

Education for Rural Development in Seti Zone

Project Findings
and
Recommendations

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N E P A L

EDUCATION FOR RURAL DEVELOPMENT IN SETI ZONE

Project Findings and Recommendations

Report prepared for the Government
of Nepal by the United Nations
Educational, Scientific and
Cultural Organization (Unesco)
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Foreword

1. This amended version of the project CTA's End-of-Assignment Report is to serve as the project's Terminal Report (an addendum being later added to cover the rest of its period). Producing it involved four main tasks:

- a) Ordering the text to accord with the standard layout;
- b) Adding appropriate material from the project document and revisions;
- c) Omitting unneeded material;
- d) Improving expression, by shortening, modification or re-writing.

Task (a) involved widespread transposition of material, as may be discerned by comparing the original's Table of Contents with the amended version's Contents.

Under (b) above, background and justification material was added to Section 1 from the project document.

Material judged unnecessary for the Terminal Report included :

- a) Contentious, critical or other matter preferably dealt with (if at all) by other forms of communication than a Terminal Report;
- b) Matter appertaining more to working papers than to a Terminal Report;
- c) Excessive detail;
- d) Matter of little or no discernible importance.

Under (a) above various passages were eliminated, and under the four headings the length of the text was reduced by about two-fifths. Under (b) the original's annexes 5-8 were dropped, as being clearly working papers, presumably already widely circulated, and of no apparent relevance for a Terminal Report

TABLE OF CONTENTS

	<u>Paragraphs</u>
I. INTRODUCTION, BACKGROUND AND JUSTIFICATION	(1 - 13)
A. Introduction	1 - 4
B. Background and justification	(5 - 13)
Education	5 - 7
Project area	8 - 13
II. PROJECT OBJECTIVES AND CONTENT	(14 - 17)
A. Project objectives	14
B. Content	15 - 17
III. MANAGEMENT	(18 - 48)
A. Administration	
Government participation	18 - 23
Unesco	" 24
UNDP	" 25 - 26
Unicef	" 27 - 28
B. Finance	
International support	29
Government support	30
World University Service support	31
C. Staffing	32 - 35
D. Supplies	36 - 39
E. Planning and evaluation	
Planning	40 - 42
Evaluation	43 - 48
IV. PROJECT ACTIVITIES AND ACHIEVEMENTS	(49 - 144)
A. Education Resource Centres	49 - 53
B. Adult education	54 - 65
C. Girls' out-of-school education	66 - 73
D. Teacher Training: Short-term	(74 - 90)
Primary Teachers' Courses	80 - 81
Teachers' Refresher Course	82
Resource Centre Staff Courses	83
Courses for School Management Committees	84
Head Teachers' Courses	85
Teachers' First Aid Courses	86
Courses for Village Reading Centre Managers	87
Literacy Teachers' Courses	88 - 90
E. Teacher Training Courses: long-term	91 - 100
F. School building	101 - 117
G. Primary education	118 - 130
H. Development inputs	131 - 138

	<u>Paragraphs</u>
I. Project competitions	139
J. Supervision	140 - 142
K. Project ideas not tested	143 - 144
V. CONCLUSIONS AND RECOMMENDATIONS	(145 - 166)
A. Conclusions	(145 - 162)
Project's national impact	145 - 152
Project's external impact	153 - 155
Project management	156 - 158
Work incomplete	159
Overall conclusions	160 - 162
B. Recommendations	163 - 165

<u>ANNEXES</u>	<u>Pages</u>
1. Project Staff	39 - 40
2. Resource Centre Activities	41 - 42
3. Teacher Training	43
4. Summary of School Building	44 - 45
4.1 School construction	
4.2 Compound walls and playgrounds	
5. Project Publications	46 - 49
6. Education for Rural Development Project - Ten-month Teacher Training Programme	50 - 77
7. Education for Rural Development in Seti Zone - Criteria for Second Phase of Project	78 - 86

TERMINAL REPORT

I. INTRODUCTION, BACKGROUND AND JUSTIFICATION

A. Introduction

1. The introduction in 1971 of Nepal's National Education System Plan initiated an attempt to make education more relevant to rural development. Subsequently a lower secondary school at Lahachok, some three hours' travel from Pokhara, was chosen for a rather costly experiment to show how a school could play a vital role in rural development. When Unesco's Director-General visited Nepal in June 1978 he was so impressed by this that he agreed to Unesco's supporting a large-scale "Education for Rural Development" project in Nepal.

2. In October 1978 and February 1979 draft proposals for such a project were prepared by the Unesco Secretariat and in April 1979 the project's later Chief Technical Adviser (CTA) went to Nepal as senior educational adviser to the Ministry of Education and Culture (here later referred to passim as the Ministry or as MOE&C). One of his main tasks was the detailed elaboration of a project document, which he drafted after two lengthy visits to the project area.

3. By September 1980 this draft had been put in a form acceptable to Unesco, UNDP and Unicef. There was some initial reluctance on the part of the Ministry of Finance to use UN aid on a primary and adult education project in a remote part of the country, but the project document was eventually signed by the Government on 3 September 1981 and by Unesco and UNDP the next day.

4. The project document provided for support to a project of 4 1/2 years' duration, with a UNDP input of US \$1.5 million and a Government contribution in kind of Rs 2,506,000. Project activities which began in October 1981, were due to end in December 1985.

B. Background and justification

Education

5. About half of the long project document text (of about 50 standard pages) dealt with the project's background and justification, the main points being:

- a) educational provision had increased greatly and rapidly since 1950, with primary enrolments increasing a hundred-fold, burgeoning secondary and post-secondary education, and the literacy rate rising from some 2% to 24%;
- b) great efforts had been made in school construction;
- c) despite similar efforts with educational materials, there were

still severe shortages;

- d) teaching was more theoretical than practical;
- e) wastage rates in primary education were very high (about 40% repetition and 25-30% dropout in grade 1 alone);
- f) the grade 3 curriculum objectives were not being met, the average achievement of grade 3 learners being less than half of what it should be;
- g) the more advanced castes, ethnic groups, and regions had a highly disproportionate share of higher education opportunities;
- h) the supervision system did not work effectively;
- i) up to 70% of Nepali children suffered from malnutrition;
- j) in most villages people from primary schools and adult courses rapidly lapsed into illiteracy;
- k) most primary school physical facilities did not provide a positive learning environment, and did not carry positive embodied messages for the improvement of hygienic and living conditions in the community.

6. Further, enrolment and attendance rates in the project area were some of the lowest in Nepal. Virtually no girls or lower caste children attended school, and those that did, tended to drop out after grades 1 or 2. Attendance was usually only about 50% and at some seasons, especially in May and June, was almost negligible. There was also a custom of the Sisu class by which children for their first year in school studied nothing but merely sat passively on one side of the class, starting to study grade 1 texts only in their second year of school.

7. The Seti Programme, to which the project contributed, was, as a pilot one, aimed through an innovative integrated approach, at showing how, in a remote rural area, education could be made more effective and how, through a creative approach, could become a central force for immediate rural development and improvement of the quality of life.

Project area

8. The Seti zone has an area of 4,861 square miles - 9% of Nepal's total area.- extending from north to south over the country's three main geographical regions - the Himalayan, mid-mountain and Terai. Its population is 700,000, with a density of 144 persons per square mile. There are only two urban settlements and three of the five District headquarters are no more than trade centres. It has poor communications and a major factor in its selection for the project area was its lack of development.

9. By June 1985 the project completely covered the two hilly and mountainous districts of Doti and Bajhang in the far west of Nepal. This area is very remote, served by scarcely any modern means of communication, and some project activities are as much as five days' walk from the project headquarters in Silgarhi, Doti. All goods are carried from roads or airstrips by porters, mules or sheep.
10. The project area is deficient in food and even in good years that which is grown suffices for only 280 or so days in the year. Hence large quantities of food have to be imported. The area is subject to frequent natural disasters - droughts, earthquakes, floods and hailstorms.
11. To support their families there is commonly one man from every household working on a long-term basis in India and most of the other men migrate in the winter to work on the country's plains or in India. There is a very strong feudal and caste system in the project area and women occupy a very low socio-economic position.
12. Infant mortality is exceptionally high - nearly 50% in some parts. Life expectancy is very low, with tuberculosis, intestinal parasites, and amoebic and bacillic dysentery endemic. Environmental hygiene is almost completely lacking. Nutritional standards are very poor with almost no vegetables or fruits being grown or eaten, and the cattle producing very few dairy products. The staple diet is millet, wheat, or rice; with salt and red pepper. Very few villagers have access to piped and clean water.
13. Temperatures at the project headquarters ranged from below freezing on winter nights, to more than 40°C in April or May. Light rain falls in the winter months, and the monsoon lasts from June to September. Flies are found in millions in the hot season, and leeches are common in the monsoon. The area is extremely beautiful, but has almost every economic disadvantage one can imagine. However, village women and the lower caste men are very hard-working and are eager to find ways to improve the quality of their lives.

II. PROJECT OBJECTIVES AND CONTENT

A. Project objectives

14. The project document stated the project's objectives as being:

"a) Development objective

To develop a system of basic education that will serve to promote rural development in Nepal, initially on an experimental basis in the Seti Zone of the Fifth Development Region, but with a view to its eventual adoption throughout the country.

b) Immediate objectives

Concentrating its activities during this first phase in three of the five districts of Seti Zone (Doti, Bajhang and Bajura), the

project seeks to demonstrate how the basic educational system can be transformed, so that it can become, with only marginal increases in operational expenditures, a powerful lead sector for rural development. To achieve this broad aim, the project will depend for its success on forging the following three instruments as forces for development:

- a) the administrative system,
- b) the teacher as a change agent,
- c) the school as a community institution.

The focus of the project is on primary education, including the training of teachers, and functional literacy for adults and deprived groups.

Sub-objectives, therefore, may be defined in the following way:

- i) to develop on a pilot basis, and prepare for national implementation, a series of innovative approaches (described below) designed to convert the educational system into a powerful force for rural development.
- ii) to establish the pre-conditions necessary at both the central and local levels to ensure that there is an improvement in the delivery of education services in the Seti Zone so that the quality and effectiveness of education may be significantly improved.
- iii) to reduce the existing gap between the school and the community by ensuring that the teaching that takes place makes the greatest possible use of resources (both personnel and physical) in the community, that the curriculum and materials become more relevant to the background and future life of the student, and that the education services provided become a positive force for the development of the area in which the school is located.
- iv) to ensure that all children in primary schools have a sufficient quantity of relevant supplementary reading materials so that they become functionally and permanently literate.
- v) to provide increasing opportunities for children from deprived groups (e.g., girls) to acquire, in some form, a minimum basic education.
- vi) to introduce a campaign approach to tackle the problem of illiteracy in the zone; and through functional literacy, and the provision of reading materials, to make the adults aware of new ideas, skills and knowledge that will enable them to take direct action to improve the quality of their lives.

