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TO: AID/W TOAID A-702 X

FROM: KATHMANDU

SUBJECT: Non-capital project paper

REFERENCE: (A) M.C. 1025.1 (B) KATHMANDU 5504

COUNTRY: Nepal

SUBMISSION DATE: December 1968

PROJECT NO. 367-11-610-060

ORIGINAL: Yes

PROJECT TITLE: Teacher & Technical Education

U.S. OBLIGATION SPAN: FY 1954 thru FY 1972

GROSS LIFE-OF-PROJECT FINANCIAL REQUIREMENTS:

U.S. dollars	\$5,042,000
U.S.-owned local currency	2,929,000
Cooperating country cash contribution	315,000 (equivalent) ^{1/}
Other donor	
Total	8,286,000

^{1/} Total cooperating country contribution for FY 66 & FY 67. From FY 60 to FY 66 HMG made in-kind contributions. For years before FY 60 project files have been sent to AID/W.

TEACHER AND TECHNICAL EDUCATION

I. Summary Description

USID/Nepal, with the assistance of a contract team of ten members from Southern Illinois University, is engaged with the host government in a program of institution building designed to provide the human resources necessary for economic and social development. The organization and administration, personnel, curricula, and related programs of several institutions, most of them U.S. funded, represent the principal focus of the Education Division. These

Attachment: Table 1 (as page 11)

DRAFTED BY M. St. ugh: abs	OFFICE ED	PHONE NO.	DATE 12/4/68	APPROVED BY James C. Flint Deputy Director	PAGE 1	PAGES OF 11
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AID AND OTHER CLEARANCES

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institutions include: The National Vocational Training Center, Demonstration Multipurpose High School, College of Education, Laboratory School, and five Primary Teacher Training Centers.

In this program, heavy emphasis is being given to participant training. As can be seen below, much remains to be done in the education field. However, because of AID's training program, a number of capable people are now at work in the Education Ministry and these individuals are serving as agents of progress in the education system.

Although there is expected to be a steady expansion in the size of the GCN education effort, the main emphasis of the USAID's work is on improving the quality of education in Nepal. Thus, in addition to participant training the USAID is concentrating on teacher education in order to provide qualified teachers.

In order to channel human and physical resources into activities of manageable size, the total educational development effort has been divided into five inter-related sub-activities.

A. Vocational Education:

Since July 1966 particular emphasis has been directed toward the establishment of a central educational facility which is now beginning to train host country personnel in a wide range of vocational and technical skills. This National Vocational Training Center and twenty related multipurpose high schools have been developed in response to GCN's desire for more vocationally-oriented citizens who can better understand and carry out their economic responsibilities.

Five contract team members have assisted their Nepali counterparts in organizing the National Vocational Training Center into a functioning unit. A two-year diploma course was initiated in May 1968 for 142 enrollees.

If the aim of the U.S. educational effort is to be realized, it is most important that the working relationship so recently established be continued through several groups of graduates. Programs to meet other originally established objectives are in an early developmental stage.

B. Teacher Education:

A College of Education, Laboratory School, and five Primary Teacher Training Centers provide all of the training available to teachers in Nepal. Although these institutions are producing 600 - 800 teachers per year and some teaching materials, techniques and teaching tools have not reached a desirable degree of self-sufficiency. Out of a total of 13,000 primary teachers, only about one-fourth have had any training. Pupils' textbooks with detailed teaching manuals are just becoming available. The task now is to teach teachers specifically how to use them. College of Education faculty members have now begun the writing of professional materials in Nepali for the first time. Such efforts must be encouraged and guided. Course content and teaching methods require upgrading. Finally, the organization and administration of all the teacher education institutions must be improved to the point where they are operating efficiently and have developed into true service centers for the educational system. In July 1967, the contract with Southern

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Illinois University was amended to provide this type of advisory service to Teacher Education.

C. Education Materials:

In November 1967 a new textbook publishing facility was put into operation at Sano Thirid. Most of the major components are functioning: writing, production, and printing. Primary textbooks are receiving first consideration. In a full year of operation 800,000 books will be produced. The writing of a good textbook and corresponding teacher's manual takes much time and advisory assistance. The task of producing a "first round" of primary textbooks is about one-third complete. Work has not yet begun on secondary level materials.

