

Education for Sustainable Development

Community Learning Centers: Delivery Mechanism of Education for Sustainable Development

A Case Study



**Submitted to:
Asia Good Practice ESD Practice Project (AGEPP)**

**National Resource Center for Non Formal Education
(NRC-NFE/LRC), Nepal
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ACRONYMS

ABC-Nepal	– Agriculture, Basic Health and Cooperative - Nepal
ACCU	– Asia/ Pacific Cultural Center for UNESCO
AGEPP	– Asia Good ESD Practice Project
APPSP	– Agriculture Perspective Plan Support Program
ASETC	– Animal Science Extension Training Center
CATC	– Central Agricultural Training Center
CBO	– Community Based Organization
CEFA	– Center for Education For All
CERID	– Research Center for Educational Innovation and Development
CLC	– Community Learning Center
CLCMC	– Community Learning Center Management Committee
DAO	– District Agriculture Office
DDC	– District Development Committee
DEO	– District Education Office
DESD	– Decade of Education for Sustainable Development
ECD	– Early Childhood Development
EFA	– Education For All
ESD	– Education for Sustainable Development
GO	– Government Organization
IBS	– International Buddhist Society
JTA	– Junior Technical Assistant
LRC	– Literacy Resource Center
MDG	– Millennium Development Goal
NFE	– Non Formal Education
NFEC-MOES	– Non Formal Education Center, Ministry of Education & Sports
NFUAJ	– National Federation of UNESCO Associations in Japan
NGO	– Non Government Organization
NRC-NFE	– National Resource Center For Non Formal Education
OSP	– Out of School Program
PCU	– Project Coordination Unit
PIU	– Project Implementation Unit
PLANET	– Package Learning Materials on Environment
R&K	– Rupendehi & Kapilvastu
SWC	– Social Welfare Council
TRPAP	– Tourism for Rural Poverty Alleviation Program
UNLD	– United Nations Literacy Decade
VDC	– Village Development Committee
WTM	– World Terakoya Movement
WTM/TCN	– World Terakoya Movement/ Terakoya Committee Nepal

Asia Good ESD Practice Project (AGEPP-2)

Community Learning Centers: Delivery Mechanism of Education for Sustainable Development

A Case Study

[A] Executive Summary

National Resource Centre for Non Formal Education (NRC-NFE), Nepal is very happy to present the Report of the Project "Literacy and Non Formal Education Project in Rupandehi and Kapilvastu Districts (R&K Project), 2002-2005". The project was extended for one year with renamed as "Lumbini Community Learning Center Project (Lumbini CLC Project), 2005-2006 Under World Terakoya Movement (WTM) Program in Rupandehi and Kapilvastu Districts, Kingdom of Nepal". The report basically assessed the works and achievements of the R&K Project and Lumbini CLC Project. The report also contains effectiveness of Community Learning Centers (CLCs); literacy, post literacy and Out of School Program (OSP) classes; health activities; income generating & skill trainings; and community development activities along with environment management programs to bring change in the villages. The report reflects assessment on change in attitude towards the literacy and education, change in the environment of the community, change in behavior and quality of life of the community people and the measures taken by the project and CLCs for the sustainability of CLCs.

The World Terakoya Movement (*WTM*) is a world wide program to provide education to the people by providing support to the NGOs and other local organizations.

NRC-NFE has been implementing the " R&K Project" since April 2002 for three years with the support of The National Federation of UNESCO Associations in Japan (*NFUAJ*). After the completion of 3 years of the project, one year was extended and the project was renamed as Lumbini CLC Project, which was successfully completed on 15 April 2006.

During the four years project period, different programs such as literacy, OSP, post literacy classes, income generating, environmental sustainability, community development activities and health camps have been organized. It was found that the project has achieved more than its expected goals and target. The concept of CLC has been extended to the Government, UNESCO and other NGOs. Moreover it has been able to draw the attention of the local people. Different agencies have shown their keen interest to run their activities through the CLC mechanism. Furthermore, the people are expecting other concrete need based programs which support their livelihood. The community people are gradually taking ownership of the CLC and confident about sustaining it.

The Project has been able to set up an example how the Community Learning Centers (CLCs) set up and managed by the local people could make the community educated, empowered, raise income level of the people and improve their quality of life (health, environment and social security). The theme of CLC is for the people by the people. So, it is a local educational institute to provide learning needs of the community people to raise their quality of life and community development. Therefore learning-earning and living together is the motto of CLC. This is the bottom up approach. The community people know their community resources and

problems, they are facing and they also know its solution. So, CLC prepare plan/program based on their needs to improve their quality of lives and community development and implement it. Thus CLC could play very effective role to provide Education for Sustainable development to the community people. These CLCs along with the community people have been initialized to develop the community in the sustaining for the future life for attaining the sustainable development.

The Government of Nepal and UNESCO, Kathmandu has recognized the project as model and they are following the model. As a result, the government has established 205 CLCs by 2006 and 300 more CLCs are establishing by the government through year 2007-2008. In the process, NRC-NFE is helping the CLCs set up by the Government of Nepal and UNESCO, Kathmandu and other NGOs of Nepal. NRC-NFE is providing training to the CLCs leaders and other personnel, providing training materials, learning materials and evaluating their CLC programs.

Some photos based under the activities of CLCs are given below:



[B] Attribution

1. Implementing Bodies:

Name: National Resource Center for Non-Formal Education (NRC-NFE), Nepal

Address: Satdobato, Talchhikhel, Lalitpur

Country: Nepal

Zip Code: 977

Phone: 977-01-5534416

Fax: 977-01-5541689

URL: <http://www.nrc-nfe.org.np>

Email : nrc-nfe@acculrc.wlink.com.np

2. Person in Charge

Name: Dil Bahadur Shrestha

Title/Destination: Director of NRC-NFE, Coordinator of Lumbini CLC Project

Phone : 977-01-5534416

[C] Project Overview

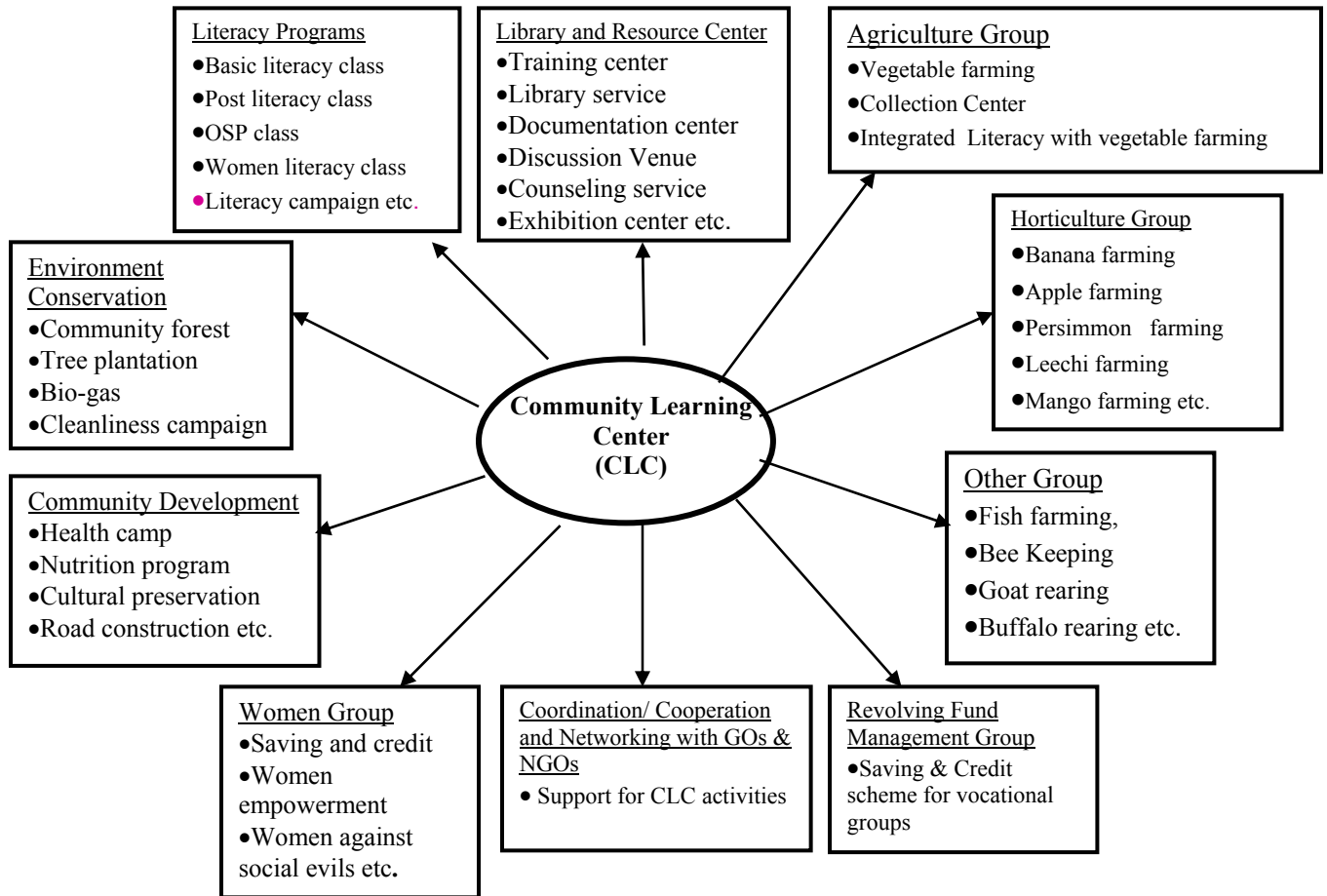
1. Project Title: Lumbini Community Learning Center (CLC) Project

2. Project Overview:

I. Background:

Nepal has been organizing literacy and NFE programs for a long time. But the NFE program was ad hoc in nature, because it had no proper curriculum and graded learning materials. Therefore it could not address the needs of local community people. In order to provide education according to the needs and problems of the learners, NRC-NFE set up Community Learning Centers (CLC) in different parts of the country. Being convinced that CLC are the most effective delivery mechanism to promote NFE for the community development, the Government of Nepal and UNESCO, Kathmandu also set up more CLCs. Thus CLCs have become a national program of the country. The concept of the CLC, for the promotion of community through the sustainable development for the quality of life enhancement and poverty alleviation, developed by NRC-NFE is shown below:

Concept of CLC



In order to promote the concept of CLC widely as the individuals and community development mechanism, the NRC-NFE has been implementing CLC programs in different parts of the country.

Realizing the fact that the people in the surrounding villages of Lumbini, the birth place of Lord Buddha, are living in an abject poverty, illiteracy and deprivation, NRC-NFE designed and implemented "Literacy and Non Formal Education Under the WTM Program in

Rupandehi District and Kapilvastu District" with the technical and financial support of NFUAJ since April 2002 to help the people in those areas through the effective literacy and non-formal education programs through establishment of CLCs. The Project aimed at establishing 6 CLCs in 3 VDCs of Rupandehi district and 3 VDCs of Kapilvastu district. Accordingly, the CLCs were established and operated. The CLCs are helping the target groups through education, income generating programs, skill and vocational trainings, and through raising public awareness. The CLC Project has completed four years period.

The initial project duration was for three years in the first contract made on 5 March 2002. The Project ended on April 14, 2005. After the completion of 3 years project period, it was extended for one year more with the name of Lumbini CLC Project in order to make the CLC personnel more capable to run the CLCs and sustain them. During the four years period of the project implementation, different activities were undertaken at various levels and many achievements were observed in the community by the CLC programs.

II. Objectives of the Project:

The main objective of the project was to provide the literacy and continuing education to the illiterate children, youth and adults combined with income generation programs especially for girls and women of the areas. The specific objectives of the project were:

- a) To establish Community Learning Centers (CLCs) to promote literacy situation.
- b) To conduct literacy and post literacy classes & skill development trainings for the adults capable to use literacy to communicate within their own community, in the wider society and beyond
- c) To conduct out of school classes for the children deprived from the school education to provide the basic education for the illiterate people equating with the primary level.
- d) To train the CLC management committee members in planning and management of CLC activities for the income generation and sustaining the community
- e) To promote the rural energy Technology based activities for environmental conservation and improvement
- f) To integrate the environmental issues into community development activities through CLCs

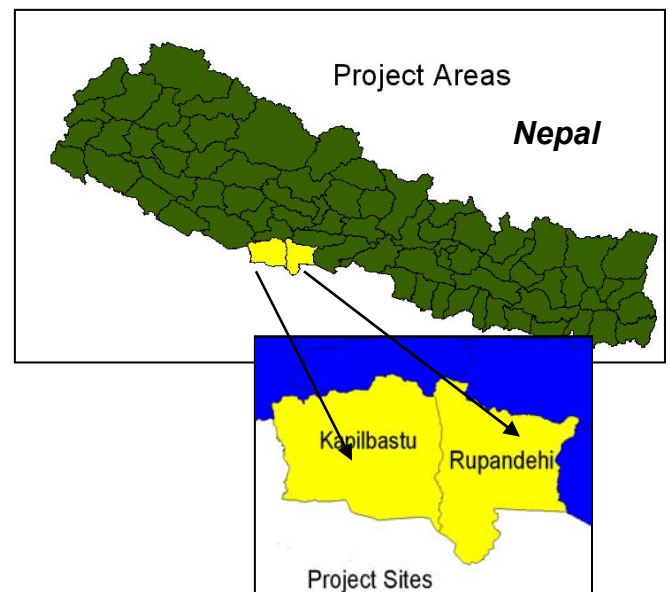
III. Project Areas/ Target Beneficiaries

The target beneficiaries are disadvantaged, ethnic, poor Groups as well as illiterate girls and women of the 6 VDCs namely Madhubani, Khudabagar & Tenuhawa of Rupandehi district and Fulika, Patariya & Rajpur VDCs of Kapilvastu district.

IV. Resource inputs and Allocation

Initially, the sites were selected through feasibility study for the implementation of the project. The project was implemented in the selected sites with the technical support of NFUAJ.