- vii) to transform the primary school into a learning environment with the help of the community through the provision of latrines, clean water supply, kitchen gardens, storage facilities, etc."

In addition to the objectives above, during the early months of working in Doti the project in practice adopted the objective of developing systems of:

- a) serving the people who came to the project for assistance;
- b) hard work and commitment on the part of project staff, teachers, and villagers;
- c) payment by results for all major project activities.

B. Content

15. The project document described in detail eight innovative approaches which it was proposed the project should adopt to achieve its objectives. These, grouped under the three headings of Support Services, Teacher Improvement and Community Schools, are summarized below:

Support services

These consisted of:

- a) the establishment of the main Project Office in Silgarhi, Doti (with a branch office in Kathmandu). This was to work through the three District Education Offices, so that these could take the credit for project successes and be motivated to continue activities when the project ended. It was also to issue quarterly technical reports;
- b) School Groups and Resource Centres: All schools in the district were to be from groups of eight to ten schools each, not more than three hours' walk from a central Resource Centre school. This would be responsible for school supervision, regular short-term teacher training, distributing and displaying educational materials, and some administrative functions, and innovations would be tried out first in them;
- c) model Schools: One school in each district would be a Model School - a sort of resource centre for the Resource Centres - where innovative ideas were tested during the preparatory phase and which would have facilities to enable it to be a good example of school-community relations;
- d) textbook Loan Service: a system of lending primary textbooks was to be initiated so that these could be used for up to three years instead of for only one year.

Teacher improvement

- e) **Teacher Training Centre:** A major element in teacher improvement was to be the establishment of a prototype Teacher Training Centre to train a new type of primary teacher, with adequate practical training facilities, including ones for demonstration teaching, workshops and agricultural land. This Centre would also run short in-service training courses, lasting from one week to two months, for head-teachers, resource centre teachers and supervisors.

Community schools

- f) **New Teachers:** In most Seti Zone villages teachers are the only persons with education beyond grade 7, and they are equipped only to teach small children to read and write. The project aimed at producing a new type of teacher, with practical training in adult functional literacy and community development methods, and in some skill useful locally - such as agriculture, irrigation or primary health care.
- g) **Promotion of village literacy:** This would be a corollary of the new teacher training and would comprise: wall newspapers, functional literacy courses, establishment of at least 150 village reading centres and preparation of 10 supplementary readers for each of the five primary grades.
- h) **Accelerated courses for girls:** these were to be functional literacy courses for school-age girls not in school. They would each be conducted by the best-educated woman in the neighbourhood, and held in a village house or compound.

16. Further, it was foreseen that at least 480 functional literacy courses would be held, resulting in 14,400 adults becoming functionally literate. Preparation was also foreseen of at least 50 supplementary readers for adults, the development and implementation of a relevant and integrated primary curriculum and preparation and distribution to all teachers in the zone of teachers' guides on subjects relevant to the new approaches.

17. The project document also gave estimates of the costs, staffing, constructed areas and equipment for the project's activities, specified inputs, and gave the institutional framework and a tentative and detailed work plan.

III. MANAGEMENT

A. Administration

Government participation

18. The Project Director was the main Government representative in the day-to-day administration of the project, but as he was also Joint Secretary

(Planning) in the Ministry of Education and Culture as well as being director of other projects, he did not have the time really to control the project - especially as this had its headquarters in the far west of Nepal. (In fact he visited the project headquarters only three times).

19. A further difficulty the Project Director faced was the Ministry's centralized decision-making system which meant that, even for quite small decisions, he usually had to refer to the project coordination committee, or to the Ministry's Secretary. One big advantage, however, was that he remained as Director throughout the project.

20. Since the first Tripartite Project Review, held in March 1983, the Associate Director was meant to be a 2nd Class gazetted official, paid by the Government, so that he could be considered as a Government representative in the project and in its day-to-day running. No such Associate Director, however, was in Doti until May 1985.

21. The project's main policy-making body was the project coordination committee, which included most MOE&C officials of Joint Secretary rank or above, and was chaired by the Ministry's Secretary. In all, 15 meetings were held, the last in October 1984. The committee was responsible for determining overall policies, and for approving the appointment of senior level staff and major contractors. As most members had not visited the project area, or not frequently, the committee did not play a central role in project implementation.

22. At the District level, the project worked very closely with the District Education Offices (DEOs), supervisors from which were given project supervision contracts and were invited to participate as trainers in all training courses. In addition, in Doti there were inter-office meetings of the DEO, the Associate Director, and the CTA to plan activities jointly. Such meetings were held 14 times, the last being in February 1985. Similar meetings were also held, less formally, in Bajhang.

23. Generally, the DEOs did not welcome the project, and restricted their cooperation to what the Ministry expected of them. There were several reasons for this. First, the project allowances provided in 1983/84 had been cancelled by the Government. Second, the project had become considerably better known in educational circles in Doti and Bajhang than had the DEOs. Third, the project staff's working habits tended to be more intensive than those common in DEOs in remote parts.

Unesco participation

24. Unesco was the project's executing agency. Owing to the project's unusual nature - remotely sited, no external consultants, very few study tours, very little equipment, and almost all project budgets spent locally - more responsibility and authority than usual devolved upon the CTA.

UNDP participation

25. Early in the project UNDP provided very active support, even for activities not entirely conforming to UNDP regulations. However, all UNDP staff involved changed within a few months, and at a time when UNDP faced difficulties with the reduction in the country programming ceiling. At the end of 1983 and the beginning of 1984 this led to some misunderstanding between UNDP and the CTA.

26. However, during the last six months or so of the project, UNDP staff devoted a very large amount of time to trying to solve problems caused by the CTA's impending departure, and even agreed to take on great responsibility for the financial management of the project for a time, indicating UNDP's great commitment to the project.

Unicef participation

27. Unicef continuously and actively supported the project. It provided about half of the total budgets, its contributions being used mainly to support activities such as school building and staff training.

28. Unicef helped also in preparing photographs for some of the curriculum materials, and in providing consultations on technical questions. The Unicef educational adviser must have visited the project a dozen times, and many other Unicef staff also visited it. Inevitably perhaps, there were sometimes delays in procuring supplies.

B. Finance

International support

29. UNDP, Unesco and Unicef funds allocated to the project were handled on a basis which - as the CTA pointed out - did not conform with sound financial management, in that the CTA had sole responsibility for two official accounts (and an unofficial one in Bajhang) at places days of travelling apart. Had the CTA become incapacitated there could have been serious problems with the project's cash flow, since he was the sole signatory to cheques amounting to some Rs 250,000 a month. Furthermore, the accounting load was exceedingly heavy.

Government support

30. Government financing for the project did not prove very reliable, since budget requests were often cut and funds could arrive between five and eight months later than needed. For example, in the 1984/85 fiscal year the budget for operating the temporary TTC^{*} (rented and renovated at considerable UNDP expense) was completely cut, and the salaries for the second of three payments for the extra teachers for ResourceCentres did not arrive until two months before the end of the fiscal year.

* Teacher Training Centre

World University Service support

31. The World University Service, Geneva, supported the project's Village Reading Centre programme and some aspects of its adult education programme.

C. Staffing

32. As may be seen from Annex 1, in June 1985 all but two of the project's posts were filled - a greater proportion than ever before. The two vacancies were for a women's and girls' education specialist and for a field coordinator. Four out of the ten senior staff joined during the three months up to June 1985 so have had little experience of the project's working methods, and of how these may differ from those in District Education Offices in which they were previously supervisors.

33. Staff turnover during the project's 3 1/2 years was so extensive that only the CTA, a field coordinator and a peon remained of the staff employed in Doti in 1981. Turnover was most rapid among senior overseers and overseers, most of whom stayed for only about six months. This turnover, however, enabled a very good staff to be built up owing to the experience gained as to the qualities needed.

34. It was project practice to keep all staff well-acquainted with project activities, and staff meetings were held on the first and third Thursdays of each month. From the outset new methods and systems of working were insisted upon, the main expectations and practices being:

- a) As a general principle project staff should serve the people, and respond to their requests immediately, even if this meant working early in the morning, late in the evening, or on Saturdays;
- b) All staff should arrive in the office on time, and not leave before the end of office hours. Any who had to leave during working hours had to sign a special register, stating in and out times and the purpose. Efforts were made to keep all staff busy at all times;
- c) All staff (including the CTA and Associate Director) had to spend significant periods in the field every month (senior staff an average of five days, and field staff twenty days or more) and all members had to carry their own rucksacks when in the field (in Doti or Bajhang if any person was seen with a rucksack he was known to be from the Seti project);
- d) There were few ceremonies and almost no time was given to opening and closing ceremonies in training programmes and seminars;
- e) There was always a continuous flow of funds and no activity was ever held up through lack of these; the project practised payment

by results;

- f) Project staff were not allowed to take commissions for anything. If there was ever any evidence of staff members taking commissions or making false financial reports he was dismissed.

35. On the CTA's departure his responsibilities were handed over to the Associate Director. It proved impossible to arrange for an overlap of more than about one week, a period insufficient for proper briefing of the Associate Director on the project's 36 programmes, the abilities of the 40-odd staff, the differences between project and traditional working methods, the project objectives and means of attaining them, and on financial, staffing and supply procedures.

D. Supplies

36. Distribution of supplies to the project's head and branch offices, Resource Centres, schools, adult centres and Cheli Beti courses was almost a project in itself. Means of transportation used were:

- a) Truck or jeep through Northern India to Nepalgunj (for transport by air), Dangardi (for transport by air), Faltude (road head), Dadledhura (road head), or Somogard (road head);
- b) UNDP charter plane to Dipayal or Chainpur from Dangardi, Nepalgunj, or Kathmandu, as whole or shared charter;
- c) As excess baggage on regular RNAC planes from Kathmandu or Nepalgunj;
- d) Porter from Faltude, Dadledhura, Dipayal, Silgarhi, or Chainpur (and some intermediate points);
- e) Mule from Faltude to Silgarhi, or some intermediate points;
- f) Porter from Resource Centres to schools, adult centres and Cheli Beti centres.

