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9. ABSTRACT

Nepal faces some pressing problems in agricultural development, health care and nutrition, preservation of the environment, population growth, and rising hopes and expectations. Effective solutions to those problems depend upon non-formal educational approaches to providing information, skills, and attitudes. These efforts are necessary as supplements to the formal school system in Nepal. The objective of the survey described in this report was to collect information about non-formal education in Nepal, and to identify educational problems for which non-formal solutions show promise of being appropriate. The report presents a descriptive inventory of Nepalese training activities, materials development activities, extension agencies and their programs, media activities, and coordination of non-formal educational efforts. Among the authors' conclusions and recommendations: A great deal of worthwhile non-formal education in under way in Nepal. New inputs in this field should be focused on supporting these existing activities, rather than generating new programs. Some new techniques of non-formal education should be tested within the context of existing programs, and steps should be taken toward achieving a higher level of coordination of non-formal educational efforts. However, non-formal educational efforts should maintain an identity distinct from the traditional formal educational system. Certain experimental projects should be researched in some depth: (a) the Radio Listening Group experiment of the Agriculture Information Section; (b) the activities of the Field Audio-Visual Units of various agencies; (c) the Functional Adult Literacy Program of the Ministry of Education; (d) the Village Midwife Training activities of the MCH/FP Project; and (e) the Model Farmer Training courses of the Agricultural Farms and the Institute of Agriculture and Animal Science.

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# NON-FORMAL EDUCATION IN NEPAL

A Survey Overview of Education Activities Taking Place Outside the Formal Education System

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For Submission to:

United States Agency for International Development/Nepal
Rabi Bhawan
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*With compliments from :-*
New Educational Reform Associates
( [illegible] )
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TABLE OF CONTENTS

APPENDICES

TABLES

# I. NON-FORMAL EDUCATION IN NEPAL: INTRODUCTION

## A. PERSPECTIVE

Nepal cannot wait yet another generation to come to grips with the pressing problems she faces in agricultural development, in health and nutrition, in the preservation of the environment, and in the numberless problems associated with accelerated population growth and rising material hopes and expectations. If the solution of these problems is left to the "next generation" of those presently being educated in Nepal's formal school system--in spite of the growing size and relevance of that system--there is a strong possibility that the solutions may come too late. It is clearly important, therefore, that the unschooled adult population of Nepal and those of the younger generation who have not yet been brought into the formal educational system be provided with the information, the skills, and the attitudes which are required by the challenges of modernization. This educational task obviously demands new educational approaches, approaches which are not tied to the constraints--and the costs--of the formal school system. The present generation of those involved in educational development has chosen to identify these "new approaches" by the term "non-formal education".

It should be emphasized from the start, however, that these "new approaches" are in most cases not nearly as new as the label which has been freshly applied to them. In fact, non-formal education, that is, the intentional transmission of skills, information, and attitudes through techniques and contexts other than those of the formal school system, has been going on for a very long time--in traditional as well as modernizing societies. In a developing country like Nepal, the non-formal "sector" embraces both learning of a traditional sort (craft training, religious instruction, and even home-taught literacy) as well as a diverse range of learning activities essential to modernization, activities

including technical skill training (as in on-the-job industrial training), the dissemination of new methods for carrying out old tasks (as in the extension of modern agricultural techniques), the development of new institutions for coping with modern economic and political challenges (cooperative development activities and panchayat leadership training), indoctrination in new attitudes and understandings (family planning and conservation education), and the wider promotion of basic competencies (adult literacy and numeracy).

It should be clear from the last paragraph that non-formal education, even in its modern role as the servant of development, is hardly new to Nepal. Obviously, examples of non-formal education activities abound in Nepal, and in some cases these efforts have reached surprisingly sophisticated levels of development. Consequently, it will not be necessary in this report to "sell" the notion of non-formal education or to present a formula describing what ought to happen in this area; rather, the report's primary task will be to describe what is already happening in Nepal and to suggest ways in which non-formal educational development might be accelerated in the directions which have already been undertaken.

## B. OBJECTIVES

As indicated in the contract document,* the objective of the survey which this report describes has been to generate a body of information about non-formal education in Nepal upon which planners in the education and extension fields can in part base their decisions regarding future non-formal education activity in the kingdom. Specifically, three sub-tasks had been set for this survey:

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* This report seeks to meet three of the six objectives stated in the contract document (amended form); the other three objectives relate to the use of radio as a potential non-formal educational tool and serve as the focus of the companion report, Radio Listening Patterns in Nepal.

--To inventory and describe non-formal education activities which are currently being pursued in Nepal in all sectors, public, semi-public, and private;

--To describe specific non-formal educational techniques which have been of proven effectiveness in Nepal or which seem likely to be relevant to the educational "culture" of the country; and

--To identify educational problem areas in which non-formal educational solutions show promise of being appropriate.

C. APPROACHES

Essentially three types of activities were carried out in service of the above objectives. First, written materials regarding experiences in non-formal education in a broad variety of developing countries were examined in order to locate educational ideas of possible relevance to Nepal. Guidance in these readings (and in many cases the books and articles themselves) was generally provided by a support group of teachers and students at the University of Massachusetts. A listing of materials consulted is included as Appendix A of this report.

Second, project researchers visited a broad variety of agencies engaged in non-formal educational activity of one sort or another, and carried out interviews with the chief officers of these agencies and frequently other staff members as well. Often agencies whose programs were of particular interest or importance, the Agriculture Information Section, for example, were visited more than once. The interview formats which guided discussions with the heads of these non-formal educational agencies are also included in the appendix (Appendix B). The information collected from these visits forms the basis for much of the inventory section of this report, Section II below.

Third, the project deputy director, together with the chief University of Massachusetts consultant, made a series of highly unstructured visits to villages in the plains and hills of west-central Nepal. The purpose of these visits was primarily to determine the extent and variety of non-formal educational activity (primarily in the "modern" sector) existing at the village level. The experiences acquired during these visits provided much of the information regarding extension activities described in Section II.D. below.

The survey also benefitted throughout from the advice and participation of the chief University of Massachusetts consultant, Dr. Horace Reed, who spent most of the month of July with the Project.

## II. INVENTORY OF NON-FORMAL EDUCATIONAL ACTIVITIES IN NEPAL

To catalog and describe with any degree of comprehensiveness the broad variety of non-formal educational activities currently being carried on in Nepal is a task well beyond the resources of this project or perhaps any other. In this section we shall simply attempt to suggest something of the number and diversity of non-formal activities going on in Nepal by briefly listing agencies and programs which have come to the attention of the project in the course of this survey and by describing in some detail a few of these activities which are either representative of various dimensions of the non-formal "sector" or of particular importance to Nepal's development effort.

### A. OVERVIEW: THE RANGE OF NON-FORMAL EDUCATIONAL EFFORTS

The following inventory of non-formal educational activities in Nepal uses a five-part organizational framework: (1) skill training programs; (2) materials development agencies; (3) extension agencies and information delivery systems; (4) the media; and (5) agencies performing educational functions which are secondary to their areas of primary activity. Certain agencies and programs, of course, do not fit neatly into this typology in that their activities embrace training, materials production, and extension; these agencies have either been multiple-listed or listed according to primary area of activity. It should also be noted that emphasis has been placed in these listings upon programs and systems in the "modern" sector rather than upon traditional types of non-formal educational activity, although these later have not been entirely ignored.

## 1. Skill Training Programs

This report, as already noted, has given special attention to programs designed to impart skills and techniques to technician-trainees and to potential non-formal educators (i.e., extension agents) in technical fields. While many of these "training" activities resemble formal educational programs almost point for point (especially skill and extension-training courses offered by branches of Tribhuwan University), these have nevertheless been included in these listings with training programs of a less highly structured and more properly "non-formal" sort (such as apprenticeship programs and various on-the-job training efforts). Extension activities themselves have been included in Section 3 below.

Table 1 below lists skill training and extension training agencies encountered by the project staff in its survey activities; the table also notes the courses offered and/or the type of technician produced. Agencies which have been starred in the listings were visited by the project staff and detailed discussion of their activities is included in Section B below.

Table 1: AGENCIES IN NEPAL ENGAGED IN SKILL TRAINING AND IN PREPARATION OF EXTENSION PERSONNEL

| Public Sector Agencies | Training Programs Offered |
|---|---|
| *Phulchowk Campus, Institute of Engineering | Overseer and Surveyor Preparation; Training in Skilled Trades (Masonry, Plumbing, Electrical Trades, etc.) |
| *Technical Training Section, Institute of Engineering | Cottage and Rural Industrie Training (Pottery, Shoemaking, Cloth-Making, etc.) |
| *Mechanical Training Center (Balaju Campus), Institute of Applied Science & Technology | Machine Operators; Toolmakers; Maintenance Mechanics; Draftsmen; etc. |
| *Technical Training Institute (Thapathali Campus), Institute of Applied Science and Technology | General Mechanics; Auto Mechanics; Electricians |
| *Institute of Agriculture and Animal Sciences | Agriculture Extension Workers; Vocational Agriculture Teachers |
| *Maharajgunj Campus, Institute of Medicine | Health Assistants; Auxiliary Health Workers; Laboratory and X-Ray Technicians |
| *Palpa Campus, Institute of Medicine | Assistant Nurse Midwives |
| *Training Division, Family Planning & Maternal Child Health Project | FP/MCH Health Aides; District Family Planning Officers; Short Courses for Homeopathic Doctors, Midwives, Nurses, AHWs, etc. |
| *Department of Hotel and Tourism Training Center | In-Service & Pre-Service Courses for Kitchen, Housekeeping, Front Desk, & Restaurant/Bar Personnel |
| *Panchayat Training Institute (Pokhara) Ministry of Panchayat | Training Seminars for Pradhan Panchas, Village Leaders, Panchayat Secretaries, District Panchayat Members, Teachers, etc. |
| *Women's Affairs Training Center (Jawalakhel), Ministry of Panchayat | Village Level Women's Workers; Courses in Household Skills, Family Living (Short Term) |
| Sani Thimi Campus, Institute of Education | Training in Business, Secretarial Science, Trades, Industries, etc. |

Table 1: (Continued)

| | |
|---|---|
| Center For Economic Development & Administration (CEDA) | Training in Public Administration, Project Management etc. for Middle and Upper Level HMG Administrators |
| Postal Training Center, Ministry of Communications | Training for Postal Personnel |
| Administrative Management Department | Training in Government Procedures and Administrative Skills for New HMG Employees |
| Department of Tourism, Ministry of Industry & Commerce | Tourist Guide Training Program |
| **Private Sector Agencies & Others** | |
| *Butwal Technical Institute, Butwal, Rupandehi | Industrial Skills Training (Mechanical, Welding, Electrical, Auto Mechanical, Carpentry, etc.) |
| *Nepal National Commercial Institute, Kathmandu | Office Skills (Typing, Shorthand) |
| *Sunita Silai, Kathmandu | Courses in Sewing & Tailor |
| *Jawalakhel Handicraft Center | Apprenticeships in Carpet-making |
| *Majoor Enterprises | Apprenticeships in Traditional Crafts (Wood Car. Painting, Mask Making, etc. |
| *Sodesh Bastra Kala Karkana, Tansen, Palpa | Apprenticeships in Weaving |
| *Jore Ganesh Press, Balaju, Kathmandu | Apprenticeships in Printin |
| *Balaju Auto Works, Balaju, Kathmandu | Apprenticeships in Auto Mechanics |
| *Traditional Brass Craftsmen, Tansen, Palpa | "Family Apprenticeships" i Brassmaking Skills |
| Gurkha Retraining Program, Lumle, Kaski District | Agriculture Training for Former British Army Soldie |
| British Military Hospital, Dharan, Sunsari District | Medical Training (ANW Equivalent) for Former British Army Soldiers |
| English Language Institute, USIS, Kathmandu | English Language Training |
| New Training Solutions, Naxal, Kathmandu | Nepali Language Training, Training Services |

*Agencies visited by New ERA researchers and discussed in detail in this report.

## 2. Materials Development Agencies

Several offices, departments, and corporations, largely in the public or semi-public sector, have as their primary responsibilities the development and production of materials to be used in programs of non-formal education. Materials produced by these agencies range from posters and pamphlets to taped radio programs and films. Several agencies in this category, most prominently the Royal Nepal Film Corporation, make their facilities and talents available to other organizations which have information to transmit to the public but limited technical capability for doing so. Other agencies, the Agriculture Information Section, for example, are primarily engaged in developing materials for the use of the extension wings of their own departments or for direct delivery to the media.

Table 2 below lists a sample of the agencies which are mainly in the business of developing non-formal educational materials. Again, those organizations on the list which have been starred have been singled out for special attention in Section C below.

Table 2: AGENCIES IN NEPAL ENGAGED IN NON-FORMAL EDUCATIONAL MATERIALS DEVELOPMENT AND PRODUCTION

| Agencies | Major Activities |
|---|---|
| *Agriculture Information Section, Department of Agriculture | Radio Program; Pamphlets and Posters; Periodical, Films; Functional Literacy Materials |
| *Family Planning and Maternal & Child Health Project, Information Section | Radio Program, Booklets and Pamphlets; Periodical; Posters; Billboards |
| *Family Planning Association of Nepal | Radio Program; Pamphlets; Posters; Journal |
| *Health Education Section, Health Services Department | Radio Program; Booklets and Pamphlets; Periodicals |
| *Conservation Education Section, National Parks and Wildlife Conservation Department | Films; Pamphlets; Public Displays; Press Releases; Photographs and Maps |
| *Adult Education Section, Ministry of Education | Functional Literacy Materials (With Assistance of Technical Agencies) |
| *Royal Nepal Film Corporation, Ministry of Communications | Feature Films; Documentaries; Extension Films |
| *Radio Nepal, Ministry of Communications | Radio Program Production |
| Ratna Recording Corporation, Ministry of Communications | Radio Nepal Commercial Service Program Production; Recorded Music |

*Agencies visited by New ERA researchers and discussed in detail in this report.

### 3. Extension Agencies and Information Delivery Systems

Other offices, departments, and corporations, again largely in the public and semi-public sector, have as their primary activities the dissemination of information and educational materials of a self-instructional sort (e.g., books, pamphlets, posters) to the consume Several of these agencies are simply the "field arms" of larger ministries and departments which put to village-level use the manpower produced by the extensi training institutions and the educational materials generated by the materials production wings of their own departments. For example, the Agriculture Extension Service (listed here) carries out its mission using extension workers trained by the Institute of Agriculture and Animal Sciences (Table 1 above) and materials generated by the Agriculture Information Section (Table 2). In other cases, a single agency embraces more than one of these related sub-functions. The Adult Education Section of the Ministry of Education, for instance, engages in materials production and in implementation of programs in the field.

Table 3 below, then, lists agencies prominently engage in the delivery of information to the potential "consumer". Activities of these agencies are discussed in Section D below.

Table 3: EXTENSION AGENCIES AND INFORMATION DELIVERY SYSTEMS

| Agencies | Major Activities |
|---|---|
| Agriculture Extension Division, Department of Agriculture | Village-Level Agriculture Extension through Village-Posted Workers; Agricultural Clubs for Youth |
| Ratna Feed Industries (Pvt.), Ltd., Kathmandu and Elsewhere | Information and Extension Services to Customer-Farmers in Poultry & Animal Husbandr |
| Family Planning and Maternal & Child Health Project | Village-Level Family Plannir and Maternal & Child Health Education through Clinic-Posted Health Aides |
| Cooperatives Department, Ministry of Agriculture | Village-Level Training in Cooperative Operation & Management |
| National Industrial Development Corporation (NIDC) | Village and District-Level Training to Assist Cottage Home Industry Development |
| Adult Education Section, Ministry of Education | Literacy and Functional Literacy Programs (Agricul at the Village Level |
| Health Education Section, Health Services Department | Village Film Shows; Neighb Sanitation Demonstration Projects (Kathmandu Valley |
| Department of Information, Ministry of Communications | Mailings to Village Leader |
| Sanskritic Sansthan (Cultural Corporation), Ministry of Communications | Cultural Performances in t Districts |
| Agriculture Planning Bureau (Pvt.), Kathmandu | Private Extension and Cons ting Services in Agricultu |
| Cultural Centers and Libraries | |

## 4. The Media

While properly speaking the media may be identified as "information delivery" agencies, because of their distinctive characteristics they have been listed separately here. The media are, needless to say, not well developed here in Nepal, and while capabilities are expanding and quality improving, most of the major media do not reach more than a tiny fraction of Nepal's total population. The most important exception to this, of course, is radio which does reach on a daily basis a sizeable segment of the national population. Table 4 identified the major communications media directly serving Nepal. The media are briefly reviewed in Section E below.

Table 4: THE MEDIA

| Medium | Description |
|---|---|
| Radio | One National Radio Station (Radio Nepal) broadcasting on one medium and two shortwave bands for twelve hours daily reaching all districts of the kingdom.<br>An estimated ~~70,000~~ 45,000 privately-owned radio sets.* |
| Motion Pictures | One National Film Production Corporation supplemented by film production capabilities of some government agencies (e.g., the Agricultural Information Section) and private companies (Photo Concern).<br>Twenty-six commercial motion picture theaters located primarily in Kathmandu Valley (five) and urban areas of the Tarai.<br>Mobile Audio-Visual Units operated by HMG agencies including Health Education Section, Agriculture Information Section, Royal Nepal Film Corporation, Family Planning Project reaching primarily areas served by roads. |
| Newspapers and Periodicals | One National News Service (Rastriya Samachar Samiti, RSS).<br>Twenty-five Daily newspapers, sixty-one Weeklies, and six Fortnightlies reaching primarily urban and governmental elites; largest daily circulation of any single paper (Gorkhapatra) approximately 10,000 copies.<br>Miscellaneous periodical publications by government departments and extension agencies.<br>Miscellaneous periodical publications and newsletters of foreign missions in Nepal. |

* Source: Radio Listening Patterns in Nepal: 1974, New ERA Survey.

## 5. Miscellaneous Agencies

A wide variety of agencies serving, at least in part, educational functions of a non-formal sort do not fit neatly into any of the above four categories either because the primary functions of these agencies are not educational or because their activities constitute an amalgam of training, extension, and materials development operations. Table 5 below provides a small sample of the sorts of agencies present in Nepal which serve in some secondary or unorthodox fashion as non-formal educators.

