

Education and Training Division  
USA ID/N

Evaluation - Goal III

Objective: To assist with the development in Nepal of a national system of education.

Questions and Answers:

1. Why is the US involved in this activity?

Educational development in developing countries is such an important component of the US assistance effort that further justification here is deemed unnecessary.

2. In what activity could our money be better spent?

There is no more important activity.

3. If you were replanning this project and if you decided that the project was worthy of undertaking, what changes in planning would you make?

- a. Locate the E & T Division with the Ministry of Education.
- b. Increase the complement of technicians.
- c. Give certain technicians intensive training in Nepali.
- d. Limit activities to areas in which advisors are available.
- e. Place greater emphasis upon teacher training.
- f. Assign an advisor to assist the Ministry with planning.
- g. Provide in Nepal basic training for more personnel in lieu of emphasis upon Stateside training.

4. What change to Nepal has occurred as a result of your project?

There is now the beginning of an education system which has great potential for Nepal.

5. What would have happened if the US had put in 50% less funding in your project over its life's span?

- a. Lesser contribution to the economy.
- b. Fewer schools established.

6. What would have happened if the US had put in 50% more into your project during its life's span?

Funding has probably been adequate, but the expenditure of additional funds for technicians' services would have been a good investment.

7. What would have happened to your activity if the US had done nothing?

There would be no semblance of an education system which is thought to be essential to Nepal's development.

8. How would you say the US has gained as a result of your project in terms of overall country assistance strategy?

There is unquestionably an appreciation of the sincere concern of the US for universal education and for greater opportunity for all, thus strengthening the US position in Nepal.

9. Ten years from now what will remain of your work?

If US assistance is terminated and if Indian influences are brought to bear, it is doubted if much will remain except the buildings themselves. The soil has been prepared and seeds sown, but there is need for continued cultivation and nurturing if the seed is to germinate and the young plant to mature and bear fruit.

10. If you suggest that no fundamentally different approach would have been better then how could implementation of your project have been improved?

a. See No. 3 above.

b. Implementation may have been improved by providing basic training for more people and by concentration upon development of more prototype schools. The Nepalese have proven receptive but there has existed a lack of readiness at all levels; this involves concept as well as the "know how" of implementation.

c. The development of new curricula and teaching materials should be more closely related to teacher training activities. There is little merit in developing large quantities of new textbooks if the teachers are not trained to use them.

11. How are your efforts most hampered by others in the Mission, by AID/W or by GON?

Apparent lack of understanding in the Mission of the role of the technician as a negotiator.

12. Alternatively who could have given you more help in better performing your tasks? How?

The assignment by the Mission of a person or persons to be responsible for program documentation would have relieved advisors of responsibility for many details of operation, thus contributing to their efficiency.

13. Do you feel that the years that you have spent in Nepal have enabled you to make a greater personal contribution than you could have in the US? If so, why?

Yes. One of the advisor's important roles is to "educate" the Nepalese with whom he is closely associated. This cannot be achieved by "remote control" from Washington.

14. After you leave and/or your project is phased out what should the US do in the area of your activity, in the same general disciplinary area or in any other area?

Planning and teacher training should be emphasized. It appears that certain activities will be terminated before the US influence can be made a permanent part of education in Nepal. There continues to be concern for the lack of quality of education as opposed to quantity, represented by more schools, more teachers and growing school enrollments - the support of which may be an unbearable financial burden for HMG.

15. If you were charged with planning the Nepal program what would you do to improve it?

A survey of the situation would point to the need for:

- a. Trained educators in key positions.
- b. A system of standards (licensing) and improved salary schedules for teachers.
- c. Model building plans for schools.
- d. Assistance with the operation of new facilities.

HHM:mlm:E&T  
11-17-65

EDUCATION AND TRAINING DIVISION  
USAID/N

Evaluation - Goal III

Participants:

Toner	Yeomans	Hugerth	Ecker-Racz
Griffel	Normans	Moore	
Cool	Unscold	Wiley	

Question No. 1: Why is the U.S. involved in this activity?

a. One peripheral reason is that there was a lot of local currency available at that time, and the educational program was one way of distributing economic largesse (support) to the rural public. (An excuse after the fact?) This is one reason why we are in many of the projects we are supporting presently. The fact of economic support remains an incidental effect of any current aid effort.

b. This country or any other undeveloped country can't be developed without an investment in education.

c. The very fact of U.S. commitment to aid in Nepal implies the understanding and expectation (by other undeveloped countries and by U.S. friends) that we would help with the education program. The rest of the world expects it of us to work against the forces of ignorance.