37. The project had a store in Dipayal, and storage space in Silgarhi, Chainpur, Kathmandu, and Dadledhura. Informal arrangements were made for storage and distribution of supplies in Faltude, Nepalgunj and Rajpur (near Somogard). Everything sent by the project had to be packed in portable loads of not more than 37 kgs, first in plastic to prevent it getting spoilt in the rain, and then in hessian to prevent pilferage.

38. In 1984/85 16 tons of materials for adult and Cheli Beti courses were distributed; three tons of furniture for the temporary Teacher Training Centre; about ten tons of books and other printed materials; ten tons of cement, pipe and PVC sheets for primary schools; two tons of blackboards and other

educational materials; and half a ton of fruit tree saplings. A total of 41 1/2 tons was transported long distances to hundreds of different sites in areas where there were no roads and no telephones or other means of modern communication with which to ensure that porters or mules were in the right place at the right time.

39. On one day in 1984 the project arranged for 360 porters from 140 places to collect materials from two airfields and one road head, and the system worked almost perfectly. In 1983 a mule train of project supplies coming from Faltude to Silgarhi, usually a 3 1/2 day journey, found that heavy rain had washed away the trails. The mule drivers had to cut new paths themselves and it took about 25 days for them to reach within one day of Silgarhi, from where the goods had to be transferred to porters.

E. Planning and evaluation

Planning

40. The project's considerable achievements and the hard and enthusiastic work put in by the staff were due in no small measure to detailed planning of the project's activities. The basic framework was the long-term work-plan outlined in the project document. This was periodically revised. Then in December and January of each year a detailed annual operational plan was prepared, outlining the work of each unit for the week or two weeks following.

41. Lastly, and perhaps the most important, was the preparation of bi-monthly or tri-monthly operational plans: These assigned particular tasks in the annual plan to particular staff members, to be carried out by specified dates; gave the dates and duration of field visits and the costs; and estimated the budget required for any non-regular activities. Thus all staff members could be aware of just what each would be doing in the next two to three months.

42. A work form was developed for every staff member going into the field. Each unit filled up its section of the form, specifying what work it wanted the staff member to carry out on the route he followed in performance of his own unit's work. Thus, for example, a project overseer going into the field might be requested by the adult unit to check whether kerosene had arrived at a particular place; by the curriculum unit to check on the time-table for using supplementary readers at particular schools, and so on.

Evaluation

43. Each project activity was continuously evaluated. The process followed in developing, testing and revising any new project material or ideas may be illustrated by the following process for adult education:

- a) Basic research;
- b) Development of ideas and first draft materials;
- c) Testing of materials and approach at one site;

- d) Revision of materials and approach;
- e) Selection of sites for first 20 classes in Doti and selection and training of teachers (limited implementation phase);
- f) Supervision and evaluation of materials and approach at 20 sites;
- g) Further revision of materials and approach;
- h) Selection of 75 sites in Doti for classes, selection of teachers, and training of teachers (massive implementation phase);
- i) Supervision and evaluation of materials and approach at 75 sites;
- j) Further revision of materials and approach;
- k) Selection of 110 sites in Doti and Bajhang (massive implementation in two districts).

Thus with all major project ideas and materials there were three or four years of evaluation and revision as implementation took place on an increasingly massive scale. As implementation took place farther and farther from project headquarters new problems were identified and solved.

44. For every satellite school at least 11 supervision forms were completed each year through the project and for every adult class six forms. All these were analyzed and tabulated by project staff, so that any progress or lack thereof on particular aspects could easily be identified. Every staff member who went into the field had to prepare a written report of his major findings within two to three days of returning to the office, thus providing evaluation findings and feedback.

45. In every training programme, seminar or workshop organized by the project at least one session was devoted to a discussion of project activities. In longer training courses village chiefs and school management committee chairmen were also invited.

46. In May and June 1984 the project's planning and evaluation specialist carried out a detailed sample impact-study in three sub-districts served by the project. This concentrated particularly on the attitudes of political leaders, teachers and adult participants towards the project.

47. A great deal of work has already been done on internal evaluation of the project, and this has had an immediate impact on the design of materials, the approach and even the direction of the project. In fact the project almost has more evaluation data than can be used.

48. In May 1985 tenders were invited from local research agencies to carry out a detailed evaluation of all aspects of the project's implementation. Ten companies were invited to submit tenders, and five did so. Two of these were rejected and the following three were included in a short list:

CERID (Centre for Education Research and Innovation for Development)
ETS (Education Training Services)
RIDA (Research Inputs Development Associates).

IV. PROJECT ACTIVITIES AND ACHIEVEMENTS

A. Education Resource Centres

49. A major activity and achievement of the project, and its main medium for promoting the improvement of education in its area, was the creation in the Doti and Bajhang districts of 23 Education Resource Centres. Some of these were located in high schools and some in lower secondary schools. Each Centre serves from six to 14 satellite schools, within a radius of three hours' walking distance.

50. Before a Resource Centre was established the school and the satellite schools were surveyed in detail by project staff; the school management committees (SMCs) had to sign a contract with the project; and the SMC chairman, the headmaster and assistant headmasters were provided with 16 days of intensive training by the project. Then all qualified Resource Centre teachers were given from three to five days training in Resource Centre activities and supervision methods.

51. Each Centre is provided by the Government with the salary of one extra teacher, and this could be used to employ a teacher or could be shared among existing teachers. Unicef provided Rs 100 per month for the Headmaster and Rs 50 per month for Friday meetings. An annual contract between the project and each Centre provides for this support to be paid if specified activities were carried out. As payments are made three times a year an element of payment by results could be introduced. Generally some 70% of the Centres receive full payment, the rest suffering cuts of up to half the amount, or even more. The activities specified were that the Centre should:

- a) Arrange for a supervision visit to each satellite school at least once a month and, also once a month, to visit adult classes, girls' out-of-school classes, and village reading centres in its area;
- b) Call a training meeting of satellite school teachers on a Friday, also once a month;
- c) Organize sports, cultural and other activities for all its satellite schools;
- d) Arrange to collect, from road head or airport, project supplies for school, adult, or women's education purposes, at a subsidized rate of Rs 30 per load (37 kg) per day;
- e) Provide accommodation and food for all training programmes organized by the project for the satellite school teachers (the project provided the Resource Centre with Rs 20 per day per

participant for food, any profit made going to the school fund);

- f) Help the project implement its various programmes in satellite schools;
- g) Become an educational improvement demonstration centre for satellite schools.

52. Centres that were working well, or even moderately well, could also receive special assistance from the project for furniture, equipment, or improving their physical facilities. Selected Centres were provided with Petromax lamps, carpets, cupboards, cassette radios, furniture, doors and windows, roof repairs, playgrounds, compound walls, water tanks, or new school buildings. The project also provided forms for all the different supervision activities - completion of these is treated as evidence of work having been carried out by a Centre - and once a year there was a four or five-day workshop/ seminar for all Resource Centre headmasters.

53. Of the 23 Resource Centres established, two were closed owing to not having functioned effectively. These are to be replaced by other schools. One further Resource Centre is to be established in Bajhang and up to 11 others in Bajura. Performance may be classed as follows:

Working well	8 Centres
Working moderately well	9 "
Not working well	4 "
Closed	2 "

B. Adult e ducation

54. One of the more successful activities of the project was the action-oriented functional literacy programme. This was unlike any other adult education programme in Nepal, especially because, as an integral part of the programme, all participants had to carry out 18 different development activities, such as making latrines, making improved cooking stoves and cleaning the village roads. For some of the practical activities the project provided inputs such as fruit tree saplings and vegetable seeds. The teacher's fee was Rs 10 for each lesson certified by the Centre as taught but if these practical activities were not carried out he was paid nothing.

55. The project was more concerned with education to promote basic development and produce social changes, than with literacy alone, so it needed to develop its own curriculum materials, based upon the realities of life in the far western Nepal. In the curriculum each lesson was on a separate sheet, and for each lesson an adult attended he got one sheet. The first page consisted of a photograph of the villagers' own environment and a key word or slogan. The next one to three pages were a reading text relating to the photograph and a key word and slogan. A lesson consisted of a 45-minute guided discussion around the topic of the photograph, then reading and writing practice, then a reading of the story, and finally a further discussion. Roughly every sixth lesson was an

arithmetic and revision lesson, and every eighth lesson a practical activity relating to what had previously been discussed. There were 129 lessons in the course, of which 21 were arithmetic and 18 practical work.

56. Teachers for the project's adult classes were selected by intensive interviews held at the neighbouring Resource Centres. These interviews, carried out by senior project staff in 14 Resource Centres in 1985, examined not only the applicants' literacy levels but also their attitudes to manual work, to participating in community development, and to people of lower caste than themselves. Only about one-quarter of those who were interviewed were selected. Very few were drawn from the lower castes, who make up 26% or more of the population, because of their low educational level.

57. Any teacher selected then attended an intensive five-week training programme. Like all project training courses, this ran seven days a week from 8 a.m. to 10 p.m.. A lot of manual work had to be done by trainees, as they had to perform each of the 18 practical activities in the adult classes. Any teacher selected to run a class for a second year had to attend a seven-day refresher training course.

58. The project provided all necessary supplies for the adult classes, including 10 kgs of chalk, files, blackboards, lesson parts and 72 litres of kerosene. In 1984 more than 10 tons of supplies had to be carried by porters to 103 sites where adult classes were held, some 3 1/2 days' walk from the project headquarters. On some days as many as 360 porters were on the trail carrying supplies.

59. For the purchase and portage of supplies contracts were either given to the Resource Centres (allowing a 20% profit) or competitive tenders were taken from local businessmen. In May 1985 a contract for Rs 228,000 was signed for the provision of such supplies. The project also provided fruit tree saplings, vegetable seeds, and de-worming medicines.

60. In 1982/83 there were 18 classes held and 74 in 1983/84, while in 1984/85 there were 103 (including 28 in Bajhang). The planned 1985/86 number is 137 (with about 80 in Bajhang). Each class provided for an enrolment of 25 students, and generally daily attendance was over 20. About 60% of participants were women. In more than half the villages where classes have been held there is a really significant change in the physical and social environment. In some villages latrines have been constructed by every participant, where no latrine existed before. In other villages every house has a flourishing kitchen garden. In other villages new water supply systems have been made entirely with voluntary labour from the adult students.

61. The project also produced a wall newspaper, which was simple and easy to read, about solutions to development problems, activities of particular villages, and with poems and stories. Five issues were produced a year and 450 copies of each issue were distributed to adult classes, Village Reading Centres (VRCs), schools, and village chiefs' houses.

62. The project produced also a series of supplementary readers for new literates. Fifteen titles were published. Some were instruction books (e.g. on raising chickens), others were short stories or short novels with a moral, such as "A Courageous Family" and they were distributed to VRCs.