Table 5: MISCELLANEOUS AGENCIES ENGAGED IN NON-FORMAL EDUCATIONAL ACTIVITIES

| Agency | Educational Activities |
|---|---|
| Nepal Women's Organization | Literacy Training Programs for Village Women; Craft Training Programs |
| Nepal Conservation Society, Kathmandu | Lectures and Programs Regarding Conservation Issues; Posters and Pamphlets |
| Buddha Sasana Seva Samiti, Gana Mahavihar, Kathmandu | Pre-School Program; Lecture/ Discussion Programs in Moral Philosophy; Meditation Instruction; Library |
| Nepal Mahayana Center, Kopan, Kathmandu | Instruction in Buddhist Meditation |
| *Bal Sangathan Pre-School, Naxal, Kathmandu | Day-Care and Pre-School Activities for Small Children |
| Science Club, New Road, Kathmandu | Programs and Seminars on Scientific Subjects of Concern to Students and Youth (Most recently a two-day public seminar on "Students' Role in the Population Problem") |
| Godavari Alumni Association, Thamel, Kathmandu | Programs, Film Shows, Seminars and Contests for St. Xavier's Graduates and Others |
| **Men's Service Clubs, Kathmandu | Educational Programs, Lectures for Members and Occasionally for Public |
| Olympus Club, Kathmandu | Cultural Activities and Symposia (Most recently a Newari Literature Symposium and Cultural Show) |
| Arniko Cultural Society, Kathmandu | Cultural Shows, Talent Development Programs |
| ***International Friendship Societies | Libraries, Lectures and Cultural Activities Relating to Particular Foreign Countries |

*The Bal Sangathan Pre-School is representative of a large number of pre-school programs being run privately and under government sponsorship throughout the country.

**Men's service clubs in Kathmandu include the Lion's Club, Rotary Club, and Leo Club.

***International friendship societies whose memberships are often drawn from Nepali students who have studied abroad exist for almost all countries with which Nepal maintains relations.

## B. TRAINING ACTIVITIES

### 1. Introduction

Nepal's desire to increase the pool of manpower equipped with the skills required for modernization has led to the creation of a broad variety of training programs in both the public and private sectors of the economy. We shall attempt in this section to indicate something of the nature and scope of these activities and to take note of some of the more innovative training efforts currently under way in various parts of the Kingdom.

As noted above, many of these training efforts, particularly those associated with the University, are based on a regular series of formal classes, a structured curriculum, examinations, the awarding of certificates, and other characteristics normally associated with formal education. To an extent, the tendency to "formalize" the skill training sector has been accelerated by the introduction of the National Education System Plan which brings the majority of the government's training programs into the University system. The Mechanical Training Center at Balaju (now the Balaju Campus of the Institute of Applied Science and Technology), for example, has, since incorporation into the IAST, raised entrance requirements and altered the length of training programs in order to conform with standards for "certificate-level" training set by the University.

Many government programs, however, as well as almost all those in the private sector retain a far less structured character. For instance, the training activities of the Family Planning and Maternal and Child Health Project's training division deal with a wide variety of unconventional "populations", including policemen and largely illiterate village

midwives, for whom the formal training approaches of the regular educational system are highly inappropriate. In other cases, such as that of the Butwal Technical Institute, formal classroom instruction is combined with a large and intensive measure of on-the-job work experience. Still other training activities hardly deserve to be described as "programs" at all; many apprenticeships are highly unstructured, often amounting to little more than "working with an experienced hand."

The training programs and organizations described below represent a highly unsystematic sample of the sorts of training activities that are currently being implemented in Nepal. The "sample" is clearly biased toward Kathmandu and toward the larger public sector programs where the heaviest responsibilities for producing the skilled manpower needed in modernization have fallen. Also included, however, are a number of private sector and out-of-the-Valley activities, including at least one example of a traditional apprenticeship arrangement, that of a brass-making family industry in Tansen.

A number of aspects of these national training activities which, though important, are peripheral to the "inventory" objectives of this section are discussed in a lengthy appendix to this report. Five themes relating to training efforts in Nepal are specifically explored in this appendix, namely: (1) the advertisement of training activities; (2) training entrance requirements and procedures; (3) regional and ethnic backgrounds of trainees; (4) employment and career prospects of those completing training; and (5) self-evaluation experiences and activities of the training agencies. Readers who seek information regarding these aspects of training in Nepal are invited to turn to this sub-report.

## 2. Agencies Surveyed and Their Training Activities

Altogether eighteen organizations offering training and apprenticeship programs were surveyed in detail by the project. Brief descriptions of these programs follow.

(1) Phulchowk Campus of the Institute of Engineering. Phulchowk is the central campus of Nepal's Institute of Engineering. The campus is situated in a complex which includes several new brick buildings and workshops and an older Rana durbar in Phulchowk, just west of Patan bazaar.

The Institute offers eight regular courses of study, four of these (in civil engineering, architectural drafting, quantity surveying, and electrical engineering) offered to SLC-pass candidates and four (in masonry, carpentry, plumbing, and electricity) available to trainees who have not passed the SLC examination. The post-SLC programs are of two-year duration and lead to a "certificate" in engineering (equivalent to the ISc degree). The pre-SLC courses vary in length from three months to two and a half years. Regular courses in masonry and carpentry are nine months long; the plumbing course lasts fifteen months; and electricity is being offered on an experimental basis in "modules" which may be combined into programs ranging from three months to two and a half years in duration.

Refresher courses lasting from one week to one month are given to the technical personnel of different agencies at the request (and with the funding) of those agencies. In July 1974, for example, a group of Local Development Department Overseers received one week's training in the use of plastic water piping.

A complex selection process attempts to give preference to candidates from remote areas in granting admission to training.

(2) Technical Training Section of the Institute of Engineering. Until 1972, when Tribhuwan University was reorganized under the New Education Plan, the Technical Training Section was a part of the Department of Cottage Industries. As such, training activities were closely coordinated with the production activities of the Department. Under the new arrangement, however, training and production have been separated--although both activities continue to take place at the same site (in Tripureswar). With the IOE directing training activities and with the Department of Cottage Industries continuing with its production responsibilities, coordination has been difficult to achieve.

The Technical Training Section offers six basic courses to sub-SLC level students in mechanical engineering, electrical engineering, hosiery, leather technology, ceramics and carpentry. Two categories of students are accomodated, regular and casual. Regular students enroll for a two-year course, but a certificate is not awarded. Casual students attend shorter courses, lasting from three to six months, in one of the above specialties.

The selection process attempts to give preference to students from remote areas and to those who come from families which practice one of the traditional crafts.

(3) Balaju Campus of the Institute of Applied Science and Technology. Established originally, with Swiss assistance, as the Mechanical Training

Center, this campus is located in the Balaju Industrial District outside of Kathmandu. The Balaju Campus offers its small student body (thirty-one in 2030) a single course in general workshop mechanics. The course prepares graduates to be machine operators, toolmakers, maintenance mechanics, draftsmen, and the like. Several changes have recently been made to bring the campus into conformity with the programs of Tribhuwan University into which it was incorporated two years ago. First, possession of an SLC is now an entrance requirement for the program; previously sub-SLC students were admitted. Similarly, the length of the course has been reduced to two years (from three) so that it is now comparable in length to other "certificate programs of the University system.

Since the campus has been highly successful in securing positions for its trainees, entrance to the program has become quite competitive. The preliminary selection process gives some slight preference to students from outside Kathmandu Valley; final selection, however, takes place only after candidates complete a three-month probationary period.

The program of the Balaju campus is highly practical in emphasis. Students become involved in actual production work during the first year of "study". By the time the course reaches its conclusion, under the former three-year arrangement, at least, fifty-percent of training time is spent in actual on-the-job production.

(4) Thapathali Campus of the Institute of Applied Science and Technology. Formally known as the Technical Training Institute, the Thapathali Campus of the ~~IAST~~ was established with German technical cooperation. The campus offers both

pre- and post-SLC courses. The "certificate" (post-SLC) courses are in electricity, general mechanics, and auto mechanics. Pre-SLC trainees are offered courses in the same three areas. Formerly, the two sets of courses varied in length; under the IAST, however, a uniform two-year duration has been adopted.

Again, the program of the Thapathali Campus heavily stresses practical skills. Students are actively involved in the repair of private automobiles at the large auto repair shop located on the campus.

(5) Maharajgunj Campus of the Institute of Medicine. The Maharajgunj Campus is the descendant of a number of different medical training programs going back as far as 1934 when the Civil Medical School was opened to train compounders and dressers. In 1956, an additional training institution, the Health Assistant Training School, was opened. The two schools were merged in 1962 to form the Auxiliary Health Workers School, now incorporated into the Institute of Medicine as the Maharajgunj Campus.

Three post-SLC certificate-level training programs are offered at the campus, each lasting for two and half years. These programs produce Health Assistants, radiographers, and laboratory technicians. Additionally one pre-SLC course, also of two and a half years' duration, trains Auxiliary Health Workers. The Maharajgunj Campus also runs follow-on training for AHWs; this two and a half month program provides for the upgrading of AHWs to the status of Senior AHW, a rank equivalent to Health Assistant.

The Campus is attempting to widen the pool from

recruitment and selection activities in field locations. Entrance procedures can now be accomplished in Biratnagar, Nepalgunj, Bharatpur, and Tansen as well as Kathmandu. Again, remote area applicants are given preference in admission.

(6) Tansen Campus of the Institute of Medicine. The Tansen Campus trains Assistant Nurse Midwives (ANMs) in a two-year course. The campus is aided substantially by the United Mission to Nepal, and two of the three instructors are foreign technicians employed by the Mission. The emphasis in the training program is upon community nursing, with stress on such areas as health education, family planning, and disease prevention. Midwifery training is provided at the Zonal Hospital in Pokhara to which the trainees are sent for this purpose. The campus recruits students primarily from Lumbini, Gandaki, and Dhaulagiri Zones. Candidates enter training at the sub-SLC level.

(7) Training Division, Family Planning and Maternal and Child Health Project. The Training Division of the MCH/FP project runs two different sets of training programs, one for employees of the project and another for individuals working for other organizations with indirect concern for family planning and maternal and child health problems.

Of the former set of programs, the most important is that which trains the Health Aides, the village-level "extension" workers of the FP/MCH program. The Health Aide trainees are recruited from among sub-SLC candidates at the district level by the district Family Planning Officer and the Chief District Officer. After selection, the candidates work in the

district family planning program for two months before proceeding to training in Kathmandu. The seven-week training program teaches the trainees about contraception, vaccination technique, health and nutrition education methods, and procedures for making referrals of patients and pregnant women to health posts and clinics.

The Training Division also conducts three-month training programs for District Family Planning Officers. The Family Planning Officers enter training after completing degree-level courses; they serve subsequently as chief officers of the family planning program at the district level.

Refresher training for Health Aides is also conducted by the Training Division at regional centers, each program lasting from one to ten days.

A variety of groups which are not directly related to the FP/MCH project have also received short-term training (twelve hours to two weeks) from the Training Division. These groups have included homeopathic doctors, Regional Medical Officers, doctors, police officers, Auxiliary Health Workers, Assistant Nurse Midwives, women's workers of the Panchayat Ministry, nurses, and local village midwives.

Of particular interest is the program to provide training to the traditional village midwives. Most of these midwives, or "sureni", are illiterate. They are offered instruction in sterile birth procedures, contraceptive methods, referral, hygiene, etc., during programs which generally last for two weeks. In terms of drawing upon traditional village manpower resources to assist

in implementing a modern medical program, the surcni training effort is highly significant.

(8) Hotel and Tourism Training Center. The Hotel and Tourism Training Center, located in Dilli Bazaar, is a joint project of HMG's Department of Tourism, the United Nations Development Programme, and the International Labor Organization. Four ILO experts with four Nepali counterparts direct the operations of the Center.

Training programs are offered by the Center in four areas, (1) front office, (2) housekeeping, (3) kitchen, and (4) restaurant and bar. Introductory, medium, and advanced levels of training are offered in each area. Individuals qualify for higher levels of training only by completing introductory programs. The Center also offers tourist guide training and in-service training for hotel staffs.

The Center has a kitchen, bar, restaurant, and several bedrooms at the training site to provide trainees with practice in the various skill areas. There are plans to build a small hotel which can serve as both a commercial hotel and a realistic on-the-job training site for the Center.

(9) Panchayat Institute, Pokhara. The Panchayat Institute in Pokhara is one of two regional training centers providing programs in panchayat philosophy and leadership to various groups of active and potential village leaders. Training periods vary from a week to several months. In the year 2030, a total of 282 village leaders received training at the Pokhara institute, including individuals in the following categories: district panchayat secretaries, pradhan panchas, remote area village leaders, district-level

leaders of the Peasants' Organization, district panchayat members, high school students, and middle school teachers.

(10) Women's Affairs Training Center. The Women's Affairs Training Center, located in Jawalakhel, Lalitpur District, holds training for a variety of groups, including both Ministry of Panchayat employees and private individuals. The primary responsibility of the Center is the preparation of village-level women's workers. Candidates for this training need only be literate. After one year's training in subjects such as hygiene, child care, cooking, gardening, crafts, family planning, etc., these women are assigned to districts in which they carry out village-level educational programs in these same fields.

Short-term training courses are also offered to village women at the Center. These courses attempt to educate the trainees regarding nutrition, hygiene, and a broad variety of household skills. The Center also runs seminars for district presidents of the Nepal Women's Organization.

(11) Butwal Technical Institute. The Butwal Technical Institute (BTI) is run by the United Mission to Nepal and functions under a board composed of two representatives of the United Mission Economic Development Agency, one representative of the Department of Cottage Industries, and one representative of Tribhuwan University.

BTI is both a training and a production center. The Institute produces furniture (for export primarily), iron beams, oil tanks, roof trusses, solar heaters, and (shortly) plywood. BTI also undertakes house wiring, automotive repair, and industrial wiring. Forty trainees

are integrated into a skilled staff of eighty-four in carrying out these various production activities.

Students are selected for training at BTI from candidates between the ages of fourteen and sixteen who have passed 7th class. Final admission to BTI is determined only after an entrance exam, interview, and a one-month probationary period. Training lasts for four years at the completion of which graduates are given a BTI tradesman certificate (which is not recognized by HMG). Students do not pay tuition; in fact, they receive salaries ranging from Rs. 155 to Rs. 200 per month for work they perform in production aspects of the BTI program.

BTI is divided into three production/training units, the wood unit; mechanical unit, and electrical unit. Through these units, trainees learn to become fitters, machinists, welders, builders, cabinet and furniture makers, auto mechanics, and electricians.

Although BTI continues as a private operation, eventual incorporation of the Institute into Tribhuwan University is under discussion.

(12) Nepal National Commercial Institute. Located three stories above New Road, the Nepal National Commercial Institute is the first "typing institute" in Kathmandu. Although originally set up (in 1951) by the Administrative Management Department of His Majesty's Government, the Institute currently functions as a private company under a board of directors.

The Institute offers courses in shorthand and typing. The full Nepali typing course lasts

for six months; the English typing program is for four months and the shorthand course is of ten months' duration. Tuition is charged at Rs. 8, 7 and 12 respectively for the above three courses. Graduates of the Institute generally find work in the various agencies of HMG. Ninety typing students and fifty shorthand students were enrolled at the Institute in 2030.

(13) Sunita Silai (Sunita's Sewing). Sunita Silai operates in one small room equipped with three sewing machines and located in the Kichapokhari section of Kathmandu. This private training center offers a nine-month course in ladies' or men's clothing during which students learn to make, without patterns, sixty types of garments. Those who complete the course may take an examination from the Jharapahar Tailoring College in Bombay, and those who pass receive a diploma in tailoring. Generally, however, women join training only to learn enough to make personal and family garments; when they have achieved the level of proficiency they have set for themselves, they leave the course. Of three hundred students enrolled in 2030, only twenty-nine actually completed training. Tuition is charged at the rate of Rs. 30 per month for the ladies' clothing course and Rs. 40 for the men's.

(14) Majoor Enterprises. Majoor Enterprises is a partnership specializing in the manufacture of carved Tibetan tables, Tibetan masks, Nepali and Tibetan painting, stationery, and other articles designed for sale largely in the Kathmandu foreign-community market and for export. A staff of master craftsmen, many of whom learned their skills in Tibet, serve as instructors to apprentice carvers and painters. In 1973, 24 apprentices were accepted for

training; twelve were placed in the woodcarving section, four in Nepali painting, and eight in Tibetan painting. Apprentices can generally be useful in the production side of the firm after three months and proficient after nine to twelve months.

(15) Sodeshi Bastra Kala Karkhana (Native Fabrics Workshop). This textile "factory" located in Tansen, Palpa, is said to produce the best "dhaka" cloth in Nepal. (Dhaka cloth is traditionally used in making women's shawls and blouses and men's topis.) The workshop was established seventeen years ago with a loan from the Cottage Industries Department. It presently has fifty-six looms. Apprentices, who must have at least a fifth class education, serve as trainees for three months after which they become regular employees. Thirty apprentices were trained and employed by the workshop in 2030.

(16) Jore Ganesh Press. The Jore Ganesh Press is one of Nepal's largest printing establishments. The press accepts trainees only when vacancies occur. Trainees are required to have at least an 8th or 9th class education; they are given training in one of five functional areas, composing, binding, etching, machine operation, and typesetting. Training to an adequate level of proficiency generally takes about six months. In 2030, the Press accepted only four trainees under these arrangements.

(17) Balaju Auto Works. The Balaju Auto Works was founded nine years ago and currently has a staff of three administrators and nineteen workers. Apprentices are taken in on a need basis; only two apprentices were hired in 2030. Workers at Balaju Auto Works are classified into four levels, workshop supervisor, skilled worker,

semi-skilled worker, and helper. Apprentices enter at the helper level, and after one and a half years of training on the job they are promoted to the semi-skilled worker level. Instruction is given under job conditions by the skilled workers, all six of whom are graduates of the Balaju Technical & Training Center (now the Balaju Campus of the I/ST).