d. In order to insure the success of other programs, such as Ag. Credit and cooperative development, education must be supported. The personnel must be available and the populace must develop sufficient understanding of the concepts involved to give support to the development effort. The chances of success (at that time) were remote, given the general illiteracy of the populace.

e. The importance of education is unquestionable.

f. Some presence is better than no presence; the preemptive effect of our aid program is indisputable.

g. We can't afford to be in other programs without being in education, because the rest of the world would think that we support domestic education to the exclusion of education for others; despite our willingness to support other types of aid programs.

h. We can't attempt an all-around program in every country because we haven't the resources. The question is whether we are providing the most effective assistance, and if an effort is indicated in the field of education, then we should consider it.

i. I cannot accept any challenge to the premise that the U.S. can attempt an all-around program in a country as undeveloped as this, without some kind of education program. (Comments: we do this in some parts of Africa, but there is education available in the capital cities.)

j. The absence or presence of free-and-compulsory education in Nepal has no relevance to our decision to support education here; nor does the basic inequity existing in the social system affect the reasons for our presence.

Question No. 2: In what activity could our money be better spent?

a. Money could not be spent on some such activity as roads without some initial investment in education. Though the improved communication, transportation, and other facilities might be available, an illiterate populace would not utilize them to fullest advantage.

b. There is no more important activity.

c. To a certain extent any aid activity is educative in nature, and leads to a certain amount of training of the citizenry; therefore, a diversified approach is best.

d. A number of activities such as distribution of agriculture inputs (extension service, fertilizer, etc.) don't need the educational predicate, and could therefore be an alternate first concentration of aid.

Question No. 3: If you were replanning this project and if you decided that the project was worthy of undertaking, what changes in planning would you make?

a. E and F should be physically located within Singha Durbar.

b. The complement of technicians should be increased; a minimum of five is necessary. We are presently supporting areas monetarily without the administrative or supervisory services to go along with the expenditure of funds.

c. Give certain technicians intensive training in Nepali; i.e. - curriculum advisor.

d. Place greater emphasis on the normal schools.

e. Place greater emphasis on the primary schools, and then phase the effort up through the secondary school program as qualified teachers become available.

f. Assign an advisor (alter-ego) to assist the Ministry with planning (philosophy) and implementation.

g. Provide in Nepal, or a third country, basic training to Nepalis in lieu of the one year stint in the U.S. On-the-job training could be more effective relative to the funds and time spent.

h. Limit the total effort to a more realistic one commensurate with the present levels of GON, USAID, and local personnel supply.

i. Resist the inherent political pressures more assiduously.

j. Provide a full-time chair in Education (pedgogy) in the university. This would help to provide qualified teachers for the College of Education and in the normal schools.

k. Some provision for training should be established for the present government employees in Singha Durbar, either through informal contact with an advisor, or via a seminar arrangement.

l. Develop prototype schools and expand gradually on the

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basis of the initial experience, through minimal programs in selected zones.

m. Pre-service training would be more valuable than in-service up-grading programs.

Question No. 4: What change to Nepal has occurred as a result of your project?

a. There hasn't been as much change as could possibly be hoped, but in the context of the attempt to compress 100 years of development into 15 years, the effort has not been wasted, has been positive, in fact.

b. There is now present the basic outline of a system which can be built upon in the years to come. This system, if it was present at all previously, was only operable for the elite in the Kathmandu valley.

c. The beginning is consistent with the basic objective as stated originally in the CAP, but the total objective won't be accomplished in 10-30 years.

d. The problem is to reconcile the schizophrenia existing the minds of those who have been exposed to free-and-compulsory education (a UNESCO idea; Karachi conference) as it exists in the States, and who also comprehend the realities of the status of education in Nepal today.

e. The casualty rate of SLC candidates is very high (80% of those entering high school do not graduate), as is the drop-out rate in primary school, where large numbers of students attend only class one, and never return for further education. This is a tremendous loss of money and teacher-effort, which the Ministry has yet to fully comprehend.

Question No. 5: What could have happened if the U.S. had cut in 50% less funding in your project over its life's span?

a. With 50% less, and better planning, the result could have been the same.

b. In-so-far as the question concerns only the physical plant as it now exists, the construction could have been accomplished without any grants-in-aid, so long as there were sufficient Nepali-speaking personnel available to socially provoke, and physically direct the construction of facilities. The idea of matching funds is one extraneous to the Nepali mind, and we have hamstrung our pocketbook and planning with dependence on this concept.

c. We could not have arrived at the same number of schools without expenditure of funds at the level of years past.