63. One of the practical activities that participants in adult classes had to carry out was the establishment of Village Reading Centres. One room had to be provided in the village, mat and shelving fitted, and a local committee formed. When this had been done the project provided: subscriptions to a national daily and a regional weekly newspaper; all supplementary readers (48) produced by the project for both adults and school children; more than 100 pamphlets and booklets from various development agencies; and a selection of appropriate novels and religious books from the local market.

64. The VRCs were not planned just as small village libraries, where people could maintain their literacy skills, but also as places from where there should be a continuation of the development and practical activities started during the adult classes. Some small inputs were provided by the project and short two-day training was provided for the VRCs' management committee members on how to manage them and involve the people in development works.

65. For the VRCs that ran most effectively the project provided a subsidy for the construction of a small building in the middle of the village. A sum of Rs 5,500 was provided in three instalments, upon completion of successive stages of the work. So far 18 VRCs have completed buildings and at 10 work is in progress. A further 26 VRCs use borrowed space. It is expected that a further 40 VRCs will shortly be established, 15 of them in Bajhang. All the VRC activities have received a grant from the World University Service in Geneva.

C. Girls' out-of-school education

66. Very few girls enter school in most parts of the project area, and of those who do, most drop out from grades 1 or 2. The project therefore developed an out-of-school programme - known as the Cheli Beti programme - for school-age girls. The objectives and approach were similar to those described above for adult education, adapted to the younger age-group, but with an additional element designed to promote awareness in participants of their individual worth and identity.

67. This necessitated a modified approach. While the loose-leaf format for lesson material was still used, each story and picture was about one particular village girl in the hope that other girls studying would identify with her. One lesson, for example, would deal with her washing her hair, and this would be immediately followed by all girls in the class going to the stream to wash their hair. Altogether there were 160 lessons, and slowly the participants became more and more attached to the heroine. Only in one of the last lessons did it emerge that she was a lower caste girl.

68. The training programmes for Cheli Beti teachers had to be conducted by women - if men were to be involved few village women would be able to attend - and lasted for 35 days. The first and most difficult task in training was to

create unity and orderly habits among the varied participants - mothers with young babies (child-care centres were provided at training sites), ages ranging from 14 to 40 or more, and women of different castes and varying levels of personal hygiene. Despite problems, training was successfully carried out with 20 participants in 1983 and with 31 in 1984.

69. Besides the initial training, there was also a two-day refresher course midway through the programme. In 1983/84 this was held in Silgarhi, and in 1984/85 in the Resource Centres where the women were teaching. Women who wished to teach in a second year had to attend a seven-day refresher course.

70. So far the Cheli Beti courses have not been as successful as the Adult Education ones. A significant number have had to be closed because they were not running properly (five out of 19 in 1983/84). Drop-out rates were high, with a starting enrolment of 20 girls rapidly falling to 14 or less. There was also a very wide range in levels of achievement, with about half the girls not really following the lessons, and inadequate involvement in practical activities. Often the teachers did not follow the methods studied during training, but reverted quickly to the formal practices found in ordinary schools.

71. To improve the situation the whole of the Cheli Beti curriculum has just been completely revised and this new curriculum is to be introduced in 1985/86 and involves the following major changes over that used in 1983/84 and 1984/85:

- a) the objectives have been reduced, and the whole curriculum has been made much simpler. For example, all the letters take 76 days to be introduced now compared with 37 days in the past;
- b) each two-hour lesson now has at least two breaks. The first is for singing one of three songs specially written for Cheli Beti girls. The second is to play a game (a special games manual has just been developed for school and Cheli Beti teachers);
- c) many more small practical activities have been introduced. However, only eight of these take a full lesson or more, whilst the other 31 take up only half a lesson (e.g. brushing teeth, washing clothes, cleaning courtyards). One out of four lessons involves some practical work (the total number of lessons is 160);
- d) to improve the effectiveness of the teachers a new type of partly disposable guidebook has been developed, with general instructions and specific lesson plans for each lesson (attached to the loose-leaf lesson parts). These are then put in a file, on the left side the general instructions, and on the right side the specific lesson plans with the lesson parts. As the teacher teaches each part she takes out of her file the lesson plan and part. Thus the next lesson she has to teach is always on the top of her file, and so there is some chance that she will follow the lesson plan prepared by the project staff. General instructions are always obvious for her on the left hand side of her file;

- e) Cheli Beti teachers are to be provided also with the practical activity guidebook prepared for adult teachers and the games guidebook prepared jointly for schools and Cheli Beti teachers;
- f) Cheli Beti teachers are being instructed during training not to enrol over-age or (especially) under-age girls as this makes their teaching much more difficult;
- g) Girls attending Cheli Beti classes are to be provided with a special badge so that they will feel pride in belonging to a group. Those who drop out will lose the badge;
- h) The training programme has been revised and much greater emphasis has been put than before on methods of teaching and micro-teaching.

72. With these and other changes it is hoped that in 1985/86 the Cheli Beti classes will become more effective than hitherto. However, this programme is one of the more radical being attempted by the project, trying to improve the status of women in the project area, and so many more adjustments may be needed.

73. One serious problem that is yet to be overcome is the fact that for the past two years there has been no local women's education specialist in the project. This has made the training of Cheli Beti teachers and overall coordination very difficult.

D. Teacher training: short-term

74. The project has become experienced in providing short training courses for a wide range of people. During the 2 1/2 years almost 2,000 people have been trained in more than fifteen types of courses, ranging from two to 35 days.

75. Owing to the multiplier effect of teachers there was a considerable concentration of project resources on various kinds of teacher training. The basic principles of such (and of other) training were:

- a) Training courses were held in the Resource Centres, participants being called to the nearest Resource Centre;
- b) The project gave contracts to the Resource Centres for providing participants with food, Rs 20 per person per day being paid with a possible bonus for good food;
- c) Participants all slept in one place, shared a common mess, and were not allowed to return to their homes or villages at night. In this way it was hoped to develop a certain unity and esprit de corps;

- d) Participants were not given any material incentive - apart from free food - for attending training courses;
- e) Training courses ran seven days a week, the training starting at about 8 a.m., and with various breaks, ending about 10 p.m., the hope being thus to inculcate the idea of hard work;
- f) Lectures were generally restricted to not more than 15-20 minutes at a time so as to retain the audiences' interest. The basic approach was guided discussion, participants having to arrive by themselves at conclusions desired, together with various practical activities;
- g) Every training programme included some constructive rural development activity such as village cleaning or tree planting;
- h) The daily programme tended to use the following schedule for all seven days a week: 8-10.30 a.m. morning session; 10.30-11.30 lunch break; 11.30-2 p.m. individual or group assignments; 2-5 p.m. afternoon session; 7-8 p.m. dinner; 8-10.30 p.m. evening session;
- i) For every training course the project produced a training manual, which included not only detailed instructions for trainers on each session, but also handouts for the participants. The training programmes could thus be duplicated anywhere in the project area or even in the country;
- j) In every programme there was an attempt to involve DEO supervisors as trainers as well as project staff. In many cases DEO staff were not available at the last minute, which caused many problems. No training course, however, had to be cancelled.

76. Before the project developed these principles, various other training approaches were attempted and rejected. First, the project organized a normal 10 a.m.-5 p.m. training. This proved to be very unsatisfactory, as participants generally arrived late, and by 3.30 or 4 p.m. were already looking at their watches to see if they could leave. Second, participants were given money to buy food from a local hotel, but this did not work as they brought food from home and were still cooking when sessions should have started. Third, trial was made of preparing food with project kitchen staff, but with the large number of training courses supply problems were excessive.

77. The pattern finally adopted, with meals contracts, according to a standard menu, being given to the Resource Centres; with all participants sleeping, eating, and working together; and with the training running from early morning to night, seven days a week, proved to be far the most effective. This was because a group feeling developed during the first few days of the training and lasted throughout the course and beyond, so helping to strengthen the Resource Centres. This system also helped provide extra funds for well-managed Resource Centres, that could quite easily make 25% profit on the meals while still providing good food. Further, this system also carried the indirect

message of the importance of hard work.

78. At any one time the project might have been running two or three different training courses in different Resource Centres, and often project staff would move from one course to another, spending three months or more in the field. So far as feasible, for training courses lasting more than a week, supervision visits were made by the CTA, the Associate Director, or the planning and evaluation specialist. In addition the project's agricultural assistant visited the longer courses to conduct practical agricultural work.

79. All the training courses are listed in Annex 3, with the numbers trained in each, by Resource Centre. In all, fifteen types of training were given. A brief description of some of the more important of the courses is given below.

Primary Teachers' Course

80. A 21-day course for teachers of grades 1-3, this was on methods of teaching, including six days practice teaching and three days rural development work. Two teachers from each satellite school in Doti and Bajhang were trained. Even teachers from schools outside the Resource Centre area were invited to participate in the training at the nearest Resource Centre. Most participants were extremely impressed with this training and felt that they learnt more in the 21 days than in a ten-month IOE course.

81. However, one serious problem to be faced was the very high turnover of teachers, so that within two years of initial training up to 25% of teachers had been replaced. The project recently began a second 21-day training course for groups of two to three Resource Centres at a time to ensure that new teachers also have the basic training. In future, so far as possible only permanent teachers (where available) are to be invited for training.

Teachers' Refresher Course

82. In the evaluation of the impact of the 21-day training course, it was discovered that about 90% of teachers had gained the relevant knowledge and 60% the skills, but only about 25% the appropriate attitudes. The decision was therefore taken to produce a general handbook on methods to support the 21-day training; to produce a quarterly teachers' newspaper; and to provide a refresher course for all teachers who had attended the 21-day basic training. This refresher course lasts seven days, and is to be held about one year after the initial 21-day training.

Resource Centre Staff Courses

83. Since Resource Centres cannot be expected to be able to carry out their supervision and other functions without training, three types of courses were provided especially for them. First, when the Resource Centres were being established there was a special ten-day training course for Resource Centre headmasters (three days of which the SMC Chairmen of the Resource Centres also attended) to acquaint them with the whole idea of the project, and with the

roles of the Resource Centres. Second, there was a three- to five-day training course for qualified teachers in the Resource Centres to train them in supervision methods for all the various project activities. Third, an annual five-day seminar for all Resource Centre headmasters was held to plan, with the project staff, the next year's activities.

Course for School Management Committees

84. So that teachers might have the support of school management committees (SMCs) and of local political leaders in implementing the various project ideas, a three-day orientation course was held for SMC Chairmen, members and secretaries. This course gave guidance on SMC duties and in particular on increasing enrolments and attendance. During the training course participants carried out one small development activity so as to spread the understanding that all classes and castes of people should become involved in the manual work needed for rural development activities.