(18) Tansen Taksar Brass and Metal Works. Despite the fact that Palpali brass, the brass of Palpa District, is prized as some of the best in the Kingdom, the industry is decidedly on the decline. Four or five years ago there were fifteen brass-making families in Palpa; now there are only five.

Part of the problem of the brass industry in Tansen is the fact that brass-making remains a traditional industry which has failed to take advantage of modern production and marketing innovations. The Tansen Taksar Brass and Metal Works, for example, remains very much a family enterprise operating with a traditional technology. "Apprentices" are in almost all cases the sons of the family who develop the required skills by the slow process of watching, helping, and doing. Too often in Tansen, however, sons are not following in their father's footsteps, and unless there are important improvements in the financial attractions of brass manufacture, the decline of the industry seems likely to continue.

## C. MATERIALS DEVELOPMENT ACTIVITIES

During the course of this study, seven major agencies which play important roles in the development of teaching materials for the non-formal education "sector" were studied in some detail. (See Table 2 above.) One of these agencies, Radio Nepal, is the central focus of the accompanying report, "Radio Listening Patterns in Nepal", and will not be discussed in any great depth here. Two other agencies, the Royal Nepal Film Corporation and the Adult Education Section of the Ministry of Education, will be discussed elsewhere in this report (Sections D and E below). We will give our attention here to four agencies active in materials development: (1) Agriculture Information Section, (2) Family Planning Association of Nepal, (3) Family Planning and Maternal Child Health Project's Information Section, and (4) Health Education Section of the Department of Health Services.

### 1. Agriculture Information Section

The Agriculture Information Section of the Department of Agriculture was established in 2022. It's chief is currently Mr. Kirin Mani Dikshit. The primary function of the Agriculture Information Section is to backstop and supplement the work of the Department's Junior Technical Assistants and other extension personnel working in the field. The Section also handles press relations for the Department of Agriculture.

The Agriculture Information Section is located in Hari Har Bhawan, Pulchowk (Lalitpur District), where it has office space and a small radio production studio. There are three administrative staff members (of an authorized six) and thirteen informational staff members including the chief (of an authorized seventeen).

The Section carries out a wide variety of informational activities.

(a) Radio Program. The Section writes and produces in its own studio a fifteen-minute radio program aired four times a week on Radio Nepal from 6:45 to 7:00 p.m. The program deals with virtually every phase of improved agriculture and is presented in a variety of formats: dramatization, listener question and answer, interview with agriculture experts as well as farmers in the field, family drama, etc. According to the accompanying report on radio listening patterns, the agriculture program is the second most popular program in Nepal (following the news). It may well be that the Friday episode of the agriculture program, "Budi Ama, JTA" (The Old Mother and the JTA), in which an elderly woman stops a JTA on his way to work and engages him in conversation about agriculture, is the most popular single program in Nepal.

(b) Pamphlets. The Agriculture Information Section also produces several publications which are commercially printed. In 2030, twenty-six titles were published in booklet form covering various agriculture topics including wheat, rice, vegetables, plant diseases, livestock, plant quarentine, fruit cultivation, fertilizers, tangerines, fish, etc. A total of 161,000 copies were printed of which 114,000 were distributed to the Regional Agriculture Development Offices in each of the four development regions.

(c) Posters. In 2030, twenty-one different posters were produced, again covering a variety of agricultural topics. In total, the Section printed and distributed 12,600 posters to the four Regional Agriculture Development Offices.

(d) Magazine. The Section publishes a bi-monthly magazine entitled "Krishi" (Agriculture). Its bi-monthly run is 2,500 copies. It is sent free through the Regional Offices to all JTAs and other extension staff. Private individuals may subscribe to "Krishi" for Rs. 3.00 annually. Farmers who subscribe receive their copies through the District Agriculture Development Office. Again, "Krishi" covers a wide variety of agricultural topics, frequently taking complicated research findings and distilling them into comprehendable Nepali.

(e) Films. The Agriculture Information Section also has a film program targeted for 100 showings per year. Last year, 2030, about eighty showings were held. The Section has a mobile van which is equipped with a generator for showing films in rural areas. Nearly all showings last year took place in areas which could be reached by road; one trip, however, was made to Rasuwa District, not accessible by road, during which the film equipment was carried by porter. Each film showing lasts about three hours. Before the film team goes to the field, the Section contacts the Royal Nepal Film Corporation, the Family Planning Association of Nepal, and the Family Planning and Maternal Child Health Project and takes a selections of these organizations' films for showing with the agriculture films.

The film shows generally follow the same pattern. About twenty kilometers before reaching the site of the show, the van slows down and with its loudspeaker system announces along the road the place and time of the showing. According to the chief of the section, individuals ride and walk from miles around to see the show.

The section itself last year produced two silent 16 mm films, each lasting twelve to seventeen minutes and dealing with poultry, fruit, insects, and fertilizer.

(f) Exhibitions. Several years ago, the section also produced Mobile Exhibition Kits on wheat, corn, and paddy. Each kit consists of ten 20 by 30 inch illustrated hardboards dealing with one of the three grain crops. There are ten sets for each food grain. The kits were distributed through the zonal administration, and the Section has no information about their use and present whereabouts.

Every year the section also assists the District Agricultural Development Officers in running field agriculture exhibitions. These exhibitions, often held in conjunction with local "melas" (village fairs), feature displays of agricultural produce, movies, agricultural competions, livestock showings, and the like. Last year, the section assisted in ten exhibitions.

(g) Radio Listening Clubs. One of the Agriculture Information Section's more recent undertakings has been the establishment of a Radio Listening Club program. This venture has been facilitated by the United Nations' Food and Agriculture Organization which granted the Section two hundred radio receivers. Each Club is to be restricted to twenty-five to thirty members under the assumption that fifteen will attend any particular hearing. The Secretary of the club will be the locally-stationed JTA who will keep the radio in his possession. Other officers of the club will be elected. The club will meet to listen to the agriculture program on the radio after which the program will be discussed by the JTA. It is planned that each

JTA/Secretary will be informed in writing a month in advance of the content of each program; he will also receive a list of supplies to bring to the meeting--seeds, fertilizers, pesticides, etc.--to be used in conjunction with the discussion which follows the program.

As of this writing, twenty clubs have already been established in the Central Development Region. The pace of expansion has been deliberately measured in order to avoid dooming the venture through haste and poor planning.

It is the hope of the section chief that eventually these clubs will form the nucleus of community learning centers at which representatives of other field extension efforts--family planning, literacy, health, etc.--can make contact with village people.

At the present time, the Agriculture Information Section is based solely at the Pulchowk location. A plan has been approved, however, to field an information unit to each of the four Regional Agriculture Development Offices. Each unit would consist of two Junior Technicians and one BSc (Agriculture) graduate. The unit would be in charge of each region's entire information program and would be equipped with movie projector, films, and other instructional materials.

To date there has been no formal evaluation of the effect of the information program, although staff visits to the field, feedback from extension workers, and letters from radio listeners have provided some evaluative information. Checks have also been done to determine whether informational materials have been actually reaching the farmers.

## 2. Family Planning Association of Nepal

The Family Planning Association is a private organization which was founded in 1959; the Association is a member of the London-based International Planned Parenthood Federation (IPPF), also a private organization which receives grants from many national and multi-national organizations. The central offices of the Family Planning Association are located in Dilli Bazaar, Kathmandu.

The Family Planning Association operates a number of family planning clinics, most of them in and around the Kathmandu Valley. It has a staff of 116, nine of whom are directly engaged in developing informational materials. The staff includes thirty-one medical technicians.

The Association's educational activities include the following programs:

(a) Village-Level "Motivators". The Association employs thirty-eight village-level workers called "motivators" who largely work in Kathmandu Valley. Their responsibilities involve visits to village homes to discuss family planning and to encourage parents to adopt various family planning techniques.

(b) Radio. The Association produces a weekly fifteen-minute radio program which is aired on Saturdays at 6:45 p.m. The Association uses the facilities of Radio Nepal to produce the program.

(c) Printed Matter. In 2030, posters informing the public about family planning numbering 5000 were printed and distributed to various parts of the kingdom. A journal, "Niyojan" (Planning), is

published on a bi-monthly basis; the press run is 1500 copies. A newsletter in English is published each month in 500 copies. The Association has also published a brochure, again in English, entitled "Your Happiness in Your Hand: An Introduction to the Family Planning Association of Nepal." Ten thousand copies of the brochure were printed.

(d) Film. The Family Planning Association has three color films in Nepali, one ten minutes in length and the other two only two minutes long.

Evaluations of the information program of the Family Planning Association have not been carried out. As of this writing, the Association is in the midst of major administrative and program revisions, and the future configuration of the Association's work in family planning is not yet clear.

3. Family Planning and Maternal Child Health Project Information Section

The Information Section of HMG's Family Planning and Maternal and Child Health Project is located in Bahadur Bhawan on Kanti Path in the old Royal Hotel Building. Staffed by three information specialists and two clerks, this Section produces all informational materials which support the work of the Project's 182 clinics. The Chief of the Information Section is Mr. Hem Hamal.

The Section operates out of one large room in Bahadur Bhawan and has as equipment two still cameras, two movie projectors, a film library of fifteen films, and a cassette tape recorder. Regional Family Planning Project offices in each of the four development regions are equipped with one projector, one generator, and ten to twelve films each.

The Section is engaged in carrying out a variety of informational and materials development activities.

(a) Radio Program. The Information Section produces in Radio Nepal's studios a weekly fifteen-minute radio program aired by Radio Nepal at 6:45 p.m. on Wednesdays. The content of the radio program is both informational and motivational. Through interviews with doctors, dramatizations, and music, it speaks of the advantages of smallfamilies, announces times and locations of vasectomy and laproscopy camps, discusses maternal and child health, nutrition, immunization, and specific contraceptive devices. This radio program and the program of the Family Planning Association are reviewed in the accompanying survey, Radio Listening Patterns in Nepal. The Section also broadcasts two spot "advertisements", usually short songs on family planning, every evening on Radio Nepal's commercial service.

(b) Film Program. The film libraries of the Section and the Regional Offices contain films (primarily in Hindi) which deal with subjects such as the advantages of small families, the services offered by the Project, maternal and child health, and the desirability of regular health check-ups. Two films on family planning in Nepali language were recently produced. The first, dealing with laproscopy, was produced by the Information Section. The second, dwelling again on the necessity of family planning and the types of services offered by the Project, was produced by the Royal Nepal Film Corporation. These films are shown in movie theaters as well as in rural areas by the Regional Offices of the Project.

(c) Printed Material. The Information Section also mass produces three types of printed materials: calendars, posters, and booklets. In 2030, the

calendar, featuring pictures appropriate to family planning, was printed in 10,000 copies, 4000 of which were distributed in offices, shops, and hotels throughout Kathmandu and 6000 of which were sent outside of Kathmandu to project offices for further distribution.

Approximately 40,000 to 50,000 posters were produced in 2030, most of which went outside the Valley. These posters are sent from Kathmandu with instructions for their placement and use. They are put in district offices, barbershops, hospitals, tea shops, public meeting places, on sides of houses, and elsewhere. Poster messages with pictures of mother and child read, for example, "The wise mother plans her family," or "If you take a pill every day, you won't get pregnant."

Each year 100,000 illustrated booklets are printed dealing in simple language with the use and procedures of each contraceptive device. These are used for both motivational and instructional purposes.

(d) Magazine. The Section publishes a monthly magazine entitled "Pariwar" (Family). Pariwar is written in Nepali of eighth grade standard. Articles deal with different contraceptive devices, the population explosion, world population trends, and the like. There is also a column for children frequently dealing indirectly with family planning using an animal-story format. Articles for "Pariwar" are written by Section staff writers, doctors, and guest authors. Its monthly run is 4000 copies, and it is sent to opinion leaders recommended by District Family Planning Officers. The Information Section chief estimates that five people read each copy.

To date, no formal evaluations of the information program have been conducted. Recently, however, mailings were sent to 190 readers of "Pariwar" asking if they would be willing to pay for the magazine, if they practiced family planning, what sort of articles they prefered, and the like. Fifty-five responses were received. The responses have been tabulated, but the final report has not yet been completed. An evaluation of viewer response to the films produced by the Royal Nepal Film Corporation is being discussed.

4. Health Education Section (Department of Health Services)

The Health Education Section of the Health Services Department is located in Pulchowk, Lalitpur District. It was established in 1961 and presently has a staff of fifteen informational personnel and two clerks. The present acting chief is C.B. Thapa.

The Health Education Section is involved in a variety of materials development and informational activities as well as action projects and research.

(a) Film. The Health Education Section is equipped with three movie projectors, a movie van, a slide projector, and an overhead projector together with a film library of seventy-two titles. The subjects dealt with in the films include communicable diseases, water purity, smallpox, hookworm, etc. Most of the films are in Hindi, although some are in Nepali and some in English. These films are shown frequently in Kathmandu in open areas. Each showing consists of four to five films, and there are approximately 150 film shows per year in the Valley. Five times a year the van goes outside the Valley, in motorable areas, for approximately 80 to 100 showings. It is estimated that 300 to 400 individuals view-

each show outside the Valley. These films are also shown in schools.

(b) Public Address Unit. The Section also has a mobile public address unit which is used primarily in Kathmandu during the summer to warn people of intestinal diseases and their prevention. This is done approximately twenty to thirty times a year in the Valley.

(c) Radio Program. The Health Education Section also produces a weekly radio program which is recorded in the studios of Radio Nepal. The fifteen minute program is aired on Thursdays at 6:45 p.m. The program deals with seasonal diseases and their prevention in simple language using devices such as drama, question and answer, interview, and information "spots". The Section also broadcasts two to four spot announcements on the commercial service of Radio Nepal each month dealing with seasonal diseases and the place and time of health camps.

(d) Printed Materials and Magazines. The Health Education Section possesses an offset press upon which it publishes yearly 200,000 copies of booklets on common diseases and their prevention. These are sent to health and educational institutions throughout the country.

The Section also publishes two periodicals. "Hamro Swastha" (Our Health) is a bi-monthly journal dealing with common diseases and their prevention, public health, and family planning. This magazine has a bi-monthly run of 2500 copies and is sent to all health institutions--hospitals, health posts, health centers--and to schools. "Swasta Gatibidhi" (Health Activities) is an in-house monthly journal produced by the Section

for the Health Services Department. The magazine describes the Department's activities; approximately 800 copies are distributed to health institutions throughout the country.

The Health Education Section has also been engaged in action research projects. One such project, carried out in cooperation with the Auxiliary Health Workers Training School (now the Maharajgunj Campus of the Institute of Medicine), attempted to explore the problem of latrine construction in Kathmandu Valley. Demonstration projects were carried out in two villages of the Valley (Gokarna in 1968-73 and Dhapakhel in 1968-72) and in one section of Kathmandu (Mahankal, 1968-72). Residents in these locations were supplied with most of the basic components required for the construction of water seal latrines--bowl, foot blocks, door frame, etc. Under the supervision of a sanitarian, residents built latrines in their homes. Weekly meetings were also held dealing with related health and disease prevention topics.

At the Mahankal location, the demonstration project was evaluated by means of a questionnaire administered to residents and by observations of the project staff. A tentative conclusion drawn from these evaluations is that residents were basically dependent upon the construction materials supplied by the Health Education Section and that without these materials the residents would not independently have taken the initiative to construct water seal latrines.

The Health Education Section has also just completed a study in cooperation with the Smallpox and Tuberculosis Pilot Project in Saptari District. The purpose of the study was to determine the extent to which different sorts of informational and educational inputs at the village level contributed toward encouraging villagers to secure immunizations for these two diseases. A control group of five panchayats was

chosen in which no information activity took place. An experimental group of five different panchayats was selected for various informational inputs--talks, films, posters and written materials. A comparison was made of how many individuals in the control and experimental groups actually received immunizations. The results of this study are presently being compiled.

Two other research projects dealing with the effect of informational activities on villagers' attitudes and behavior regarding smallpox immunizations have been conducted by the Section.

The Health Education Section has collaborated with the Curriculum Development Center of the Ministry of Education on two occasions. About five years ago, two workshops were held between the Ministry of Education and the Ministry of Health for the purpose of developing a health education curriculum for classes one through ten. A Health Education Section was established in the Curriculum Development Center staffed by one professional health educator. The Health Education Section of the Health Ministry and the Curriculum Development Center also sponsored a three-day teacher training program for all health teachers at the primary, lower, and upper secondary levels in Lalitpur.

In addition to the operations of the Pulchowk office, health education units are now being established at the zonal level. Health educators are already working in Gandaki and Narayani zones, and positions in Bheri, Janakpur, and Kosi are planned. The responsibilities of the Zonal Health Educator are generally related to organizing communites for vaccinations, presenting community health lessons, and contacting the formal schools.

## D. EXTENSION AGENCIES AND ACTIVITIES

The project's attempts to inventory non-formal educational activities in Nepal, because of limited provision for field work in the project design, necessarily focused on agencies based in Kathmandu Valley. As a consequence, the great number and variety of extension activities presently going on in rural areas, often supported by the training and materials production organizations described in the preceding sections, have only been explored in the most token fashion. Nevertheless, during a two-week field visit to western Nepal carried out by the project deputy director (accompanied part of the time by a University of Massachusetts consultant), a number of villages were visited, and through these visits, the project was able to sample something of the variety of activities actually occurring in rural areas and to determine, in a rough and unsystematic way, at least, the extent to which the efforts of the centrally-located agencies are reaching the grass roots. The descriptions of extension activities which follow are based primarily on what researchers saw in these villages rather than on what they were told by those who direct extension activity (although information from these later sources has also been incorporated).