Question No. 6: What would have happened if the U.S. had put in 50% more into your project during its life's span?

A. Funding has been adequate; a 50% reduction could have even been sustained, but a 50% increase in the number of U.S. and GON personnel would have improved the effort considerably. (provided that the U.S. technicians or TCN are actually available.)

b. There was never a question of money; the question centers about U.S. willingness to spend it on a particular

project at a particular time, and on the availability of the personnel required to do the job. Recruiting is very difficult.

Question No. 7: What would have happened to your activity if the U.S. had done nothing?

a. The educational program would be, at best, at the level of that of India.

b. Another country (Russia, China, UN, or India) would have become involved; further, this would have been undesirable because the U.S. capability is greater, the U.S. motives are purer, and the U.S. system (democratic way) is best (for any people).

c. The Nepalis would have been unable to provide more than a minimum of educational service to the "elite", if any at all.

d. The Russians would not have come in at that time (1952). Indians would probably have done so.

e. Inputs into the economy would have occurred in some other, probably easier way; if by no more subtle manner than the passing out of checks.

Question No. 8: How would you say the U.S. has gained as a result of your project in terms of overall country assistance strategy?

a. Why we are here has been discussed; classified information regarding the subject cannot be discussed with the intern present.

b. The effort has been directed to give Nepal a viable government which leans to the south/west; rather than to the north/east.

c. There is not too much awareness by the Nepali populace of the U.S. involvement in this effort.

d. The key people involved, the educated people (the elite), are pro-American as a result of our effort.

e. There is little in the curriculum excepting subtle references to democracy, Panchayat and Panchayat philosophy, and the King, which may be too subtle for the six year-old to perceive, but the message is not lost on the older students and the government cadre. The system is based on an American model, with an appreciation of the maturity level of the Nepali children.

f. The U.S. has gained through its enhanced image as a friend of under-developed countries.

g. The secondary school curriculum is in a state of flux, but without the services of a U.S. curriculum advisor, we may not be able to gear it toward utilization of U.S. secondary text materials in the sciences and mathematics (presently used in India). This would be too bad since there is general worldwide acceptance of the superiority of these materials.

h. The cultivation of intellectuals will be a long, slow process.

Question No. 9: Ten years from now what will remain of your work?

a. Present and future activities cannot be based on the premise that a major reason for being here is to support the Nepali economy through a "scattering" effect of small grants via educational programs, building programs, and salaries.

b. If U.S. assistance is terminated and if Indian influences are brought to bear, it is doubted if much will remain except the buildings themselves. The soil has been prepared and seeds sown, but there is need for continued cultivation and nurturing if the seed is to germinate and the young plant to mature and bear fruit.

(How long would it take to complete the effort?):

a. A tightening of the effort would be necessary, with legal agreements between USAID and HMG, especially in the area of teacher-training.

b. Until the College of Education and the normal schools develop an in-country source of qualified teachers, there is little hope for improvement.

c. It would take at least 10 years; maybe 100.

Question No. 10: If you suggest that no fundamentally different approach would have been better then how could implementation of your project have been improved?

a. See No. 3 above.

b. If the original reason for attempting to improved the Nepalese educational system at all levels simultaneously was not economic in nature, then entirely too much was attempted in the past. Future efforts should be limited to correspond with personnel capabilities, and the ability of the populace to assimilate social and economic change. The slowly altering political tides must also be considered.

Question No. 11: How are your efforts most hampered by others in the Mission, by AID/W, or by CON?

a. The impetus for change, derived from Washington, DC as it does, is not as effective as if it arose from the people themselves.

b. There is an unquestioned belief that if one can get his child educated, his world will be better than that of his father. (There is a great deal of anti-education propaganda. Comment: this is questionable.) Someone has donated money to build a school in almost every hill-community; there is a basic confidence in the panacea, education.

c. When we are rushing against a deadline imposed by AID/N or AID/W, we cannot get the quality of project agreement which is necessary, nor can we get complete understanding by all concerned. The Nepalis are extremely meticulous in their approach to the drafting of the Pro-Ag. It is both difficult and unproductive to rush them.

d. Our budget preparation and negotiations should begin before February and March as is presently the case.

e. A one year Pro-Ag. represents planning of too short

a period to be really effective.