Facilities are available at the Education Materials Center for the production of supplementary teaching aids and for the development of certain mass media of communication such as radio. This section is being made ready for full operation. Contract team assistance has been provided for writing and editing.

D. Secondary and Multipurpose School Education:

Twenty multipurpose high schools at varying stages of development have been established to broaden the vocational choice of Nepali students. Efforts toward expansion have been discouraged until the function of the existing schools is fully clarified and all are brought up to acceptable standards in teaching, instructional materials, and physical facilities. Contract team members with the support of the National Vocational Training Center have a key role in guiding their progress.

Demands are increasing that more attention be given to the academic side of secondary education. The present curriculum and the examination system are restrictive and antiquated. Educational leaders know they need and are asking for assistance. Projects in science and mathematics have been initiated with Peace Corps technical assistance. Study has begun on the English curriculum. Advisors can make a major contribution to educational improvement in Nepal through assistance to general secondary education.

E. Primary Education:

In FY 1968 approximately 6,500 schools and 13,000 teachers were serving 400,000 pupils. An estimated 28% of primary teachers have had at least one year of professional training. A framework for supervision and administration has been established in each of the seventy-five districts. Efforts are now to be focused on quality. In-service education to modernize present methods and to eliminate rote learning will be a large task. Instruction in the use of newly-prepared pupil textbooks, teachers' manuals and supplementary aids will contribute much to that modernization.

II. Setting

Education has only begun to reach the children and youth of Nepal, a country whose literacy rate is approximately 10%. National Planning bodies concerned with educational needs have recommended that educational opportunities be expanded as rapidly as possible, that the present pattern of rote learning be drastically modified, and that students be prepared to meet the vocational and technical

manpower requirements of a developing nation. The educational process must not only develop skills but also change attitudes. High level authorities continue to emphasize that "the people should learn to stand on their own feet".

The number of schools has expanded rapidly in the past fifteen years even though there may not be qualified teachers, books, or suitable buildings available. Education is in demand. However, untrained teachers continue to "hold school" in the classical tradition. Their products graduate, ill-prepared to understand, let alone to cope with, the country's economic and social problems.

National planners want increased productivity. Such a goal requires specialized knowledge and skills. This is a long range responsibility of the schools. Skilled and semi-skilled workers, and competent supervisory personnel are at a premium. Agriculture technicians are only beginning to understand and disseminate a modern technology; most industries are yet to be successful; work standards of tradesmen are primitive. Often the easy solution is to bring in foreign nationals. Some leaders, fortunately, understand the situation.

The metamorphosis to modernization will be slow, partly because human nature is "what it is" and partly because potential sources of wealth are limited. USAID/Nepal through education wishes to continue to assist in building the institutions, educating the technical and teacher education personnel, and preparing the materials necessary for development.

III. Strategy

A continuing massive input of funds will not necessarily produce the improved educational system which Nepal desires. Having more primary schools has not improved quality. Equipping a vocational classroom does not make its graduates vocationally-skilled. The commitment to improvement must be clear, the infrastructure must be ready, personnel must be educated, and the necessary tools must be available for the job. According to decisions previously made, USAID will work intensively with the institutions and the infrastructure which can educate the teachers and administrators required for self-sufficiency and provide students and teachers with the type of instructional materials that will foster changes.

IV. Targets

USAID through the Teacher and Technical Education project aims to achieve a viable educational program in Nepal, with an emphasis on practical subjects and methods which stress the ability to reason rather than memorize. Such a goal does not contemplate a complete, perfected system but one which has established and shown promise of being capable of sustaining such elements as the following:

1. Operates on the basis of a common purpose which, among other characteristics, emphasizes quality and encourages students to think through problems and experiment with solutions.
2. Receives direction from a broad basis of talent.
3. Brings understanding and acceptance of the vocational purposes of education and their relation to productivity.

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4. Sets up methods and procedures for reconciling technical and vocational needs with supply of human resources.
5. Contains institutions which serve a wide range of pupil abilities and talents.
6. Has developed a curriculum to meet educational goals and an evaluative system for keeping the schools in tune with those goals.
7. Produces the instructional materials, including mass-media, both for teachers and students, to support a changing curriculum and possesses the personnel and physical facilities necessary to maintain continuous production.
8. Educates the teachers and administrators necessary to support modernization and demonstrates the capability of maintaining an increasing supply of high quality.
9. Develops an administrative and supervisory framework which establishes a balance between central and local control.
10. Establishes district units which demonstrate the feasibility of increased local administrative, supervisory, and particularly fiscal responsibility.

