

**Meeting of Experts on New Phase of AJP Programme  
for Model NFE Materials Development and Utilization in Asia and the Pacific  
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## Country Report

Nepal

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### PART I. AJP Programme

The development of modern system of education in Nepal started since 1951. In 1951 the country had only 2% of the population as literate. Since then the number of schools of various levels and the number of students in those schools have increased. But still there is not enough progress in education. The following data shows the number the gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) of Nepal.

*GER and NER in Primary and Lower Secondary Schools*

Year	GER						NER					
	Primary			Lower Secondary			Primary			Lower Secondary		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1995	132.7	94.2	113.545	58.9	36.2	47.55	78.7	55.6	67.15	32.9	18.9	25.9
1996	134.6	98.6	116.6	60.1	39.8	49.95	79.4	58.7	69.05	32.1	21.0	26.55
1997	139.7	103.8	121.75	64.9	42.0	53.45	78.9	59.9	69.4	34.0	22.3	28.15
2000	130.6	108.4	119.8	67.4	49.1	58.3	86.0	74.6	80.4	38.6	27.9	33.3
2001	134.1	114.7	124.4	72.2	54.0	63.1	86.9	75.1	81	45.0	33.7	39.35

According to the statistics published by the ministry of Education in the year 2000, the promotion rate from grade one and two was 44.6% and survival rate who graduate from the primary schools was 54.0%. This indicates that the problem of dropout was very serious and it is still very bad.

According to the latest Census Report of the year 2002, the literacy rate of the country was 53.74 (65.08% are male and 42.49% are female). The number of illiterates was 7654241. Among whom 2720233 were male and 4934008 were female. The Nepal Human Development Report 1998 reported the between 1956 and 1975, the government could make only 700000 people literate. The NGO literacy program has made another 700,000 literate between 1992 and 1997 making the total number of literate people as 1400000 up to the 1997. According to the same Census Report mentioned that the rate of literacy rate increases by 1% only whereas the population growth has been increasing by 2.25 % in Nepal. So the population growth rate has been out stripping the literary growth rate in Nepal even in the year 2004.

#### *A. Literacy Resource Center (LRC), Nepal and AJP Materials*

Literacy Resource Center (LRC), Nepal was set up through joint collaboration between National Resource Center for Non-formal Education (NRC-NFE), Nepal and Asia Pacific Cultural Centre for UNESCO (ACCU), Japan in 1995. Since then, it has been actively promoting literacy, post literacy and adult education through its own program, government program, and other NGOs program in the field of Literacy and NFE in Nepal. So far it has been undertaking following activities:

**B. Activities undertaken by LRC, Nepal**

- Development of National and Local Curriculum
- Development of Teaching Learning Materials according to the local needs
- Development of Training Manuals for teachers, supervisors and administrators
- Organization of Training of Literacy and Continuing Education Personnel
- Capacity building for Local NGOs
- Publication of Literacy Watch Bulletin and Newsletters
- Conducting various Research studies and preparation of Case Studies
- Establishment of Networks with International and National Organizations
- Establishment of Community Learning Centers

**C. Influence of AJP in the Materials Developments in Nepal**

One of the major activities of the LRC, Nepal has been to publish, disseminate and utilization of literacy, post literacy and out of school children education learning materials. The LRC, Nepal has been making the AJP materials as models as much as possible. Some of the materials developed, produced and utilized in the field following the AJP patterns are given below:

Materials	Format	Publish Year
• Women's smile Part 1,2,3	Booklet	1997
• Should we need to spend our life only this way?	Poster	1997
• Be Enterprising and Increase the Income	Poster	1997
• We are equally Capable to do many things	Poster	1997
• Let's us Work Together and Be Self Reliance	Poster	1998
• Compost Manure	Booklet	1998
• Women's Co-operative	Booklet	1998
• PLANET I Think about Our Water Planet	Booklet	1998
• PLANET I Our Water Our Life	Poster	1998
• PLANET I Mina's Villages	Video	1998
• Literacy Clip Art (Booklet)	Booklet	2001
• CD ROM on Literacy Clip Art (with 942 illustration )	CD Rom	2002
• Save Little Earn More, Saving Group	Booklet	2003
• Chicken Raising	Booklet	2003

Although ACCU has helped to adopt, produce and utilize ten types of Neo-literate materials, most of them were assigned to government offices. ACCU has also trained many government officials for those purposes. The government offices assigned to adopt, disseminate and utilize materials were:

- NFE center: (1) Let's Plant Tree (P); Sanitation (P); (3) Raising Chicken (P); (4) Balance Diet (Pie); (5) Water in Everyday Life (V); (6) Coconut Tree (P); (7) Micro credit (B); (8) Marketing (B); (9) Mina Smiles (B); (10) Mina Smiles (V)
- Basic & Primary Education Project (Education Department): (1) Baby's Food (B); (2) Let's Think About Our Population; (3) The River and Us (P); (4) Grow Mushroom (B)

So far ACCU has assigned the LRC/Nepal to adopt, produce and utilize only one AJP material under the dissemination scheme of local version of AJP materials i.e. "Saving Group- Save a little, Save a lot" in 2002. LRC, Nepal has developed, disseminated and utilized the AJP Material called "Saving Group- Save a little, Save a lot" in 2002 as agreed with the ACCU.

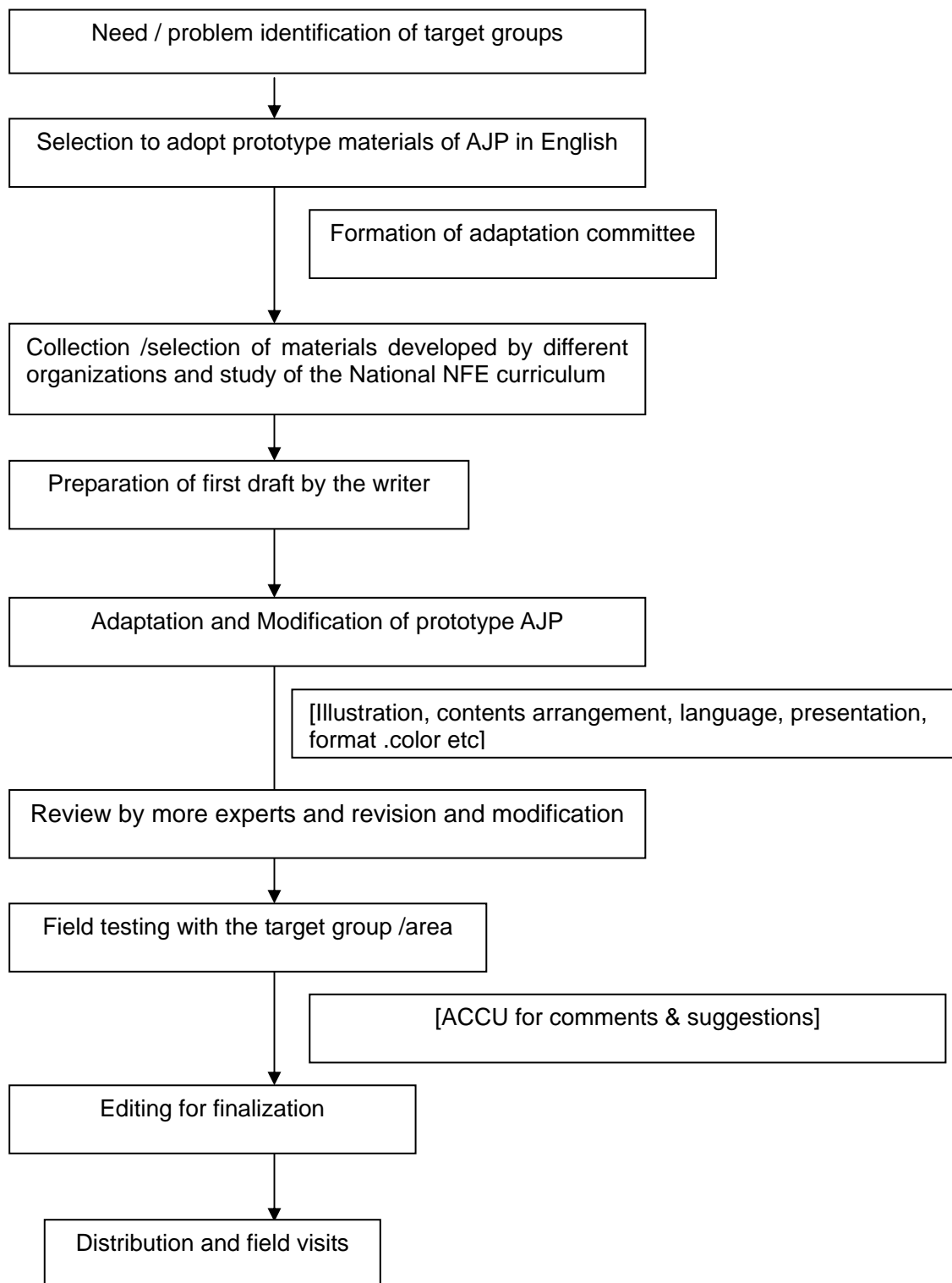
**D. Process Followed to Adapt, Produce and Dissemination of AJP Materials**

Following process was followed by the LRC, Nepal to adapt, produce, dissemination and utilization of

the AJP materials.

