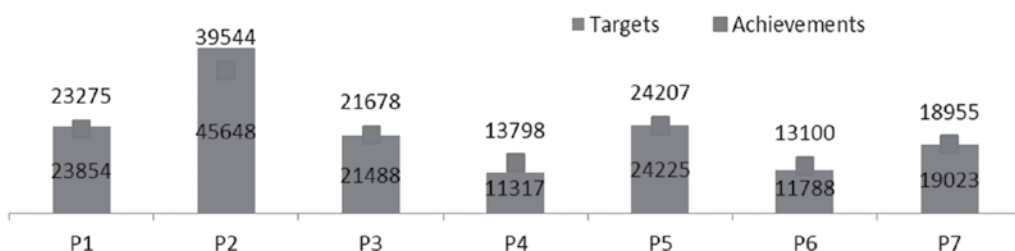
ANALYSIS OF PROGRESS

The progress has been measured against the annual targets. Emphasis has been given to provide the progress at the central and district/provincial level. Reasons have been provided in case where the targets have not been achieved as expected. Only programme level activities have been analyzed in terms of the progress.

5.1 Continuous Education

A total of 9278 classes were targeted for providing continuous education to 157343 participants across the country. Since, Manang district from province four has very few population, this district was not provided with the continuous education class and Dhanusha district from province two did not conduct a single class because of political and other issues. Nonetheless, out of the targets, 154557 participants (98%) completed the programme. In province four, there were 13798 participants than the targets of 11317 across the districts. Similarly, province six also had more achievement than the actual targets.

Figure 7: Targets and achievements of continuous education programme

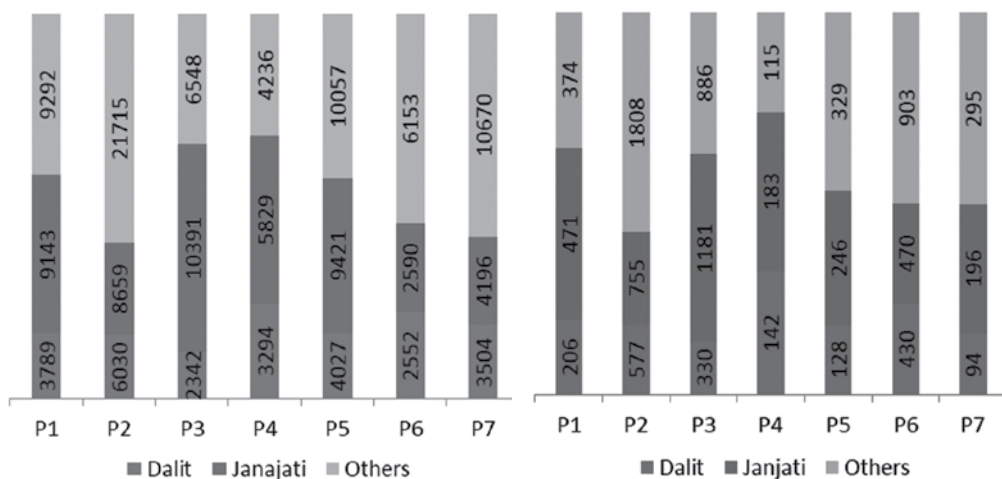


As shown in figure seven, bulk of the classes have been allocated in province two followed by province one, province three and province five. In province

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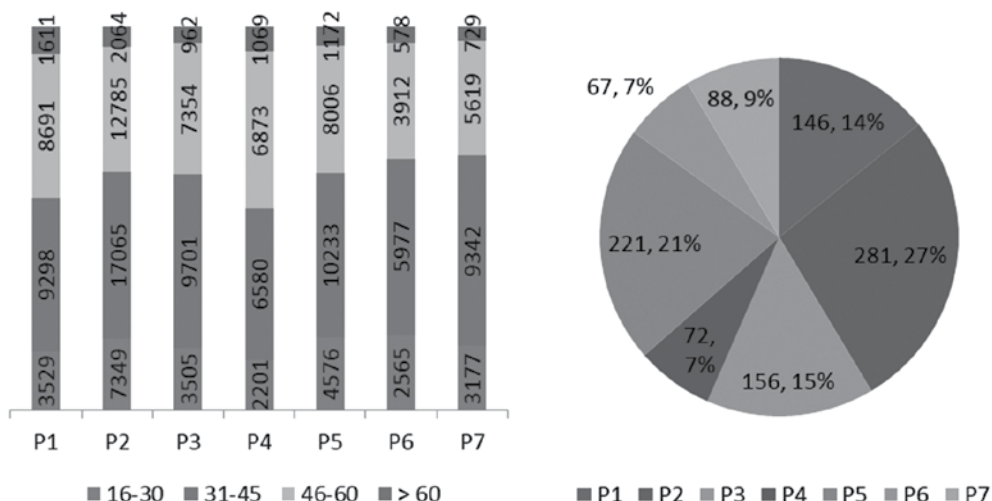
three, four and six the target was overachieved as CLCs had to cope up with extra participants in the continuous education programme. Mugu, Dolpa, Gorkha, and Rasuwa district had the lowest achievement percentage of 39.8, 41.7, 49.4 and 52.2 respectively while district like Mustang, Bhaktapur, Khotang, Chitwan, Udayapur had the highest achievement percentage of 144.1, 122.6, 120.0, 117.9, 112.2 respectively. See Annex 1.

Figure 8: Participants of continuous education programme, female in the left and male in the right



Out of total 154557 participants across the country, 18% of them were from Dalit communities, while 35% were adibasi/Janajatis and the rest 46% belonged to other caste/ethnic groups. In terms of female and male participation in the continuous education programme, 93% of the participants were female and the rest 7% was male. Female participation from Dalit communities remained at the identical mark of 93% across the country with as high as 97% in province five and province seven. See Annex 1.