The Project had carried out need based literacy, OSP and post literacy programs, income generation programs, community development through the empowerment and environment conservation programs for sustaining the lives of the community people of the project site. CLCs had mobilized human, financial and physical resources to carry out various activities of



the CLC project. Some of the examples of resource mobilization for the CLC activities are given below:

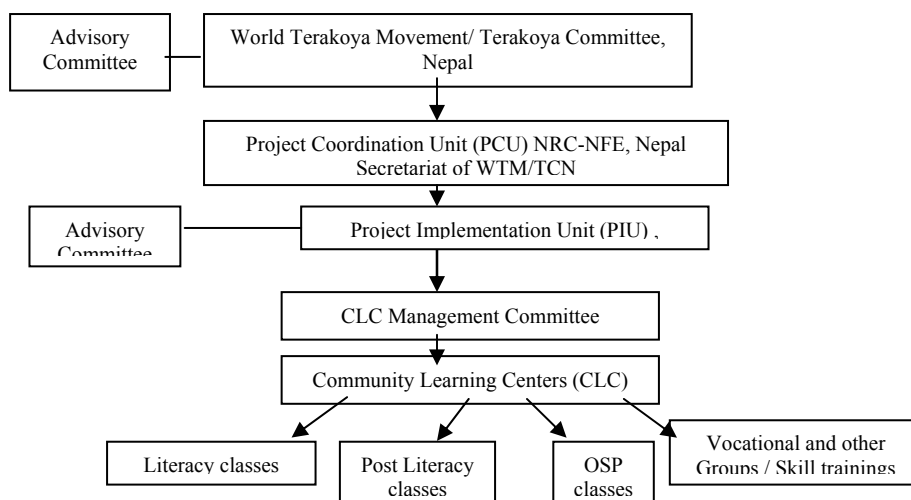
- Contribution of labor force of community people in building construction and installation of hand pumps
- Organization of all literacy classes in local community people's houses free of cost
- Conduction of OSP classes in Madarasas in Rajpur CLC
- Construction of new classroom for the literacy classes at local police station in Fulika by community people
- Provision of primers for the classes from DEO.
- Provision of Technical experts from local organizations such as JTAs from district agricultural office, IDE, Nepal-SIMI, Red Cross etc. in vegetable farming, health activities etc.
- Utilization of School buildings and school compounds for different mass meetings and awareness building activities of CLC.
- Provision of services from the school teachers to carry out different awareness raising campaigns.

V. Implementation Mechanism

The NRC-NFE has been implementing the project as a secretariat of WTM/TCN. The Project has set up the PCU at NRC-NFE office in Kathmandu and PIU in Buddhanagar, Lumbini with necessary staffs. The PCU consisted of Overall Project Supervisor, Project Coordinator and Accountant/ Administrative Staff and PIU consisted of Overall Field Supervisor, Project Director, Project Assistant, 6 CLC Supervisors and an Administrative / account staff, a driver and a helper.

An Advisory Committee was formed at Central Level consisting of the members from Ministry of Education and Sports; Social Welfare Council; NFE Council; NFE Center; UNESCO-Bangkok; UNESCO,-Kathmandu; NFUAJ and NRC-NFE. Another Advisory Committee at district level at PIU was also formed with the representatives from the line organizations such as Lumbini Development Trust; District Education Office (DEO) of Rupandehi and Kapilvastu; District Administration Office,(DAO) Rupandehi and Kapilvastu; Local High School and International Buddhist Society. The Organizational Chart of the Project is given below:

Organizational Structure of the R&K Project



The Management Committee is formed at the local level as CLC Management Committee (CLCMC) for organizing and managing the various CLC level Activities. It is done by planning the need-based programs and carrying out various activities for improvement of quality of life of the community people. Similarly, motivating the community people to participate in the CLC programs and mobilizing community for different development activities is another important function of CLCMC.

Major Program Areas

In order to improve the quality of life of the community people of the project sites, the activities were mainly focused in the following program areas:

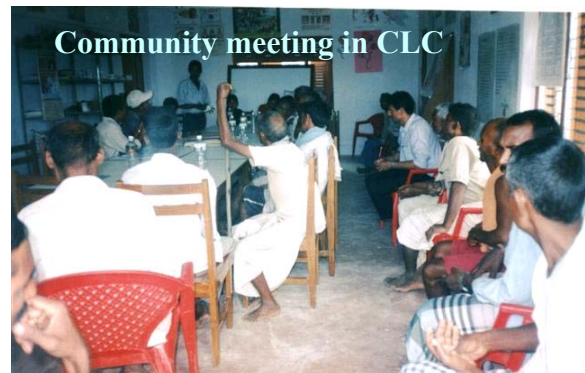
- *Literacy and Non-Formal Education*
- *Institutionalization of CLC as a local educational institute*
- *Functional / Vocational Activities*
- *Community Development Activities*
- *Awareness Raising Activities and*
- *Health Camps/ Services*
- *Renewable Energy generation and Technology based activities for environmental conservation and improvement*

Implemented Activities

The major activities carried out under the project at various levels are described below:

a. Preparation of CLC Plans

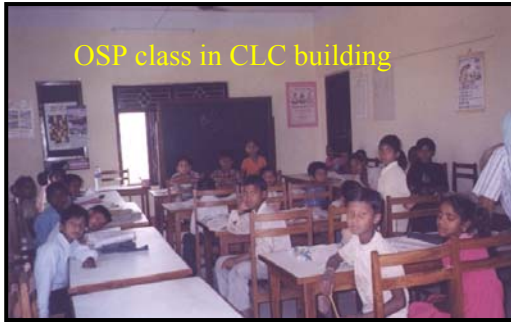
Each CLC prepared the separate one year action plan and three year micro plan through workshop/ meeting at community level. Different programs and activities were selected on the basis of the community needs and problems. The plans were finalized by the CLCs in active participation of community people. Accordingly, the CLC carried out different activities for the benefit of community people.



b. Construction of CLC Buildings and Utilization

Each of the 6 LCCs has its own building constructed with support of project. Each building has two training halls, one keeper's room, 2 toilets and 10 feet wide platform in the front. There are one hand pump for drinking water and one treadle pump installed inside each of the CLC compound. The CLC building has been utilizing for the various activities like resource room (library) community meetings, literacy classes, different training programs, health camps, cultural programs, local family rituals etc.





c. Activities Regarding Capacity Building Trainings

i) Project Staffs' Training

Initially, a 10 days training for the project staffs was organized to orient them on the project management. The staffs were clarified about the objectives, procedure and the strategies of the project. They were oriented on concept and functions of CLC, supervision techniques, report writing skills and reporting system, preparation of annual plans and programs of CLCs, mobilization and coordinating skills.

ii) Capacity Building of CLC MC Members

In order to build the capacity of the CLC management committee members on CLC management and its sustainable development, trainings, workshops were organized each year. Each training programs was conducted for 7 days in PIU, Lumbini. The CLC members were trained on CLC management, identification of community problems/needs, preparation of plan/program based on the community needs, operation and monitoring and supervision of literacy classes during the training period.

They were also trained on proposal writing & report writing. Similarly, training program was also organized for the CLC personnel to build their capacity in sustaining CLCs, which provided knowledge & skills on proper management of CLCs, local resource mobilization, coordination & networking, program planning & management, proposal & report writing etc.

iii) Facilitators Training

The Facilitators of all literacy classes were trained for effective class operation of literacy and OSP classes and other integrated literacy classes. 12 days trainings for adult literacy and OSP classes facilitators and 5 days trainings for post literacy class facilitators were organized each year before the class operation time. 3 days' refreshers' training programs were also organized for the facilitators of adult literacy, on integrating Education for Sustainable development in Literacy and OSP classes, OSP I and OSP II classes at the mid period of the class operation. They were trained mobilization of local resources, motivational skills, class management system, learners' evaluation process, use of local need based teaching learning materials etc. along with the teaching learning techniques.