Question No. 12: Alternatively who could have given you more help in better performing your tasks? How?

a. The assignment by the Mission of a person or persons to be responsible for program documentation would have relieved advisors of responsibility for many details of operation, thus contributing to their efficiency. With five advisors we couldn't spare a man from our own staff for program; with eight men it could be possible.

The following questions arose during the discussion period:

1. Would we be better off to transfer the program to another country? India, for example?

a. No. Their system is presently in difficulty. That would be a case of the blind leading the blind.

b. If a third country were to offer to support a particular phase of the education program (ie - medical school), this might be acceptable, within the frame-work of an overall U.S. effort.

c. At this stage Russia or China would likely come in and this would not be desirable.

2. To what extent does our present effort go beyond the "elite" groups now?

Mixed responses: Some strongly believing that Brahmins and Chhetris are primarily served to the exclusion (by social system) of others; whereas others felt that the system excluded no particular group, and was utilized by the population in some pattern similar to the existing proportion of the various ethnic groups.

b. The fact of a person's ethnic background does not make him an elite; nor does his financial situation do so. This view was opposed by those who felt that the elite in Nepal falls directly along ethnic divisions, and that level-of-affluence would correlate strongly with the elite classification. Brahmins, Chhetris, Newars comprise 50-75% of the elite as it exists in Nepal. Most of the rest of the educated, or of those presently becoming educated, are people from selected elements of the Mongolian castes (Gurungs, Magars, Rais, Limbus, and some Tamangs.). Educated tribals are practically non-existent.

3. What good does three or four years of education do for the rural dweller?

a. It will make him better able to understand the benefits to be derived from other aid programs.

b. It will make him a more functional member of his society.

c. Three or four years will do little for anyone, above allowing the least requirements of literacy to be met. Appreciable increases of "knowledge" will not be forthcoming.

d. You accomplish something with a limited amount of resources and this is the best that can be hoped for at present.

e. Three or four years is all that is necessary and all that can be used by the rural populace in many areas of the country.

f. The successful utilization of three or four years of education by any member of the rural population implies a certain amount of "progress" over that situation which existed before the present system was initiated.

g. Many people in the States have only three or four years of education, but the difference is that other sources of information and communication are present. Additional skills can be gained outside of school. When a person gets a greater crop as a result of agricultural inputs he will need the three or four years of education to understand the marketing practices necessary for disposing of his improved crop. (comment: the "uneducated" farmer would do all right anyway.)

4. For the average person living in the rural areas, how important is literacy? What are the requirements of the society?

a. Answered to a certain extent above. No other answers were forthcoming.

5. What are the requirements for living in the kind of rural Nepal that we would like to see develop?

a. No answer forthcoming.

6. In a large part of Nepal there is the under-developed whole; any project seems to eventually collapse due to the overall lack of civilized appurtenances. How does one break the inertia of uncivilization; the vicious circle of development?

a. Education is the first step. When a man can read and question his circumstances, he is then able to work toward the goals realized via his educational skills.

b. The Jeffersonian-Jacksonian controversy is relevant here. Does every child have a "God-given" right to a basic education? Or are we going to concentrate on developing "agents of change" marginal in their own society, and let the mass of the population develop gradually?

7. What happens to the people with an urge for education when their children become educated enough to perceive that the situation is worsening, and not becoming better?

a. One of the past mistakes of the U.S. has been to educate large masses of people beyond the capacity of their own culture to accept their ideas, or their skills. We must develop the local industries, private business sector, local government, etc., as we educate, or the net result will be a large population of malcontents, alien to their own culture.

8. Given the necessity for choosing between the two alternatives, would you opt for more people, more technicians, or would you choose to limit our program?

a. Given the history we would have to go for the latter approach.

9. Is this type of system the best for Nepal?

- a. This is a European type of system.
- b. It is not evil, it is better to go on in efforts to improve the present system, rather than to introduce a new one.
- c. The new system does fit Nepal in-so-far as any system based on examinations does. Most of the educated men alive in this country today were educated under the India system, and they are familiar with it.
- d. Given the present level of teaching, in order for a certificate to have any meaning at all, the educational system must be based on some sort of standard exam. This may not be the ideal, but it is suitable given the present circumstances.
- e. Some revision of the secondary curriculum has taken place. We are working on this, but we have had no advisor working permanently in this area. who are
- f. The staff in Singha Durbar ~~that~~ is working on primary education have all had U.S. training; they are acquainted with the system, as are the inspectors in the field. These latter aren't adequately trained, but the beginning is there.