The villages visited were generally located in the Bhairahawa-Pokhara corridor in west-central Nepal; the following seven villages were included:

| Village & District | Location & Characterization |
|---|---|
| "Ranigaon", Rupandehi District | A rural tarai village of 1500 population located within a few kilometers of Bhairahawa |
| Baugha Pokhara Thok, Palpa District | A hill village of 2875 population ten miles west of Tansen |
| Baugha Gumba, Palpa | A hill village of 2565 population also ten miles west of Tansen |

| | |
|---|---|
| *Sisuwa, Kaski District | A village in Pokhara Valley of 4236 population located east of Pokhara on Prithivi Raj Marg |
| Arghaun, Kaski | A valley village of 3283 located near Sisuwa a short distance from Prithivi Raj Marg |
| Kandani Dara, Kaski | A hill village on the edge of Pokhara adjacent to Arghaun, 2738 population |
| *Puranchaur Panchayat, Kaski | A hill village ten miles north of Pokhara bazaar with a population of 2536 |

Selection of the villages was in no way systematic. To a large extent, in fact, villages were chosen by the chief researcher from his personal familiarity with the localities, a familiarity gained from his years of service with HMG as a district-level administrator. Similarly, interviewees were selected with no rigid pattern in mind. Village leaders and the extension workers themselves were consulted when available; otherwise, villagers were interviewed on an almost random basis. Because of the absence of any pretense of scientific sampling, the status of non-formal educational activities in these villages cannot in any way be viewed as representative of the country as a whole.

Nevertheless, several preliminary generalizations regarding the present status of non-formal educational activity in the villages can be drawn from this brief field experience.

--First, it is clear that there is a great deal of non-formal educational activity already taking place in the villages of Nepal. During this brief series of visits, nine separate major organizations were identified actively carrying out non-formal educational programs in the field. In one village, six different agencies were concurrently involved in helping the villagers develop new skills and competencies.

*Sisuwa and Puranchaur Panchayats are designated as "model" panchayats indicating that they receive special attention from government agencies.

--Second, the intensity of non-formal educational activity varies widely from village to village seemingly with no necessary relationship to accessibility. "Ranigaon", located just outside Bhairahawa, the district headquarters, revealed absolutely no officially-sponsored non-formal educational activity, whereas Sisuwa, located considerably further from Pokhara, seemed flooded with programs and personnel.

--Third, the quality of non-formal activity varies greatly from program to program, from village to village, and from one extension agent to another. In several localities, sustained, coordinated, and imaginative activity had been going on for some time growing out of a combination of well-designed programs, inventive extension personnel, and a receptive community. In other places, efforts had foundered through lack of follow-up, unskilled and unmotivated personnel, and village indifference.

--Fourth, non-formal educational activities have for the most part been initiated by outside agents; very little activity, apart from "training" of a traditional sort, seems to have developed from identifiably indigenous sources. While the success of a program seems to depend heavily on village attitudes and contributions, the origins of these programs are generally traceable to sources outside the village.

--Fifth, the "content" of non-formal educational programs in Nepal is usually seen by the official agencies active in the field as being skills, information, or procedures for action rather than as attitudes and "awarenesses". It is the "subject matter of health or agriculture or family planning that generally comprises the messages of the extension agencies.

Altogether, nine major national agencies and programs were identified in the villages visited, namely: (1) the family planning program, (2) agriculture extension activities, (3) cooperative development, (4) Ratna Feeds extension service, (5) village-level women's training program, (6) the peasants' organization, (7) the ex-servicemen's organization, (8) the women's organization, and (9) the malaria eradication program. (The adult education activities of the Ministry of Education were not encountered in the villages visited, but the program is reported to be running successfully in both Kaski and Rupandehi districts.) Several of these programs, including the adult education program, are briefly reviewed in the following paragraphs.

## 1. Family Planning and Maternal Child Health Program

The Family Planning and Maternal Child Health Project maintains a large number of field-posted personnel who are engaged in almost all cases in both technical and educational sides of the program. In addition to gazetted-level professionals (doctors, health educators, etc.), the project employs thirty-two Assistant Nurse Midwives, thirty-nine Auxiliary Health Workers, nine nurses, and 555 Health Aides, the vast majority of whom are field-posted. District Family Planning Officers, technical medical personnel, and sub-professional Health Aides all play roles in transmitting information regarding family planning to the villagers in addition to carrying out their clinical duties in the family planning clinics.

Basically, the program implements two sorts of village-level educational programs, "community education" and "home visits". "Community education" is the term used to designate small group meetings organized by the Family Planning Officers for the purpose of discussing

family planning, distributing booklets, and even dispensing minor medical services. The meetings may take place at the family planning clinic, in village homes, or at the village or district panchayat building. According to FP/MCH Project reports, between five and fifteen people generally attend each of these meetings. The Family Planning Officer is assisted at these sessions by the local Health Aide and an Assistant Nurse Midwife. Each Family Planning Officer is supposed to hold group meetings three times a week and must report on these meetings to Kathmandu on a monthly basis.

Home Visits are conducted by Health Aides and Assistant Nurse Midwives. These workers visit village homes to perform medical services as well as carry out educational activities. In a particular visit, these workers may prescribe minor medicines, refer individuals to hospitals and health posts for more serious medical problems, and talk about family planning. The purpose for making these visits "multi-purpose" is to establish a trusting relationship between the visitor and the family so that family planning advice may be seen in the context of a general medical program. Family planning workers actually prescribe such things as contraceptive pills only after detailed discussion with the potential acceptors. Each family planning workers is supposed to conduct home visits at least three days in a week.

Of the villages visited, family planning workers were active in only Sisuwa panchayat. The two Health Aides in Sisuwa, one man and one woman (but both young and unmarried), indicated that they had established contact with 150 couples in the village and had distributed booklets and posters. They reported fifty-nine "acceptors" including ten vasectomies, fifteen laproscopies, four pill acceptors, and thirty condom acceptors.

## 2. Agriculture Extension Activities

Agricultural innovation was evident in several of the villages visited; a number of those interviewed talked of fruit trees being planted, new seeds being tried, pesticides being applied, and generally these innovations were directly attributable to conscious agriculture extension activity. The agriculture extension effort in the villages, of course, centers on the Junior Technical Assistant (JTA). JTAs had worked or were presently active in five of the seven villages visited.

The more successful JTAs surveyed had displayed considerable ingenuity in the educational approaches they had attempted. One JTA in Sisuwa, for example, in addition to setting up the usual demonstration plots and giving out agricultural advice to cooperating farmers, had (a) arranged for slide and film shows, (b) conducted on-site training in paddy production for forty-one village leaders, and (c) organized field visits to the nearby agriculture research farm at Khairani and the horticulture farm and the veterinary hospital in Pokhara. The Sisuwa JTA was attached to the local cooperative society, a position which provided him with excellent access to farmers. The JTA's work was also closely supported by several of the class organizations in the area.

Extension workers at Baugha Pokhara Thok and Baugha Gumba villages in Palpa had organized some time back several "Char Pati" clubs, youth-oriented agriculture clubs similar in concept to the American 4-H groups. Membership in the clubs was drawn from the school population. With the graduation of the student membership and the departure of the JTAs, however, the clubs ceased to function.

In other locations as well, extension work in agriculture seemed to suffer from this sort of unsustained effort. In addition, the training and dedication of the JTAs seemed to vary considerably. Excellent work seemed to be proceeding in Sisuwa and Puranchaur, while in one other village, the JTA was described by villagers as having minimal interest in his responsibilities.

Agriculture farms in the Pokhara area also were playing limited extension roles. While the primary purpose of these farms has always been agricultural research, the farm at Khairani had from time to time hosted groups of farmers from neighboring panchayats. In Puranchaur, breeding stock from Khairani had been contributing to the upgrading of the local buffalo population.

### 3. Cooperative Development

A related effort in the government's effort to raise economic levels in rural areas is the cooperative development program. Coop activity was noted in two villages among those visited. In Baugha Pokhara Thok and Baugha Gumba panchayats, villagers reported a recent visit of representatives of the cooperative office in Tansen. The visitors had held meetings with villagers to discuss the aims and objectives of the cooperative idea and procedures for securing loans through a cooperative arrangement. No concrete results had yet followed the visit of the cooperative officials (which had taken place in May of 1974), and no follow-up from the central office had occurred.

The only community in which a cooperative was in actual operation was Sisuwa. The "Chakra Devi Model Multipurpose Cooperative Society" was offering its credit and supply services not only to Sisuwa but to

neighboring panchayats as well. While the society was experiencing fairly serious problems in recovering loans and in defining its relationship to the central Cooperative Department, basically its state of health seemed sound. As noted above, the coop's active JTA has offered a wide variety of services to the community. Also, eleven members of the cooperative society had recently received training at a coop seminar held in Pokhara under the sponsorship of the cooperative society of Pokhara.

4. Ratna Feed Industries Extension Service

In many western countries, private distributors of agricultural supplies have served as important non-formal educators in the agricultural sector. Village visits uncovered one important example of private enterprise playing a similarly active extension role here in Nepal, namely, the advisory services provided by Ratna Feed Industries, a Kathmandu-based supplier to the poultry industry. Ratna feeds has its head offices in Wotu Tole, Kathmandu, and maintains branch outlets elsewhere in Kathmandu Valley as well as in Pokhara, Birgunj, Hitaura, Biratnagar, Bhairahawa, and Bharatpur.

Ratna Feeds offers its advisory services to customers and potential customers free of cost. The service offers both feasibility advice to farmers before they become involved in poultry farming and on-going technical assistance to farmers already in the business. In conducting a feasibility study, a Ratna Feeds representative will visit the proposed site and assess climate, location, transportation, markets, and other factors before making recommendations regarding the appropriate breed of bird and the manner in which the farm should be set up. The company is also able to provide credit to farmers upto

Rs. 2000 to help get established in poultry farming. It also serves as a marketing outlet for farmer-customers.

Ratna Feeds was actively supporting a small poultry farm in Sisuwa from its Pokhara branch office.

5. Adult Education Activities

The role projected for adult education under the NESP is quite comprhensive, potentially embracing non-formal educational activities presently being carried out by other "extension" agencies. At present, however, the Adult Education Section of the Ministry of Education, which, according to the Plan, is to bear responsibility for coordinating all adult education activities, has been carrying out much more modest responsibilities.

Basically, the Adult Education Section is proceeding with a two-track program, one an adult literacy program of a more or less orthodox sort using primary school teachers to run literacy classes in their free hours and the other an innovative functional literacy program which combines literacy with the learning of information directly useful to village life, e.g., information regarding agriculture, health and nutrition, etc.

The national goal of the "track one" program is 100,000 new literates each year. The goal is to be achieved by each of 5500 primary schools producing twenty "graduates" each year. Class organizations are also participating in this literacy effort.

The "track two" program builds upon the basic literacy achieved in the regular literacy program essentially by enrolling "graduates" in follow-on courses the subject matter of which is no longer "literacy" but

rather information directly applicable to the improvement of village life. This functional approach to literacy has been launched experimentally in Kaski and Rupandehi districts using specially-prepared agriculture materials for the basic text. The programs as presently designed run for ten weeks twelve hours each week. JTAs generally conduct the classes with some assistance from the local vocational agriculture teacher. Classes are run in high schools offering agriculture as a vocational subject. Plans are developing for the expansion of the functional literacy program to new districts and new subject matter areas, most probably health and family planning.

The dual program approach has obvious advantages, the most important being that literacy is no longer a potentially a dead-end matter. Instead, new literates have an opportunity to move on into a program that provides concrete confirmation of the value of literacy.

The Adult Education Section carries on this ambitious program with a tiny staff of six people (two professional officers and four clerical staff) and an equally modest budget. Both professional staff members have received advanced training overseas--only one, however, in the adult education field.

The section is actively pursuing several new ideas and projects. A wide variety of new teaching materials are being developed to supplement the current adult education agriculture text which was produced by the Agriculture Information Section of the Agriculture Department. New visual aids and teachers' manuals for home science, health, and family planning already exist in draft form. These were developed in the course of a twenty-five day workshop

organized by the Adult Education Section during which field-experienced middle-level personnel from concerned ministries learned something of the techniques of teaching materials preparation.

The section also hopes to explore the possibility of enlisting the members of the National Development Service in the adult literacy effort. Similarly, the Section intends to pursue the possibility of including training in adult functional literacy in the regular teacher training programs at the Institute of Education.

The literacy programs of the Adult Education Section were not encountered in any of the seven villages visited during this informal survey.

## E. THE MEDIA

By comparison with developed societies--and even many developing nations--Nepal is not rich in communications media. Television is totally unknown--and almost unconsidered. The press reaches only the tiny educated urban elite in a few of the largest population centers. And motion pictures are confined almost totally to the few urban centers of Kathmandu and the tarai., Only radio has succeeded in reaching any appreciable portion of the population of Nepal.

Nevertheless, the effect of the media collectively on small but important segments of the population is no doubt appreciable, and the creativity and energy shown by this sector makes it necessary to conclude that the role of the media will take on broader significance in the years ahead. In this section, however, we shall attempt no more than a rough mapping of the "dimensions" of communications media activity as it currently exists in Nepal.

### 1. Radio

Radio, as the communications medium with both the deepest present impact and the broadest immediate potential, has been singled out for special study in the accompanying report, "Radio Listening Patterns in Nepal". Here we shall simply describe the level of activity currently maintained by radio stations serving Nepal and give some indication of the focus and objectives of current Radio Nepal programming. (More detailed information will be found in the introductory sections of the "Listening Patterns" report.)

Radio Nepal is currently the only broadcasting station in Nepal. It began broadcasting in 1951 and has expanded its services periodically to a current daily level of twelve hours. Total weekly broadcasting

time is eighty-five hours including a thirteen-hour broadcasting schedule on Saturday. Radio Nepal is a government organization with the official title of "Department of Broadcasting". The station is headed by a director general (presently Mr. Ram Raj Poudyal) and is administratively situated within the Ministry of Communications.

Radio Nepal currently operates two transmitting stations housing five transmitters which range in power from 250 watts to 100 kilowatts. Transmitters are located in Jawalakhel and Kumaltar in Lalitpur District. The station has a studio building consisting of six studios and five control cubicles equipped with relatively modern broadcast facilities. Radio Nepal broadcasts on both short and medium wave bands.

The broadcasting schedule of Radio Nepal includes a broad variety of programs. The percentage of time devoted to different kinds of broadcasting activities is as follows:

| | |
|---|---|
| Music | 19.0% |
| Religious Programs | 8.2 |
| Rural Programs | 7.0 |
| Women's Programs | 7.0 |
| Children's Programs | 4.1 |
| Commercial Service | 24.0 |
| News and Commentary | 12.0 |
| Miscellaneous | 18.7 |
| | 100.0% |
| | (Equals 85 hours) |

A number of official and semi-official agencies sponsor programs which are broadcast on Radio Nepal. Most, but not all, of these sponsored programs have an informational component. (Some consist of little more than music.) Among the agencies whose messages are disseminated by Radio Nepal are the Agriculture Informati

Section, the Education Ministry, the Family Planning and Maternal Child Health Project, the Family Planning Association of Nepal, the Health Education Section (Health Services Department), the police, the army, and certain of the class organizations.

By conservative estimate, there are approximately ~~90,000~~ 115,000 radio sets in Nepal. The listening patterns survey (cited above) guesses that these sets may reach some 400,000 people on a regular basis and a significantly larger number irregularly.

Nepal is also within the broadcasting range of a number of foreign-based radio stations. Four of these direct Nepali-language broadcasts at Nepali audiences. These broadcasts include the following:

| | |
|---|---|
| British Broadcasting ~~System~~ Corporation | 15 minutes three times weekly |
| All India Radio | One half hour three times daily |
| Radio Bangladesh | One half hour once daily |
| Radio Moscow | One half hour each transmission |

## 2. The Press

Newspapers are not a highly developed medium of communication in Nepal nor is journalism a profession with deep local roots. Daily papers with wide national circulation, broad local and international coverage, and aggressive investigative reporting are unknown in the Kingdom. The largest and most important national paper, the semi-official Gorkhapatra, has a daily circulation of only 10,000 copies, only 4000 of which circulate outside the Kathmandu Valley. Only 3000 copies of the Rising Nepal, the semi-official English-language daily, are printed each day; of these, only 550 leave Kathmandu Valley.

In addition to the official newspapers, there exists a multitude of small independent papers, both dailies and weeklies in both English and Nepali (and, in a very small number of cases, other local languages). These newspapers are generally extremely small in size (often no more than four sub-tabloid size pages) and in circulation (very seldom exceeding a few thousand). In content, independent newspapers consist largely of news (drawn from the semi-official national news service--the Rastriya Samachar Samiti--and government press releases) and opinion, generally unsupported by active investigative reporting. The independent press, for all its limitations, however, does constitute one of the few active arenas of discussion of public affairs in the Kingdom.

In total, Nepal is served by ninety-two newspapers, the bulk of these (sixty-one) being weeklies. As might be expected, more than half these papers (fifty-six) are published in Kathmandu Valley. A profile of newspapers published in Nepal is presented in Table 6 below.

Table 6: DISTRIBUTION OF NEWSPAPERS IN NEPAL BY REGION, LANGUAGE, AND FREQUENCY OF PUBLICATION

| | Daily | | Weekly | | Fortnightly | | |
|---|---|---|---|---|---|---|---|
| | English | Nepali | English | Nepali | English | Nepali | Total |
| Kathmandu | 5 | 18 | 3 | 29 | -- | 1 | 56 |
| Tarai | -- | 2 | 1 | 21 | -- | 5 | 29 |
| Hills | -- | -- | -- | 7 | -- | -- | 7 |
| Total | 5 | 20 | 4 | 57 | -- | 6 | 92 |

A number of other periodical publications are produced in Nepal, both by government agencies and foreign missions. We have noted above the informational newsletters and magazines published by various HMG departments and service agencies, including "Krishi"

(Agriculture Department), "Pariwar" (FP/MCH Project), "Niyojana" (Family Planning Association), and "Hamro Swasthya" (Health Education Section). Circulation of most of these publications is generally small and irregular, often depending upon ad hoc distribution arrangements of field-posted personnel to reach their targets.

Various foreign mission information agency publications enjoy relatively wide circulation and popularity because of their attention to topics of local interest. Certain of these publications, the USIS publication "Swatantra Biswa" (Free World), for example, make their pages available for publication of articles of educational interest and local social importance. Because of their colorful formats, such publications as "China Pictorial" (in Hindi and English), "Soviet Bhumi" (in Nepali), and Swatantra Biswa (in Nepali) reach distant corners of the Kingdom and are passed endlessly from hand to hand.

Foreign magazines and newspapers, with the exception of Indian publications in Hindi and English, enjoy only extremely limited circulation in Nepal.