Head Teachers' Course

85. The project started a new seven-day intensive course for all satellite school head teachers so that, with them positively oriented to the project and its ideas, the project should be furthered in the schools and the surrounding areas and any other inputs provided should not be wasted. Training was given for satellite school head teachers in groups of Resource Centres, as there were not sufficient heads in most Resource Centre areas to warrant a course just for one Resource Centre.

Teachers' First Aid Course

86. As a first step in turning the school into a community service centre the project ran training courses for school teachers in first aid and primary health care. Teachers who successfully passed this course were given a box with about Rs 700 worth of basic medicines, which the project replenished when at least 25 proper latrines had been built in the villages around the school. Teachers then ran a small daily clinic for school children and villagers, in the school itself, thus bringing school and community closer together. Initially this training was seven days but it was extended to 12 days to secure a more permanent impact.

Courses for Village Reading Centre Managers

87. To try and make the Village Reading Centres run more effectively, a two-day course was held for VRC management committee members.

Literacy Teachers' Courses

88. The longest training courses run by the project were those for training functional literacy and Cheli Beti teachers, both of which took 35 days. By agreement with the DEOs the project provided, for courses longer than one month, the salary of a substitute teacher, if a school concerned had three or fewer teachers. In both those courses there was great emphasis on involvement

in development works, on micro-teaching, and on practice teaching in the villages.

89. Because of the importance of starting the functional literacy and Cheli Beti courses right at the beginning of the winter season, they both had to start in the middle of the monsoon. Heavy rain, swollen rivers and streams, and leech-infested forests produced problems not found in other training courses. Besides these 35-day training courses, for teachers of both kinds wanting to teach a further year there was a seven-day refresher course, while half-way through the Cheli Beti course there were two days of refresher training.

90. The project has therefore gained considerable skill and experience in designing and running a wide range of training courses in a systematic and intensive way not previously found in Nepal, and its short-term training approach is probably one of its aspects from which other projects could most benefit. By breaking away from the normal 10 a.m.-5p.m. pattern training was made much more effective; dropping lecturing as the main method of instruction and replacing it with discussions and practical activities enabled participants to learn much more; the materials' packages for all courses made these easy to repeat; and the provision of board and lodging, but not of stipends, enabled training to be effected at very low cost.

E. Teacher Training Courses : long-term

91. The heart of the project was the ten-month primary teacher training programme. The curriculum for this was developed. It involves a complete departure from any previous teacher training curriculum in Nepal and has the following basic structure:

	<u>Working days</u>
Education (general)	30
Education (teaching specific subjects)	108
Community development and Adult Education methods	23
<u>Either</u> practical agriculture, horticulture, animal husbandry	69
<u>or</u> applied first aid and primary health care	<u>69</u>
Total	230

92. As there are few persons with any education in the villages, the primary teachers were obvious persons who should acquire skills in agriculture or in primary health care so that, by their presence in the villages, they could have an impact on development and become agents of change for rural development. Through this ten-month training course there should, in a short while, be someone in almost every village trained in agriculture and another trained in primary health care. This may be expected rapidly to promote rural development, raise the status of teachers, make their teaching more relevant, break down barriers between schools and communities, and help develop the schools' role

as community service centres.

93. Again, since a teacher is likely to be one of the village leaders, and be ready to participate in ERDP's adult programme, the curriculum includes community development and the adult education methods and content developed by the project. Other significant departures from curricula previously used for long-term teacher training in Nepal are:

- a) Lectures are not to be longer than 15 minutes, so as to give time for participants to find out things for themselves;
- b) teachers are to be taught only what can immediately be applied;
- c) what is taught is always to be related to situations in primary schools in remote hilly districts;
- d) theory and practice are always to be combined;
- e) students are to be always ready to work with their hands as well as with their heads.

94. In the draft curriculum for long-term teacher training the education component is directly related to the primary education curriculum. The 108 days given to how to teach specific subjects are so linked and are to be used to cover how to teach the primary curriculum (grades 1-3) and use the textbooks.

95. It has been asked why a long-term (10-month) innovative teacher training course is needed, especially since the project has become so effective in running short-term training courses from Resource Centres and since this long-term training will be considerably more costly than any short-term course, and thus the chances of it being repeated in other parts of Nepal are smaller.

96. In fact, however, the 10-month programme was designed as the heart of the whole project. The project objectives are ambitious and involve departures from existing practices in the remote rural areas of the country and from the accepted role of teachers - requiring these to play a central part in promoting "grass roots" rural development. Intensive and extensive training will therefore be needed: established working habits cannot be changed in a few short weeks; social perceptions of the teacher's role cannot be changed in a few days and counter-productive attitudes - e.g. caste and sex discrimination - cannot be changed overnight.

97. All the short training programmes certainly have an impact, but this is not sufficient by itself to break through long-existing attitudes and practices. For this, teachers will require much greater exposure to new ideas and working methods than can be provided during a few days or weeks of training at a Resource Centre. Training at Resource Centres certainly cannot be much longer than five weeks (which is already too long) without disrupting activities both at Resource Centre schools and satellite ones, nor can there be too many courses at the same Resource Centre in any one year. Further, the Training Centre should eventually become the institution responsible for promoting and monitoring

all innovation. The Project Office with its special staff cannot continue forever, while DEO offices are not equipped with the technical manpower needed.

98. For various reasons it was not possible to start long-term teacher training. Main problems were:

- a) The original site selected was taken away from the project and it took almost two years to regain possession (the site has now been fenced);
- b) Only one contractor submitted a tender for construction, so tenders had to be invited a second time;
- c) in Dipayal there was very great price inflation due to the establishment of the regional headquarters. The second tender involved expenditure about 80% higher than the available budget;
- d) UNDP, with the agreement of the Ministry and Unicef, decided not to go ahead with the construction of the Teacher Training Centre in a phased manner, but to try to get additional funds;
- e) an additional funding source was found by Unesco (AGFUND), but formal Government approval has not yet been obtained; meantime, Unicef decided not to become involved in a permanent centre;
- f) a building was rented, renovated, and furnished as a temporary Teacher Training Centre but training could not start as MOE&C could not provide the five professional and four supporting staff members it was to provide by November 1984.

99. The situation with the proposed Teacher Training College now is that: a site has been obtained and fenced; designs have been drawn and tendering documents prepared; curricula and materials have been fully developed and are ready for use, and temporary premises have been rented until the end of 1986 and have been renovated, furniture has been procured and installed; and plans have been made for the first group of students to start their training in August 1985. However, any start must await the provision of staff.

100. Clearly the matter of constructing a permanent Teacher Training College merits careful reconsideration. Costs have more than doubled since the project was designed; \$ 1 million has been available for over a year but no plan of operation has been signed. If AGFUND and UNDP funds can be used for other project purposes - including financing the 10-month teacher training for a longer period, or even for buying the present temporary building and the attached wing - then this might well be preferable to constructing facilities costing \$ 1 million, which will take two to three years to construct and might never be fully utilized. The possibility of AGFUND's allowing the \$ 650,000 allocated to be used for other purposes needs, therefore, to be explored.

F. School building

101. The project's school building programme has been a major success. With project subsidies ranging from Rs 12,600 to Rs 25,600 (covering 41% of the standard cost of each standard design) well-designed, functional and durable buildings have been constructed, entirely of local materials, and at a cost of a mere quarter or less of what contractors would charge.

102. The use of local materials - especially for roofing - has been an important feature in respect of costs, efficiency and example. The ease of erection of corrugated roofing sheets, for example, is an incentive to use them. However, they are expensive - Unicef charges for a school roof run at Rs 44,000 plus transportation and a Rs 5,000 building subsidy - their use results in noisy classrooms, hot in summer and cold in winter, and in a storm they are likely to be found blown up to two kms away.

103. During the first two years - 1982/83 and 1983/84 - the project used as a basis a school building design developed in a workshop in Falote in Doti in March 1982. Six different designs were prepared at that workshop, and the one most commonly used was an eight-bay two-storey building with a verandah. Grade 1 had three bays, Grades 2 to 5 had one bay each; the staff room had one bay.

104. This design was very flexible, as classroom sites could be changed by moving internal partitions. However, various faults were identified: the verandah was rarely built; the internal partitions usually did not provide proper sound insulation; the design used a lot of wood; and the earthquake lintel was so badly placed it weakened the building.

105. In 1985, therefore, re-designing was carried out to make the buildings more durable, the classrooms more sound-proof and to reduce timber requirements by about 20%. The only disadvantage with the new design was that the flexibility of the previous one was lost as partitions were fixed. This revised design did not have an earthquake lintel but one was later added.

106. For schools that already had good buildings the project gave support for the construction of compound walls and/or of playgrounds. For these activities, as for new buildings, the project provided only 41% of the estimated standard costs, with the local community providing the remaining 59% through voluntary labour. Project assistance was provided in two instalments: the first when 50% of the work had been completed, and the second when all the contracted work was done. For this work no school received more than Rs 7,000 subsidy from the project.

107. So far 26 schools have been built or are building compound walls in Doti, and 23 in Bajhang, while 14 playgrounds have been completed in Doti and five in Bajhang. Very often schools carried out much more than the contracted amount of work, especially with compound walls, where it was quite common for communities to build with their own voluntary labour double or more the length subsidized.

108. In all, then, 152 major building activities were undertaken by the project in its regular building programme, 100 of these in Doti (out of 132 schools) and 52 in Bajhang (out of 110 schools). This school building activity has done much to spread the project's reputation for keeping its word and paying by results, throughout the hills and mountains of Doti and Bajhang. It has also done much to change people's perception of what a school building should be like.

109. The project was, of course, concerned not only with putting up buildings, but also with ensuring that all school buildings and compounds were well maintained. In this respect the project emphasized in all training courses the importance of maintaining buildings and compounds and produced a special guidebook for school teachers and local community leaders entitled "Maintaining School Buildings and Compounds".

110. Not only functional school buildings but also kitchen gardens, orchards, tree plantations and latrines may be considered essential for schools. For all these, and to ensure hygiene, water is needed on or near the school site. Hence the project assisted 37 schools (six in Bajhang) in bringing clean, piped water to the school compound.

111. The project provided up to 1,200 metres of 1/2-inch pipe, and up to three bags of cement for a school for which support was given. If more pipe or cement was needed it could be sold to the school at cost price. Collection from the nearest road head was the responsibility of the school, though in Bajhang a small subsidy was also provided as the distances schools had to transport the cement and pipe were very great. The project also provided technical assistance to the school community in designing and laying out the system, making the intake tank, laying the pipe, etc.