10. What effect has the impact of U.S. assistance had on the philosophy of education as it exists in Nepal?

- A. There is no such animal in Nepal.
- B. The effect has been pronounced in-so-far as it affects those young people who have had training in the States. The problem has been to change the thinking of those at the decision-making level.

11. Why don't the people of the lower classes and the "less-favored" low-caste ethnic groups send their children to school?

- a. They never have; they are restricted from doing so by the existing social system. The system prevents equality and intercourse between the upper and lower castes and classes.
- b. They are financially unable to do so. The child labor is needed in the fields.

12. What is the status of the situation in teacher training?

- a. The present faculty of the College of Education and those of the normal schools have all had one year of State-side training. They have had no source of intellectual stimulation or guidance since then. There is no source of qualified teacher-teachers within the country.
- b. A permanent chair in education is desperately needed in the College of Education. A small number of people expert in purely educational subjects is necessary, or the College of Education will tumble over the precipice that is imminent.
- c. If we left, neither the Nepali nor the Indians could successfully organize the system on their own. The system would revert, at best, to the level of the Indian system.

13. Does the age of the advisor correlate positively with his effectiveness?

- a. Yes and no support given. The younger people would be effective working with children and younger professional staff,

but not at the Ministry level. Once past the age of 30, age probably is not an important factor.

14. Could a Peace-corps volunteer do a job in the education-advisor area?

a. Yes, if he were carefully selected re experience in the field, and if he were a mature, seasoned individual. Specifically, he could be valuable in the primary school of the College of Education. The situation there is hopeless without an agent for change.

15. Does the leverage effect of U.S. financial involvement account for the greater effect of U.S. advisors over that of UN personnel?

a. Yes.

b. The UN personnel have greater respect and prestige. They could put this to work if they wished to do so. Our men are more highly prized for their ability and know-how.

Meeting adjourned: next session on Friday November 19, 1965.

de-r:ne-r.

EDUCATION AND TRAINING DIVISION

USAID/N

EVALUATION SESSION II

Participants:

Toner	Yeomans	Moore	Ecker-Racz
Griffel	Byrne	Huguerth	
Cool	Earnes	Wiler	

Although the present school population in Nepal is probably (statistically unverified & largely composed of Brahmins, Chettris, and Newars, there has been no conscious intent by HMG to exclude any particular caste or class. On the other hand, HMG/AID has not directed its efforts toward recruiting the minority castes and classes into the school program. The opportunity for reversing this trend is not enhanced by the fact that about 95% of the occupants of Singha Durbar are Brahmins, Chettris, and Newars. The Brahmins, Chettris, and Newars have been the major recipients of educational services in Nepal to date; to that extent they represent an "elite".

This non-utilization of public school facilities is perhaps largely due to the "culture-bound" character of many of Nepal's ethnic groups; more specific reasons cannot be enumerated at present because the necessary research has not been accomplished. Implementation of "free-and-compulsory" education laws may reverse this educational selectivity, as was the result of similar laws in the U.S.

In a developing country of ten million population, approximately one-half of the population will be less than 20 years of age. Of these perhaps one-half should be in school. There are only 250,000 students in Nepal now. Clearly, the education program is not reaching a large portion of those eligible. Until the parents begin to realize the value of education, they will continue to take their children out of school to work in the fields.

Question No. 13: Do you feel that the years that you spent in Nepal have enabled you to make a greater personal contribution than you could have in the U.S? If so, why?

In the relatively short time that I have spent here, I have felt a satisfaction deriving from learning about the Nepalese culture. I have been here too short a time to make the sort of contribution which I would like to make. For me this type of work is akin to a missionary type of endeavor. There is no comparison between between this experience and my previous

job in Turkey. In Turkey we had to always operate through an interpreter, and we never quite surmounted the language problem. My experience in Jordan was comparable to this one. The same sort of cooperation existed between the Mission and the Ministry. I enjoy, like, and respect these people for what they are trying to do, in spite of their limited background, in formal education and administration.

I have the same feeling with respect to Turkey. My time here has been very short, but we have had some success, we never did have any in Turkey. The receptivity of the Nepalis varies; in general, they are anxious to get the project moving. Problems of coordination seem to be paramount, especially since Chet Bhawan, the Mission, the equipment, and the Nepalese office are all in different places.

Put in the context of my professional career ( I have always been working in jobs of a pioneering nature) this job is the same as others I have held. My association with the writer's division personnel has been a great inspiration. These writers are all intelligent young men who will be leaders in 15-20 years. They are frustrated (I share their frustration) by the actions of those presently directing matters, but these current attitudes of the Singha Durbar men are the result of political pressure, and the fact that the ~~higher echelon people~~ don't understand all of the new ideas.