3. Cinema

The cinema in Nepal is dominated by the massive Indian film industry. Films shown commercially here are almost exclusively products of Indian production studios. Even "documentaries" and extension films distributed by HMG departments are generally the creations of Indian agencies; moreover, the language used in these films is in almost all cases Hindi. The small local film industry, while using Nepali themes and personnel, clearly borrows its style and technique in toto from the Hindi-language cinema.

Films reach their audiences in Nepal either through the skeletal network of commercial theatres or by means of the mobile audio-visual units of the various extension and information agencies of the Nepal government. Commercial film outlets in Nepal currently number twenty-six, five of these in Kathmandu Valley and most of the remainder in the major tarai towns. Mobile audio-visual units are operated in the field by the Health Education Section (Health Services Department), the Agriculture Information Section, Royal Nepal Film Corporation, and the Family Planning Project. These units very seldom reach areas at any great distance from the Kingdom's few motorable roads--although the magic and popularity of film is such that people literally do "come from miles around" to view what often turn out to be relatively unimaginative documentaries in languages many may only dimly comprehend.

Film production in Nepal is carried out almost exclusively by the Royal Nepal Film Corporation. (The only private sector firm engaged in film-making on a commercial basis seems to be Photo Concern which has produced commercials for use in Nepali cinema halls.) The Royal Nepal Film Corporation is one of six public corporations within the Ministry of Communications. It operates under a board of directors and is headed by a General Manager, currently Mr. Yadav Kharel. The corporation was founded in 2028. With a permanent production staff of twenty-three and an administrative staff numbering thirty-three, the Corporation is active in a number of areas.

(a) Feature Film Production. The Royal Nepal Film Corporation's major achievement to date has been the production of the first truly Nepali feature-length film, "Man ko Bandh" (which may be loosely translated "suppressed emotions"). The film was produced in Nepali language, at Nepali locations, and with a staff exclusively of Nepali sectors and

technicians. Only technical work requiring laboratory facilities was carried out in Indian studios. (Earlier Nepali-language feature films, e.g., "Ama", "Hijo, Aja, Bholi", were done by Indian directors using a mixture of Indian and Nepali performers and technicians.)

Filmed in black and white with an essentially amateur cast, "Man ko Bandh" tells the story of a young man from the village, Shyam, whose parents were killed in a flood when he was young. Shyan's older brother urges him to go Kathmandu and become an engineer, so that he can return to the village and build a dam to control the river that took his parents' lives. After several misadventures, in Kathmandu, including an ill-considered marriage to a "fast" city girl, Shyam returns from his engineering course to carry out his brother's wishes. In a melodramatic climax involving an attempt to sabotage the dam project, Shyam is "relieved" of his shrewish city wife (she dies in the explosion) and is able to turn his attentions fully to taming the mountain stream--and rediscovering his childhood village sweetheart.

The General Manager of the Film Corporation readily admits that the "social message" of the film is deliberate. Clearly, one intention of the film was to support efforts at national construction and encourage the "return to the village". Implicit also were "social comments" on the corrupting influence of the city and the pure and honest quality of village life.

"Man ko Bandh" has been shown in all of Nepal's twenty-six theatres, and, in spite of its professional shortcomings, has been well-received as a landmark in the development of an indigenous film

tradition and capability.

(b) Documentary Films. The Film Corporation also makes about twenty-five documentaries a year, generally between ten and twenty minutes in length. These documentaries deal with journeys of His Majesty, both within and outside Nepal, visits of heads of state to Nepal, Nepalese festivals, National Day, and profiles of different parts of Nepal. (Surkhet and Ilam have been profiled in recent films.) These documentaries are shown in all theatres and by mobile units.

(c) Extension Films. The Film Corporation also produces films under arrangements with other departments of His Majesty's Government. Films on forest preservation and industrial development have been produced. The Corporation has just recently completed a film on family planning for the Family Planning and Maternal Child Health Project. These films are commissioned and financed by the departments themselves. They are shown in commercial theatres and by the various mobile audio-visual units. Copies are also given to the contracting departments in sixteen milimeter size.

(d) Distribution. The Corporation has four mobile units which travel around the Kingdom showing films. The Corporation's figures indicate that films reached thirteen districts last year and were seen by 5,484,473 people, a figure which includes paid attendance at commercial theatres but which obviously does not take into account repeat viewers.

## F. SOME MISCELLANEOUS NON-FORMAL ACTIVITIES

A number of agencies and programs, because of the varied nature of their activities, do not fit neatly into the categorizations we have been using in the preceding sections. Here we shall describe briefly certain of the non-formal educational activities of two such agencies whose functions and purposes extend partially into the educational sector, namely, the class organizations and the Buddha Sasana Seva Samiti in Kathmandu.

### 1. The Class Organizations

The class organizations have been conceived under the panchayat system as serving to activate for the purposes of national development the energies of various key segments of the population, namely, peasants, former servicemen, laborers, youth, and women. In an important sense, this "activating" responsibility means that the class organizations may be described as basically "educational" institutions. In more orthodox terms as well, the class organizations have assumed significant educational and extension functions paralleling those of other agencies we have described. Several examples of class organization activity were encountered during village visits carried out in west-central Nepal.

---In Sisuwa Panchayat (Kaski District) both the Nepal Peasants' Organization and the Ex-Servicemen's Organization were cooperating actively in the agriculture extension programs. Groups of villagers, through these organizations, would place orders for agricultural supplies and arrange for pick-up and delivery.

--In Palpa District, the Nepal Women's Organization branch was directing a village-level women's

literacy program which had made 669 women literate in 2030. The teachers in these programs were generally primary school teachers or literate members of the Women's Organization itself.

--The Palpa District Women's Organization has also organized seminars on subjects of interest to women. These seminars are held at the district center once a year and generally run for one week; topics discussed include household affairs, family planning, the social position of women in Nepal, etc.

--In Tansen, the Women's Organization has started a women's sewing and knitting center, the Mahila Silpa Kala Kendra, where three-month courses are offered. Instruction is provided by a teacher trained in sewing and tailoring in India, and tuition is charged. Practical and theoretical examinations are conducted at the conclusion of the courses and a certificate is awarded upon successful completion. A grant from World Neighbors, a private international development assistance agency, helps to finance the project.

The structure of the class organizations generally parallels that of the panchayat system itself. Theoretically, the organizations have branches at the village panchayat level led by locally-elected officers. Each village organization sends representatives to the district assembly of the class organization which in turn elects a district committee. The stage-by-stage electoral process continues to the level of the National Panchayat for which each class organization selects several representatives. Competition for high electoral honors within the organizations is keen. The present prime minister of Nepal, in fact, reached the National Panchayat through his political activity in the Nepal Peasants' Organization.

Where active district and local leadership exists, as in the cases cited above, the class organizations show great potential for engaging in village-development activity. Generally, however, the class organizations have not developed their educational potential to any great extent.

One class organization which does not precisely fit the above description is the Nepal Children's Organization. The Children's Organization is deeply involved in a major non-formal educational activity centering on the "Bal Mandirs" (children's temples) which have been constructed in many district centers and some villages as well. The Bal Mandirs are to perform various pre-school cum day-care center functions for local children. Training is offered to Bal Mandir instructors at the Children's Organization central headquarters in Naxal, Kathmandu. With large-scale UNICEF support, the Bal Mandir program is rapidly expanding.

2. The Buddha Sasana Seva Samiti

The Buddha Sasana Seva Samiti, founded eleven years ago, is the "service committee" of the Theravada Buddha Sansthan, the major Buddhist Organization in Nepal. The Samiti is located near Bhimsen Tower in downtown Kathmandu in a complex of new buildings including three classrooms, a meeting room, a library, a clinic, a guest house and a Buddhist temple. Unlike the class organizations, which are government sponsored, the Seva Samiti is a fully private organization under the leadership of a board of directors.

The activities of the Buddha Sasana Seva Samiti are organized under six sub-committees. Many of these activities have an important educational dimension.

(a) Viparsana Meditation Center. Meditation classes are held twice each week (Tuesdays and Saturdays) from 7:00 to 9:00 a.m. Both Nepalese and foreigners may attend these classes free of charge. The areas covered in meditation classes are four in number, mind, body, pleasant and unpleasant sensations, and the soul.

(b) Siddhartha Sishu Niketan. The Samiti also runs a small "sishu niketan" or kindergarten for eighty children on a daily basis. The school operates in three small classrooms under the direction of eight teachers serving at only nominal salary and two volunteers.

(c) Nepal Buddha Pariyatti Shiksha. This sub-committee organizes and conducts lectures and discussions on Buddhist moral philosophy. Approximately once a month a lecture and discussion on "The Buddhist Approach to Higher Life" is held for young people, and every Saturday morning from 8:00 to 10:00 moral education classes are conducted for school children and young people ages four to twenty.

(d) Shanti Pustakalaya. The "Peach Library" occupies one room at the Center and has several thousand volumes dealing primarily with Buddhism. The books are in English, Nepali, Pali (the language spoken by Buddha), and Newari. Cataloging of the books is currently under way. The committee also has a publishing program focusing on Newari-language books dealing with Buddhism; to date, two hundred titles have been published in a total of 200,000 copies.

Other sub-committees at the center operate a health clinic (with the voluntary support of three physicians) and manage the daily "puja" (worship service) at the Samiti's temple.

It is estimated by the Samiti that between four and five hundred individuals come daily to avail themselves of the various Samiti programs.

## G. COORDINATION OF NON-FORMAL EDUCATION EFFORTS

The National Education System Plan, anticipating the growing importance of the non-formal educational sector, provides for the coordination of a broad variety of non-formal extension, training, and educational efforts. The section on Adult Education of the Plan document describes the mechanism through which this coordination is to take place in the following terms:

> The separate and independent endeavours and programmes of all technical Ministries aimed at educating or informing the adults will, therefore, be amalgamated into a joint programme to be named functional adult education under the auspices of a committee representing the various Ministries concerned. The programme worked out by the committee will be implemented by a single agency. The separate sums now being spent by the different Ministries to run their own programmes will be channelled through the adult education office. *

Although the "Functional Adult Education Committee" called for in the Plan has been constituted under the chairmanship of the vice-chairman of the National Planning Commission, it has not at this time taken concrete steps toward implementing this provision of the Plan. (The Committee itself, in fact, has not even met during the past eighteen months having encountered serious obstacles to progress in its earlier sessions.)

Several factors go far toward explaining the failure to accomplish the planned consolidation of non-formal educational activities. Most important, perhaps, is the very size and complexity of the non-formal educational

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* The National Education System Plan for 1971-76, Ministry of Education, His Majesty's Government of Nepal, 1971, p.57 (English edition).

scene itself. To bring under uniform direction a collection of activities as diverse as film production and class organization literacy programs, as potentially massive as the family planning education program, and as dependent upon close support of a sophisticated research apparatus as the agriculture extension program would require nothing short of a "Ministry of Non-Formal Education, equivalent in scale and importance with the University itself. The mechanism proposed by the Plan, locating all these activities in a single office of the Ministry of Education, is clearly inadequate to such a task.

One may also presume that the consolidation plan met with serious resistence from those agencies and ministries in which non-formal educational activities play an essential role closely integrated with other aspects of the ministries' area of responsibility. It is hard to imagine the Ministry of Agriculture, for example, transfering to some other authority its corps of agriculture extension workers while continuing to carry on only research and supply activities. Similarly, the field personnel of several ministries play roles in the villages which combine the delivery of information with the performance of services; family planning Health Aides, for example, provide low-level medical services as well as information about birth control.

In spite of these formidable barriers to the consolidation of non-formal educational activity, cooperation between various agencies and individuals has been taking place, often in a highly informal manner, in a wide variety of areas. A number of examples may be recalled from earlier sections of this report:

--The Adult Education Section of the Ministry of Education secured the cooperation of the Agriculture Information Section of the Ministry of Food and Agriculture in preparing a textbook for use in functional adult literacy programs.

--The Health Education Section of the Health Services Department has carried out several joint activities with the Curriculum Development Center of the Ministry of Education, the most important of which focused on the development of a health education curriculum for the formal school system.

--The Agriculture Information Section regularly contacts other agencies before taking film shows into the field in order that films from these agencies may be included in the programs.

--The Adult Education Section brought together middle-level field-experienced personnel from several ministries for a twenty-five day workshop during which drafts of materials destined for use in functional adult literacy programs were developed.

--Radio Nepal regularly makes its studio production facilities and broadcast time available to a number of information agencies for the production and airing of educational radio programs.

--The Royal Nepal Film Corporation serves a variety of agencies by producing films and documentaries of an informational nature according to the needs of the agencies requesting assistance.

Cooperation is clearly taking place on a broad front. Sometimes, certain agency heads confessed, this is being accomplished by deliberately bypassing the cumbersome "channels" that so often waylay inter-ministerial communication. Perhaps the next step is to make coordination and communication more frequent and systematic by organizing a series of seminars and workshops which would bring together those working in the extension/education field from time to time to exchange ideas, experiences, and research findings and to establish the professional

and personal relationships required for future joint projects and wider exchanges of services.

Following these semi-formal sharing activities, a further step might be taken leading to the creation of a somewhat more structured coordinating group upon which the working-level leadership of the major extension agencies and media would be represented. Given the difficulties encountered in accomplishing close high-level consolidation of non-formal educational activities, such a low-profile coordinating committee might prove to be a logical intermediate solution to the coordination problem.

One further innovation may be appropriate in this area. Since, with few exceptions, the agencies seeking to develop educational and extension programs are "talent poor" in the area of materials development, testing, and production, it may prove useful to establish a semi-autonymous resource unit which would bring together expertise in these areas. The materials development talent collected by the resource unit could be drawn upon by a broad variety of large and small agencies seeking to develop more effective vehicles for their development messages, just as at present the film production resources of the Royal Nepal Film Corporation are available by contract to agencies needing assistance. The existence of a non-formal education materials development resource unit might render unnecessary the costly duplication of material development capabilities which is already taking place. More important, perhaps, it could also serve as a non-policy-making (and therefore non-threatening) clearing house for developments in the non-formal education field in Nepal, thereby serving one of the primary objectives of the National Education System Plan in this area.

## III. NON-FORMAL EDUCATIONAL TECHNIQUES

### A. APPROACHES CURRENTLY IN USE

The major agencies seeking to transmit messages to the rural population of Nepal have generally adopted a variety of vehicles and techniques to get their ideas across. Some of these vehicles have been dependent for delivery upon field extension personnel--JTAs, Health Aides, etc. Others are more or less self-instructional, carrying their messages to target populations without any need for extension intermediaries. These later materials may be further described in written, oral, and visual categories.

1. Written Materials. Almost all extension agencies surveyed made use of a variety of written materials--pamphlets (such as those of the Agriculture Information Section), magazines (such as the Health Education Section's "Swasthya"), posters and billboards (such as the Family Planning Project's familiar "Pariwar Niyojana" signs), press releases and newspaper articles (which abound in the pages of the "Gorkhapatra" and "Rising Nepal").

   While literacy levels in Nepal are extremely low, the written media are able to reach the opinion-leading segment of the population--panchayat leaders, government workers, teachers, etc. Moreover, the poverty of reading material available in rural Nepal almost guarantees that those items which do reach the village will be read.

   At the same time, dependance upon written materials to carry out the educational goals of any agency is hardly a strategy to be recommended. For a country with Nepal's limited financial resources and intimidating geography, the production and distribution of reading materials on any really large scale rapidly

runs into formidable problems of economics and logistics. Presently, in fact, few of the items printed by the extension agencies are produced in quantities larger than a few thousand, literally a drop in the bucket even considering the relatively small size of Nepal's literate population. Moreover, materials that are produced receive only the most limited and often haphazard distribution in areas beyond the few major population centers of the country.

One is led to the conclusion that written materials, outside the urban areas, at least, may be most appropriately used to maintain the flow of information to the field-posted corps of extension personnel rather than directly to the target population itself. Magazines, pamphlets, and brief how-to-do-it booklets providing the extension agent with new ideas, new extension techniques, and new research findings (as well as moral support) might well be the most cost-effective way of using the written word in support of Nepal's development programs.

2. Visual Media. Posters, slides, and films are a part of the array of materials employed by almost all major "educational" agencies. These techniques, needless to say, have the potential for reaching the wider non-literate audiences that the written word misses. Moreover, the impact of such visual media as film on Nepali audiences is particularly powerful, as is repeatedly demonstrated at each of the shows presented by the handful of mobile audio-visual vans plying the roads of Nepal.

At the same time, the prospect for bringing films to any but a small fragment of the rural population of Nepal is dim indeed. The logistical problems of transporting film shows even to locations only short distances from the road heads are formidable.

(Even an agency with the relatively lavish resources of USIS has abandoned its field film program as an excessively costly endeavor--in spite of its enormous popularity.) Moreover, one has to be suspicious of the degree to which the impact of what is basically a one-shot approach to education is sustained over time--particularly in rural areas where film shows are the rarest of occurrences. There may even be some doubt as to whether large numbers of villagers possess the special sort of sophistication required of a movie viewer. Certainly little has been done to research many of these open questions relating to the effectiveness of film as an educational technique.

Another obstacle preventing film from serving an educational function in any major way is that of "software". If film is to be more than just an educational novelty, a sizeable library of films appropriate to Nepali audiences--and in Nepali language--needs to be built up. (The extension agencies are presently almost as dependent as the commercial cinema upon films produced in India in Hindi and English.) While the local film-making industry is growing in skill and inventiveness, the costs and technical challenges of producing instructional films in large quantities imply that dependence upon imported films will remain and that film will continue to play a subsidiary role in the non-formal education arsenal for some time to come. If film is to find cost-effective employment as an educational medium in Nepal, however, its development might profitably take place in two directions.

--First, there seems to be room for an expanded and diversified program of film production for use in commercial theaters--not feature-length films (though these have occasional value), but primarily informative and instructional

short subjects in Nepali used as "add-ons" to the imported entertainment feature. This sort of thing, of course, is already being done with some success, but, judging from the titles of the Royal Nepal Film Corporation documentaries, there is room for expansion into a broader variety of themes. The use of educational films in commercial theaters has the obvious advantage of almost totally eliminating logistical problems while at the same time assuring the film an audience possessing some film-viewing sophistication. At the same time, it should be constantly kept in mind that such an approach will reach only a small fraction--though an important fraction--of the national population.