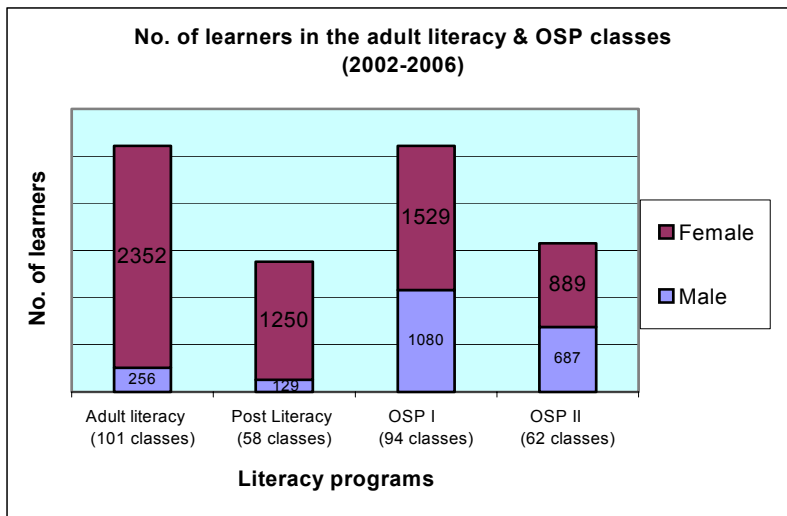
iv) Organization of Literacy, Post Literacy and OSP Classes

The project had provided functional literacy to the illiterate adults and out of school children. The project had operated more adult literacy, women literacy classes & OSP classes with the support of DEOs.

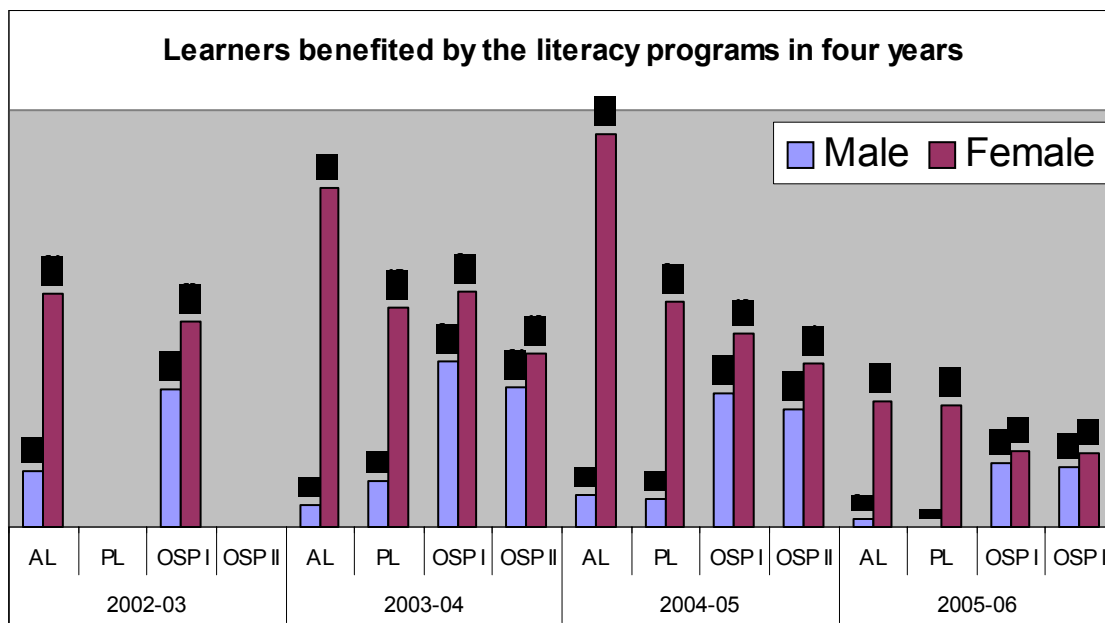


During four years period, a total of 101 adult literacy

classes of 9 months, 58 post literacy classes of 4 months, 94 OSP I classes of 10 months and 62 OSP II classes of 10 months were conducted in the 4 years period from April 2002 - April 2006 and the total learners benefited by the classes were 3987 adults with 3602 females and 41085 children with 2418 girls. It is represented in the graph is shown below.



In all of the literacy classes, environmental issues were taught along with the text book. Those environmental issues were derived from the need assessment in each of the classes. The contents related to the sustainable development discussed in the classes were waste management, tree plantation, community forest, preservation of forest, water resource, sustainable use of natural resources, health and hygiene etc.



d. Functional/ Vocational Skill Development Activities

The CLC project organized various functional groups for the local community people to improve their skills to raise the income. These functional groups have also set up saving and credit groups to save, accumulate capital and provide loan for starting income generating projects by the villagers. The CLCs have also set up a Revolving Fund to help the groups for their income generating activities. The groups were provided skill trainings on different functional areas to enable them to start income-generating programs. There have been 61 groups formed in 6 CLCs with total of 1041 members including 523 females and involved in various income generating activities. They are periodically and regularly saving in the groups and mobilizing the savings in the group activities.

Skill Development Training Programs for Functional Groups:

A series of training programs for the group members in various functional areas of vegetable farming, bee keeping, banana farming, fish farming etc. were organized under the project. The total 2462 participation from those groups get benefited from these training programs. The major training areas were Group leaders, Vegetable farming, Plant protection, Compost manure preparation, Nursery management, Transplantation, Treadle pump installation, Mushroom farming, Fish farming, Pest Management, Bio pest utilization etc. relating with environment sustaining concept.



The participants could gain technical knowledge & skills on different areas from the trainings, which helped them to improve their income generating activities ensuring environmental sustainability.

Beside the groups formed under the R&K Project, Patariya and Rajpur CLCs have also formed other groups under Agricultural Perspective Plan Support Program (APPSP) and District Education Office (DEO) to carry out different IG programs.

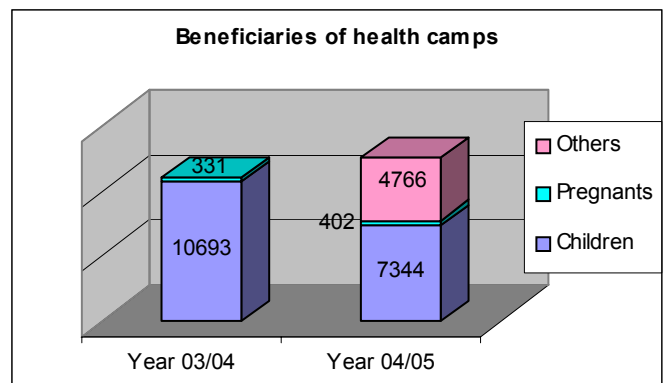
Integrating Vocational Knowledge and Literacy Competency

A primer entitled "Vegetable Farming and Literacy" (*Tarkari Kheti Ra Sachharata*) with its guidebook was developed by NRC-NFE for launching new program on Integrated Literacy classes combining literacy and vocational contents since 2004. The book contained different information & technical knowledge essential for vegetable farming and basic literacy skills. After successful experimental class program in Laxmipur village of Madhubani for 20 illiterate members of the Laxmipur Vegetable Farming Group, more classes were conducted in all the CLCs. A total of 130 learners with 44 females were benefited from the classes of 4 months.



e. Health Programs

The Project started the monthly Health Camps along with nutritious food distribution as a Co-Action Program of R&K Project under the "One Spoonful Program" of NFUAJ in all CLCs. These health camps provide general treatment services to the community people by one doctor and one health assistant. IBS, sub health post and district health post provided services. During the camps, pregnant women, new mothers, infants, malnutrients children were provided general medicines and nutritious food free of cost.