Figure 9: Participants of different age groups (left) and <15 age group (right)



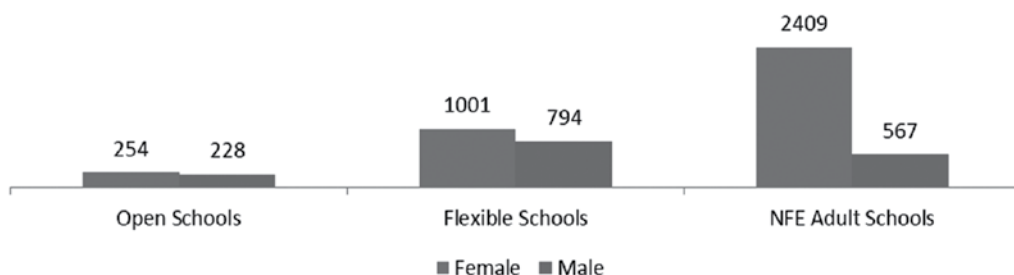
Out of the 154557 participants, 43% of the participants are between 31 to 45 years of age, 34% are between 46 to 60 years of age and around 5% participants are above 60 years of age. Less than 1% participant, 0.65 to be precise, are less than 15 years of age as given in figure nine. As continuous education is often a target programme for participants of middle-aged groups, figure nine illustrates that the target has been achieved in this FY. Province four, in comparison to other provinces has fewer participants of 31 to 45 age groups (38.5%) while province seven has 49.3% participants from that age group. See Annex 2.

5.2 Open Schooling, Flexible Schooling and Non-formal Adult Schools

Out of 37 open schools, a total of 25 of them² provided non-formal classes in the FY of 2073/74. In addition, there were 104 flexible classes and 115 NFE

adult schools (out of 178) that also provided non-formal classes in this FY. There were 482 participants in open schools, 1795 participants in flexible schools and 2976 participants in NFE adult schools and out of which 3664 (71.6%) were females and the rest 1589 (28.4%) were males.

Figure 10: Participant details in different NFE classes



As stated above, 25 open schools conducted the classes. Province two is an area with higher need for non-formal classes, and there is only one open school in that province, which states that province two is lagging behind every other provinces in terms of providing non-formal classes through open schools. In case of flexible schools though, there are 245 participants in province two, which comprises 14% of the total participants. Out of 115 NFE adult schools, 146 were basic level while 32 were secondary level schools. The female participants comprised to 52.7%, 55.8% and 85.0% in open, flexible and NFE adult schools respectively. See Annex 3.

5.3 NFE Programme with Equivalency

Flexible schooling programmes are ways to help the dropouts to reenter formal education system or to make a successful transition to vocational classes. In order to make such transition, there is a need to design an assessment system that is recognized within the new National Qualification Framework (NQF). As a result, an advisory committee and a working committee have

been formed on 23rd November, 2016, with 13 members in the advisory committee and 6 members in the working committee. Technical advice was given to the working committee to identify equivalency scheme at the basic level and further categorize basic education into three qualification levels for out-of-school youths and adults. It has now been agreed that General Education Qualification (GEQ) level one should be leveled equivalent to grade 3 qualification. Similarly, GEQ level 2 and level 3 were marked equivalent to grade 5 and grade 8 respectively.

Attempts have been made to develop NFE equivalency programmes in line with NQF which is being developed in the MOE and National Vocational Qualification Framework, which is being developed under Council for Technical Education and Vocational Training (CTEVT). The working committee has now finalized the proposed learning domains and corresponding competency standards but is yet to be shared with the teams working on the NQF and the Technical Education and Vocational Training Framework and with wider stakeholders. Before preparing the draft of the competency standards, focus group discussion was held with the wider audience from Mugu, Achham, Kalikot, Bajura, Sindhupalchowk and Rupadehi district.

5.4 Baseline study of the status of OOSC children with special emphasis to metropolitan areas

While the Net Enrollment Rate (NER) at the basic level increased significantly during the School Sector Reform Programme (SSRP, 2009-2015) period, there continues to be a large number of out of school children. In this context, School Sector Development Programme (SSDP, 2016-2023) aims at providing second chance at education to OOSC using flexible service delivery approach. With this approach, it has been hoped that OOSC programme will cover children (a) those who never attended school and (b) those who attended school but dropped out.

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Table 6: Total and OOSC population in 5 districts

Districts	3-18 Population based on the projection of 2011 Census			Number of OOSC based on the HH Survey 16-17			OOSC against 3-18 Population (%)			% in total OOSCs	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Bara	117,819	110,193	228,012	9,887	9,173	19,060	8.4	8.3	8.4	51.9	48.1
Parsa	91,075	99,783	190,858	10,688	10,648	21,336	11.7	10.7	11.2	50.1	49.9
Mahottari	106,658	109,063	215,721	10,123	9,622	19,745	9.5	8.8	9.2	51.3	48.7
Rautahat	114,001	116,067	230,068	14,830	14,929	29,759	13.0	12.9	12.9	49.8	50.2
Sarlahi	125,754	126,411	252,165	9,206	8,488	17,694	7.3	6.7	7.0	52.0	48.0
Total	555,307	561,517	1,116,824	54,734	52,860	107,594	9.9	9.4	9.6	50.9	49.1

Source: Department of Education, Non-formal Education Centre (2073)

A baseline survey was successfully conducted in the targeted 5 districts (Rautahat, Sarlahi, Mahottari, Parsa, Bara) between Magh and Falgun in FY 2073/074. The baseline was conducted in the then 462 Village Development Committees (VDCs)/Municipalities by almost 1 enumerator for 1 Ward number of the VDC/Municipality and covered all 2,196 school catchment areas within the five selected districts. The DOE took the major lead in organizing the baseline collection procedure, where NFEC also supported districts by facilitating the meetings when and where required. Once the OOSC will be identified, it has been hoped that the OOSC programme in the targeted districts will use a two-pronged approach - school-based approach and non-formal learning centre (LC) based approach. The school-based approach to reduce OOSC number will employ enhanced scholarships, targeted strategies based on analysis and validation of the disparities in access during the enrollment campaigns and other incentives. The non-formal learning-based approach will use the different types of learning centres to reach out to OOSC and implement OOSC programme. The programme will also strengthen the community learning centres and focus on the capacity development of its staff. In addition, database of OOSC will be established and will be used to OOSC on an ongoing basis to inform targeted programmes.