VOCATIONAL EDUCATION

Basic behavioral changes are projected in philosophy, attitudes, and structure. Employers, students, parents, and general citizenry are expected to begin to understand and appreciate the role of technical and vocational education in their nation's development as demonstrated in the search by trades and industries for skilled labor, variety in students' vocational choices, parents' vocational advice, and public pronouncements. The National Vocational Training Center is to have a tested organizational framework, full program, and competent faculty.

A diploma course enrolling 142 students at the National Vocational Training Center has already been initiated. In another year it is expected that a majority of the enrollees will graduate to be made available as technicians in a society which has not yet learned to use this skilled type of personnel. It is planned that experiences of several graduating classes will be needed to establish their usefulness to the society. Integration of the NVTC program with community agencies and enterprises in providing work experience will condition the success of the placement of graduates.

Activities such as these will form the basis for studies of vocational needs and the use of skilled labor in each of the areas represented in the diploma program. During the next four years technicians and their counterparts within the limits of their schedules will develop basic guidelines for regulating supply and demand.

Several years of service to occupational groups requiring specialized training needs will be necessary to establish the Center's upgrading role.

The first well-trained vocational teachers will not graduate with B.Ed. degrees for

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three more years. In the meantime, training of the present group of Multipurpose High School teachers will have been intensified. Within three to four years, the present group of Multipurpose Schools should have teachers, headmasters, Managing Committees, and community leaders who understand the role of a comprehensive-type high school in providing the "vocational bias" for which national planners are searching.

TEACHER EDUCATION

The number of trained teachers will have to increase dramatically at both primary and secondary levels. A two percent increase in population brings approximately 200,000 new human beings into the society. Such an increment would require the services of 5,000 new primary teachers, if all these children were to enroll in school. A 15 percent attrition in the present group of 13,000 primary teachers adds another 2,000 who must be trained. ~~XXXXXXXXXXXXXXXXXX~~

To meet the demand for trained personnel the teacher education institutions must enroll more students. The College of Education, including the Birgunj Center, must achieve a graduating class of 250 in three years. An Education Division should be developed within that time at one of the better Arts and Science Colleges to supplement the supply of qualified teachers. The achievement of quality through staff development, materials production, evaluative procedures, and an efficient administrative organization should begin to be a reality in three to five years.

The Primary Teacher Training Centers also have the twin problems of quantity and quality. As rapidly as possible they will be supported over the next three to four years to handle graduating classes of 2,000. This means doubling the present output and adding facilities in one or two teacher-deficient areas.

Quality in teaching and instructional materials has a priority. There are practically no modern materials in Nepali in use at the Primary Teacher Training Centers. In four years each major subject is to have a basic set of instructional aids in the Nepali language. Instruction in their use will take longer.

In-service education programs at both the primary and secondary levels are to be organized to the point where teacher education institutions become sensitive to teachers' needs, seek to be of service, develop the organization to handle varied requests, coordinate with the schools, Ministry of Education, and other training institutions and agencies, and become secure enough to make use of teaching talent wherever it is available.

EDUCATION MATERIALS

It is intended that the Education Materials Center will become, organizationally, an effective unit for the production and publishing of textbooks and instructional materials as well as for providing a variety of audio-visual services. This goal should be achieved in three years. Physical components are to be in place; the necessary table of organization is to be filled out; a smooth work flow established; and a rotational system of training put into effect.

Within two to three years the first complete series of books for the primary grades should be finished in each of the major subject areas. In another two to three

years a substantial beginning should have been made at the secondary level provided that progress continues in modernizing the secondary curriculum from grade six through the SLC examination years (grade ten).

By the end of a period of concentrated assistance during the next four or five years the potential of the audio-visual section and a modest mass media program should be realized.

SECONDARY EDUCATION AND MULTIPURPOSE EDUCATION

Over the next four or five years it is planned that USAID will continue to support activities aimed at improving the curriculum and upgrading the quality of instruction in the secondary and multipurpose schools. By then, the unique contribution of the multipurpose schools should have become clearer; vocational teachers who are trained in depth will be graduated; student and teacher materials for grades six through ten will be published and distributed in each of the vocational strands; student activity groups such as young farmers are to be organized and evaluated; and programs of school-community cooperation will be tried and tested.