112. The project also provided a small subsidy for schools that constructed permanent pit latrines according to project standard designs. So far 68 schools have received such subsidies (only Rs 260 each, though it was proposed to raise this to Rs 400). Yet though a large number of latrines were built at schools under this special programme and the normal school building one, only a small proportion of them were kept clean and well maintained. Thus a great deal more work needs to be done in this respect.

113. After the April 1984 Tripartite/Quadripartite Review a special fund was provided by Unicef for supporting improvements to Resource Centres. Under this heading assistance was offered to seven Resource Centres for physical improvements, and to a further 17 for furniture. Unicef also offered special emergency assistance, used for repairs to eight schools in Doti, after the unprecedented floods in September 1983. For this assistance subsidies of 80%-90% were provided by the project. About Rs 500,000 are outstanding for all school building works from 1982-1985.

114. The construction process the project adopted was:

- a) . project decision was made on the Resource Centre areas to be covered in the coming year by the project's school building activities - construction of schools, playgrounds, compound

walls and the provision of water supply;

- b) Resource Centres were invited to collect applications from satellite schools;
- c) a staff member from the project's engineering unit (senior overseer, assistant engineer or VSO) surveyed all satellite schools of each of the selected Resource Centres;
- d) formal applications were invited from those schools where the engineering unit considered a new building was needed, and could be built by the local people;
- e) a recommended list of schools to be built was sent to the District Education Committee for approval;
- f) once a school was approved, project staff approved the site (near at least one village) and instructed the school management committee to collect all the materials (stones, wood, and slate) needed to construct the first storey;
- g) when the materials had been collected a standard contract between the school and the project was signed and witnessed;
- h) when the contract was signed a project overseer would go to the school site and lay out the building;
- i) an overseer would then visit the site about every three weeks as part of a round of visits to 10-15 construction sites. If no work had been done between two visits, he would visit again only when information was received from the school that work was progressing. When the overseer visited a site, he would:
 - i) inspect the work done, check that it was according to specifications, and recommend whether an instalment was due;
 - ii) Advise on the work to be done for the next payment, giving detailed explanations of measurements and techniques;
 - iii) Assist the local community in carrying out any particularly difficult part of the building, and help in mobilizing villagers to work together for the school.
- j) payment was made on the basis of work stages completed. For two-storey buildings there were six work stages, with an instalment after each stage was completed and passed by a project overseer. For one-storey buildings there were only four work stages of work and four instalments. In both cases the last stage involved making a compound wall and a latrine, and whitewashing the building inside and out;

- k) payment was made to the official bank account of the school by the District Education Committee (DEC), using advances provided by the project. The DEC was authorized to release the money by a duly signed project letter.

115. It may fairly be claimed that the project's school building activities had a significant and continuing impact upon the area's physical facilities for education, in respect not only of new construction but of the better endowment and upkeep of existing school buildings.

116. At the time of the initial project survey it was easy to recognize a significant proportion of school buildings from a distance, as if a building was half falling down and poorly maintained, and had a compound with nothing growing on it, the chances were it would be a school. Now, however, when on the trail one can still notice school buildings from afar, but because they are beautiful whitewashed ones and not because they are falling down.

117. Further, the project's system of standard designs and costs, frequent technical supervision, payments for stages of work completed, and payment by results has been noted and already other offices in Doti and Bajhang are also beginning to experiment with systems of paying on instalment basis and by results for community-organized construction works.

G. Primary education

118. Besides activities already described which may be expected materially to improve primary education - Resource Centres, teacher training, supervision and physical facilities - the project developed a series of supplementary readers, to be read for entertainment by the children on their own. The readers contain child-centred stories written around 22 appropriate development messages - e.g. "Working Together", "Preserving the Forest", "All Nepalese are Equal". The project printed 33 of these supplementary readers (details are given in Annex 1) and distributed them to schools throughout Doti and Bajhang.

119. These readers had three main objectives:

- a) to develop reading habits and skills and let children see that there are many other things to read besides boring textbooks;
- b) to change children's attitudes so that they readily take part in various development activities;
- c) to produce a desirable change in children's behaviour.

120. To develop the readers during the first two years, three writing workshops were arranged in Doti for local and outside writers. As it proved very difficult to attract outside writers to spend a couple of weeks in a remote Resource Centre, during last year specific writers, familiar with the social, economic, cultural and geographical situation in Doti and Bajhang,

were invited to prepare readers on selected topics, the procedure being:

- a) writers were invited to submit outlines and one-page samples of the text for the intended grades;
- b) project staff commented on the outlines and, after testing, on the language level of the sample pages;
- c) writers submitted the first drafts of their texts;
- d) project staff commented on the drafts and returned them to the writers with suggestions for improvement;
- e) writers returned revised drafts;
- f) project staff again read the drafts and, if only minor adjustments were needed, made these;
- g) illustrations were made by the project artist;
- h) the draft texts, with illustrations, were sent to Dr. S.R. Sharma, Secretary of the National Education Committee, for comments and approval;
- i) if only small changes were required project staff again made them; for major changes the text was returned to the author;
- j) the text was then sent to one of the four printers with whom the project had standard printing contracts;
- k) copies were then sent to Doti and Bajhang by truck, mule, plane or porter, depending on the season, and then were distributed to all satellite schools through the Resource Centres. One copy of each reader was given for every four pupils enrolled in the grade.

121. The project had difficulties in getting many schools to use these supplementary materials effectively. Even though instructions were issued by district education officers as to how to incorporate the readers into the daily time-table (and training was given on this in the project's seven-day refresher training), still most schools used the readers only as a stop-gap.

122. There appears to be three more reasons for teachers' reluctance to use the readers:

- a) no examination credit is given to time spent on the readers (steps are being taken to alter this);
- b) teachers, despite all the training given, are still not at ease in using a wide range of materials; and
- c) teachers are not at ease either with different pupils studying different materials at the same time.

123. During the final six months encouragement of the use of the supplementary readers was one of the main themes in supervision visits from Resource Centres, DEO supervisors and project staff, and so gradually some improvement could be seen.

124. To enrich teaching and make it more active and problem-oriented, the teacher needs a wide range of teaching aids in and outside the classroom. The project has been helping schools in three ways to make and use more teaching aids. Firstly, in all project training programmes the making and use of teaching aids from freely-available local materials was very much emphasized.

125. Secondly, a special handbook was prepared and distributed to all primary school teachers, on how to make and use various teaching and learning materials, all made from free local materials. Teachers were shown such things as how to make paper, ink, chalk, and an abacus and how to keep the blackboard black (with the insides of old battery cells or with nettle flowers).

126. Thirdly, besides the supplementary readers, the project distributed blackboards, a basic set of teaching-learning equipment, including such items as length, weight and volume measures, agricultural implements, musical instruments, and alphabet and number cubes.

127. As with the supplementary readers, and for the same reasons, there was again some difficulty in getting teachers to make or use materials, apart from blackboards and home-made chalk and ink, which are widely found in use.

128. The project also encouraged schools to spend more time on physical exercises, sports and games. Four methods were used. Firstly, a private donor provided funds through the project to purchase sets of simple games materials for schools, such as volley balls, quoits, balls and skipping ropes. Secondly, a teachers' guide was produced on organizing games, role-playing and sports. Thirdly, Resource Centres were encouraged to organize sports contests among their satellite schools. Fourthly, in project training courses games were played frequently, both as a break from mental work and to show the teachers how they should organize games among their pupils.

129. In primary education progress in achieving the project's objectives was slower than with other components, but this may be attributed to the greater difficulties in changing an existing system than in starting a new activity. However, encouraging results were observed in the all-important area of enrolment and attendance: the introduction of regular school supervision resulted in more regular attendance by teachers and so of pupils; making learning more active has also tended to improve attendance, as did too the emphasis placed on school enrolment and attendance in training courses for local leaders. The project produced and distributed a manual on ways of increasing the numbers of girls enrolled and held an annual competition to find the school with the highest proportion of girls in grade 1: the latest winner had 50%.

130. Finally, a valuable medium for disseminating ideas for primary education was the project's quarterly teachers' journal. This appeared in newspaper format, which readers seemed to prefer to that of a booklet, and was

distributed to all districts, thus spreading project ideas, including those on primary education, throughout the country.

H. Development inputs

131. Project inputs such as medicines, fruit-tree and other saplings, and vegetable seeds, had both a development and an educational value. The project twice distributed to all school children in Doti, and once to those in Bajhang, doses of medicine (40,000 doses in all) to kill intestinal parasites. During distribution, discussions were held on where the parasites came from and how they could be prevented. A significant decrease in infection was observed, which suggests that the project helped to improve environmental hygiene. The project distributed also some 2,000 doses of anti-scabies medicine, but about half the pupils treated rapidly became re-infested from bedding or family contacts, and this programme was discontinued.

132. Teachers successfully completing the 12-day primary health care training course were each given a kit-box full of medicines and first aid supplies, so that they could run a small clinic in their schools for pupils and villagers. In all, 69 such kit-boxes were distributed, and one had to be replenished - for a school which successfully organized the construction of 25 proper latrines in neighbouring villages.

133. The project also encouraged schools and interested pupils to establish kitchen gardens, with winter and summer vegetables - not traditional in the project area. To get schools (and some pupils) to establish such gardens, summer and winter vegetable seeds had to be distributed. Despite the widespread distribution of 6,234 packets of mixed seeds only about 20% of schools developed viable kitchen gardens. There was much greater success with private ones, particularly those planted by Adult Education students. The project distributed seeds to a given place for two consecutive years only, as after that it was expected that people would keep seeds themselves.

134. The project made extensive distributions of winter and summer fruit tree saplings: apple, pear, plum, peach, and walnut trees in January, and mango, jackfruit, tangerine, orange and lime trees in the summer. At first only 10-20% were distributed to each school, but it was found that proper care was not taken of the trees and project staff could not follow up a large number of planting sites so mortality was as high as 70%.

135. Hence trees were later distributed only to schools with a compound wall, with water on or near the site, and with proper fertilized holes prepared in advance. Some schools were given up to 250 saplings, all of which seemed to do well. In all, 10,859 fruit tree saplings were distributed to schools, adult centres, and Cheli Beti courses.