In order to adapt the booklet, an Adaptation Consultation Committee was formed comprising staffs of the NRC-NFE and different material development experts, illustrators, writers; subject experts. The committee prepared action plan to carry out the project. The committee then assigned a group of experts to prepare and present draft materials to the expert group.

The material development experts collected different documents on subject matter published by different organizations. They collected need based materials and the curriculum of the literacy program. After that the committee, members collected relevant documents related to Saving and Credit based on the needs and curriculum. The materials were studied and analyzed and relevant contents were selected. Based on the contents, the writers prepared the first draft of the booklet. The draft was presented to the committee for the discussion. Based on the suggestions of the committee the booklet was revised. The revised booklet was field tested in different CLCs and literacy classes to test the relevancy, understandability, attractiveness etc. Based on the feedback of the field test, the booklet was modified with some changes. Some of the illustrations were also changed to suit the Nepali context. The material was sent to ACCU on 31 March 2003 to get comments on the booklet. ACCU sent its comment on 17 April, 2003. The comments and suggestion were incorporated in the booklet. Finally, the booklet was given to editor for final editing. The finalized booklet was published in 11,000 copies. The published booklets were distributed to different agencies such as ACCU, Non Formal Education Center, Ministry of education, UNESCO Kathmandu, Regional Education Directorates, District Education Offices, other government organizations, NGOs (National and District Level), INGOs, CLCs, Literacy classes etc.



The materials were extensively used in various training programs, literacy and non-formal education classes, vocational groups, saving & credit groups etc.

As a follow up of the Capacity Building Workshops of the LRC and strengthening the LRC activities, ACCU assigned following AJP materials to be adapted, produced and utilized to the LRC/Nepal The AJP materials adapted by the LRC, Nepal are as given below:

- Let's work together and be self reliance (poster)

- Compost manure (booklet)
- Women's cooperative (booklet)
- Chicken raising (booklet)

#### **E. General Observation on the AJP Material Production as a Regional Program**

So far the ACCU has developed and disseminated many types materials especially on general topics, health, nutrition, cleanliness, importance of literacy for women, environment etc. There were some materials related to income generation. But there were a very few materials on how to use science and technology for the improvement of the quality of life program. In our experience the AJP materials have made a great contribution to set an example of the illustrative and interesting learning materials for neo literates. Following the example of the AJP materials the member states have produced many illustrative and interesting learning materials as the follow up of the AJP Materials and by themselves. But so far ACCU have thought that the materials themselves were enough to upgrade the standard of the literacy and post literary program. Of course the UNESCO/APPEAL has a responsibility to upgrade the quality of Non Formal Education, but the ACCU could certainly has a role to remind UNESCO to up grade training, research and evaluation of NFE. As a result the universalization of education has become just universalization of schooling only. This has been admitted by UNESCO.

#### **F. Suggestions**

- ACCU should give attention to build capacity of LRC not only to adapt and produce learning materials, but also it should give attention to build capacity of the key personnel to teach the learners effectively using the learning materials. Then only, we can help to solve the problem that the teachers give attention only to the text books.
- ACCU should concentrate on the standard setting tasks like the production of Clip Arts.
- ACCU should encourage the countries to use multimedia materials. It has started to build the capacity of the LRCs to go for MANGO and GIS. Those efforts should be continued. Other media technologies may be explored to be disseminated through the LRCs.
- ACCU should enable the LRCs to be real resource centers for the NFE Program in the countries. As of to day the LRCs have been given very few responsibility. The ACCU could be more effective at the national level and local level through LRCs.
- The Community Learning Center (CLC) provides field bases for LRC. Therefore, there must be structural link between LRC and CLC.