By FY 1970 general secondary education should be receiving increasing attention to include curriculum textbooks, school buildings, and sch of leaving examinations. For example, study on the English curriculum has already begun. The total curriculum is a project for several years. Within two years it is planned that more effective machinery be established within the Ministry of Education to conduct a continuous study of curriculum. Changes in the SLC examinations are a definite target in the plans of secondary schools headmasters beginning with the present fiscal year. Modifications are contemplated over a ten-year period.

PRIMARY EDUCATION

A principal target in Primary Education will be the provision for a continuing supply of trained teachers and improved instructional materials with the emphasis on quality. At least through FY 1970 Primary Education will be assisted in meeting prescribed minimum salaries for trained teachers inasmuch as salaries are too low to attract and retain well-qualified candidates. Studies of the possibility of increased local support will be completed. Given a modest increase in salary, the percent of SLC "Pass" students applying for teacher training should increase each year.

In-service education will be of particular concern because of the large number of poorly trained teachers already in the system. Demonstration in-service projects on a district basis are to be functioning within three years.

The present corps of district administrators and supervisors has limited background and little professional training. In three years most should have had intensive training. It will probably be five years before higher level candidates will begin to be attracted to district supervisory positions.

Schools in the northern area of Nepal need special support. One project to supply teachers for one region is already operating. A comprehensive program will be formulated for the next fiscal year and implementation is to be accomplished in a minimum of five years.

In both Secondary and Primary Education Boards for the continuous review of

curriculum should be operating within two years.

Finally, adequate physical facilities are a concern at the primary level. Illustrative plans and several prototypes will be produced within three years. This project will provide valuable information for district education officers and their respective Panchayats.

V. Course of Action

Basically, the major inputs will be directed toward making the National Vocational Training Center and its affiliated Demonstration Multipurpose High School, a selected number of Multipurpose High Schools, the College of Education and five affiliated Primary Teacher Training Centers, and the Education Materials Center into well-staffed, self-sufficient institutions. To the extent that the influence of these institutions permeates significant sectors of the educational system, USAID becomes involved.

How soon these institutions become "viable" and "self-sufficient" will be governed by the interest and attention directed by NEON officials, the competence of USAID and contract team advisors, the commitment of counterparts, and the selectivity and specificity of participant training.

VOCATIONAL EDUCATION

The program, staff, and facilities of the NVTC will be developed to provide programs for skilled workers and supervisory personnel, vocationally-trained teachers, and occupational groups that have specialized training needs. Each of these activities implies that intensive efforts will be made to ascertain training needs and placement opportunities. They further imply close cooperation with governmental, business, and community agencies engaged in related programs. A variety of approaches and procedures will be applied to interpret the purpose and promise of a "vocational bias" to education - vocational counseling programs, surveys of attitudes toward occupations and the use of skilled labor, visitations and career days, dissemination of vocational information, use of mass media, and the like.

The NVTC staff and advisors will integrate their work more closely with the personnel and activities of the vocational section of the Secondary Education Department. More emphasis will be given to the NVTC's responsibility as a research and development center for improving the curriculum, teaching methods, education materials, and supervision of the multipurpose schools. Major responsibility for the Vocational Education activity lies with Southern Illinois University contract team advisors.

TEACHER EDUCATION

This activity will be coordinated through existing institutions: A College of Education and its affiliated Laboratory School, five Primary Teacher Training Centers, and the Ministry of Education. Institution-building will have high priority. Each one will reassess its role as a center for service, leadership, and research in providing relevant programs for teachers, supervisors, and administrators. Each will concentrate on faculty development and those elements necessary to bring about competent instruction. Well planned participant training and faculty exchanges will hasten improvement.

Both direct hire and contract advisors will work through counterparts in producing

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Improved methodology and specifically designed instructional materials. Its success rests on the coordination of talent from the Nepalese schools system, the Education Materials Center, teacher education institutions and the Ministry of Education.

Discrimination of ideas and materials ranks high on the importance scale. Properly functioning institutions will send away each graduate, competent to teach and equipped with materials to help him do the job. In-service activities will be expanded through the strengthening of schools used in practice teaching and through the development of demonstration centers and the education of "lead" teachers at the district level.

Southern Illinois University contract team members will assist principally with faculty development, the improvement of instruction, and the production of teaching materials.