5.5 NFEMIS Workshop

A one day NFEMIS workshop was held in Dhangadhi district (date March 27, 2017) where the NFEMIS related information was shared with the NFE focal persons of all the districts of mid and far western regions. The focal persons were explicitly oriented on NFEMIS and datelines were provided for the submission of electronic data at the NFEC. The same modality of one day workshop was also held in Kaski district (date 05 June, 2017) and NFE focal persons from western development region and selected districts from central development regions were oriented. UNESCO Nepal supported, on a financial basis, to conduct the same kind of workshop in Morang district (date July 29, 2017) that brought NFE focal persons from eastern development region and some of the districts from central development region.

5.6 Study on the effectiveness of CLC and their justification in Nepal

The SMART Private Limited conducted a study on the effectiveness of CLC and their justification in Nepal and submitted the research findings to the NFEC. This study acknowledged that most of the beneficiaries and community people are satisfied with the functioning of the CLC system. The issue of sustainability of the CLCs has also been highlighted in the report. This study also provided the working modality of CLCs from different countries and based on that experience, this study has provided handful number of findings and recommendations for the future. The report has been uploaded in NFEC website and can be downloaded for use.

5.7 National Literacy Day

Many programmes were organized for a week targeting Bhadra 23, 2073 (September 8, 2017) to celebrate National Literacy Day and that included folk song competition that was aired in ABC TV, street dramas, essay competition, plantation in NFEC premises and the publication of NFE related materials.

5.8 NFE Bulletin

A total of 5 bulletins were published from NFEC, out of which 3 bulletins were published in trimester basis, 1 bulletin was published on a half yearly basis and 1 bulletin was published on a yearly basis. Emphasis was given to accommodate information on continuous and lifelong learning education on those bulletins.

5.9 Development of NFE national framework

The NFE national framework has now been developed and forwarded to MOE for the final approval.

5.10 Development of mobile application on continuing education

Mobile application has been prepared that disseminates various aspects of continuous education, however, this application is yet to be disseminated to the public.

5.11 Declaration of literate districts

Additional 8 districts were declared as literate districts in this FY. On top of 29 districts that have been declared earlier, there are now 37 districts that have more than 95% literacy rates, an indicator that has been used for the declaration of fully literate districts. See Annex 5.

5.12 Preparation of materials for model CLC development

A total of 32 CLCs from 32 districts were selected for model CLC development programme and was provided with additional funds to conduct different programmes at the local level. The model CLC guideline has also been prepared in this FY. Emphasis has been given to equip model CLCs with libraries and ICT materials. These model CLCs would be mobilized to conduct skill development programs at the local level based on their demands. Further information on model CLC can be obtained from Model CLC Guideline, 2073 BS. For details on model CLC, see Annex 6.

SECTION VI

SYNTHESIS OF FINDINGS

It is evident that formal education alone cannot provide schooling opportunities for all, and therefore, non-formal education should be an integral part of educational system which ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. Activities conducted by NFEC at the central level and the DEOs at the district level are responses to provide necessary skills, abilities and dispositions to the needed ones. Below given are the major findings of different activities that was conducted in FY 2073/074.

- A total of 157343 were targeted for the continuous education, and 154557 (98%) of them completed the programme. Province four and province six actually had more achievement than the actual targets. Dhanusha district from province two and Manang district from province four did not conduct a single class.
- Inclusion of all communities in the continuous education was the main agenda and as a result 18% of the neo-literates were from Dalit communities, 35% were from Janajati groups and the rest 46% were from other communities. As female lags behind in terms of educational opportunities, the continuous education also targeted female as the main targeted population and as a result 93% of the neo-literates were female and the rest male.
- The continuous education was able to attract the middle-aged group of people in the programme and as a result 43% of the participants were in between 31-45 years of age, and 34% of the participants were in between 46-60 years of age.
- A total of 482, 1795 and 2976 participants were in open schools, flexible schools, and NFE adult schools. A total of 25 schools conducted the open schooling mode of non-formal classes and 115 schools operated the NFE adult schools.

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- A draft of NFE equivalency framework has been produced in line with the NQF framework developed by the MOE and National Vocational Qualification Framework developed by CTEVT.
- A total of 107,594 OOSCs were identified in five Terai districts namely Bara, Parsa, Rautahat, Mahottari and Sarlahi district. Plans to enroll those children in formal and non-formal education sector is to be developed soon.
- The NFEMIS has now been developed to record the data on non-formal related activities at the district level. Three workshops were held in different regions to provide technical support to the districts. Efforts are underway to use NFEMIS across all the districts in the upcoming year.
- CLCs have performed as per the requirement is the major response that came out from the study that was conducted by SMART Private Limited. This independent research has been uploaded in the NFEC website.
- Discussions and the follow-up meetings at the district level showed that continuing education classes have indeed developed sense of awareness among the female population.
- Consolidated efforts are needed to bring sustainable changes in the society. Getting such effort from different ministries, line agencies, development partners, local bodies and communities to provide consolidated learning opportunities is one of the major challenges. In addition, below given are some of the major issues/challenges of the non-formal education sector in Nepal.
- The 2013 data shows that in developed countries such as the United States, the United Kingdom, Australia, and Sweden, the share of government expenditure on education, total (% GDP), was 5.4, 5.7, 5.2 and 5.7% respectively. Nepal, in the same year had the share of 3.69%. In 2012, this share was 4.06%. In this respect, there is not enough investment in education that can help expand the scope and nature of non-formal education sector in the country.