During the years 2003-04 and 2004-05, 17 camps were organized in each CLC and a total of 23536 patients including 733 pregnant women were treated.

f. Material Development and Utilization

Different local need based/relevant teaching/learning materials were developed with active participation of learners and facilitators for fostering an improving the quality of teaching and learning in the education for the sustainable development. Some skill-oriented materials were also developed. They were being utilized in the literary OSP and post literacy class along with functional groups and training programs. The developed learning materials were liked by the learners as they were attractive, colorful and based on their own problems & daily life needs and traditional simple language. The materials developed in the form of booklet, game, calendar, pie chart, card, posters etc. were found to be very much fruitful for the learners. Beside the learning materials, some training manuals/ guidebooks were also developed.



g. Scholarship Distribution Program

The project had provided scholarships for poor, intelligent, hardworking, indigenous & minority group etc. Scholarship fund was established in CLC with the fund donated by WTM supporters from Japan, and Mr. T.M. Sakya, Chairperson of WTM/TCN. 20 children were provided scholarships in the year 2004 and 42 children were provided scholarships in the year 2005. The scholarship programs motivated the children & parents to join OSP classes as well as formal schools and the community people also became aware of the importance of education.



Scholarship received
Natuwa children in school

h. Awareness Raising & Community Development Activities

Different kinds of awareness building programs were organized in all the CLCs to motivate the community people and to increase their participation community development works and activities. Women were encouraged to participate in the activities. Awareness program among community through Teej Song Competition, Celebration of International Literacy Day, cleanliness campaigns, rallies on reproductive health celebration of International Literacy Day, National Education Day, Polio moping day, cultural program, tree plantation, installation of hand pumps, renovation of road, etc. So far, 15 hand pumps including 6 pumps one in each of the CLCs have been installed in different areas of the 6 VDCs for safe drinking water. More than 3500 villagers are getting benefit from those pumps etc. were organized in CLCs



School enrollment campaign



Hand pump for safe drinking water

i. Renewable Energy generation and Technology based activities for environmental conservation and improvement

The Project had organized the environment friendly community development activities in the community. The training had been given to facilitators of literacy classes in the management of waste, use of renewable energy, use of compost manure, crop rotation, organic farming, drinking of safe water, reuse of waste, reduce in the production of the household waste by 3R concepts. In the training, Bio gas production from the waste of livestock, human excreta had been taught so that the environmentally safe energy can be utilized in the rural area. Hence the project has provided the zero emission of waste technology integrated with the literacy scheme. Many supplementary books have been developed related with compost preparation (Compost Manure), cleaning and sanitation, (Safai Bhaiya), Toilet construction useful for the learners of literacy as well as functional group members and other community people. The project has utilized the series of PLANET materials of Asia Pacific Cultural Center for UNESCO (ACCU) devoted for the conservation of the environmental components. The series of PLANET materials are deal with Water, Forest and Waste Management in the form of Booklet, Poster, Video and Facilitator's Guide Book.



Under the network and coordination with APPSP, DAO, the project has been organizing activities on sustainable agriculture by avoiding the use of chemical fertilizers and using the organic pesticides, green manure. Similarly, various awareness raising programs are conducted on the World Environment day in the community level as well as in the local schools for the promotion of behavioral changes on environmental issues.

Timeline

- R & K project 2002 - 2005
- Lumbini CLC Project 2005-2006

3. Process Documentation

The Time series implementing process of the Lumbini CLC Project had been given as below in the table format.

S N	Output	Period														
		Quarter 1			Quarter 2			Quarter 3			Quarter 4					
		I	II	III	I	II	III	I	II	III	I	II	III			
1.	Project management and implementation bodies will be set up	█														
2.	Community leaders will understand how to manage a community learning center and CLCs will be set up in the two districts			█												
3.	Literacy facilitators, functional group leaders and supervisors will be trained				█											
4.	Enrollment of illiterates and out of school children to attend literacy and OSP classes. And the targeted learners will receive the education in good quality				█											
5.	The quality of life of the targeted learners will be improved by sustainable community development programs				█											
6.	Professional Instruction will be enhanced and program will be run smoothly.	█														

**Factors of Promotion and Obstruction:
Promotion Regarding Sustainability of CLC**

The Literacy and Post Literacy classes not only helped the community people to become literate and giving young people and adults the chance to learn the skills they needed but also to improve in sanitation, became aware about the importance of family planning, vaccination, safe motherhood, environment conservation, encouraged to carry out income generating activities, Participation of the female representatives in local political structure, health and sanitation issues, safe motherhood and child care, safe drinking water, primary health care etc.

Similarly, OSP classes ensure the children to complete a good primary education rate about 60%, gaining chance for Children of age group 8-14 to enroll in primary schools. 331 OSP graduates along Muslim and poor children have been enrolled in the schools so far.



Children enrolled to school after OSP

The impacts could be seen on quality of life of the members of functional groups as the benefit of the IG programs are availability of fresh vegetable and self-sufficiency in vegetable (using quality seeds and seedlings) & earning 15,000.00-80,000.00 NRs. every year so that they have been able to support their children's education by providing materials, dress and other expenses.

Short-term trainings provided under the programs were not sufficient for the beneficiaries to gain sufficient knowledge & skills. So, the need of integrating literacy with various functional activities was felt by the project. The Integrated Vocational Literacy Class has helped the learners to enhance their knowledge and skills on vegetable farming, goat rearing etc along with literacy skills.

The monthly health programs have helped on raising the Community people's awareness on health issues by developing a habit of visiting medical personnel/ health post/ hospital when they get sick. The nutrition situation of the malnourished children in the VDCs has been improved in the villages.



A Muslim girl consulting with doctor in the camp

Community Formulation Process

The Lumbini CLC project had followed participatory approach by mobilizing community people since the very beginning of the project. Prior to the project designing, District Education Office (DEO), VDC, IBS and local community people were mobilized in the feasibility study for the selection of program implementing VDCs. In the feasibility study, major aspects such as people's commitment to establish CLC and to provide services to the villagers through CLC, availability of free land for the building, accessibility, availability of local resources etc. were considered.

After identifying the VDCs for program implementation, a baseline survey was conducted to study in detail about the existing literacy situations, social & cultural values, socio-economic situations of the communities, local resources available, problems and needs of various community groups in the VDCs etc. in the beginning of the project in 2002. It gave baseline data of the VDCs at the time of project implementation, which helped in planning need-based programs.

[D] Project Review

1. Social Relevance and Cultural Appropriateness:

Each CLC had organized different community development activities to generate the learners as well as community peoples' interest in development works like tree plantation, environment conservation, construction of hand pumps, renovation of roads etc. Besides the CLC management committee members, community people prepared their plans by themselves and also executing the activities by themselves which significantly changed the community through different community development activities such as awareness raising programs on cleanliness, health, nutrition, education, women empowerment, cultural programs etc.