136. Most of the saplings were winter fruit trees, as supplying these is much easier than providing summer ones. This is firstly because each winter sapling weighs only 1 kg, whereas summer saplings weigh two to three kgs; and secondly because a winter tree can survive out of the soil for two to three

weeks in cold damp weather, while a summer tree can do so for not more than one week. As all saplings were obtained from nurseries four to five days' walk from Silgarhi (and some summer trees had to come from India), and as porters were difficult to find in the summer months, many more winter trees were distributed than summer ones. Over 90% of the trees were distributed in the winter, and their survival rates proved much higher than those of summer ones.

137. The project also encouraged and assisted Resource Centres, in areas far from any community forestry-project nursery, to establish their own tree nurseries for fodder and fuelwood. In the first year these nurseries were not very popular, as they had only pine tree saplings. Though these grew very quickly they did not provide fodder and gave a very smoky fire. This year, however, other seedlings have been grown, each nursery producing about 1,000 - 1,200 saplings per year.

138. The foregoing types of development input had much more impact on adult participants than on schools or Cheli Beti girls. Often school compound walls deteriorate and let in cows and goats which eat the plants and young trees; work which should be part of the pupils' education is done by peons; or no one is made responsible for upkeep during vacations. Certainly mere distribution of such inputs had some impact, but there remains much to be done to convince teachers that education is not merely memory work and to gain their support for manual activities.

I. Project Competitions

139. To encourage the active involvement of schools and teachers, local leaders, and adult education teachers in project activities, \$ 1,000 was allocated every year for prizes in project competitions. These were announced not later than April every year and prizes were awarded on the anniversary of establishing the Project Office in Doti. The following project competitions were held to find the best:

- a) Regional Centre;
- b) Satellite school;
- c) Adult education teacher;
- d) newly-constructed school building;
- e) forest-tree planting and survival sites;
- f) winter fruit-tree survival site;
- g) Kitchen garden;
- h) Grade 1 girls' enrolment;
- i) Grade 2 girls' enrolment.

Certificates and small cash prizes were awarded to all the winners (1st, 2nd, 3rd and some consolation prizes) during the project's anniversary day celebrations. In addition the names of all winners were mentioned in the project's teachers' journal.

J. Supervision

140. A major problem in improving the effectiveness and relevance of basic education in rural Nepal was the supervision of schools, adult education and other programmes. Most schools in the hilly areas of the far west of the country were visited only once a year by District Education Office supervisors, or even less frequently, and adult education classes were rarely supervised at all. Hence in many schools teachers might not attend school regularly or on time (especially during agricultural work seasons); did not have much pedagogical assistance; and might not feel that anyone much cared what they were doing. With adult programmes the situation was even worse, with a significant proportion of the courses not running at all. Hence, right from the start the project put a great deal of emphasis on developing an effective system of supervising the implementation of project activities.

141. The system developed was a three-tier one consisting of staff from the Project Office, the District Educational Offices and the Resource Centres, operating as follows:

- a) Project staff: The CTA, the planning and evaluation specialist, and the Associate Director spent an average of five days a month in the field supervising the effectiveness of the supervision system.
- b) District Education Office staff: Supervision fee contracts were signed with DEO supervisors (who otherwise would not leave their District Headquarters as the Government had cut all field allowances) to visit all project activities at least three if not four times a year. For each full supervision round (taking about 30 days) the project paid Rs 1,250, subject to all unit chiefs and the Associate Director certifying that the work had been carried out according to contract.
- c) Project field coordinators: These visited each Resource Centre for about two days every month, satellite schools also being visited on the way. Each project activity (adult classes, Cheli Beti classes, VRCs etc) was visited at least twice, and generally three times, a year.

142. With this triple system of supervision (Resource Centre, DEO supervisors, and project staff), all school teachers, non-formal education teachers, and others involved in implementing project activities became aware that they would have to carry out the activities expected or they would not be paid. The supervisors had to report what they actually saw, as their reports should be consistent with those of other types of supervisors.

K. Project ideas not tested

143. Two areas mentioned in the project document, in which project ideas were not fully tested were the ten-month teacher training programme and the proposed textbook loan service. For the former the detailed curriculum was developed and a building was rented, renovated and furnished but no course was run as the Government did not provide the necessary staff.

144. Preliminary information on ways of running a textbook loan service was collected, but it did not prove possible to start such a service as most parents and local communities wanted new books each year for their children.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Project's national impact

145. Resource Centres: The Resource Centres are playing a very important role in the implementation of project ideas and activities, and are beginning to give teachers a sense of belonging to a profession. All teachers in surrounding areas have been trained in the Resource Centres, are supervised by Resource Centre teachers, attend Friday meetings and take their pupils to participate in inter-school contests.

146. School construction: The project's system of supporting local communities in the construction or improvement of their school facilities has been very successful. Through using the project's standard designs, through frequent technical supervision, and through a system of payment by results, about half the schools in Doti district, and a significant proportion in Bajhang district, have been rebuilt to a high standard at a cost averaging only about \$ 1,000 each.

147. Teacher training: The project developed an intensive and economical system of training teachers and other personnel at Resource Centres for little more than Rs 20 per participant per day (the cost of food). Project training programmes ran seven days a week, from 8 a.m. to 10 p.m. every day. There was a minimum of lecturing, and a maximum of development work. Most participants claimed that they gained much more from a few days or weeks of a project training than they did from much longer training elsewhere.

148. Functional literacy: The project developed a system of functional literacy where participation in development activities was an integral part of the programme. Teachers did not get paid unless latrines were built, vegetable gardens planted, improved cooking stoves made, etc. Altogether 18 different development activities were included. In about 50% of villages where project functional literacy courses were held really significant improvements in the village environment could be seen. About 200 functional literacy courses were held.

149. Materials and approaches: The Textbook Loan Service could have been implemented in the project area only if the Government had made a firm decision that it should be introduced.

150. Three other projects have been making extensive use of project materials and approaches. The Manichur Community Development Project is using Cheli Beti materials and supplementary readers and has recourse to Resource Centres. The Khaktapur Development Project has been using supplementary readers and the Women's Education Unit in the Ministry uses Cheli Beti materials. The World Bank Primary Education Project has also been using project materials and approaches.

151. Content of education: Throughout the school system in the project area people are beginning to understand that education is not merely a matter of academic theory but also one of combining theory with practice, by applying in daily life what is learnt and, conversely, learning facts and skills that can be so applied.

152. Government reaction: While the Ministry has not yet adopted project ideas for national implementation, interest has been growing as more and more people see the project's film and the frequent press releases on project activities.

153. Project's external impact: The project, despite the remoteness of its site, has aroused considerable national and international interest. Frequent visits to project activities have been made by officials (mainly external) from other projects in Nepal and by representatives of various aid agencies, as well as a visit by ambassadors accredited to Nepal.

154. Internationally the project is probably one of the better-known ones taking place in Nepal, and is certainly one of the better-known education-for-rural-development projects taking place in the world. Information and materials on the project have been frequently requested from all over the world.

155. In addition, in May 1984 the IIEP held an international research seminar in the project headquarters, with participants from 17 countries in five continents. This seminar did a great deal to further the project's international reputation.

Project management

156. A great weakness in the project's design and implementation was the lack of an effective administrative structure, linking the project with the Government and with Unesco. The Project Director was based in the capital, and as the project was in the far west of the country he was not in a position to direct it.

157. This situation, combined with the fact that all project staff were Unesco regular or Unesco/UNDP locally funded SSA staff (including the Associate Director, who was to have been paid by the Government), meant that much greater authority and responsibility devolved upon the CTA than was foreseen.

158. In the Ministry of Education and Culture there seemed to be little high-level interest in, or understanding of, what the project was doing. There was a project coordination committee in Kathmandu but, apart from a few visits by members of this to the project headquarters at Silgarhi - mainly early on - no high-level Ministry official visited activities in the field.

Work incomplete

159. In some areas project staff were not yet satisfied with the level of achievement: there might have been significant achievements, but there was still scope for improvement. Such areas were:

- a) Cheli Beti programmes: In the detailed evaluation of the second year of the programmes it was realized that more than half the girls attending were not reaching significant levels of literacy; the classes were not active enough; and there was not enough participation in rural development activities. The whole curriculum was therefore completely revised, made more simple, and is to be tested in the coming year.
- b) Supplementary readers: The project produced 33 supplementary readers for primary grades up to June 1985. However, in many schools these readers were still not being used properly or effectively.
- c) Village Reading Centres: To begin with the project had over-ambitious targets for these and tried to establish such centres wherever a functional literacy class was successfully being held. In many places, however, villagers were not highly motivated to run the reading centres themselves. Testing is to be started of a new approach, that of gradually expanding support for reading centres as the local community proves itself.
- d) Fruit-tree planting programmes: The school programmes did not work very successfully since only about half the trees survived - fewer with summer fruit trees. A greater sense of responsibility in regularly tending growing things needs developing.
- e) Care of materials: Such a sense needs developing also in respect of school maintenance. Project staff were often shocked by the lack of responsibility on the part of teachers and others for articles such as blackboards, lanterns, teaching and learning materials and books - provided by the project. The project was thus forced to penalize those who did not take care of the property it provided and emphasized the need for care much more in training courses and printed materials.

Overall Conclusions

160. Thanks to the dedication and hard work of all the Nepalis involved in the project, and particularly to the project staff and their ready adoption of a

new working system, the project exceeded expectations in its substantial achievements.

161. When the project began pessimists said that all projects failed in the far west of Nepal. This project did not fail. They said that project funds would melt away before reaching the villages. Those of this project did not. They said officials in remote areas did not work much: project staff did. They said villagers would not be interested in providing voluntary labour for development works: villagers in the project area were, as is evidenced by the large numbers of schools built, latrines provided and villages cleaned up.

162. The project has promoted new ways of working, new systems of payment and a new respect for all persons. It has showed how things can be done if people are really interested in doing them and, most important of all, it has given the people of Doti and Bajhang hope that by their own efforts, with some outside assistance, they can improve the quality of their lives and reduce their sufferings. Bringing such a hope has made all the hard work, efforts and use of resources worthwhile.

B. Recommendations

163. In December 1984, upon instructions from Headquarters, the CTA wrote a draft on "Education for Rural Development in Seti Zone (NEP/78/022), Criteria for Second Phase of Project". (See Annex 7). In this he developed a step-by-step approach gradually to give increasing responsibility to the Government, so that by mid-1989 the latter would have full operational responsibility. This document was brought to the attention of all parties concerned.

164. In the foregoing Conclusions Section - as also in parts of the preceding text - there are various implied recommendations which it is perhaps unnecessary to extract and repeat here. Among them the most pressing appear to be those concerning staffing (national and external) and management (especially financial) structures and procedures.