#### **G. Future plan to be considered by ACCU in relation to the local production of AJP Materials**

- Guidelines given in the booklet is not sufficient. Teacher's guide & training of facilitators on the use of materials should be arranged.
- Should create technical collaboration among LRC, GO and CLCs.
- Utilize LRC to receive training on development & adoption for national version of AJP.
- Strength CLC capacity to disseminate the materials, CLC will be the main medium to distribute the materials to the target learners.
- Monitoring & evaluation should be done regularly to see the impacts of the materials
- Create experience exchange program among AJP materials for neo-literates.
- Increase financial support for providing AJP materials for neo-literates.
- Since LRC/Nepal is working as counterpart of ACCU, ACCU should inform LRC about the development or adaptation of AJP materials by other agencies when ACCU assigns other agency to adopt or develop materials so that LRC could also involve in the process.
- ACCU should provide responsibility to LRC to undertake monitoring and evaluation of AJP materials in Nepal.

- Since CLC is a very good mechanism to conduct literacy and NFE program and utilization of AJP materials as well, there should be system to flow down of the technical expertise form LRC to CLC.
- The AJP materials development and utilization and adoption training organized by ACCU should provide the opportunity to LRC personnel, related NGO's who really involved in materials production to enrich the non-formal education programs.

## **PART II. Part II. Non Formal Education (NFE)**

The Education Act promulgated by the Parliament as well as the periodic National Plans of Nepal has recognized the Education Program outside the formal schools as the Non Formal Education. The working definition of literacy promoted in Nepal is very simple. It says that the person is literate if he/she could read and write simple letters and do simple numerical calculation.

### **A. NFE Curriculum and Learning Materials Development in Nepal**

NRC-NFE/LRC, Nepal has done two most important things in Nepal. A few years back there was no National Literacy Curriculum in Nepal. So the literacy classes only teach Literacy Reader called "Naya Goreto" in the class. But the teachers have no idea that other topics like health, environment, women empowerment etc should be taught. Even the government thinks that way. But the NRC-NFE/LRC strongly argued that there must be a National Literacy Curriculum in which emphasis on Health, environment, women empowerment etc should be given emphasis for that purpose, the AJP Materials would be very helpful to use. The NRC-NFE/LRC, Nepal prepared the draft National Literacy Curriculum involving the experts from government offices, NGOs etc, then the government approved National Literacy Curriculum in 1997 and implemented all over the curriculum. This made easier for the literacy and NFE teachers (facilitations) to utilize the AJP materials. But sadly the NFEC and BPEP offices of the government did not disseminate the AJP materials to the literacy and NFE classes. So much so that those offices themselves do not have copies of the AJP materials they have adopted.

### **B. AJP Materials and the Community Learning Center (CLCs) in Nepal.**

Although Community Learning Centers are common in many countries, they are not known in Nepal. Therefore the literacy education classes open year by year in different places. Once there is no literacy class, the NFE program disappeared from the village. The problem of literacy continues in the villages because all the children could not go to the primary schools and those who go to the primary schools also drop out after grade one. The primary school curriculum suffers from irrelevancy as well. The NRC-NFE/LRC, Nepal pioneered to set up a few CLCs in Nepal. First it set up four CLCs in Kavre district, then six CLCs in Patan District. Since 2002 NRC-NFE/LRC started R & K Project in Rupendehi and Kapilbastu districts setting up many CLCs. The CLCs were very successful not only to teach reading and writing, but also to teach in come generating skills and quality of life improvement education including health, environment, etc. The CLCs also promoted group formation and saving and credit scheme. Being impressed by the example of the CLCs of the NRC-NFE/LRC's CLC, the government made a plan to set up 205 CLC within 10<sup>th</sup> five years plan of the government. Similarly UNESCO Kathmandu has also come forward to help to set up 12 CLCs utilizing Human Security Fund of UN. The CLCs are very effective mechanism to disseminate and utilize AJP Materials in Nepal.

### **C. AJP Materials adaptation by the R&K Project, Nepal**

LRC, Nepal has been trying to link literacy and NFE with the rural development establishing Community Learning Centers (CLC) in different parts of Nepal. Now there are more than 150 CLCs in Nepal. But there is lack of materials for the neo literates. The neo literates who have graduated from the literacy program are facing a lot of problems due to lack of learning materials in the rural areas. The LRC, Nepal has developed a process for local curriculum development and the process of

developing need based local materials taking AJP materials as exemplars. "Literacy and Non Formal Education Project (R&K Project) in Rupendehi and Kapilvastu" has been designed and implemented by NRC-NFE/LRC, Nepal through establishment of CLCs. The main aim of the project was to provide the literacy and continuing education to the illiterate children, youth and adults combined with income generation programs especially for girls and women in Rupendehi and Kapilbastu districts

The villages where the project has been working are in plain areas (Tarai) which are inhabited by the large numbers of non-Nepali speakers. The national primers are in Nepal language. The primers are mostly based on hill areas needs and situation, so it does not reflect the needs and problems of the people of the project area. To fill the gap and to provide real local need based literacy and NFE program, the project from its very beginning, realized the needs of local need based materials for the adult literacy; post literacy, out of school programs, vocational programs etc.