--Second, film, when used with mobile vans in the field, should not be employed as an isolated technique; rather it should be integrated into a set of approaches coordinated on a particular theme and targeted on a particular audience or locality. Films can draw the crowds, but a resourceful extension agent must exploit such an occasion by using other techniques which supplement and expand the impact of the film, such things as the distribution of printed material, the presentation of short supplementary talks or practical demonstrations, or even the planning of follow-on activities with the villagers in attendance. Film used in the context of such a program employing multiple approaches could prove to be a highly valuable technique.

3. Oral Communication. It is rapidly becoming recognized in Nepal that oral means of communication offer perhaps the most promising vehicle for the dissemination of ideas and information presently available. In terms of the relationship between cost and size of audience, for example, no communications medium comes close to

matching radio. Information and extension agencies are clearly aware of this fact; more than one-third of Radio Nepal's broadcast schedule is already given over to news and other informative programming. Moreover, the skill with which the radio waves are being used for educational purposes has already reached an advanced state; as indicated earlier, the most popular program on Radio Nepal's entire schedule is an "educational" program, the weekly "Old Woman and the JTA" episode of the Agriculture Program.

One of the major shortcomings of radio as an educational technique, however, is the rigidity of the broadcast schedule. If one does not have dependable access to a radio receiver or if the timing of particular programs is inconvenient, the message is lost. Several Peace Corps Volunteer JTAs have attempted to overcome this shortcoming by recording the agriculture broadcasts on casette tape recorders for later replay with groups of farmers. This approach has the obvious additional advantage of permitting elaboration or modification of the program's message by the extension worker on the spot. The Agriculture Information Section is attempting to accomplish this same end through the organization of radio listening groups, a promising effort which we will return to in a moment.

Even without the extention worker on the scene to interpret and follow-up on the lessons broadcast, however, radio remains one of the most self-sufficient education media available to Nepal. Moreover, it has already demonstrated itself to be a medium which can be mastered technically with relative ease and which seems to be particularly well-attuned to Nepali dramatic talents. (A detailed exploration of radio as an educational technique is provided in the accompanying report, "Radio Listening Patterns in Nepal.")

As implied at several points above, any particular technique used as an isolated approach to an educational problem is likely to be less effective than when used in concert with other approaches. The extension strategy of several agencies in Nepal has advanced to the point where coordinated programs employing complementary educational techniques have replaced one-shot/one-vehicle efforts of an earlier day. The skilled JTA uses demonstration plots, discussions and formal training sessions, written hand-outs, and even films and radio programs in "extending" his message to village farmers. The literacy program is moving in the direction of functional literacy where the twin activities of learning to read and learning about agriculture on health or family planning occur simultaneously. The extension technique of the Family Planning Project is based on the simultaneous delivery of health services and birth control information through the village-level Health Aide in the context of varied media efforts--billboards, handouts, and radio programs. These sorts of coordinated informational programs show most promise of having sustained impact on village thinking and behavior.

## B. SOME PROMISING EXPERIMENTS AND POSSIBILITIES

In terms of what is possible, most of the major education extension agencies in Nepal have yet to fully exploit many ideas and innovations which might enrich and broaden their information programs. Some of these fresh possibilities are already available for borrowing from agencies in Nepal which have begun to move in experimental directions. Others go back to traditional means of communication which are still very much alive in the villages. And still others might be imported from the successful experiences of foreign countries facing development-education problems similar to Nepal's.

1. Three Experimental Efforts Worth Watching. Although there are a variety of innovative programs being launched

by extension agencies in Nepal, three might be singled out for special mention because of their novelty or their unusual promise, namely, the radio listening group program of the Agriculture Information Section, the Functional Adult Literacy Program of the Ministry of Education, and the village midwife training efforts of the MCH/FP Project.

(a) Radio Listening Groups. The "Radio Club" program being implemented by the Agriculture Information Section (with the assistance of the Food and Agriculture Organization of the United Nations) attempts to accomplish the coordination of several wings of the agriculture extension effort. The centerpiece of this particular coordination attempt is the agriculture radio program. Under the plan, agriculture extension workers are to be supplied with radio receivers and on a periodic basis with "teaching guide" materials describing the contents of future agriculture radio programs and advising the JTA on preparations he must make before each club meeting. Details of the operation of the clubs are presented in Section II.C. above.

It is the expressed hope of the Director of the Agriculture Information Section that the radio listening groups may serve as models for radio-based extension efforts of other agencies. It is hoped that the experience which the agriculture program has with the radio listening group idea will be well-researched and well-monitored so that other agencies may benefit from what is learned.

(b) The Functional Adult Literacy Program. A promising if modest example of how different programs can complement one another's efforts is provided by the experimental Functional Adult Literacy Program being carried out by the Adult Education Section of the Ministry of Education in Kaski and Rupandehi districts (see Section II.D. above). Here, adult

literacy training is giving support to extension efforts of other agencies by using in literacy classes materials whose content comes from agriculture and other subjects of importance to the village. Conversely, the literacy effort is made more effective because students are being concrete examples of the way in which reading can have direct and practical application to their daily lives. It would surely be in the interests of all extension agencies to offer special cooperation to the Adult Education Section in the task of literacy materials preparation, cooperation which has heretofore not been extensive.

(c) Village Midwife Training Program. In terms of using traditional personnel to carry out extension objectives of development-oriented agencies, the activities of the Training Division of the MCH/FP Project stand out as somewhat unique. Among a number of non-medical and non-professional groups trained by the division are the "sureni" or traditional village midwives. As indicated in Section II.B.7 (above), the division's training programs attempt to provide these otherwise untrained and uneducated women with an elementary knowledge of sanitary birth procedures, contraceptive methods, hygene, and related subjects. These women then return to their homes and take up their traditional vocations equipped not only with improved competence but presumably with worthwhile information as well. Given the expense and administrative difficulty of developing systems of trained extension personnel which reach even a fraction of Nepal's villages and hamlets, these sorts of programs which train local people like the "sureni" who do not subsequently become salaried government employees may prove to be a very practical possibility.

2. Traditional Village Communication Channels. The midwife training effort suggests that there may be other

traditional means through which village people learn things which could be put to the service of development-oriented programs. While this present survey has made no systematic study of these potential educational vehicles, several preliminary observations may be presented.

(a) Village Drama. Anyone who has spent time in village Nepal has had a chance to witness "cultural show" where talented local dancers and singers are given a chance to perform for neighbors, friends, and passers-by. While the content of these shows is often not terribly "traditional", the attractiveness and popularity of these events is undeniable. Villagers often watch these shows well into the night, draining every drop from these colorful diversions from their work-a-day lives. Putting these sorts of performances to educational use would seem to be a relatively attractive possibility. In practical terms, this could be approached in several ways.

--Travelling troupes from the district center, from a large district high school or college, or even from Kathmandu might tour the villages performing shows that combine pure entertainment with short dramas with educational content.

--National Development Service workers with appropriate talen s might spend portions of their terms of service taking dramatic performances to the villages.

--Scripts of short dramas might be developed by writers in Kathmandu and then distributed to schools and colleges in the rural areas for performance by student groups.

--Local village dramatic groups might be encouraged to develop their performance of material with educational content.

The sorts of information that can be successfully transmitted by means of drama, of course, are limited. It is difficult to imagine such a technique being used, say, to teach new methods of planting corn. In affecting attitudes, however, drama could prove to be a powerful educational tool, giving villagers a chance to "see" people acting in new ways in response to new values.

(b) "Model" Villagers. Villagers learn most of their new ideas and attitudes from one another--from the soldier who has been abroad, from the student who has spent some years in the city, from the wealthier farmer who has had a chance to try some of the ideas that the JTA has been promoting, from the shop-keeper with the radio. A primary assumption of most extension efforts should be that these intermediaries are likely to deliver the message to the average villager--not the pamphlet, the film, the extension worker, or even the radio. This principle also suggests that it may be practical to by-pass the extension worker in some cases and offer training directly to leading members of the target audience. In Bangladesh, for example, extensive use is being made of the "model farmer" idea. The "model farmers" are selected at the village level by groups of farmers who have already been organized into small cooperative societies. These model farmers then attend weekly meetings at district-level training centers where they learn new farming practices which they are encouraged to implement in demonstration fashion on their own lands and communicate to their village neighbors. Training of this sort has been offered from time to time by the agriculture farms and training centers here in Nepal. Further investigation of this approach to extension, in agriculture and in other fields, may prove to be of considerable value, since it promises to make more efficient use of the few trained technicians who are available for extension work.

(c) "Hat" Bazaars and "Melas". There has already been some limited exploitation for educational purposes of the opportunities offered by traditional village gatherings, for example, the weekly "hat bazaars" to which villagers take their produce for sale or the rural "melas" or fairs which bring people together for the celebration of religious occasions. Dramas, exhibitions, songs, etc. might be presented to these large and receptive audiences.

Research into other traditional techniques of education and communication might reveal additional approaches to village non-formal education.

3. Importable Ideas. Most developing countries of the world are active in developing new ways of delivering information to village populations. Much can be learned from a study of the experience of these nations. An analysis of "importable" non-formal educational techniques will not be attempted at this point. Instead, the reader is refered to Appendicies A and D which represent contributions to the project from the University of Massachusetts support group. Appendix A is a listing of materials relating to non-formal education and its applications in the development process; materials included on this list are available for use through the New ERA library. Appendix B is a selected listing developed by Dr. Horace Reed of non-formal educational programs in other nations which might offer further guidance to Nepal's efforts.

## IV. RESEARCH NEEDS AND NEW DIRECTIONS FOR NON-FORMAL EDUCATION

Having ranged widely and somewhat freely over the field of non-formal education in the preceding pages, we are under an obligation at this point to present our views of the direction in which the next steps in the development of non-formal education should procede. Our general thoughts in this regard may be summarized as follows:

1. Although the term "non-formal education" is not widely used in Nepal, there is clearly a great deal of non-formal educational activity already under way in this country.

2. New inputs in the non-formal education field, therefore, should be in the direction of supporting these existing non-formal education activities rather than generating new programs and initiatives.

3. Efforts for the near future should focus on (a) research and evaluation of what is already happening in non-formal education and (b) pilot testing of new non-formal educational techniques within the context of existing programs.

4. Steps should begin toward achieving a higher level of coordination of non-formal educational efforts; these steps should take place gradually perhaps following the suggestions outlined above in Section II.C.

5. Because of the weariness felt by many educators here regarding "new imported solutions", the sometimes extravagent rhetoric of non-formal education should remain muted; instead, the ways in which non-formal techniques can support the achievement of present objectives should be stressed.

6. Because of the concern felt by some agencies over possible loss of control over their own education/extension activities, non-formal education efforts should be careful to maintain an identity distinct from (though not un-coordinated with) the traditional formal educational system.

## B. RESEARCH DIRECTIONS

These cautious conclusions regarding "what next" in non-formal education place emphasis on carrying out research and evaluation activities which focus on on-going information/extension programs. These research and evaluation activities, moreover, should pay special attention to educational efforts of an innovative, experimental nature and to areas of study which hold promise of yielding results having broad applicability. The following research areas may prove to be particularly fruitful in this regard.

1. Study of Selected Experimental Projects. This survey has already identified several projects of an experimental or innovative nature (Section II.B.1.above) which should be examined and researched in some depth. A list of such programs should include at least the following:

--The Radio Listening Group Experiment of the Agriculture Information Section

--The activities of the Field Audio-Visual Units of various agencies

--The Functional Adult Literacy Program of the Ministry of Education

--The Village Midwife Training Activities of the MCH/FP Project

--The Model Farmer Training Courses of the Agriculture Farms and the Institute of Agriculture and Animal Science.

Research into these programs should ideally focus on (a) the program's impact on its target populations and (b) the transferability of the educational techniques employed by the program. These studies, of course, should be carried forward only on the basis of expressed interest and cooperation from the concerned agency.

2. Training for Extension and Field Extension Technique. This present survey has been able to do little more than trace the outlines of several major non-formal education programs which are heavily dependant upon field-posted extension personnel. The vital importance of these extension programs (particularly in agriculture and family planning) and the heavy financial investment they require argue for intensive study of the field extension worker--the tasks he is called upon to perform in the field, the techniques he presently applies to these tasks, and the means by which he is taught these techniques by his employing agency or training institution. Such a study of extension technique, beginning with a task analysis of the agent in the field and working back to the way in which extension workers are trained would presumably generate a variety of very specific ways in which field extension activities could be materially improved.

3. The Agriculture Radio Program. As the companion report on radio listening patterns in Nepal points out, the agriculture extension radio program has proved to be phenominally successful in attracting large numbers of attentive listeners. An analysis of the success of this program focusing again on the impact of the program in terms of behavior change, on the reasons for the program's appeal, and on the lessons which can be transfered to other radio-education efforts would be particularly valuable in light of the hoped-for development of broader radio-education programming.

4. Traditional Village Communication. The village visits carried out in the course of this survey were concerned

primarily with evidence of village-level activity of the various extension and information agencies of HMG. Only casual observations were made of ways in which learning traditionally takes place in the villages, existing techniques and channels of village communication which may be put to development purposes. These casual observations should now be supplemented by more systematic research, since a knowledge of how villagers interact, immitate, and learn from one another in traditional settings would surely have broad application to extension efforts generally.

5. Action Research in New Techniques. In the context of on-going information and extension efforts, new communication techniques should be continually tested. Approaches using self-instructional materials, photo-novellas, games, and other vehicles could be tried out by agencies such as the Agriculture Information Section, the Family Planning Association, the Health Education Section, etc. to determine their suitability in the Nepal context. The Conservation Education Section of the National Parks and Wildlife Conservation Office has specifically expressed interest in testing a coordinated set of such approaches in connection with its own educational effort in rural Nepal.

## C. MAINTAINING MOMENTUM

Presently, there is no organization or individual within HMG charged with monitoring non-formal educational activity as a whole. Anticipating the day when a higher degree of coordination in the non-formal education field will be achieved, however, it may be worthwhile to identify an agency or even an individual whose function it would be to informally keep track of non-formal education activity, promote communication among Nepali non-formal educators, and build upon the information base which this present survey has hopefully provided. Initially, the activities of such an agency might involve nothing more than (a) maintaining loose liaison among

interested agencies, (b) developing a library of non-formal educational materials produced by information and extention agencies in Nepal, (c) generating a resource inventory of facilities and talents that might be of use in the non-formal education sector (such things as the names of talented illustrators, competent photographers, the locations of off-set presses, etc.), (d) keeping a newspaper clipping file of local non-formal educational activities, and (e) organizing meetings and programs which bring non-formal educators together from time to time. In time, the agency might take on more ambitious materials development functions as a means of further assisting the information/extension wings of various ministries with their information dissemination responsibilities.

Regardless of what "next steps" are decided upon, it is important that the momentum which already exists in the non-formal education field in Nepal be maintained and accelerated. Present efforts, while often creative and soundly targeted, fall quantitatively--and sometimes qualitatively--far short of what will be required to meet the information needs of national development.

## APPENDIX A: NON-FORMAL EDUCATION IN THE DEVELOPING WORLD: A READING LIST

Materials listed below were supplied to the Non-Formal Education Survey Project by the project support team organized by the Center for International Education of the University of Massachusetts and are available for use through the New ERA office.

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## APPENDIX B: INVENTORY INTERVIEW FORMATS

### NON-FORMAL EDUCATION: INFORMATION AGENCIES

I. The Program

1. Name
2. Private _____
   Public _____
   Under:
3. Location(s)
4. Founded
5. Head of Program
6. His Chief (Who does he report to?)
7. Purpose of Program
8. Facilities
   - Buildings
   - Rooms
   - Machinery
   - Vehicles
9. 2030 Budget
10. Foreign Assistance

    _____ Yes _____ No  Donor _____
    From (date) _____ to (date) _____
    Type
    - 2030 financial _____
    - 2030 technical assistance _____
    - 2030 commodities _____
    - 2030 participant training _____

II. Staff

1. Numbers
   - Administrative/Clerical
   - Information
2. Qualifications necessary for information staff (academic, experience, skill)

III. Information Program (May include face to face verbal communication as well as posters, booklets, radio programs, films, newsletters, etc.)

| Medium | Content | Distribution, coverage, quantity |
|---|---|---|
| | | |

2. Upon what sort of information and/or research is the material - medium and content - based?
3. Have evaluations the information program been carried out?
4. Are there estimates of the number of people reached? How many?

## NON-FORMAL EDUCATION: TRAINING AGENCIES

I. The Organization
   1. Name
   2. Private _____
      Public _____
      Under:
   3. Location(s)
   4. Founded
   5. Head of Organization
   6. His Chief (who does he report to?)
   7. Facilities
      - Classrooms
      - Workshops/machinery
      - Grounds (where grounds are part of instruction, as in agriculture training)
      - Vehicles (Transportation)
      - Quarters (for the Staff and Trainees)

8. 2029-2030 Budget

9. Foreign Assistance

_____ Yes _____ No Donor _____

From (Date) _____ to (Date) _____

Type

2030 financial _____

2030 technical assistance _____

2030 commodities (state in Rupee equivalent) __

2030 participant training _____

II. Staff

1. Numbers (do not include peons, mallis, chowkidars).

Administrative/Clerical

Instructional

2. Qualifications of Instructional Staff (academic, experience, skill)

III. Training

| Course(s) description and curriculum | Length | No. of Students, 2030 |
|---|---|---|
| | | |

2. Who sets the curriculum

3. Student paid tuition fee

4. Training attrition, 2030

5. Is there a performance standard which students must meet to pass course? What?

6. What certificate is awarded at completion of training?

7. Are courses advertized? How? Where? How long before course begins?

8. Number of applicants, 2030

9. Number of acceptances, 2030

10. Entrance Requirements

11. Bases upon which students selected

12. Homes of 2030 students, if known

Kathmandu Valley _____

Hill _____

Terai _____

13. Castes of Students, 2030

Brahmin _____
Chhetri _____
Newar _____
Others _____
_____
_____

14. What jobs are students prepared for?

IV. Instructional Methodologies

1. Methodologies (Percentage and Description)

a. Theory ____ %
Reading __ %
Lecture __ %

b. Practical Experience ____ %
Guided ____ %
Unguided ____ %

c. Other (Role playing, paper writing, work experience, etc.) ____ %

(Estimate these by percentage based on interview, curriculum, observation)

2. Average size of class

V. After Training

1. Have any evaluations been carried out of the training? What kind?
2. Number of graduates in 2030
3. Number of graduates from beginning through 2030
4. Are graduates automatically placed in Government Service?
5. Are records kept of the number of graduates placed?
6. If yes, for 2030, how many? Where? At what position? If no, is there an estimate?
7. Are records kept, or have evaluations been conducted, on follow-up of graduates?
8. Does the organization have a placement service? How are students placed? ___Yes ___

9. If individuals trained are to be extension or service workers (JTAs, Family Planning Workers, Women Workers, ANMs, etc.) are they expected to reach a specified number of individuals per month? How many?