The Nepalis are very similar to the people of the Dominican Republic in that they were barred from outside contact for a long period of time. They are quite pro-American, and are sometimes too eager to follow our lead. They are loath to criticize our ideas, just because we are Americans. As far as education is concerned this is virgin territory.

In Panama there were two characteristics distinctly differentiating that country from Nepal. The Panamanians are quite sophisticated, and there exists a great deal of anti-American sentiment.

Question No. 15: If you were charged with planning the Nepal program what would you do to improve it (outside of education)?

1. Bring education of various kinds to workers in large installations (Singha Durbar, cigarette factory, shoe factory, cooperatives, mills, etc.). This would force the creation of some materials which are presently unavailable, in addition to raising the basic education level of the people.

2. More emphasis should be put on hygiene.

3. Radio contact throughout the country should be improved; school of the air? One difficulty would be that the government might use a permanent circuit for the inculcation of a particular line of propoganda.

4. HMG is considering a plan for the setting up of a revolving fund for the annual purchase, and subsequent retailing

of Sony receivers at cost.

The laws of evidence are different in this country than elsewhere; the most articulate, loudest statements are accepted as being valid without empirical proof. Our Puritan heritage, which conditions us against blowing our own horn, hinders our effectiveness in this respect. We should not give this country dollars to use when Nepal has its own hard currency reserves, which can be budgeted and spent if the Nepalis themselves want the given commodity badly enough.

#### PARTICIPANT PROGRAM:

We will drop three participants for the Education project, FY-56 Pro-Ag.

There are two elements in the teacher education project: 1. Basic professional training for 60 normal school instructors, and 2. provision for guidance and training for implementation of teacher training programs in the new normal schools. The teacher education program is more important than the primary school program ~~per se~~. In a future teacher training project for three years, a complement of four people would be involved in part-time teaching, syllabus development, development of curricula, and ~~service~~ as alter-egos for the chief of administration and others who would be involved with the over-all organization, and operation of the demonstration school.

With four people, teacher education would be their primary obligation, with emphasis on the development of elementary teachers. With six people, one of the extra men would work directly with the Ministry of Education on total planning relative to licensing teachers, up-grading teachers' salaries, working on the secondary level, except for fringe activities in the College of Education itself. The other would probably be assigned to spend up to 100% of his time in the Pokhara facilities. With only two people, the first six months would be spent on the training of primary and secondary education people; after that they would divide their time between the two normal schools. They would work with the staff in an attempt to supplement the program.

Even if we got the requisite number of technicians there is some question about the ability of IMG to handle the organization for this type of operation. The personnel are available. Except for the additional supplies necessary, which would be required whether AID is involved or not, there would be no other sizeable inputs necessary. (Travel allowances, per diem, and maintenance costs were mentioned.) It would take 18 months of planning by AID/IMG to mount a program of this sort.

We wouldn't need a State-side participant program for this sort of project. There is ~~an~~ need for an in-country training program for Nepalese educators.

We should shoot for a smaller number (perhaps 3) of excellent normal schools, rather than the 3 loosely run operations which we have at present. There is an unknown amount of acceptance by HMG of the necessary reduction in the number of normal schools. No number has been specified.

It would be helpful if we could change the rhythm of Pro-Ag. writing, Washington approval of funds, HMG nomination of participants, and participant departure.

A shift to emphasis on teacher education would change the direction of the education project, but the Pro-Ag. is written to cover such a change in policy. Perhaps we could bring someone in on TDY to provide training for the 60 normal school teachers, but such a person should have a command of spoken Nepali. Coleman thinks that enough English is known for the sixty to profit, even if the instructor doesn't speak Nepali.

The length of a participant's training should be longer than one year to be most effective. There is a two-fold problem in this respect: 1. Nepalis have been led to expect too much from their year in the U.S., and 2. the people leave here with a BA degree and expect to be accepted directly into graduate school. They become disillusioned when they are only given Jr. College status. If possible, we should develop the College of Education to such a level that reciprocity of degrees is possible between Nepal and America. It might be possible to give one-fifth of the number of men a longer education. But one year of education does develop the subtle value of receptiveness on the part of the participant. Unfortunately, we don't have the facilities to equip the Nepali institutions here as we would in the States. We have had a bad experience with participants who were too young, immature, and un-schooled to benefit adequately from the year of study. It is important to send participants who are mature and well-qualified.