Cultural program during Teej

In order to empower the girls and women, women saving and credit groups were formed. There were altogether 11 women saving and credit groups with 259 members in 6 CLCs. The group members were trained on group management and women empowerment in income generation. In order to increase women participation, the CLCs organized song competitions on the occasion of the women festival "Teej" and the international literacy day each year. The participants performed the songs written by themselves on the theme related to education, development, women rights, empowerment etc.



Women group leaders during training

The health camps with nutritious food distribution served for the treatment of villagers especially pregnant women, new mothers and children. Beside the health camps, all the CLCs have managed to conduct health education classes in all the literacy & OSP classes mobilizing local health workers. The topics for the classes were selected based on the existing health problems of the villages.



Medicines for distribution

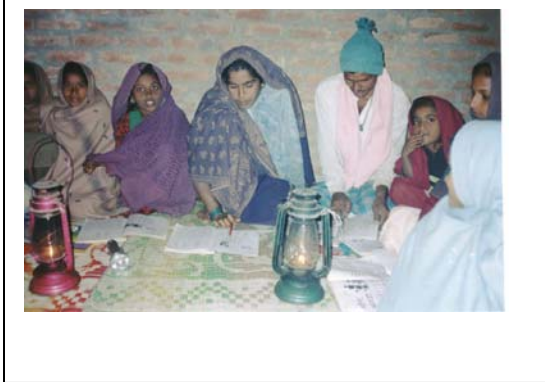
It was found that female participation is higher than that of males in all the literacy and OSP classes. About 90% of the adult literacy and post literacy learners were females while more than 55% of OSP learners were girls.

2. Degree of Satisfaction of Stakeholders & Target Beneficiaries

The community people also expressed great satisfaction with the achievements of community people and said it has positive impacts in community too. The learners and community people opined that there are many changes could be seen in the community after operation of Lumbini CLC Project. 3 cases from the real voice of beneficiaries are presented below:

(i) Community people realized the need of education

Sharda Bhusal of Kaplivastu, Rajpur Darkhasawa was illiterate till she was 43 years old. Now she is able to read and understand posters, notice and books written in big letters. She said-"Before I used small papers only for packing things, but now I know that they also contain many useful things".



36 year old Apsara Jahan of Rajpur Giddahawa goes to adult literacy class after she has finished a hard day field work and her house work at

evenings. She said-"I have to come here only after finishing all of my house work. I often come to take the class but occasionally I miss the class. I didn't study at the young age but, now I am using the opportunity of learning".

Pabitra K.C from Darkhasawa also tells her story how she became literate after she joined the adult literacy class. She says-" Now we became literate, we can participate in many trainings. If we get trainings on goat rearing, we will be able to use our literacy skills and also generate income. We are using the old methods of goat rearing".

Isharawati of Mohommod Nagar was illiterate till she was 37. She used to sell vegetables of her own field production in the local market for her living. It was very difficult for her to return the costumers money and keep account of her income and expenditure. Now the literacy class has helped her a lot. Now she goes to Taulihawa, Gorusinghe, Emilia, very far from her local market place for her business. She said that the literacy class not only helped her to earn a lot of money but also taught to eat green vegetables for vitamins, save some money from her income. She said-" If I get trainings on new farming technologies and market management, I can earn more money with saving environment".

Adult literacy class facilitator Devi Khatri says that the old people love everything they learn during their old age. She says-"As the literacy classes do not teach them the daily life activities and income generating activities, they gradually forget what they learn in the literacy class. So there is high demand of income generating activities for adult literates".

Ram Avatar Yadav, chairman of Rajpur CLC says that he used to sign letters and documents in others faith during his 5 years time as a VDC chairman. He has bitter experience of having inconvenience in his work as he was an illiterate chairman of VDC. He doesn't want to remember the times when he was afraid to sign in documents prepared by others. So he joined the adult literacy class conducted by CLC and learned to read and write.

(ii) Literacy classes: Means of awareness raising among the community women

Belveriya, a village of Khudabagar VDC, now covered by Khudabagar Community Learning Center (CLC), is a Muslim village 90% girls and women illiterate. When Puspa was appointed as literacy facilitator by the CLC, she found that nobody was ready to come to attend the literacy class. Puspa and CLC members tried to explain about the importance of learning. It is not only to recognize letters, by attending the literacy classes, they would learn about the benefits of cleanliness, preventing diseases like cholera, fever and other diseases which are common in the village among children, girls, women and men along with the environment. They could also learn skills for income generation etc.



The learners felt the usefulness of the literacy classes. The learners used to come regularly. One or two girls told her how they are facing problem due to the lack of latrine. She told them that they could make a simple latrine what they need is to dig a pit and cover it by plank cement stable, if possible to install a pan etc. and then to construct simple hut for the latrine.

Nagarine and Khatun decided to construct the latrine for use and they made the latrine with help of their brothers and sisters. Once they made latrine, other girls also constructed the latrines. Now almost 80% of the houses have latrines.

The girls who are the learners in literacy and post literacy classes are regularly conducting cleaning of their houses and environment. They take their small babies for vaccination; boil water for drinking during the rainy season; and can make dehydration solution to prevent cholera & diarrhea.

(iii) A case study of Bee Keeping group of women

The women of Sidhartha Nagar have save NRs 10 per month by setting up Women's Saving and Credit Fund for one and half years. They formed the women group as soon as the CLC was set up in Madhubani. The money was used for caring of sick family members and for marriage ceremony etc.

Under the financial cooperation of the project, Madhubani CLC had organized bee keeping training for them with help of District Agriculture Office (DAO). The expert from DAO suggested them that if the group start bee keeping as business, he could arrange to get Beehive for the first time free of cost from his office.



Each member of the women group of Madhubani CLC kept at least two beehives. The bee keeping group could get very good result within three months. They got about 5 kg honey with super quality from each bee hive. Now the bee keeping women group has set up their own selling depot. The selling shop is doing brisk business selling the honey to the local people & the tourists. The CLC helped them to print label and packing to solve the marketing. So the beekeeping group is earning about NRs also 20,000 per month for each member.

3. Social Impacts

- The model of CLC program has been highly appreciated by the community leaders, local development agencies and other organizations and especially by the people in the communities of the project sites. The major factor considered for effective implementation of CLC activities are local initiation, planning and management of CLC for the people by the community people themselves.
- Formation of various groups for income generating activities is found to be very attractive to the learners. They feel empowered by working in groups in an organized way especially girls and women. They were planned and implemented by themselves according to their needs by themselves.
- The saving and credit schemes in the groups are found very effective. By income generation activities, villagers have increased their income level and changed their life style. This also certainly leads to poverty alleviation of the people.
- CLC was found to be good delivery mechanism of literacy and continuing education & transferring new knowledge and skills especially to the women in the community. The community people were highly motivated to learn more.
- CLC is an effective venue for dissemination of new knowledge and information in the community.
- Utilization of environment friendly technologies and activities are very much popular among the community for environmental conservation with providing knowledge on the importance of waste management, to provide knowledge on 3Rs (Reduce, Reuse and Recycle), to encourage the learners and users for waste management & to involve in waste management programs.
- Because of the various programs of CLCs, the awareness level of the people has been increased in the field of cleanliness, health, hygiene, family planning, environment protection etc.
- The community people have started realizing their role and responsibilities in the developmental works. They developed the habit of sharing ideas/ experiences, among members. As a result they preferred to work in a team.
- The attitude of sending children to school has been developed among community people.