EDUCATION MATERIALS

The Education Materials Center now has a basic capability to produce textbooks of good quality. Certain incomplete components, such as block making, should be in operation in two years. However, the Center is not completely lacking in these ~~in~~ services. The ingenuity of the Press Division Head has, for example, produced excellent examples of photo-engraving with minimum equipment. Strong encouragement will be given to the Ministry of Education to fill out the table of organization with competent personnel. Weakest areas are in design, illustration, and copy preparation.

The needs of the teacher training institutions demand that the Materials Center move immediately into the production of supplementary teaching aids. This service will be built up through the next few years. Of necessity the audio-visual section must be strengthened all the way to the provision of mass media facilities. A direct hire adviser has been added to give particular attention to this unit.

For the total operation, considerable attention will be given to strengthening administrative practices, establishing a smooth flow of work, and, in particular, providing training in all divisions using outside resources such as the USIS Press at Manila as needed, and evaluating the Center's services.

A Southern Illinois contract team member will serve as an advisor to the writing and editing unit.

SECONDARY EDUCATION AND MULTIPURPOSE EDUCATION

In addition to multi purpose school education, increasing attention will be focused on the general secondary school program. Teacher training has a high priority because of the low percentage of staff with any professional education. Schools which service student teachers will receive special assistance. Curriculum and methods are already under experimental study by Peace Corps volunteers in mathematics and science, USAID advisors will continue to assist. However, the way is being opened to begin concentrated study of the whole School Leaving Certificate curriculum and the final examination system. This will advisedly take time but, most important, help has been requested by IMG/N.

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Effort will be made to strengthen and encourage schools which show promise through such means as in-service education of staff, provision of instructional materials and building of hostels. This procedure is viewed as a positive approach to discouraging smaller inefficient units from springing up.

The multipurpose school program will receive the full support of the NVTC. Several major needs are obvious: teachers trained in depth, student and teacher instructional materials and application of all possible psychological devices to interpret vocational education. Before the program can be finally successful, all of these needs must be met.

The multipurpose school program and the vocational specialists in the Ministry of Education will be a particular concern of the Southern Illinois University contract team. In addition, certain members will give increasing assistance to the general secondary program through the College of Education.

PRIMARY EDUCATION

In general, USAID will assist those activities which will upgrade the quality of teachers in service, retain trained teachers, and bring students with an increasingly higher level of background into teaching. Some assistance for trained teachers based on an established salary scale will be continued, at least for FY 1970. Criteria for such assistance will be increasingly definitive and aimed at raising the general instructional level of the school.

A better organizational framework for reviewing the primary curriculum and instructional materials development will be established in the Primary Education Department. Particular emphasis will be laid on arranging learning experiences for grades one through five which are oriented to the local environment. A testing program in the major subject areas will provide background data for improvement of both curriculum and methodology. Better coordination will be sought among curriculum planners, textbook writers, teacher educators, and district education officers.

School organization and administration will not be neglected. Recommendations must be forthcoming as to the feasibility of increased administrative and fiscal responsibility at the district level. District education officers and headmasters will be brought to a higher level of competence. As such, they will be more competent to implement the expansion of in-service teacher education activities through cooperating schools and demonstration centers.

The Himalayan scholarship program designed to provide education for potential primary school teachers in the northern areas will be reviewed and expanded, where feasible.

Contract team assistance to Primary Education will be channeled through the Primary Teacher Training Centers and the Education Materials Center.

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Table 1

NONCAPITAL PROJECT FUND (OBLIGATIONS IN \$000)

PROP DATE Nov. 6, 1968

COUNTRY: NEPAL

Project Title: Teacher & Technical Education

Original

Project No. C60

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Fiscal Years	AP TC	L/G G	Total	Cont ^{1/}	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONT	U.S. Agencies	CONT	Dir U.S. Ag	CONT	Dir & U.S. Ag	CONT
Prior through Act. FY 68	"	"	2745	981	677		980	435			121		1
Oper. FY 69	"	"	547	400	80		400	56					
Budg. FY 70	"	"	776	635	75		635	58					
B + 1 FY 71	"	"	837	700	75		700	60					
B + 2 FY 72	"	"	137		75			60					
B + 3 FY													
All Subs.													
Total Life			5042	2716	982		2715	669			121		1

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Memorandum (non-add column)

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TO: AID

KATHMANDU

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