#### VOCATIONAL TRAINING:

The emphasis on vocational training and multi-purpose schools has been adopted as a device for acquiring U.S. CIA funds. It is not a program which the Nepalis fully accept. It is not seen as a means for developing vocational competence.

Does the vocational education program make sense within the framework of the Nepalese educational system?

We have attempted to change emphasis on the vocational educational program. The program was originally intended to be attached to the regular school program. But very little was done toward the integration of the vocational education program with the existing educational setup. Efforts have been directed in two directions to correct this oversight; toward vocational education, and also towards general secondary education. Lack of a technician working in the second field has hindered the development of a comprehensive high school.

The fact that many people (I) are against "getting their hands dirty" in this country reminds me of the situation as it once existed in the U.S., but there are presently over 1800 and students enrolled in the 16 schools converted to some extent or another (to Multi-purpose Schools). The skills developed will be used in an economic way when the students graduate.

The choice is not between vocational education and this system. Is it possible to provide vocational schools for students without an SLC requirement? The exam system has been revised for the vocational student.

What are the possibilities inherent in a set of mobile schools versus the permanent vocational education institutions (which may be inaccessible to large numbers of rural students.)? The fact that the students are in school at all takes them out of the category of those for whom the vocational program is best designed to benefit.

The vocational education program starts when the student leaves primary school, at the sixth grade level. We haven't had time, due to a lack of program, to have graduated anyone from grade ten. Therefore, we have no post-secondary graduates in vocational education. If the vocational program was designed to develop technical skills, couldn't it have been better accomplished by not hooking it onto an institution with primarily academic functions?

It is necessary to break away from the traditional American vocational program, even if this means eliminating academics entirely (except for basic literacy requirements) and concentrating on teaching potter's sons how to make better pottery, leather-worker's sons how to make better shoes. Mobile training teams are needed, which would carry equipment out into the rural areas where the reservoir of poorly skilled workers exists. The difficulty of this approach is logistic in nature, but perhaps a little investment in logistics would pay a much higher dividend than a comparable amount spent in erecting edifices of brick and stone.

There is a definite place for installations such as Sansi and Kirtipur (on the national level), regardless of other efforts. The result will be a tangible property with possible important influence.

We must focus on the purposes of education in Nepal, and on our purpose in helping Nepal in this regard. There isn't enough data on the basic facts re education in Nepal.

QUESTIONS RAISED DURING THE DISCUSSION

What is the caste breakdown in the various educational institutions? By grade? Dropouts?

What are the reasons stated for dropping out by students? By grade? As a function of caste?

How can we better utilize the local resources? Can we find Nepalis with a stronger professional background in education?

What is the incidence of transistor radios in the villages? With respect to caste? With respect to income?

Why are we publishing textbooks for a largely illiterate population? Why don't we put funds into Radio Nepal and/or a permanent educational radio network?

Are there any programs published by VOA which could be translated to Nepali?

Can we solicit help from All-India Radio to run a workshop on educational script writing?

Is there a level to which we can raise the participants through training in another country? Have third country possibilities been investigated?

Are Nepalis enough in line with the type of aspirations which exist in the states to benefit from our system? Would it be better to send participants to the Philippines for an MA and subsequently, a promotion?

Are facilities like that at Sano Thimi justified? Are they functional? If not, what can we do with the facility now?

Was the investment in power equipment of any value? Does it make sense? Has there been a consideration of using trained carpenters as instructors in the vocational education institutions in Nepal? (Comment: men are na.).

Do we have any statistics relating to the background of the students now enrolled in vocational courses, as opposed to those who elect the academic program?

What is the major purpose of the vocational education program? Upgrading skills or developing a "rounded person" with a minimum of skills?

What does it take to make a livelihood in Nepal today?

Other sessions recd. on participant programs, educational phil., and on vocational education.

EDUCATION AND TRAINING DIVISION

USAID/M

EVALUATION SESSION III

(Vocational Education)

Participants:

Toner	Moore	Hugerth	
Griffel	Colman	Norman	
Yeomans	Martin	Unsoeld	Notes: Ecker-Racz

The vocational education program is going as well as can be expected, but it is difficult to assess the efficacy of the project at this time, since there have not yet been any graduates in this curriculum.

There is not necessarily a positive correlation between the source (HMG or Voc. Ed. - CIA) of a multi-purpose high school teacher's salary and the subjects (academic or vocational education) which he teaches. At present MP high schools are utilizing a curriculum which is from 10-90% academic, depending upon the stage of transition from general education to vocational education.