4. Project Sustainability

The project sustainability is depended on the Sustainability of CLC.

Activities initiated by the CLCs for their sustainability are:

- Establishment of revolving fund in CLC
- Capacity building of CLC members
- Coordinating with different GOs / NGOs & local community people for support & various programs
- Fund raising activities like catering services, renting CLC hall for trainings, meetings & other family rituals.
- Provision of life and general membership etc.

[E] ESD Implication

1. Implication as Sustainable issues:

Regarding the sustainability of CLCs, it was found that the CLC committee members were confident to some extent to sustain CLC and its activities. They still need some guidance for a couple of years to make fully sustain their CLCs. Coordination and network of the CLC, community participation, resource generation and capacity building were the major areas to be considered for sustainability of the CLC. The activities carried out by CLCs in aforementioned areas are stated below.

a. Coordination and Networking

The project had organized the CLC level activities under the coordination and network with different agencies. The CLCMC members obtained the training on coordination and networking. The CLCs have prepared the resource map of the community and the district and identified the possible line agencies having similar to working areas and objectives of CLC. Different coordination meetings were conducted at district level and local community level.

The coordinating agencies are International Development Enterprises (IDE), Small Irrigation Marketing Initiation, (SIMI) - Nepal & DAO in term of technical support, DEO office for provision of training programs, IBS, Lumbini, District Health Posts and Sub-Health Posts of the VDCs for provision of medication, Tourism for Rural Poverty Alleviation Program (TRPAP), APPSP & Poverty Alleviation Fund (PAF) for implementation of various programs in the community level.

b. Formation of the Revolving Fund

As a major activity for the sustainability of the CLC, each CLC has established a Revolving Fund of NRs. 50,000.00 in the CLC with the support of the project with Revolving Fund Mobilizing Committee to manage the fund. The fund is being utilized by the functional groups in their income generating activities such as vegetable farming, bee keeping, banana farming, fish farming, goat rearing etc. in form of loan. The loan is given with the interest rate of 18-24% per annum. Each CLC has accumulated NRs. 2500.00 - 4500.00 in addition to the initial fund amount.

c. Capability of CLC Personnel

The project had helped to build the capacity of the community people through various training and workshops in various aspects. Almost all the CLCs, now, can develop their own activities and smoothly implement them. They are able to prepare proposals and reports and submit to different organizations to carry out different activities through CLCs.

d. Ownership of the Program by the Community

This is one of the main areas for the center to be sustained. The community people are interested with CLC activities. They are working for their betterment taking the CLC activities as their own activities. CLC members and community people were continuously monitoring and supervising CLC activities and giving suggestions to improve the activities.

Each CLC has provision of honorary, life & general membership; the members have to pay certain fee to get such membership. There are different fee structures for different CLCs ranging from NRs. 101 to 10,000.00.

2. Implication as Effective Communication and Decision Making

Role of PCU

PCU designs and implements the project activities in consultation with WTM/TCN. PCU does supervision, monitoring & evaluation of the project activities. The PCU staff visit the field frequently for providing the proper instructions to PIU and CLCs and conducting training employing good instructors. PCU prepares monthly progress reports based on the information from PIU and other sources and sends the monthly progress reports to NFUAJ. PCU prepares budget and financial report in every 3 months. During the project period, 3 evaluation studies were carried out by PCU in cooperation with the leading External Agencies such as the Social Welfare Council (SWC), Non Formal Education Center of the Ministry of Education (NFEC-MOE), and Research Center for Educational Innovation and Development (CERID) of Tribhuban University.

Role of PIU

The main role of PIU is to carry out field activities as finalized in annual project planning. Based on the annual plan, PIU coordinates with different local line agencies and motivate the community people to organize various activities. It helps CLCs to organize and manage different CLC activities. It is responsible for collecting information from the field through CLC Supervisors, prepare monthly progress reports and submit to PCU. The CLC Supervisors are responsible for providing technical support to the CLCs in managing and organizing the CLC activities. They are also responsible to monitor & supervise the group activities along with the CLC activities and submit the regular progress reports & information to PIU office.

Role of CLCMC

In order to organize and manage the various CLC activities, a CLC Management Committee was formed with the establishment of the CLC. There were 9-11 members in the committee. The Chairperson of the committee was the Chairperson of the VDC and other members were the representatives of different development sectors such as schoolteachers, community leaders, social workers and local organization members. The committees have representation of female members ranging from 11 to 55 %.

Role of NFUAJ

NFUAJ has been providing continuous support for the project technically as well as financially. It had provided strong support for the project in many aspects of the project implementation process. The major roles that the NFUAJ had been playing can be listed as follows:

- Providing technical support and guidance in project activities.
- Providing financial support.
- Monitoring of the project activities & providing necessary guidance.
- Organizing visit programs to the CLCs by different UNESCO associations of Japan.
- Participating in inaugural and earth breaking ceremonies of CLCs.
- Attending Advisory Committee meeting at PCU and PIU staff meetings etc.

3. Implication as Transformative Education

The community people were found happy with their achievements. They established saving and credit fund and also involving in different groups and receiving trainings in various areas. They expressed that some of the contents of the textbook were not relevant to their daily life. But the supplementary materials such as snake and ladder (game), Balance food (pie chart), cleanliness and other materials used in the classrooms were very much relevant and easy to understand. The community people have been actively involving in community development

activities such as cleaning of village, awareness building rallies, renovation of village road, participation in folk song competition etc. organized by CLC.

The community people also expressed great satisfaction with the achievements of learners of literacy classes and said it has positive impacts in community too. The learners and community people opined that there are many changes could be seen in the learners and community after operation of literacy and post literacy classes.

The farmers expressed that installation of treadle pump has increased their production and they were found satisfied with their production. The farmers got knowledge and skills on selection of seeds and seedling, farming season, use of pesticides, post harvesting and marketing. The members expressed that they are selling their production in local weekly market after consuming at their homes. Some are also selling their production in big markets in Bhairawa and Butwol. The farmers of Patariya CLC said that local traders come to collect the production directly from their farm. In an average, each farmer is earning NRs. 4000.00-6000.00 every season (3 months period) from vegetable farming.



Treadle pump for irrigating vegetable farm

Similarly, the banana-farming group of Khudabagar did tremendous progress. The group already started to sell their products in the market. Each plant is producing 300-400 bananas equivalent to NRs. 300.00-350.00 at present market price. The group members said that they got one day training on banana farming which was very fruitful to them. Selection of plants, plantation, use of fertilizers & pesticides were the major contents of the training.



Sell of Banana in Local Market

Buddha women group has been remarkable in bee keeping. Each member of the group involving in bee keeping could produce 35-45 Kg of honey worth NRs.10000.00-40,000.00 from one beehive in one season. The members seemed very happy and satisfied with their increased income from bee keeping.



Bee keeping women with their bee hives

4. Implication as Institutional and Civil Capacity Development

The project was designed in full participation of local community people and in the total participatory approach. After identifying the program implementation VDCs, six Community Learning Centers (CLCs) were established with the formation of CLC Management Committee of 9-11 members through mass meetings in the year 2002. The CLCs were then registered in District Administrative Office (DAO) in the form of NGOs to attain the legal status.