Different local need based/ relevant teaching/learning materials were developed with active participation of learners and teachers. Some skill-oriented materials were also developed. They are being utilized in the classrooms, functional groups and training programs. The materials developed under the project were:

Area	Type	Format	Purpose
Awareness building	Child Song	Booklet	To motivate the learners in the class and to disseminate life related development messages to them.
	Snake & Ladder Game	Ludo	
	Useful knowledge for daily lives	Calendar	
	Balance diet	Pie chart	
Literacy & Functional skill development	Safai Bhaiya	Booklet	To provide functional skills & knowledge along with literacy skill (3 R's).  The dictionaries were developed for difficult words of government literacy primers in local language.
	Let's use pit latrine and make the environment clean	Booklet	
	<ul style="list-style-type: none"> <li>• Word meanings in local languages for the words of:</li> <li>• (1) Naya Goreto part I &amp; II (Level I); (2) Sabaiko Lagi Sikchhya (Level II); (3) Naulo Bihani part I &amp; II (OSP I); (4) Naya Phadko part I &amp; II (OSP II)</li> <li>• Facilitators Guidebooks: (1) Naya Goreto Part II; (2) Sabaiko Lagi Sikchhya</li> </ul>	Chart	
Vocational & entrepreneurship skill development	Saving Group	Booklet	To provide functional, vocational and entrepreneurship skills to the learners & functional group members.
	Chicken raising for additional income	Booklet	
	Banana farming	Booklet	
	Guidebook on Saving & Credit Scheme	Booklet	
	Mobilization of Revolving Fund	Booklet	
	A hand book on Vegetable Farming	Booklet	
Participatory	Community Wall Newspaper	Wall news paper	To disseminate life related development messages and other current information to the learners in the classroom as well as in the community-learning center. The learners also participate to share information

*Since the materials are prepared with their own participation and based on their own situation, it is very much effective to increase the interest of the learners.*

#### ***D. Some Samples***

##### **a) Types of Non Formal Education in Nepal:**

- Literacy Program for illiterate adults of 15 years and above for the duration 6 months for the govt. program and 9 months for NGOs programs.
- Women Literacy Program for 15 years and above adult women illiterates of six months duration.
- Post literacy program for literacy class graduates 3 months for the govt program and 6 months for NGOs programs
- Out of school education programs for out of school children (OSP) between 8 and 14 years. This program has two levels OSPI and OSPIL. The graduates from OSP II could get admission in Grade 3 of the Formal Primary Schools.
- Income Generating Skills Training Programs for post literacy graduates.

Most of those programs could be organized by the Community Learning Centers (CLC) operated by the government as well as by NGOs.

##### **b) Government of Nepal:**

The government of Nepal has produced some of the learning materials for the literacy, post literacy and OSP classes and skill training classes. The government materials are mostly text books with a few picture and illustrations.

##### **c) Community Literacy Project Nepal (CLPN):**

To develop literacy activities following process were followed:

- Find out the important literacy task of the community
- Develop draft content and illustration
- Sharing with NGO to get feedback and review
- Field test
- Training of facilitators to use the materials.
- help group member for literacy training

##### **d) United Mission to Nepal (UMN):**

The UMN has developed the "Pipal Books" series (True Stories of people's experience) had been developed and produced from this organization for the neo literates. These books are graded in four levels indicating by the different color: Red level materials, Purple level materials, Blue level materials, Green level materials.

These books are produced using the language experience & someone write the words down. The UMN has a plan to produce 100 titles of new readers. So far it has produced 47 booklets. The materials were on Gender, Health, Education especially on HIV AIDS and disabled. Three to four types of materials were produced each year. These materials were also translated into four local languages such as Tamang, Gurung, Magar and Limbu.

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## Country Report

Nepal

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### PART I. AJP Programme

The coverage of literacy programs in my country is expanding. As more and more government and non-government organizations are providing basic literacy services in the country, the neo-literate population is growing. Consequently, the need for reading/learning materials is increasing. AJP since its inception has been making efforts to respond to this need of the people in the Asia and Pacific region.