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- In 2070/071, the share of education budget to the national budget remained at 17.7%. The next year it shrunk to 15.0% and in 2072/073, the budget further shrunk to 12.5%. The budget reached to the new low of 11.1% in 2073/074, which is enough to justify the decreasing investment in education, thus by resulting to fewer non-formal related activities across the country.
- The share of non-formal education budget to the education budget always hovers around 0.3%, which is not enough to justify the increasing demand of continuous education across the country. As a result, the NFEC has only been able to provide the targeted intervention on a priority basis each year, which will not be sufficient enough to meet the SSDP and SDG targets.
- With only 25 schools that are operating open schooling mode of non-formal classes, and handful number of schools doing the same for flexible schooling opportunities, these classes are not sufficient enough to cater the needs of non-formal education to the OOSCs. Around 900 thousand children are not in schools according to table 1, and even if half of them go to formal schools the next year, the non-formal education sector should be able to cope up with the remaining OOSCs that demand very high number of SOP and FSP classes.
- Emphasis has been given to strengthen CLCs at the district level, but these centres are not fully equipped, in terms of physical infrastructure and the required technical and other skills.
- Province two has high needs for literacy classes, but because of political unrest and other issues, province two remains a challenge in terms of meeting the targets. Having only four functional CLCs in Sarlahi district alone, whereas the average number of CLCs is 26 in other districts illustrates the magnitude of issue in these districts.
- Efforts have been laid to collect and enter non-formal related information in the NFEMIS. The CLCs have been made accountable for this work, however, due to the limited technical knowledge, the CLCs have not been able to comply with the

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entry of information. In many districts, the NFE focal persons have provided the much needed technical support, yet, there remains the vacuum.

- The target groups often have varying needs, and addressing those needs have been a major challenge.
- Even with knowing the fact that local participation is necessary for the success of non-formal education sector, there has been very few progress in terms of collaborating and designing non-formal classes in participation with VDCs, municipalities, other ministries, line agencies and other implementing agencies.
- Age group of 15-60 are the major targets of continuous education. With the life expectancy of 69.87, the time has now come to revisit the age groups and the modality of NFE programmes for different target audience.
- As Nepal moves into federal structure, very few discussion has been held regarding the ways of planning, financing, data collecting, and disseminating the information to the public.

ANNEXES

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Annex 1: No. of CLCs and the participant details of continuous education by gender and caste/ethnicity

Province	District	No. of CLCs	CLCs Renewed	Participant		Total Participants			Dalit			Janajati			Others		
				Targets	Achievements	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
P1	P1 Total	334	319	23854	23275	22224	1051	23275	3789	206	3995	9143	471	9614	9292	374	9666
	Bhojpur	21	19	1242	1235	1069	166	1235	153	23	176	555	61	616	361	82	443
	Dhankuta	27	26	1109	1122	1089	33	1122	104	3	107	785	24	809	200	6	206
	Ilam	26	25	1364	1379	1339	40	1379	114	2	116	792	24	816	433	14	447
	Jhapa	29	28	3702	3683	3523	160	3683	80	29	109	1367	79	1446	2076	52	2128
	Khotang	29	29	1563	1302	1221	81	1302	194	11	205	549	28	577	478	42	520
	Morang	35	35	5096	4841	4695	146	4841	983	24	1007	758	47	805	2954	75	3029
	Okhaldhunga	24	22	1081	1079	1015	64	1079	154	7	161	889	25	414	472	32	504
	Panchthar	24	23	957	970	921	49	970	734	39	773	50	3	53	137	7	144
	Sankhuwasabha	19	19	962	960	914	46	960	56	3	59	738	36	774	120	7	127
	Solukhumbu	12	12	613	691	647	44	691	87	10	97	386	21	407	174	13	187
	Sunsari	22	21	2820	2823	2803	20	2823	674	10	684	956	5	961	1173	5	1178
	Taplejung	16	12	687	697	625	72	697	80	13	93	433	47	480	112	12	124
	Tehrathum	21	21	754	796	742	54	796	96	6	102	453	34	487	193	14	207
Udayapur	29	27	1904	1697	1621	76	1697	280	26	306	932	37	969	409	13	422	
P2 Total	273	172	45648	39544	36404	3140	39544	6030	577	6607	8659	755	9414	21715	1808	23523	
P2	Bara	40	40	4905	4898	4299	599	4898	604	82	686	1163	159	1322	2532	358	2890
	Dhanusha	32	12	6092	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mahottari	44	44	5330	5340	5029	311	5340	703	45	748	1369	72	1441	2957	194	3151
	Parsa	44	28	4581	4560	3903	687	4560	512	98	610	314	48	362	3077	511	3588
	Rautahat	40	4	6490	6500	6490	10	6500	908	2	910	1751	4	1755	3831	4	3835
	Saptari	25	0	5693	5712	5160	552	5712	613	204	817	1640	206	1846	2907	142	3049
	Sarlahi	4	4	6441	6441	5550	891	6441	776	126	902	1496	243	1739	3278	522	3800
	Siraha	44	40	6116	6093	5973	120	6093	1914	20	1934	926	23	949	3133	77	3210