The Project has been able to set an example how the Community Learning Centers (CLCs) set up and managed by the local people could make the community educated, empowered, raise

income level and quality of life (health, environment and social security). Most of the CLC Management Committees have been very active to raise the local funds and fund from national & international donors. Different agencies and CLC members from different parts of the country are visiting the project areas and CLCs to get education on establishment, management and operation of CLC and its activities.

5. Implication as Learning Process

There was provision of regular supervision and monitoring through WTM/TCN, PCU, PIU, CLC Supervisors and CLC Management Committee. The literacy, post literacy and OSP classes, functional groups activities and other CLC activities were regularly supervised & monitored by the CLC Supervisors and CLC Management Committees. Monthly supervision & monitoring of the CLC activities were done by PIU. Similarly, PCU organized a series of visit programs each year to monitor the project activities and to coordinate with GOs & NGOs and provided necessary instructions to the field officers for the improvement of the Project.

As a part of supervision & monitoring of the project, there were a series of mission visits & seminar on sharing experiences from NFUAJ, study visits by different Study Tour Groups and WTM Supporters from Japan in the Project sites as well as NRC-NFE in Kathmandu. During the NFUAJ mission visits and WTM supporters visit programs; the visitors had appreciated the progress & achievements of the project and provided valuable suggestions for the betterment of the project. Especially the NFUAJ has played an important role in supervision & monitoring of the project.



**Seminar on sharing experiences on
Lumbini CLC Project**

Annual evaluations were carried out in cooperation with the leading external agencies such as the Social Welfare Council (SWC), Non Formal Education Center of the Ministry of Education & Sports, Research Center for Education, Innovation and Development (CERID). The evaluation studies had assessed the effectiveness of the project activities & achievements, impacts of the programs in the community people, effectiveness of the project implementation mechanism etc. The project also has been successful to demonstrate as a model of CLC program being an effective delivery mechanism of literacy and non-formal education. As a result, the Government and UNESCO Kathmandu have established more CLCs. And the CLC program became a National Program.

6. Implication as a Linkage among International Educational priorities (DESD, EFA, UNLD and MDGs) :

According to Education for All (EFA) goal, the project has given priority to Primary Education, Literacy Program and Gender Equity etc. Similarly, the project had emphasized the Millennium Development Goals (MDGs) giving priority to the Universal Primary Education with respect to the decrease of the social discrimination through the sustainable community development.

Similarly, the project has the important objective to provide the basic literacy knowledge to the illiterate community of the project sites as per the goal of UNLD that people everywhere should be able to use literacy to communicate within their own community, in the wider society and beyond. The project has particularly addressed to such illiterate community people of the project, under the

banner of Literacy for all: voice for all, learning for all. The project focused on the needs of adults with the Literacy efforts to reach the poorest and most marginalized groups of people.

Hence the project created more sustainable future in the terms of environment integrity, economic viability, and just a society for present and future generation meeting the target of DESD.

[F] Further implementation and Recommendation

1. Further Implementation

The presentation tried to analyze the situation of the project and provide the concrete ideas to extend and expand the project in future. It covers the future activities of the project in 4 areas i.e. CLC level activities, Project Management, Support to government CLC programs and coordination among different stakeholders. Some of the highlights are given below:

CLC Level Activities

- Further Capacity Building of the CLCMCs
- More Literacy, Post Literacy and OSP classes for remaining illiterates, neo literates and out of school children
- Expansion and Extension of integrated literacy classes to Goat Rearing, Fruit Farming, Fish Farming and Bee Keeping
- Technology based education and income generating Programs
- Strengthening of Saving & Credit Groups
- Women Empowerment Programs to prevent social evils
- Environmental conservation and Improvement Programs like waste management, plantation and conservation of trees, conservation of water resources, harnessing alternative energy
- Strengthening the Resource Centers and reading centers by adding more books and promoting reading clubs and holding exhibitions.

New Pattern of Project Management

- NRC-NFE will be responsible to implement the project.
- PIU will be reorganized having one Project Supervisor, two District Field Officers and one Office Assistant.
- Each CLC will have one full time Social Mobilizer recruited by the CLCMCs
- Terakoya Committee will be continued with following members

NRC-NFE, NFUAJ, NFEC, MOES, ABC-Nepal, CEFA, IBS, Nepal Women's Association, Department of Agriculture, Department of Health, Social Service Council and other invited member as required

Support to government to establish CLCs

- National Workshop to share the experiences of the project to enhance the capacity of govt CLC personnel
- Providing assistance to the govt. CLC through capacity building training, exposure visit programs
- Providing materials support to govt. CLCs

Coordination

- Central Level - NFEC, Central Agricultural Training Center (CATC), Animal Science Extension Training Center (ASETC), Health Department etc. will be added in the Terakoya Committee of Nepal
- Local Level - DEO, DAO, District Health, SIMI, APPSP, Poverty Alleviation Fund, TRPAP, Cottage Industry, DDC, VDC, Health post, Primary Health, CBOs

Major points are:

- The capacity of CLC MC Members should be strengthened especially on project proposal writing, report writing, monitoring and evaluation to help in sustainability of CLC. This will help the CLC to approach to different GOs and NGOs seeking for activities/programs.
- There should be strong coordination established at central and local level. The major line ministries and department should bring in that coordination so that they can help the CLC in carrying out different development activities at community level.
- Project should be extended in the existing CLCs for some period with minimal support which help them sustaining the CLCs and at the same time the project should be expanded to other VDCs of the districts.

The idea of providing support to the government and other CLC personnel through the project will help in bringing all CLCs of the same quality. It will help to expand the concept of CLC all over the country.

2. Recommendation

a) Conduction of Literacy Classes

Earlier each CLC was successful in getting at least 1 or more classes from the DEO. They should try to get more classes for community however some literacy classes would be supported by the Project.

b) Operation of Early Child Development Centre (ECD)

All CLCs are suggested to seek support of DEOs to operate Early Child Development Centre (ECD)s. Some ECD Centers could be self supporting.

c) *Strengthening the Community Resource Center*

Relevant resource materials should be collected and documented in the resource centers of the CLCs. The resource center could be managed with the help of youth volunteers.

e) *Health Service*

Health Camps should be continued for the benefit of the community people. Mother and child care facilities should be managed by the CLC in cooperation with Local Health Centres and the community people. The community people should be encouraged to build latrine in their houses. Similarly, CLC should organize awareness raising programs on safe drinking water to prevent water borne diseases.

e) *Community Development Activities*

The CLCs should be encouraged to carry out community development programs like tree plantation, cleanliness campaigns, environment conservation etc. for sustainable development mobilizing community resources.

Similarly, different programs like talk programs, exhibitions, seminars & meetings etc would be helpful for awareness raising on various issues as per local needs utilizing local resources and youth volunteers.

f) *Fund Raising for Sustainability of CLCs*

Each CLC can set up a Trust Fund by raising funds from local ceremonies, venue provision for marriage, other different purposes, etc. The CLC can form different groups like local musical band, building construction groups, catering service providing groups, tour guide groups, meeting organization group etc. for earning resources. For this purpose, the CLC building can be utilized and get charges for renting CLC training hall, furniture, equipments like utensils for cooking, mike, cassettes, camera, TV set etc.

CLC can also raise funds by organizing various activities such as celebrating different events through cultural programs, collecting membership fees and levy from the profits of various productions of the functional groups, mobilizing revolving fund etc.