The major activity of the AJP program is to develop prototype materials on certain themes and make them available for participating countries to adapt. This scheme has provided many GOs and NGOs opportunities to access to new and innovative materials that they can adapt to suit their needs. The scheme also has provided the participating agency personnel to network with people of similar professions from other countries in the region.

Although the AJP program has been effective and useful in many ways, there are rooms for improvement. The following ideas and comments could be considered for improving the program as it enters the new phase.

- The adaptation process of the prototype materials has not been very effective. Most of the time, the materials are simply translated instead of adapting them to suit the local needs. Such materials can not be useful. This practice should be monitored and changed.
- Usually, the access to the AJP prototype materials is limited to one or two organizations in a country. A mechanism where there is a possibility of much wider dissemination should be set up.
- It has also been observed that many times the participants at the regional and national workshops as well as in the planning meeting is those whose job is not to develop materials. This has contributed to the materials produced being not so relevant and useful.
- Capacity building workshops at the national level should be organized more often. This will facilitate the process of developing more human resources at the local level and localizing the material development process. This will have more lasting and sustainable effect.
- Capacity building workshops should be organized with participants who are actually responsible for materials development in a country. It is a waste of resources to train people whose job is not related to materials development.
- In Nepal, only one organization is involved in the AJP program. Because of this, the impact of this project in Nepal is very limited. Many good literacy service providers have not been able to benefit from this project.
- In addition to developing new materials on themes and topics that respond to global issues and needs, ACCU should consider setting up a data base of best practices of literacy/NFE materials produced by literacy agencies in the region and facilitate wider dissemination of these materials

for others to use, if they find them useful and relevant to their situation.

## **PART II. Part II. Non Formal Education (NFE)**

The concept of NFE in Nepal is mostly limited to providing basic literacy and to some extent post literacy services. It hardly encompasses the concept of life-long education integrated with life skills that are relevant to common people's day to day lives. The government's programs specially reflect to this reality. Only about 20% of the participants of the government's basic literacy program have access to post literacy programs. However, there are some NGOs and INGOs whose efforts can be cited as exceptions to this general statement. World Education Nepal is one of those organizations which have produced a series of post-literacy and continuing education series on themes that are identified by the learners themselves and that respond to the specific needs of the local communities.

Several organizations in Nepal produce materials for the use in their own project areas. These materials are based on the themes and topics that the organizations have projects in. For example, an organization providing health services usually develops NFE materials that integrate health issues. Non-Formal Education Center (NFEC) of the Ministry of Education, United Mission to Nepal, Save the Children, USA, World Education and many other NGOs and INGOs develop and produce NFE materials.

World Education Nepal develops NFE materials following a very participatory process. This is carried out in four phases. The first phase assists in determining the relevance of a proposed literacy curriculum. By conducting a needs assessment and situational analysis of a program area or the community, ideas about what issues and needs the community has is discerned. In the second phase of the material development process, integrated literacy curriculum content objectives are set. The curriculum is designed to assist the program implementers in meeting the content objectives. The second phase results in the development of both learner and facilitator materials. During the third phase, the literacy material is piloted. While piloting the materials, monitoring and evaluation systems for the program are put in place. The fourth phase involves in revising the materials based on the feedback received during the pilot phase and scaling up the number produced.

This process of developing an integrated literacy package is quite extensive and involves a team of development workers, content specialists, education specialists and artists. It involves the target population as much as possible as it is meant to meet their needs and to help them improve their lives and lives of their family members.

World Education has developed several materials under the following general themes: (1) Health Education; (2) Child rights and child laborers; (3) Integrated Pest Management; (4) Education for children affected by conflict; (5) Girls' access to Education; (6) Quality Education Resource Package; (7) Women's Savings and Credit; (8) Anti Trafficking; (9) Domestic Violence; (10) Miscellaneous.

Some of the materials are prepared as Tailor Made Materials (TMM); some are learner generated materials and others are developed by a team of experts.

The materials developed under the Quality Education Resource Package aim to improve quality of formal primary education by involving communities in the management of the schools. Training the members of the Parents Teachers Associations (PTA) and School Management Committees (SMCs) are part of the activities under this project. Training manuals for such purposes are developed by World Education and are widely used for training purposes. This project is run in collaboration with UNICEF and the Department of Education. The materials are presented using different formats. These include booklets, posters, games, flip charts etc.

World Education makes these materials available to all interested users at actual cost basis or free of cost in case of NGOs without resources. A revolving fund is maintained for printing of the materials.