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Province	District	No. of CLCs	CLCs Renewed	Participant		Total Participants			Dalit			Janajati			Others		
				Targets	Achievements	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
P3	P3 Total	465	453	21488	21678	19281	2397	21678	2342	330	2672	10391	1181	11572	6548	886	7434
	Bhaaktapur	22	22	429	350	347	3	350	38	1	39	171	2	173	138	0	138
	Chitawan	33	33	2127	1804	1690	114	1804	176	29	205	960	62	1022	554	23	577
	Dhading	40	40	2116	2128	2011	117	2128	326	16	342	1234	85	1319	451	16	467
	Dolakha	45	44	1296	1296	1258	38	1296	80	2	82	252	8	260	926	28	954
	Kathmandu	35	32	1600	1600	1274	326	1600	405	77	482	595	177	772	274	72	346
	Kavrepalanchok	34	34	2812	2868	2739	129	2868	151	6	157	1654	69	1723	934	54	988
	Lalitpur	26	25	441	408	376	32	408	10	0	10	297	22	319	69	10	79
	Makwanpur	28	26	1833	1778	1722	56	1778	137	9	146	1188	36	1224	397	11	408
	Nuwakot	48	48	1684	1640	1545	95	1640	145	9	154	858	55	913	542	31	573
	Ramechhap	46	43	1689	1699	1021	678	1689	143	95	238	275	184	459	603	399	1002
	Rasuwa	18	18	395	757	492	265	757	9	5	14	478	258	736	5	2	7
	Sindhuli	42	42	2402	2696	2526	170	2696	402	29	431	1813	123	1936	311	18	329
	Sindhupalchok	48	46	2654	2654	2280	374	2654	320	52	372	616	100	716	1344	222	1566
P4	P4 Total	244	230	11317	13798	13359	439	13798	3294	142	3436	5829	183	6012	4236	115	4351
	Baglung	26	26	1546	1546	1497	49	1546	602	19	621	415	13	428	480	17	497
	Gorkha	27	27	2252	4560	4398	162	4560	783	33	816	2340	98	2438	1275	31	1306
	Kaski	31	31	793	827	812	15	827	213	4	217	219	4	223	380	7	387
	Lamjung	24	16	1087	1106	1070	36	1106	301	11	312	510	19	529	259	6	265
	Manang	11	7	78	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mustang	6	5	49	34	27	7	34	11	1	12	16	6	22	0	0	0
	Myagdi	23	22	646	646	605	41	646	299	19	318	278	18	296	28	4	32
	Nawalparasi - East	17	17	1483	1499	1460	39	1499	325	15	340	768	15	783	367	10	377
	Parbat	25	25	845	854	827	27	854	282	11	293	62	0	62	483	16	499
	Syangja	29	29	1263	1439	1389	50	1439	285	19	304	402	7	409	702	24	726
	Tanahu	25	25	1275	1287	1274	13	1287	193	10	203	819	3	822	262	0	262

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Province	District	No. of CLCs	CLCs Renewed	Participant		Total Participants			Dalit			Janajati			Others		
				Targets	Achievements	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
P5	P5 Total	337	300	24225	24207	23504	703	24207	4027	128	4155	9421	246	9666	10057	329	10385
	Angakhanchi	18	18	1329	1521	1510	11	1521	325	3	328	409	2	411	776	6	782
	Banke	24	23	2858	2760	2635	125	2760	335	23	358	1185	45	1230	1115	57	1172
	Bardiya	20	20	2513	2513	2472	41	2513	188	2	190	1635	31	1666	649	8	657
	Dang	32	30	2906	2811	2781	30	2811	300	11	311	1511	14	1525	970	5	975
	Gulmi	24	24	1421	1421	1384	37	1421	276	9	285	168	5	173	940	23	963
	Kapilbastu	38	23	3540	3540	3455	85	3540	765	16	781	658	13	671	2032	56	2088
	Nawalparasi West	17	16	1483	1498	1459	39	1498	324	15	339	768	14	782	367	9	376
	Palpa	30	19	846	843	827	16	843	104	0	104	224	4	228	499	12	511
	Pyuthan	24	24	1428	1410	1402	8	1410	375	4	379	567	4	571	460	0	460
	Roelpa	45	45	1322	1322	1140	182	1322	159	26	185	393	64	457	588	92	680
	Rukum - East	18	18	753	753	649	104	753	91	15	106	175	29	203	384	61	444
	Rupandehi	47	40	3826	3815	3790	25	3815	785	4	789	1728	21	1749	1277	0	1277
P6 Total		241	235	11788	13100	11296	1804	13100	2552	430	2982	2590	470	3061	6153	903	7057
Dailekh	42	42	2041	2041	1759	282	2041	252	34	286	485	66	551	1022	182	1204	
Dolpa	20	20	333	799	514	285	799	314	169	483	183	99	282	17	17	34	
Humla	21	23	546	573	293	280	573	63	69	132	41	47	88	189	164	353	
Jajarkot	24	24	1496	1496	1290	206	1496	169	40	209	327	77	404	794	89	883	
Jumla	23	23	1078	1078	929	149	1078	125	26	151	242	49	291	562	74	636	
Kailikot	29	30	1264	1264	1196	68	1264	545	16	561	324	17	341	327	35	362	
Mugu	20	20	538	1353	1176	177	1353	152	23	175	123	18	141	901	136	1037	
Rukum - West	19	19	752	752	648	104	752	90	15	105	174	28	203	383	60	444	
Salyan	18	10	1835	1835	1582	253	1835	219	38	257	427	69	496	936	146	1082	
Surkhet	25	24	1905	1909	1909	0	1909	623	0	623	264	0	264	1022	0	1022	

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Province	District	No. of CLCs	CLCs Renewed	Participant		Total Participants			Dalit			Janajati			Others		
				Targets	Achievements	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
५	P7 Total	257	252	19023	18955	18370	585	18955	3504	94	3598	4196	196	4392	10670	295	10965
	Achham	42	42	2493	2492	2441	51	2492	825	15	840	14	0	14	1602	36	1638
	Baitadi	20	20	2211	2205	2205	0	2205	309	0	309	595	0	595	1301	0	1301
	Bajhang	36	36	2117	2120	2120	0	2120	242	0	242	0	0	0	1878	0	1878
	Bajura	27	27	1403	1400	973	427	1400	135	61	196	261	117	378	577	249	826
	Dadeldhura	25	23	985	960	952	8	960	210	3	213	4	4	8	738	1	739
	Darchula	19	19	1212	1210	1208	2	1210	254	1	255	13	1	14	941	0	941
	Doti	38	35	1473	1440	1440	0	1440	518	0	518	27	0	27	895	0	895
	Kailali	29	29	4686	4688	4609	79	4688	594	11	605	2402	62	2464	1613	6	1619
	Kanchanpur	21	21	2443	2440	2422	18	2440	417	3	420	880	12	892	1125	3	1128
	Nepal		2151	1961	157343	154557	144438	10119	154557	25538	1907	27445	50229	3502	53731	68671	4710

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Annex 2: No. of participant details of continuous education by targets, achievements and age groups