VI. Sources of Information

## APPENDIX C: A SUB-REPORT ON TRAINING ACTIVITIES IN NEPAL

So many of Nepal's plans for overcoming problems of backwardness and inefficiency depend upon the development of skilled technical manpower that the project chose to make an especially detailed investigation of those institutions entrusted with this crucial manpower development responsibility. The inventory section of this report has already described the basic activities of a representative range of Nepalese training institutions and programs. Here we wish to add several further dimensions to this picture of the skilled manpower training scene.

In interviewing those in charge of various training agencies, project researchers sought to collect more than just "bare bones" information. In addition to facts relating to course offerings and trainee population figures, the interview format sought to learn something of the kind of students enrolled in training for technical positions, the way in which they were recruited and processed for admission, the career prospects they face upon completion of training, and any training evaluation efforts carried out by the institutions of their own programs. The interviews also touched upon the teaching methods employed by the institutions (primarily the relative emphases on "theoretical" and "practical" approaches); findings in this area, however, were insufficiently detailed to do justice to this complex subject, and therefore, they have not been included in the report.

### 1. Advertisement of Training Opportunities

In order to determine the methods used to inform potential candidates for training of various training opportunities, each of the organizations surveyed

was asked if courses or openings were advertised and, if so, how and for what length of time before the start of entrance procedures. (Entrance procedures sometimes involved entrance examinations and interviews; sometimes simply enrolling in the course was all that was required.) Several organizations did not advertise, either because demand was already sufficient to fill all seats with qualified candidates or because "trainees" were selected through procedures other than open competition (as in the case of the Panchayat Institute in Pokhara). Advertising procedures reported by other agencies are described in Table A below.

It will be noted from the table that of the eleven public sector organizations which advertise training opportunities nine advertise through the "Gorkhapatra". Of these nine, five also advertise through Radio Nepal and four through "Rising Nepal".

It may be presumed that newspaper advertisement reaches only a small number of the potential candidates for training; only 4000 copies of the "Gorkhapatra," for example, leave Kathmandu Valley for distribution in other parts of Nepal. Radio Nepal probably reaches a far larger number of potential trainees; the accompanying report on radio listing patterns in Nepal estimates that several hundred thousand individuals are directly reached by Radio Nepal's messages during prime listening hours.

The effectiveness of newspaper advertisement is also limited by the time it takes for newspapers to reach remote parts of the kingdom. A "Gorkhapatra" officer, for example, optimistically estimated a minimum of ten days for the paper to reach most remote areas. It may take three weeks or more for an individual to travel from certain remote areas to Kathmandu. One month or even two months' lead time in advertisement

Table 3: ADVERTISEMENT FOR TRAINING OPPORTUNITIES

| Organization | Length of time before entrance procedures | Advertisement Procedures | | |
|---|---|---|---|---|
| | | Gorkhapatra | Rising Nepal | Other |
| **Public Sector** | | | | |
| Institute of Engineering, Pulchowk Campus | 2-3 months | X | | Radio Nepal |
| Institute of Engineering, Technical Training Section (Cottage Industries) | 2 months | X | X | |
| Institute of Applied Science & Technology, Mechanical Training Centre, Balaju | 1 months | X | | |
| Technical Training Institute, Thapathali | 1 month | X | | Radio Nepal |
| Institute of Agriculture and Animal Sciences, Rampur | 5 month | X | X | Letters to District Agriculture Development Office |
| Institute of Medicine, Maharajgunj Campus | 2 months | X | X | Radio Nepal |
| Institute of Medicine, Tansen Campus | 2 months | X | | Radio Nepal |

Table A: (Continued)

| Organization | Length of time before entrance procedures | Advertisement Procedures | | |
|---|---|---|---|---|
| | | Gorkhapatra | Rising Nepal | Other |
| FP/MCH Project Training Division | 4 months | X | | Radio Nepal: District Family Planning Offices and Chief District Officers inform possible candidates informally |
| Hotel and Tourism Training Centre, Kathmandu | 1 month | X | X | Hotel Industry in Kathmandu and Pokhara Circularized |
| Panchayat Institute, Pokhara | Not applicable; candidates for training are nominated; they do not apply. | | | |
| Women's Affairs Training Centre, Jawalakhel | Not known | | | Radio Nepal (sometimes). Training Centre informs District Panchayat Development Offices of Training Opportunities; candidates recruited at district level. |
| Adult Education Section, Ministry of Education | Irregular | | | Informal notice given in villages; recruitment by primary school teachers. |

Table A: (Continued)

| Organization | Length of time before entrance procedures | Advertisement Procedures | | |
|---|---|---|---|---|
| | | Gorkhapatra | Rising Nepal | Other |
| **Private Sector** | | | | |
| Butwal Technical Institute | | | | Courses no longer advertised because of large number of applicants |
| Nepal National Commercial Institute | Not known | X | in winter | |
| Sunita Silai | | | | Courses not advertized |
| Jawalakhel Handicraft Centre (apprentices) | | | | Openings not advertized |
| Majoor Enterprises (apprentices) | | | | Openings not advertized |
| Sodeshi Bastra Kala Karkhana (apprentices) | | | | Openings not advertized |
| Jore Ganesh Press, Pvt.Ltd. (apprentices) | Not known | X | sometimes | |
| Balaju Auto Works Pvt. Ltd. (apprentices) | | | | Notification of openings informally among friends |

is in all likelihood not adequate for many eligible applicants living in remote areas.

It is obviously impossible to estimate the extent to which media advertisements reach individuals eligible for various training opportunities in time for them to apply. Given the extreme isolation of many, if not most, of Nepal's 3,931 village panchayats, it seems unlikely that these three media do, in fact, reach all or even a fair portion of those individuals eligible.

Besides the use of these major media, the most common means of advertising opportunities are notification through district-level officials and the posting of notices in district offices. In some cases, district officials are given direct responsibilities for recruitment of trainees; generally, however, they are asked to perform only informational functions. The Family Planning and Maternal and Child Health Project and the Women's Affairs Training Center both use district-posted officials in their advertisement and recruitment efforts.

Conspicuously absent from the devices employed to advertise training opportunities is a mechanism which would inform lower and upper secondary schools, from which most applicants for further training come, of training opportunities. Also conspicuously absent is a mechanism to inform Pradhan Panchas, who, as elected village leaders, provide potentially the most direct communication link to Nepal's people.

In a later discussion in this section (part 3 below), figures on the ethnic and regional backgrounds of students enrolled in training programs (in 2030 B.S.) are presented. It is apparent from these figures that, in contrast to the actual population distribution, higher percentages of the students enrolled were from

Kathmandu Valley. The reasons for this imbalance are many and complex, but it may be hypothesized that one contributing factor is the inadequate advertisement of training opportunities.

It is widely acknowledged in Nepal that rural extension and service agents, many of whom are trained by organizations surveyed in this report, work more effectively if they themselves are from rural areas. Thus the importance of broad coverage advertisement for training opportunities relates not only to equal access to training, but also to the success of extension and service programs themselves. Indeed, it is a policy of Tribhuwan University that preference in admission to institutes be given to students from remote areas.

## 2. Entrance to Training

After learning about training opportunities, an applicant must satisfy certain requirements and fulfill certain procedures in order to be considered for admission to training. Table B (following) summarizes these requirements and procedures and indicates the number of applicants and acceptances for the year 2030. In this table, under "entrance requirements", the name of a city is often given in parentheses; this indicates where an applicant must go to carry out entrance examination and interview procedures.

Perhaps the most striking feature of the data presented on Table B is the tremendous demand for training reflected in the application and acceptance statistics. At the Mechanical Training Center in Balaju, 325 persons applied for only twelve positions. At the Maharajgunj Campus of the Institute of Medicine, 1100 individuals applied for Auxiliary Health Worker (AHW) training; of these, only 150 were selected for AHW training, 20 for radiographer training. At the Institute of Engineering in Phulchowk, 1025 persons applied for 380 positions.

Table B: ENTRANCE TO TRAINING

| Training Institute and Type of Training | Entrance Requirements | Applicants (2030) | Acceptances (2030) |
|---|---|---|---|
| **Public Sector Agencies** | | | |
| Institute of Engineering, Pulchowk Campus | | | |
| Post SLC (Certificate) | | | |
| Civil Engineering (Overseas) | SLC Pass, entrance exam, interview (Kathmandu) | 600 | 229 |
| Drafting | Same | 73 | 33 |
| Quantity Survey | Same | 24 | 24 |
| Electrical Engineering (Overseer) | Same | 62 | 37 |
| Pre SLC (Non-certificate) | | | |
| Masonery | Literacy, entrance exam, interview (Kathmandu) | 17 | 6 |
| Carpentry | Same | 48 | 12 |
| Plumbing | Same | 38 | 15 |
| Electrical | Same | 163 | 24 |
| SUB-TOTAL | | 1025 | 380 |

Table B: (Continued)

| | | | |
|---|---|---|---|
| Institute of Engineering, Technical Training Section (cottage industries) | | | |
| Mechanics, carpentry | 9th class pass, entrance exam, interview (Kathmandu) | approx. 300 | 105 |
| Electrical, Hosiery, Shoe, ceramics | 8th class pass, entrance exam, interview (Kathmandu) | | |
| Institute of Applied Science and Technology | | | |
| Mechanical Training Center, Balaju | SLC Pass, entrance exam, interview (Kathmandu), 3 month probation period | approx. 325 | 12 |
| Technical Training Institute, Thapathali | | | |
| Post SLC | SLC Pass, entrance exam, interview (Kathmandu) | 724 | 117 |
| Pre SLC | 9th class pass, entrance exam, interview (Kathmandu) | | |
| Institute of Agriculture & Animal Sciences, Rampur, Chitwan | SLC Pass, Recommendation of DADO, CDO, representative of IAAS (Home District) | Not known; applicants selected at district level | 84 |

Table B: (Continued)

| | | | |
|---|---|---|---|
| Institute of Medicine, Maharajgunj Campus | | | |
| AHW | 8th class pass, entrance exam, interview (beginning 2031, exam and interview to be held in Biratnagar, Bharatpur, Tansen, Nepalgunj) | 1100 | 150 |
| Health Assistant | SLC Pass, entrance exam and interview | 700 | 108 |
| Radiographer | Same | Selected from SLC pass applicants for AHW training | 20 |
| Lab Technician | Same | Selected from H/. applicants | 12 |
| */Ayurbedic Doctor | SLC Pass or equivalent, Entrance exam, Interview | 73 | 31 |
| SUB-TOTAL | | 1873 | 321 |

*Ayurbedic trainees take one year of training at the Maharajgunj Campus before transfering to the Ayurbedic Campus at Nardevi, Kathmandu.

Table B: (Continued)

| | | | |
|---|---|---|---|
| Institute of Medicine, Tansen Campus | | | |
| ANM | 8th class pass, entrance exam, interview (Tansen) | 64 | 29 |
| FP/MCH Project Training Division | | | |
| Health Aide | 8th class pass; exam interview (home district) | Recruited at district; information not available in FP/MCH Project | 93 |
| Family Planning Officer | Baccalaurente, PSC entrance exam, interview (Kathmandu) | Not known | 5 |
| Hotel and Tourism Training Center | SLC Pass; depending on course, English language proficiency; interview (Kathmandu) | 264 | 177 |
| Panchayat Institute, Pokhara | No application procedure; village leaders and other groups nominated for training | | |
| Women's Affairs Training Center | | | |
| Women's Worker | Literacy, good health | Selection made at district level by PDO and District Panchayat; numbers not available at centre | 26 |

Table B: (Continued)

| | | | |
|---|---|---|---|
| Volunteer | 5th class or literacy | Selected by district panchayat; number not available at center | 62 |
| Home and Family Living Course | Same | Same | 27 |
| Adult Education Section, Ministry of Education | | | |
| Literacy | illiteracy, ages 10-45 | Not known | 80,000 |
| *TOTALS | | approximately 4575 | 1141 |

* Includes totals from organizations for which figures for both applicants and acceptances are available. (Adult Education Literacy Programs are excluded.)

Table B: (Continued)

| | | | |
|---|---|---|---|
| **Private Sector Agencies** | | | |
| Butwal Technical Institute | 7th class pass, age 14-16, entrance exam, interview, 1 month "Screening" course (Butwal) | 300 | 17 |
| Nepal National Commercial Institute | | | |
| Shorthand | SLC Pass | 150 | 150 |
| Nepali Typing | Literacy | | |
| English Typing | 8th class pass | | |
| Sunita Silai | Literacy, some math. | Records not kept | 300 |
| Jawalakhel Handicraft Centre (apprentices) | Youth and health | Apprentices nominated; no applications | 12 |
| Majoor Enterprises | Interest, references, interview (Kathmandu and sometimes in districts) | Records not kept | 24 |
| Sodeshi Bastra Kala Karkhana (apprentices) Palpa | 5th class pass, knowledge of textiles prepared | Records not kept | 30 |
| Jore Ganesh Press Pvt. Ltd. (apprentices) | 8th class pass, some printing experience | 4 | 4 |
| Balaju Auto Works Pvt. Ltd. (apprentices) | Prior experiences in auto mechanics | 4 | 2 |

It must also be noted, in another significant departure from the majority of cases, that the Family Planning and Maternal and Child Health Project not only administers entrance procedures for Health Aides in applicants' home districts, but also recruits and accepts students on a district basis rather than a national basis. After students are trained and are certified as Health Aides, they return to their home districts for service. Thus, in the recruitment and acceptance process itself, regional representativeness is easier to achieve, and optimal posting after training is possible.

The Institute of Agriculture and Animal Science also recruits Junior Technical Assistants on a district basis. Trainees for the Women's Affairs Training Center too are nominated at the district level.

## 8. Ethnic and Regional Profile of Trainees

Table C below describes the regional and ethnic characteristics of those enrolled during the year 2020 B.S. in programs offered by the institutes surveyed by the project. The Nepal Commercial Institute has been omitted from this tabulation because it does not keep student records. The Adult Education Program has also been omitted because records of the 80,000 literacy students are not readily available.*

*The geographic divisions used here are taken from Dr. Harka Gurung's study, Graduates in Nepal, A Diagnostic Study (National Planning Commission, 1972). These divisions by districts are as follows:

Kathmandu Valley: Lalitpur, Kathmandu, Bhaktapur

Hill: Taplejung, Panchthar, Illam, Sankhuwasabha, Terhathum, Dhankuta, Solukhumbu, Bhojpur, Khotang, Okhaldhunga, Udaypur, Dolkha, Ramechhap, Sindhuli, Sindhupalchok, Rasuwa, Nuwakot, Dhading, Kavrepalanchok, Makwanpur, Gorkha, Manang, Lamjung, Kaski, Parbat, Tanahun, Syanja, Palpa, Gulmi, Arghakhanchi, Mustang, Dolpa, Myagdi, Baglung, Rukum, Rolpa, Salyan, Pyuthan, Humla, Mugu, Tibrikot, Jumla, Jajarkot, Dailekh, Surkhet, Bajura, Bajhang, Achham, Doti, Darchula, Baitadi, Dandeldhura

Terai: Jhapa, Morang, Sunsari, Saptari, Siraha, Dhanusa, Mahotari, Sarlahi, Chitwan, Rautahat, Bara, Parsa, Nawalparasi, Rupendehi, Kapilbastu, Dang, Deukhuri, Banke, Bardia, Kailali, Kanchanpur

Of the nine public sector organizations requiring an entrance examination and/or interview, six require students to take the exam or interview in Kathmandu. None of these six agencies provide allowances to applicants from outside the Valley for transportation and room/board while they are completing the entrance procedures. Occasionally, however, the Remote Areas Development Board has paid for applicants' transportation to Kathmandu to apply for admission to training. Three public sector agencies surveyed allow for completion of entrance requirements at locations outside the Valley.

For many applicants, especially those already residing in Kathmandu, the cost of transportation to Kathmandu presents no real hardship. For other applicants, particularly those from distant places, it might be hypothesized that the cost of transportation, food, and lodging is a real hardship; it is possible that some eligible applicants might not be able to bear the cost of travel to and subsistence in Kathmandu.

Of the three institutions for which entrance procedures may be completed outside Kathmandu, two, the Tansen Campus of the Institute of Medicine and the Institute of Agriculture and Animal Sciences, are located outside the Kathmandu Valley. The other, the Family Planning and Maternal and Child Health Project's Training Division, is centered in Kathmandu, but often conducts training in the field.

It is most significant to note below, in the tables describing regional and ethnic backgrounds of trainees, that the Family Planning and Maternal and Child Health Project has a trainee population more representative in terms of the Kingdom's population distribution than that of any other organization surveyed. Only three percent of the FP/MCH Health Aides come from Kathmandu Valley.