The big problem is that MP high school personnel have not been sufficiently trained in vocational subjects to offer the desired caliber of instruction. The initial plan was to operate on a limited basis with the poorly trained staff, until the proposed technical institution was built. At that time the vocational education instructors were to be rotated in on a regular basis for training, and the program was to under-go a slow expansion as the caliber of teacher improved.

In many cases, vocational education instructors teach more standard academics than vocational education subjects. This is true partly because certain MP high schools have just begun the transition to the technical curriculum.

The vocational education program seems to remain a positive attraction to the instructors who are already in service, but there may be indications that the program is not well understood at the College of Education, where interest seems to be waning in this curriculum.

One reason for the predominantly Brahmin-Chettri-Newar character of our MP schools, is because we have placed them in areas where this is the majority element of the population. These people are ready for education, and are financially capable of sustaining the school. There was also a requirement re the number of students for which such a school would be provided. The heavy population centers coincide with the residences of the B-C-N element.

It is probable that a future investment in power equipment and power equipment-oriented vocational education will be of value when electricity is permanently available in the zones where the MF schools are now operable. But presently the priority lies with other types of assistance.

A scholarship program could be useful if its administration could be controlled to prevent a funneling of funds to the already-dominant B-C-N group. Small subsidized training institutes might be valuable. (Id. note: it is a hardship for most students to attempt to maintain themselves on the sort of modest - 50 ru/month - stipend now provided cottage industries trainees, unless they live at home, or have part-time jobs.)

There are four separate aspects of the MF program; ~~higher~~ trades and industry, home science, vocational agriculture, and secretarial science. Each provides a distinct need and each should be evaluated separately.

If we had not been led into this extended program through a fortuitous combination of AID plans and His Majesty's subsequent decisions for expansion, we would presently be working only with a nucleus of prototype schools.

#### Lessons ~~for~~ from Four Years of Experience:

1. There has been over-sophistication in the choice of equipment for the vocational programs. We should concentrate on hand tools indigenous to Nepal.
2. We should correlate curricula with the regional living practices and environmental factors.
3. An effort should be made to divert women toward teaching as a career, particularly in home science. The women are more industrious and better teachers than the men.
4. An extension program in the College of Education may partially help to provide the necessary training for MF high school teachers.

#### What should we do now?

1. Stay with the existing schools and the present program, with emphasis on the proper training of teachers as long as we have the money.
2. Stay with the present program, but drop the few schools (Biratnagar, Jumla, ?) which haven't progressed, or in which the faculty is non-cooperative. Concentrate on those which have demonstrated the ability to operate without assistance. If necessary, stop the vocational education program for a year when the technical institute becomes available, and pull in all vocational education teachers for one year of training. We should limit the operation until we raise teacher competence.
3. This is not the way for the US to make the greatest contribution to Nepal in education. We should phase out this program as swiftly and gracefully as possible.

4. Emphasize the HP school as the eventual basis for the secondary education system, and then incorporate a new project designed to train craftsmen and semi-skilled laborers in indigenous and industrial crafts and trades.

The Question of Basic Philosophy - two viewpoints:

1. The purpose and desired result of the vocational education program in Nepal at this time is to develop individuals with a rounded academic background, a certain degree of technical skill, and raised expectations, such that they might be better equipped to both provide stimulus as agents of change outside their societal structure, and also to give some service of a technical nature within the structure.

Counter-question: Can we afford the emphasis on rich details at this stage of development? Don't we need to provide skills, rather than high level attitude changes, for the non-entrepreneurial class?

2. The purpose and desired result of the vocational education program in Nepal at this time is to develop cadres of skilled and semi-skilled workers in the various crafts, ~~and~~ trades, ~~and~~ ~~industries~~ and industries in Nepal, with an intent to immediately providing expanded technical and semi-technical ability; the long-range goal being the development of a population element which will become progressively more amenable to new skill demands.

Counter-questions: Can we afford to develop individuals with ~~monolithic~~ skill capability and very low basic education background? Don't we need to change attitudes as a primary objective, and concentrate on technical development secondarily? We can't have one with the other.

Questions Raised During the Discussion:

1. What is the prospect for an apprentice-supplemented vocational education program as it is being tried in Pokhara?
2. How many schools have requested vocational teachers merely to receive the extra funding, rather than as a result of a desire for the different type of education?
3. Would a concentration on small technical schools encourage a continuation of the caste system?
4. What PIO/Cs are outstanding re purchase of power equipment? What is the present inventory of such equipment in the warehouse, and the operational status of that equipment already distributed?

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