Province	District	Participant Achievements		Total Participants by age groups						Total
		Targets	Achievements	< 15	16-30	31-45	46-60	>60		
P1	P1 Total	23854	23275	146	3529	9298	8691	1611	23275	
	Bhojpur	1242	1235	3	124	506	580	22	1235	
	Dhankuta	1109	1122	0	90	438	527	67	1122	
	Ilam	1364	1379	9	235	596	467	72	1379	
	Jhapa	3702	3683	5	331	1068	1805	474	3683	
	Khotang	1563	1302	4	130	547	573	48	1302	
	Morang	5096	4841	37	823	1840	1646	495	4841	
	Okhaldhunga	1081	1079	7	184	466	365	57	1079	
	Panchthar	957	970	6	165	419	328	52	970	
	Sankhuwasabha	962	960	6	164	415	325	50	960	
	Solukhumbu	613	691	5	118	298	234	36	691	
	Sunsari	2820	2823	43	621	1327	762	70	2823	
	Taplejung	687	697	5	119	301	236	36	697	
	Tehrathum	754	796	5	136	344	269	42	796	
	Udayapur	1904	1697	11	289	733	574	90	1697	
P2 Total		45648	39544	281	7349	17065	12785	2064	39544	
P2	Bara	4905	4898	33	835	2115	1658	257	4898	
	Dhanusha	6092	0	0	0	0	0	0	0	
	Mahottari	5330	5340	36	911	2306	1808	279	5340	
	Parsa	4581	4560	30	778	1969	1544	239	4560	
	Rautahat	6490	6500	43	1108	2807	2200	342	6500	
	Saptari	5693	5712	38	974	2467	1933	300	5712	
	Sarlahi	6441	6441	43	1098	2781	2180	339	6441	
	Siraha	6116	6093	58	1645	2620	1462	308	6093	

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Province	District	Participant		Total Participants by age groups						
		Targets	Achievements	< 15	16-30	31-45	46-60	>60	Total	
P3	P3 Total	21488	21678	156	3505	9701	7354	962	21678	
	Bhaktapur	429	350	0	35	151	126	38	350	
	Chitawan	2127	1804	12	308	779	611	94	1804	
	Dhading	2116	2128	15	383	1021	638	71	2128	
	Dolakha	1296	1296	0	181	492	596	27	1296	
	Kathmandu	1600	1600	49	192	688	576	95	1600	
	Kavrepalanchok	2812	2868	8	344	1463	975	78	2868	
	Lalitpur	441	408	3	70	176	138	21	408	
	Makwanpur	1833	1778	9	320	853	533	63	1778	
	Nuwakot	1684	1640	11	280	708	555	86	1640	
	Ramechhap	1699	1699	11	290	734	575	89	1699	
	Rasuwa	395	757	2	189	326	220	20	757	
	Sindhuli	2402	2696	18	460	1164	913	141	2696	
	Sindhupalchok	2654	2654	18	453	1146	898	139	2654	
P4	P4 Total	11239	13798	52	1690	5286	5859	911	13798	
	Baglung	1546	1546	6	170	572	649	149	1546	
	Gorkha	2252	4560	16	684	1870	1733	257	4560	
	Kaski	793	827	4	41	198	496	88	827	
	Lamjung	1087	1106	2	144	520	420	20	1106	
	Manang	0	0	0	0	0	0	0	0	
	Mustang	49	34	0	5	10	8	11	34	
	Myagdi	646	646	3	65	271	278	29	646	
	Nawalparasi - East	1483	1499	10	256	647	507	79	1499	
	Parbat	845	854	0	34	282	512	26	854	
	Syangja	1263	1439	2	72	360	820	185	1439	
	Tanahu	1275	1287	9	219	556	436	67	1287	

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Province	District	Participant		Total Participants by age groups						
		Targets	Achievements	< 15	16-30	31-45	46-60	>60	Total	
P5	P5 Total	24225	24207	221	4576	10233	8006	1172	24208	
	Argakhanchi	1329	1521	0	91	502	745	183	1521	
	Banke	2858	2760	18	471	1192	934	145	2760	
	Bardiya	2513	2513	17	428	1085	851	132	2513	
	Dang	2906	2811	4	450	1321	984	52	2811	
	Gulmi	1421	1421	7	99	469	739	107	1421	
	Kapilbastu	3540	3540	71	920	1558	920	71	3540	
	Nawalparasi - West	1483	1498	10	255	647	507	79	1498	
	Palpa	846	843	6	144	364	285	44	843	
	Pyuthan	1428	1410	3	296	635	423	53	1410	
	Rolpa	1322	1322	9	225	571	447	70	1322	
	Rukum - East	753	753	5	129	325	255	40	754	
	Rupandehi	3826	3815	71	1068	1564	916	196	3815	
	P6 Total	11788	13100	67	2565	5977	3912	578	13099	
P6	Dailekh	2041	2041	14	348	881	691	107	2041	
	Dolpa	333	799	0	272	415	104	8	799	
	Humla	546	573	4	98	247	194	30	573	
	Jajarkot	1496	1496	10	255	646	506	79	1496	
	Jumla	1078	1078	7	184	466	365	56	1078	
	Kalikot	1264	1264	8	216	546	428	66	1264	
	Mugu	538	1353	5	446	704	176	22	1353	
	Rukum - West	752	752	5	128	325	254	39	751	
	Salyan	1835	1835	12	313	792	621	97	1835	
	Surkhet	1905	1909	2	305	955	573	74	1909	

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Province	District	Participant		Total Participants by age groups					
		Targets	Achievements	< 15	16-30	31-45	46-60	>60	Total
P7	P7 Total	19023	18955	88	3177	9342	5619	729	18955
	Achham	2493	2492	17	425	1076	844	130	2492
	Baitadi	2211	2205	15	376	952	746	116	2205
	Bajhang	2117	2120	14	361	916	718	111	2120
	Bajura	1403	1400	9	239	605	474	73	1400
	Dadeldhura	985	960	0	134	509	298	19	960
	Darchhula	1212	1210	0	254	678	266	12	1210
	Doti	1473	1440	10	246	622	487	75	1440
	Kailali	4686	4688	18	703	2813	1078	76	4688
	Kanchanpur	2443	2440	5	439	1171	708	117	2440
Nepal		157265	154557	1011	26391	66902	52226	8027	154557

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Annex 3: No. of schools/classes and the learners/participants in OSP, FSP and adult schools