Table C: REGIONAL AND ETHNIC DISTRIBUTION OF TRAINEES ENROLLED IN 2030 B.S. (In Percentage)

| Organization | Home Region | | | Ethnic Group | | | | |
|---|---|---|---|---|---|---|---|---|
| | Kathmandu | Hill | Terai | Brahmin | Chhetri | Newar | B-C-N Sub-Total | Other |
| **Public Sector Agencies** | | | | | | | | |
| IOE, Pulchowk | 47% | 21% | 32% | 21% | 12% | 41% | 74% | 26% |
| IOE, Technical Training Center (Cottage Industries) | 67% | 28% | 5% | 27% | 20% | 40% | 87% | 13% |
| IAST, Mechanical Training Center, Balaju | 55% | 32% | 13% | 10% | 6% | 71% | 87% | 13% |
| IAST, Technical Training Institute, Thapathali | *23% | 40% | 34% | 24% | 20% | 20% | 64% | 36% |
| IAAS | 7% | 36% | 57% | 42% | 12% | 6% | 60% | 40% |
| IOM, Maharajgunj Campus | 19% | 41% | 40% | 31% | 12% | 18% | 61% | 39% |
| IOM, Tansen Campus | 18% | 70% | 12% | 14% | 42% | 30% | 86% | 14% |
| FP/MCH Project, Kathmandu | 3% | 54% | 43% | 31% | 25% | 11% | 67% | 33% |
| Hotel and Tourism Training Center | 90% | 8% | 2% | 23% | 26% | 44% | 93% | 7% |
| Panchayat Institute, Pokhra | 0% | 89% | 11% | 39% | 16% | 2% | 57% | 43% |
| Women's Affairs Training Center, Patan (Women workers only) | 15% | 81% | 4% | 15% | 31% | 8% | 54% | 46% |

*India, 3%

Table C: (Continued)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Private Sector Agencies | | | | | | | | |
| Butwal Technical Institute | 0% | 82% | 18% | 30% | 23% | 23% | 76% | 24% |
| Sunita Silai | *62% | 17% | 4% | 21% | 17% | 59% | 97% | 3% |
| **Jawalakhel Handicraft Center (apprentices) | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| Majoor Enterprises (apprentices) | 38% | 62% | 0% | 0% | 0% | 4% | 4% | 96% |
| Sodeshi Bastra Kala Karkhana (apprentice) | 0% | 100% | 0% | 20% | 13% | 27% | 60% | 40% |
| Jore Ganesh Press Pvt. Ltd. (apprentices) | 100% | 0% | 0% | 25% | 25% | 50% | 100% | 0% |
| Balaju Auto Workshop Pvt. Ltd. | 50% | 0% | 50% | 50% | 0% | 50% | 100% | 0% |

*India, 17%

**Tibet, 100%

To obtain an overall regional and ethnic picture of the public sector trainee population, summary tabulations have been made in Tables D and E below describing ethnic and regional characteristics of the population in percentage terms. The tabulations include nine public sector institutions. (The Hotel and Tourism Training Center has been omitted because most of the hotels providing trainees and employment opportunities are in Kathmandu; similarly, the Panchayat Institute in Pokhara was eliminated because it is a regional rather than national training center.)

Table D: HOME REGIONS OF TRAINEES ENROLLED IN 2030 B.S. IN NINE PUBLIC SECTOR INSTITUTIONS COMPARED WITH REGIONAL DISTRIBUTION OF NATIONAL POPULATION (In Percentage)

| | Trainee Population | National Population |
|---|---|---|
| Kathmandu Valley | 31% | 5.4% |
| Hill | 36% | 57.0% |
| Terai | 33% | 37.6% |

Table E: ETHNIC IDENTITY OF STUDENTS ENROLLED IN NINE PUBLIC SECTOR INSTITUTIONS COMPARED WITH ETHNIC COMPOSITION OF NATIONAL POPULATION (In Percentage)

| | Trainee Population | National Population |
|---|---|---|
| Brahmin | 26% | 22% |
| Chhetri | 16% | |
| Newar | 28% | |
| Other | 30% | 78% |

Of the separate organizations, it is clear that the Family Planning and Maternal Child Health Project in its Health Aide Program comes most near to a balanced regional representation among its trainees.

| | Trainee Population | National Population |
|---|---|---|
| Kathmandu Valley | 3% | 5.4% |
| Hill | 54% | 57.0% |
| Tarai | 43% | 37.6% |

The Institute of Agriculture and Animal Sciences has an enrollment which is also close to the national population spread, although the tarai is somewhat over-represented. Presumably this is due to the priority placed on plains agriculture. Among the institutions in Kathmandu Valley, the Women's Affairs Training Center comes next closest to matching actual population distributions in its student body, although hill trainees are over-represented in this case. It is significant that all three of these organizations carry on recruitment and selection for training on a district basis. To date this seems to be the most reliable basis for recruiting a geographically representative student body.

Of the public sector organizations offering some sort of mechanical or engineering training--the two campuses of the Institute of Engineering and the two campuses of the Institute of Applied Science and Technology--Kathmandu Valley residents are greatly over-represented; the figures for valley residents in these programs are 47% for the IOE in Pulchowk, 67% for the IOE in Tripureswar (Cottage Industries), 55% for the IAST at Balaju, and 23% for the IAST in Thapathali. Although many graduates of these four institutions will work in industry, either in Kathmandu Valley itself or in the Terai, perhaps partially justifying the geographic imbalance, many other graduates will not serve in urban or industrialized areas, particularly the overseers and surveyors. In these cases, there seems little rationale for such heavy geographic bias in student enrollment toward residents of Kathmandu Valley.

In terms of ethnic composition, the student bodies of none of these organizations approach very closely the actual ethnic distribution of the country. The figures for six key institutions arranged in terms of diminishing "closeness of fit" are as follows:

| Institution | Brahmin Chhetri Newar | Other Groups |
|---|---|---|
| Women's Affairs Training Center | 54% | 46% |
| Institute of Agriculture and Animal Sciences | 60% | 40% |
| Maharajgunj Campus, IOE | 61% | 39% |
| Thapathali Campus, IAST | 64% | 36% |
| FP/MCH Training Programs | 67% | 33% |
| Hotel and Tourism Training Center | 93% | 7% |

Although several of the above organizations achieve considerably greater ethnic representativeness than others, none present a very good record in this regard. In plain terms, this means that large fractions of Nepal's population enjoy only extremely limited access to training for employment in technical and extension fields.

4. Career Prospects of Training Agency Graduates

Table F below charts the theoretical career prospects of a selected group of skilled technicians and extension workers trained by the institutions surveyed and employed in public sector jobs. The chart indicates job title, entry levels (salary and classification), promotions which may be obtained without substantial further training, and prospects for higher level training.

The possibility of advancing in one's profession has been shown to be an extremely important factor in determining job satisfaction in the technical field.* As the table indicates, however, not all manpower categories can look forward to careers in which significant promotion is a possibility. (It should also be noted that promotion possibilities outlined in the chart represent theoretical potential only; the actual chances for any individual rising to the highest rank in his field may be assumed to vary widely from category to category.)

One critical distinction in determining advancement prospects is the possession (or non-possession) of a School Leaving Certificate. Let us examine some cases. An Assistant Nurse Midwife (ANM) enters training

* See New ERA reports, Middle-Level Manpower Follow-Up Study and Health Care Resources (Manpower of Nepal, both of which are concerned with job attitudes of government-employed technicians.

after completing 8th class and begins her career at the Non-Gazetted Class II (Technical) level; she ends her career at the same place--with only a six-rupee yearly increment over her twenty years of service. Only by obtaining an SLC will she be able to enter nursing training and thereby escape a deadend career.

A skilled auto mechanic, if he has passed the SLC before entering technical training, may after five years advance to Class III Gazetted (Technical) rank as an Assistant Engineer. A similarly-trained auto-mechanic without the SLC can advance in responsibility to Senior Mechanic, Senior Operator, or Supervisor, but he cannot be promoted beyond his original Non-Gazetted I classification.

Questions have been raised regarding the appropriateness of placing such heavy emphasis on an essentially academic credential in fields for which technical skills and practical experience are of such central importance. It may be suggested that devising ways of rewarding experience, irrespective of academic qualifications, would underscore in a concrete way the repeatedly-stated concern of the government for the development of technical manpower resources.

It should also be noted that several of the opportunities for promotion and advanced training indicated on the chart represent important recent innovations in government policy. The possibility that is now open to middle-level workers in the health and engineering fields for selection into foreign study programs at the highest levels is the most dramatic of these innovations. Although just how realistic such a policy will prove to be remains to be seen, it has already resulted in an explosive increase in applications for middle-level engineering and medical training at the local institutes.

## 5. Evaluation Experiences of Skill-Training Agencies

Each organization surveyed was asked if any evaluations of training had been conducted, exclusive of student performance tests. Organizations were also asked if follow-up studies of graduates to determine job and promotion histories had taken place. The results of these two inquiries are summarized in Table G below.

From the table we can conclude that evaluation and follow-up have usually occurred on a more or less ad hoc, one-shot basis. Evaluation, when it has occurred, has generally taken the form of questionnaires administered to students during or at the completion of training. Informal evaluation has also taken place from time to time when training institute staff members have visited graduates at their job sites. It was impossible to determine, however, whether this sort of field evaluation took place with any degree of regularity. Indications are that field visits by training staff members have occurred only infrequently.

With the single exception of the Mechanical Training Center in Balaju, which has maintained current records on all graduates since 1964, no training organization keeps systematic current records of graduates (although HMG departments generally do keep records of trained individuals in their employ). The apparent absence of any systematic intensive attempt to determine the worth of training is striking. Even organizations that have been in existence for five, ten, fifteen years and more report little evaluative activity.

We do, in the preceding paragraph, stipulate "apparent." In our contacts with these various organizations, there were obviously individuals, staff members and administrators, who were vitally concerned with the value of their training and ways to improve it. Moreover,

we do not want to denigrate the utility of "informal" evaluations based on professional experience and discussion. As a case in point, the Institute of Engineering at Phulchowk has made repeated efforts to judge the appropriateness of its curriculum, efforts which have included feedback from students, visits to graduates at employment sites, solicitation of comments from employing departments on proposed curricula, and circulation by mail of proposed curricula to every civil engineer in Nepal.

Notwithstanding this qualification, it appears that the potential for systematic and periodic evaluation of training has not been thoroughly exploited.

ble IR: CAREER PROSPECTS FOR MIDDLE-LEVEL TECHNICIANS AND EXTENSION WORKERS (Public Sector)*

| arting Position | Length of Training | Entrance Level HMG Class | Salary | Promotion Potential[c] HMG Class & Title | Salary Range | Chances for Advanced Training |
|---|---|---|---|---|---|---|
| ealth Assistant | 2 years | NG I tech | 325/mo. | Gaz III tech, Health Inspector | 570-845/mo.[c] | May be considered for MBBS training abroad |
| uxiliary Health orker (AHW) | 2 years | NG II tech | 201/mo. | NG I tech, Senior Aux. Health Worker | 325-500/mo[c] | |
| ssistant Nurse dwife (ANM) | 2½ years | NG II tech | 201/mo. | None | 201-311/mo.[c] | May be considered for Nurse training only after passing SLC |
| alth Aide | 7 weeks | NG III tech | 157/mo.[b] | NG II tech | 201-311/mo.[d] | |
| unior Technical ssistant (JTA) | 1 year | NG II tech | 201/mo. | NG I tech, Junior Technician | 325-500/mo. | |
| | | | | Gaz III tech | 570-845/mo. | |
| verseer, Civil gineering (Roads partment) | 2 years | NG I tech | 325/mo. | Gaz III tech, Acting Asst. Engineer | 570-845/mo. | May be considered for engineer training in foreign countries |
| raftsman (Roads partment) | 2 years | NG I tech | 325/mo. | Gaz III tech, Acting Asst. Engineer | 570-845/mo. | |
| to Mechanic, ilding Dept. | Variable | NG I tech | 325/mo. | Gaz III tech, Asst. Engineer | 570-845/mo. | |
| to Mechanic, ads Department[e] | Variable | NG I tech | 325/mo. | None | 325-500/mo. | |

otes given on following page.

Table 1G: EVALUATION AND FOLLOW-UP ACTIVITIES

| Organization | Year Est. | Training Evaluations | Follow-Up of Graduates |
|---|---|---|---|
| **Public Sector Institutions** | | | |
| Institute of Engineering, Phulchowk Campus | 1942 | Personal contacts; 1973 LDD training evaluated by student questionnaire | Done twice, once when a group returned for refresher training, and once when a letter was sent to 70 graduates inquiring into preference for refresher training to which 50 responded. |
| Institute of Engineering, Technical Training Section (Cottage Industries) | 1955 | None | None |
| Institute of Applied Science and Technology, Mechanical Training Centre, Balaju | 1962 | Until 1971, surveys of industry were conducted to determine skills to be taught. | Yes. by writing to employees and through informal contacts. Current records maintained since 1964. |
| IAST, Technical Training Institute, Thapathali | 1964 | Questionnaires once sent to graduates and employing agencies, but response was negligible. | None |
| IAAS | 1958 | Questionnaire to trainees at completion of training. Staff Field visits. | Records kept at Department of Agriculture. |
| IOM, Maharajgunj Campus | 1934 | None | None |
| IOM, Tansen Campus | 1973 | None | None |

Table 1F: (Continued)

a. Indicates potential for promotion without undergoing more than nominal additional training.

b. Health Aides also receive allowances which raise actual salary to Rs. 202 per month.

c. A minimum of 20 years service is required before reaching top of the pay scale.

d. A minimum of 15 years service is required before reaching top of the pay scale

e. We refer here to a technician entering training prior to completing the SLC.

Table 6: (Continued)

| | | | |
|---|---|---|---|
| FP/MCH Project, Training Division | 1966 | Trainees are asked about training at mid-term and end of course. Health Aides are asked about job and training when visited by field supervisors. | Posting records kept in FP/MCH Project Administrative Division. |
| Hotel and Tourism Training Center | 1972 | Front Office, Restaurant and Bar: student questionnaire on course. | With the exception of one inquiry of 14 front office graduates, none. |
| Panchayat Institute, Pokhra | 1971 | None | None |
| Women's Affairs Training Center, Jawalakhel | 1956 | Trainees queries in writing or verbally about training. Instructions in field trips evaluate work of graduates vis-a-vis training. | None |
| Adult Education Section Ministry of Education | 1956 | None | None |
| Private Sector Institutions | | | |
| Butwal Technical Institute | 1964 | Quantity and quality of trainees' production evaluated. | Yes |

Table G: (Continued)

| | | | |
|---|---|---|---|
| Nepal National Commercial Institute | 1951 | Occasionally not specified. | None |
| Sunita Silai | 1973 | None | None |
| Jawalakhel Handicraft Centre, (apprentices) | 1966 | None | None |
| Majoor Enterprises (apprentices) | 1972 | Craftsmen and apprentices are evaluated regarding quantity and quality of production, relative to wage. | None |
| Sodeshi Bastra Kala Karkhana (apprentices) | 1957 | None | None |
| Jore Ganesh Press Pvt. Ltd. (apprentices) | 1919 | None | None |
| Balaju Auto Works Pvt. Ltd. | 1965 | None | None |

## APPENDIX D: FOREIGN NON-FORMAL EDUCATION PROGRAMS

The following annotated list of non-formal educational programs in the developing world was compiled by Dr. Horace Reed (University of Massachusetts) based upon case studies of the International Council for Educational Development, from Attacking Rural Poverty: How Non-Formal Education Can Help by Coombs and Ahmed, and various other sources.

1. The Office of Rural Development (ORD) in the Republic of Korea. An example of the "Classical" model of the agricultural extension service approach.

2. Societe d' aide Technique et de Cooperation (SATEC) in Senegal. An agricultural extension service approach that focused on a complex, but specific crop problem, them having limited objectives and targets.

3. The Farmer Training Centre (FTC) in Kenya. Short term courses for practicing farmers and wives.

4. Rural Training Centres (RTC) in Senegal. Longer term farmer training, for select groups of potential farmer leaders.

5. The International Rice Research Institute (IRRI) in the Philippines. A program to train extension workers from many Asian countries; use of application of method needed to utilize new rice seed developments.

6. The National Apprenticeship Services (SENA) mobile training in Colombia. Short term skill training, both rural and urban, using a traveling corps of instructors.

7. The Mobile Trade Training Schools (MTIS) program in Thailand. Provided skill training for rural non farm occupations, with mobile units staying in one area for one to three years.

8. The Vocational Improvement Centres (VIC) in northern Nigeria. Non formal low level skill training for small scale industry.

9. The small-scale industry development organization (SSIDO) in India. A very extensive program related to work opportunities in and development of, small scale industries, largely in rural areas.

10. The Rural Industries Projects (RIP) Program in India. For very small rural off-farm artisans and business.

11. The Community Development (CD) program in India. A largely self-help rural effort with broad, inclusive development objectives.

12. Animation Rural in Senegal. A grass roots effort to modernize rural life, using cooperatives and decentralized planning.

13. The Phillippines Rural Reconstruction Movement (PRRM). A broad based, private program of improving rural life, using young college graduates as rural reconstruction workers.

14. Colombia's Action Cultural Popular (ACPO). A Private organization aimed at the Nation's masses of people, using a combination of media, with radio as the basic focus in the form of radio schools.

15. Tanzania's system for cooperative education. A massive attempt at self help thru cooperatives, with the purpose of developing an agrarian society based on socialist principles.

16. The Comilla Project in Bangladesh (East Bengal). A grass roots approach to extension services, using village cooperatives and local farmers as leader-teachers.

17. The region scheme in the Sudan. A very integrated approach to transforming rural society, aimed at economic development and overall improvement in quality of village life.

18. The Intensive Agriculture District Program (IAPO) in India. A many faceted attack on agricultural and social problems, connected with the Green Revolution in India.

19. Chilalo Agricultural Development Unit (CAOU) in Ethiopia. A comprehensive, coordinated effort in agricultural improvement, touching many aspects of village and rural life.

20. The Programme on Agricultural Credit and Cooperation (PACCA) in Afghanistan, Agricultural development using farmer organizations, especially cooperatives.

21. The Puebla Project in Mexico. An effort to affect production of subsistence farmers.

22. The Lilongwe Land Development Programme in Malawi. An integrated effort at increased agricultural production and overall rural development, with major emphasis on non formal educational approaches.

23. The Bhana Cocoa Campaign. A multimedia non-formal effort on a specific rural problem.

24. The Ecuador Project. The use of simulations in non-formal education (such as games), with multiple educational objectives, such as promoting literacy and numeracy, and increasing understanding of indigeneous social institutions, and ways of modifying these.

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