Province	District	OSP			FSP			Adult Schools					
		Schools	Female	Male	Total	Classes	Female	Male	Total	Schools	Female	Male	Total
P1	P1 Total	2	11	27	38	22	54	56	110	14	667	409	1076
	Bhojpur					2							
	Dhankuta					2				1	18		18
	Ilam					3	14	14	28				
	Jhapa	1	5	25	30					3	98		98
	Khotang												
	Morang					7				9	542	401	943
	Okhaldhunga					1							
	Panchthar					1	12	11	23				
	Sankhuwasabha					3	25	26	51	1	9	8	17
	Solukhumbu					1							
	Sunsari	1	6	2	8								
	Taplejung					1	3	5	8				
	Tehrathum					1							
Udayapur													
P2 Total		1	19	25	44	30	177	68	245	14	0	142	0
Bara						6	95	25	120				
Dhanusha						6							
Mahottari						3	46	19	65				
Parsa													
Rautahat						3				14		142	
Saptari						4							
Sarlahi						5							
Siraha	1	19	25	44	3	36	24	60					

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Province	District	OSP				FSP				Adult Schools			
		Schools	Female	Male	Total	Classes	Female	Male	Total	Schools	Female	Male	Total
P3	P3 Total	13	110	43	153	27	247	246	493	49	740	15	755
	Bhaktapur	2	25	3	28					1	151		151
	Chitawan	1	15	2	17	4	35	62	97				
	Dhading									1	19	15	34
	Dolakha					2	3	4	7				
	Kathmandu	4				11	100	98	198	39			
	Kavrepalanchok	1	23	2	25	5	31	30	61				
	Lalitpur	1	3	3	6					8	570		570
	Makwanpur	2	31	11	42								
	Nuwakot					1							
	Ramechhap					2	59	40	99				
	Rasuwa	2	13	22	35								
	Sindhuli					2	19	12	31				
	Sindhupalchok												
P4	P4 Total	2	35	34	69	12	115	118	233	25	505	0	505
	Baglung	1	20	16	36	3	47	23	70				
	Gorkha									5	79		79
	Kaski	1	15	18	33								
	Lamjung									2	28		28
	Manang												
	Mustang												
	Myagdi	1				1	3	4	7	1	64		64
	Nawalparasi - East					3	33	38	71	2	70		70
	Parbat					2	3	14	17				
	Syangja									10			
	Tanahu					3	29	39	68	5	264		264

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Province	District	OSP				FSP				Adult Schools				
		Schools	Female	Male	Total	Classes	Female	Male	Total	Schools	Female	Male	Total	
P5	P5 Total	2	21	26	47	27	224	160	384	10	375	0	375	
	Argakhanchi					1	4	3	7					
	Banke					2	25	16	41					
	Bardiya													
	Dang	1	9	7	16	4	4	12	16	5	169		169	
	Gulmi					1	8	10	18					
	Kapilbastu					5	42	41	83					
	Nawalparasi - West					3	34	38	72	3	73		73	
	Palpa					2	10	17	27	1	11		11	
	Pyuthan					1	37		37					
	Rolpa					1								
	Rukum - East					1	37	23	60					
	Rupandehi	1	12	19	31	6	23		23	1	122		122	
	P6 Total		1	2	6	8	9	62	73	135	1	39	0	39
	Dailekh						2	18	15	33				
	Dolpa													
	Humla													
Jajarkot						3	26	31	57					
Jumla						1	7	8	15					
Kalikot														
Mugu														
Rukum - West														
Salyan						1								
Surkhet	1	2	6	8	2	11	19	30	1	39		39		

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Province	District	OSP				FSP				Adult Schools			
		Schools	Female	Male	Total	Classes	Female	Male	Total	Schools	Female	Male	Total
P7	P7 Total	5	56	67	123	12	122	73	195	2	83	1	84
	Achham					1	9	12	21				
	Baitadi												
	Bajhang	1	24	36	60								
	Bajura												
	Dadeldhura	2	11	13	24								
	Darchula					1	6	4	10	1	17		17
	Doti					1	23	4	27				
	Kailali	1	7	1	8	6	71	41	112				
	Kanchanpur	1	14	17	31	3	13	12	25	1	66	1	67
Nepal		26	254	228	482	139	1001	794	1795	115	2409	567	2834

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Annex 4: List of Open Schools

Province	District Name	Open Schools	Address
P1	P1 Total	5	
	Jhapa	Himalaya Ma V	Damak
	Jhapa	Devi Ma V	Birtamod
	Morang	Adarsha Ma V	Biratnagar
	Morang	Targram Ma V	Tanki Sinuwari
	Sunsari	Janata Ma V	Itahari
P2	P2 Total	5	
	Siraha	Pashupati Adarsha Ma V	Lahan
	Dhanusha	Saraswati Ma V	Janakpurdham
	Parsa	Sundarlal Ramkumar Kanya Ma V	Birgunj
	Parsa	Manamishra Adhar V	Tedha
	Rautahat	Juddha Ma V	Gaur
P3	P3 Total	13	
	Lalitpur	Patan Ma V	Lalitpur
	Kavrepalanchok	Ajad Ma V	Banepa
	Bhaktapur	Bageshwori Ma V	Bhaktapur
	Bhaktapur	Bode Ma V	Bode
	Kathmandu	Kankeshwori Ma V	Kalimati
	Kathmandu	Gram Shikshya Ma V	Kapan
	Kathmandu	Shikharapur Ma V	Pharping
	Kathmandu	Halchowk Ma V	Ichangu
	Chitawan	Chitwan Ma V	Chitwan
	Makwanpur	Laxmi Adhar V	Hetauda
	Makwanpur	Amar Adhar V	Hetauda
	Rasuwa	Rasuwa Ma V	Dhunche
	Rasuwa	Sundhara Ma V	Dharapani
P4	P4 Total	2	
	Baglung	Bidhyamandir Ma V	Radhakrishna Tole
	Kaski	Bhadrakali Ma V	Pokhara

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Province	District Name	Open Schools	Address
P5	P5 Total	6	
	Dang	Mahendra Ma V	Tulshipur
	Banke	Tribhuwan Ma V	Kohalpur
	Banke	Gyanodaya Ma V	Khajaura
	Rupandehi	Kanti Ma V	Butwol
	Kapilbastu	Buddhapadma Ma V	Taulihawa
	Kapilbastu	Mahendra Ma V	Krishnanagar
P6	P6 Total	2	
	Jumla	Chandannath Ma V	Khalanga
	Surkhet	Amar Jyoti Ma V	Birendranagar
P7	P7 Total	4	
	Kailali	Saraswati Ma V	Geta
	Kanchanpur	Mahendranagar Ma V	Katan
	Dadeldhura	Durga Ma V	Alitar
	Dadeldhura	Mahendra Ma V	Khalanga

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Annex 5: List of Literate Districts

Province	District	Date of Declaration	literacy rate	Illiterate till date
P1	P1 Total	5	98	8895
	Dhankuta	8/16/2073	97	375
	Ilam	3/28/2074	98	315
	Jhapa	2/17/2073	98.33	4479
	Okhaldhunga	10/10/2073	100	3726
	Panchthar	4/9/2072	97	0
P3	P3 Total	10	98	17808
	Bhaktapur	8/27/2072	96.7	631
	Chitawan	5/23/2071	98	0
	Dhading	3/29/2071	98	2265
	Dolakha	3/10/2073	95	8555
	Lalitpur	3/9/2071	100	0
	Makwanpur	5/30/2073	99	2265
	Nuwakot	5/22/2072	98	763
	Ramechhap	6/5/2073	96	1444
	Sindhuli	3/24/2074	99.13	1885
	Sindhupalchok	3/2/2071	98	0
P4	P4 Total	9	97	9689
	Baglung	3/3/2073	97	0
	Kaski	3/30/2072	96	1020
	Lamjung	3/31/2072	95.5	0
	Manang	3/22/2074	97	211
	Mustang	3/31/2071	96	125
	Nawalparasi	3/31/2072	98	4708
	Palpa	3/11/2071	99.53	1400
	Syangja	5/23/2071	96	2225
	Tanahu	3/28/2072	96	0

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Province	District	Date of Declaration	literacy rate	Illiterate till date
P5	P5 Total	8	97	26060
	Argakhanchi	2/22/2072	98	0
	Bardiya	12/28/2072	96	2647
	Dang	3/24/2072	97	1045
	Gulmi	3/26/2072	96	1275
	Pyuthan	3/20/2072	97.7	0
	Rolpa	9/9/2072	96	10660
	Rukum	1/31/2073	97	9571
	Rupandehi	3/31/2072	96	2137
P6	P6 Total	4	96	7212
	Dailekh	11/28/2073	95.3	3843
	Jajarkot	11/28/2072	95	1669
	Salyan	9/14/2072	96.72	1700
	Surkhet	2/25/2072	96	0
P7	P7 Total	1	95	0
	Darchula	9/15/2072	95	0

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Annex 6: List of Model CLCs

Province	District Name	CLC Name	Address
P1	P1 Total	8	
	Dhankuta	Namje Clc	Sagurigadi G.P, Ward No 6, Namje
	Ilam	Kuibhir Clc	Deumai N.P Ward No 2, Chamaita, Ilam
	Jhapa	Birat Clc	Mutamod N.P Ward No 3, Sainikmod
	Morang	Pathari Clc	Pathari Sanischare N.P, Ward No 3, Pathari
	Sankhuwasabha	Okharebote Clc	Madi N.P Ward No 4, Okharebote
	Solukhumbu	Salyan Clc	Neta Salyan G.P, Ward No 2
	Sunsari	Nava Yug Clc	Inaruwa N.P Ward No 5, Bahalchok
	Tehrathum	Tinjure Clc	Myanglung N.P Ward No 2
P3	P3 Total	10	
	Bhaktapur	Chittapol Clc	Surya Binayak N.P ,Ward No 10,Chittapol
	Chitawan	Jyotirmaya Clc	Ratna Nagar N.P, Ward No 7
	Dhading	Nilkantha Clc	Nilkantha N.P, 3
	Kathmandu	Sikharapur Clc	Parphing
	Kavrepalanchok	Gyan Bikas Clc	Panauti N.P
	Makwanpur	Adhunik Mahila Jagriti Clc	Hetauda Sub Metropolitan Ward No 12, Padam Pokhari
	Nuwakot	Sachetana Clc	Bidhur
	Ramechhap	Sunkoshi Clc	Ramechhap N.P, Rampur
	Sindhuli	Kalamamai Clc	Kendra
	Sindhupalchok	Thumpakar, Clc	Thumpakhar
P4	P4 Total	5	
	Baglung	Kisimkot Clc	Woreng G.P, Ward No 3, Batakachaur
	Gorkha	Dhuwakot Clc	Dhuwakot
	Kaski	Bahuudesiya Clc	Pokhara Lekhnath Metropolitan Ward No 25
	Lamjung	Laxmi Narayan Clc	Besi Sahar N.P, Ward No. 8
	Nawalparasi East	Sunwal Clc	Sunwal N.P. Ward No 1

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Province	District Name	CLC Name	Address
P5	P5 Total	4	
	Argakhanchi	Wangala Clc	Sandikarkha Ward No. 5
	Banke	Jay Prithivi Clc	Nepalgunj, Sub Metropolitan , Ward No 18 Karkando
	Dang	Shree Clc, Deupur	Lamhi N.P,Chaulahi
	Palpa	Khasyauli Clc	Khasyauli
P6	P6 Total	2	
	Dolpa	Suchana Tatha Sanchar Clc	Thuli Bheri N.P
	Surkhet	Parijat Clc	Chinchu
P7	P7 Total	3	
	Baitadi	Shreekot Clc	Dogada Kedar G.P Ward No. 3, Shreekot
	Dadeldhura	Ganeshpur Clc Dadeldhura	Ganyap Dhura G.P Ward No. 2
	Kailali	Attariya Clc	Godabari N.P Ward No. 1