165. One specific recommendation for the overall management of any continuing activities which would benefit from external support is that much greater attention should be given, from the design stage on, to developing an administrative structure that really works. Some essential elements would be that:

- a) the Project Director be a full-time 2nd or 1st class Government official, paid by the Government and given by it full operational responsibility for the project, and be stationed at the project's headquarters;
- b) the functions of each of the three committees - project coordination, zonal implementation and inter-office management - be made completely clear, since hitherto only the first of these seems to have had any role to play.

ANNEX 1

Project Staff

Full-time Staff^{xx} (in June 1985)

Unesco Chief Technical Adviser: Nicholas Bennett (1 July 1981 - 30 June 1985)

Doti staff

Mr. Hem Raj Lekhak	Associate Director (Government official)
Mr. M.P. Gyanwali	Curriculum Development Specialist
Mr. C.D. Singh	Non-formal Training Coordinator
Mr. U.P. Upadhyaya	Planning and Evaluation Expert
Mr. Damodar Pant	In-service Training Expert
Mr. B.B. Pant	Teacher Training Consultant
Mr. Gopal Adhikari	Adult Education Specialist
Ms. Pramila Rajbhandari	Women's and Girls' Education Assistant
Mr. Bishnu Devkota	Resource Centre Specialist
Mr. H.D. Tamang	Assistant Engineer
Mr. S.B. Khadka	Administrative Assistant (Unesco GS)
Mr. N.K. Joshi	Field Coordinator
Mr. R.M. Dahal	" "
Mr. S.B. Subasi	" "
Mr. G.B. Bista	" "
Mr. M.L. Adhikari	Building Supervisor
Mr. S. Maharjan	Overseer
Mr. R.B. Karmacharya	Sub-overseer
Mr. S.C.S. Prakash	Health Assistant
Ms. Kusum Shrestha	Tabulator
Mr. D.B. Bogoti	Secretary/Typist
Mr. D.P. Dura	Senior Clerk/Typist
Mr. S.P. Shrestha	Assistant Office Superintendent
Mr. B.B. Thapa	Clerk/Typist
Mr. P.R. Pathak	Agriculture Assistant
Mr. D.B. Sob	Artist
Mr. D.B. Chhetri	Peon/Watchman
Mr. S.B. Khadka	Peon
Mr. R.B. Saud	Peon
Pr. P.B. Bista	Peon
Mr. D.B. Augi	Syce
Vacant	Women's and Girls Education Specialist
Vacant	Field Coordinator
Mr. David Potter, VSO	Architect
Ms Joan Cook, VSO	Instructor in non-formal education (Cheli Beti)
Mr. B.B. Shrestha	Water Technician

Bajhang staff

Mr. G.B. Singh	Senior Field Coordinator
Mr. P.B. Kathi	Senior Overseer
Mr. R.K. Shrestha	Sub-overseer
Mr. R.B. Rokaya	Clerk
Mr. N.K. Jaisi	Peon

Kathmandu staff

Mr. D.B. Rai	Administrative Officer (Unesco GS)
Mr. S.B. Shrestha	Liaison Officer
Mr. O.R. Shrestha	Administrative Assistant (Unesco GS)
Mr. N. Khadka	Secretary/Typist
Mr. J.R. Khadgi	Driver
Mr. Gokarna Rana Magar	Peon

* All staff are Unesco SSA employees unless otherwise stated.

Project Coordinating Committee Members

(Part-time)

Dr. N.N. Singh, Secretary, Ministry of Education and Culture - Chairman
Mr. R.J. Thapa, Additional Secretary, Ministry of Education and Culture
Dr. S.R. Sharma, Member Secretary, National Education Committee
Dr. K.N. Shrestha, Senior Expert, CTSDC
Dr. B.K. Mallik, Dean, Institute of Education
Mr. N.P. Rajbhandari, Joint Secretary, Ministry of Education and Culture
Mr. L.N. Tamrakar, Under-Secretary, Planning Commission
Mr. B.R. Shrestha, Under-Secretary, Ministry of Finance
Mr. I.P. Upadhyaya, Project Director and Member Secretary

ANNEX 2

Resource Centre Activities

Abbreviations

RC	- Resource Centre
SS	- Satellite school
AC	- Adult class
CB	- Cheli Beti class
VRC	- Village Reading Centre
PHI	- School physical improvement (school building + compound wall + playground + drinking water supply)
TL	- Prototype teaching-learning material
BB	- Blackboard
FP	- Fruit plant
TP	- Forest tree plant
DWM	- De-worming medicine
S	- Scabies
VS	- Vegetable seeds
SR	- Supplementary readers (for school children) Record perhaps not complete
M	- Various manuals and teachers' guides
WD	- Where there is no doctor (book)
N	- No programme
NR	- No record

No.	R. Ca	Location Status (Distance from ERDP HQ)	Programmes				Participants				Inputs							WD		
			SS+AC	CB	VRC	Phy Impr	AC	CB	var-ious training	TL	BB	FP	TP	DWM	S	VS	SR		NS	
1.	Uchakot	Advanced - 1 day	10	26	6	13	14	604	134	130	10	34	887	1500	3238	N	840	680	98	26
2.	Valma	Backward - 4 hrs	6	6	N	N	6	147	N	63	4	22	314	500	947	N	194	365	107	1
3.	Fulot	Backward-2 1/2 hrs	9	12	N	6	8	284	N	69	6	25	513	N	1849	40	349	714	122	7
4.	Dohimandu	Moderate - 1 day	11	25	5	7	10	598	113	103	11	28	1711	N	3207	N	812	1250	135	8
5.	Mudbhara	Moderate - 5 hrs	8	19	7	8	7	408	145	90	8	31	1809	N	2358	40	653	644	129	9
6.	Khatyadi	Moderate - 2 days	13	20	N	11	15	494	N	120	12	36	1059	1500	2377	40	637	781	166	26
7.	Woyal	Moderate - 5 hrs	9	16	1	9	6	394	20	87	9	26	777	800	2664	40	515	935	123	10
8.	Dipayal	Advanced-1 1/2 hrs	12	5	7	N	9	198	42	98	10	30	501	N	3155	40	360	1179	137	1
9.	Pokhari	Backward - 5 hrs	7	3	N	N	8	72	N	50	4	24	130	1400	1142	N	134	460	114	1
10.	Gandora	Moderate-1 1/4 days	5	7	9	N	4	164	175	78	6	15	644	1000	1280	N	432	262	91	6
11.	Lana	Backward-2 1/2 days	5	6	N	N	8	150	N	56	6	17	306	615	1050	N	216	397	84	6
12.	Jurayal	Advanced-2 1/2 days	9	7	9	N	9	191	185	104	9	27	1139	N	2576	N	489	85	136	10
13.	Barchain	Backward-2 1/2 days	8	7	N	N	6	170	N	78	8	23	258	600	1020	N	236	457	125	9
	TOTAL DOTI		112	159	44	54	110	3874	814	1126	103	338	9348	7915	26863	200	5867	8209	1567	120
1.	Satyhbadi	Advanced-2 1/2 days	14	-	N	N	13	N	N	100	15	31	130	N	81	N	16	1506	178	15
2.	Thelara	Moderate-1 1/2 days	12	8	N	N	11	205	N	104	13	25	334	N	171	N	110	349	175	13
3.	Chhdnna	Moderate - 2 days	11	6	N	N	8	150	N	93	12	25	407	N	147	N	78	136	54	12
4.	Bhatakhola	Backward-2 1/2 days	7	11	N	N	9	300	N	71	8	16	464	N	40	N	148	621	122	8
5.	Sunkuda	Backward-3 days	8	N	N	N	2	N	N	67	9	19	80	N	NR	N	72	552	135	NR
6.	Bijgada	Moderate-3 1/4 days	14	N	N	N	N	N	N	92	14	29	N	N	NR	N	NR	938	175	NR
7.	Chaughanpeta	Moderate-2 days	11	N	N	N	4	N	N	98	15	31	N	N	58	N	8	623	193	NR
8.	Athpali	Backward-3 1/2 days	5	N	N	N	N	N	N	65	6	13	90	N	38	N	NR	137	118	6
9.	Chaudhari	Moderate - 2 days	8	N	N	N	N	N	N	20	9	21	N	N	NR	N	NR	NR	20	NR
10.	Talkot	Backward - 3 days	5	N	N	N	N	N	N	19	6	15	N	N	NR	N	NR	NR	19	-
	TOTAL BAJHANG:		95	25	N	N	47	655	N	729	107	225	1505	N	535	N	432	4862	1189	54
	GRAND TOTAL		207	184	44	54	157	4529	814	1855	210	563	10853	7915	27398	200	6299	13071	2756	174

ANNEX 3

Teacher Training

1982/83 - 1984/85 Programme

Resource Centre	Types of Training and No. of Participants														Total Participants
	12 ds. Health Training	21 ds. P.T.	7 ds. Refr. P.T.	18 ds. R.C. HM + S.M.C. C.	10 ds. R.C. HM + S.M.C. C.	2 ds. (+ 21 ds.) Instr.	3 ds. (PP+HM+ SMC+SMCM)	3 ds. R.C.T. S. Sup.	1 ds. Ad. S.	35 ds. Ad. F	7 days Refr. Ad. Training	35 ds. C.B.T.	2 ds. Ref. C.B.T.	RC HM Seminar	
Uchchakot	12	18	16	-	-	-	30	12	5	18	8	5	5	1	130
Valma		17	13	-	-	-	19	3	3	7	-	-	-	1	63
Fulot		17	16	-	-	-	19	4	-	8	4	-	-	1	69
Dehimandu		25	6	1	-	-	28	7	-	18	7	5	5	1	103
Mudbhara		18	17	1	-	-	15	7	4	13	6	8	-	1	90
Khatyadi	14	23	20	1	-	-	27	9	4	14	7	-	-	1	120
Wayar		19	15	1	-	-	20	11	4	11	4	1	-	1	87
Dipayal		24	16	2	-	1	21	8	-	9	-	9	7	1	98
Pokhari		10	9	1	-	-	23	3	-	3	-	-	-	1	50
Gadsera	6	12	11	1	-	-	16	5	-	7	-	10	9	1	78
Lana	6	12	12	2	-	-	13	4	-	6	-	-	-	1	56
Jorayal	10	18	17	2	-	-	23	10	-	8	-	9	6	1	104
Barchhain	9	18	16	1	-	-	21	5	-	7	-	-	-	1	78
Total Doti	57	231	184	13	-	1	275	88	20	129	36	47	32	13	1126
Satyabadi	12	26	20	-	2	1	30	8	-	-	-	-	-	1	100
Thalara		24	20	-	2	1	31	8	8	9	-	-	-	1	104
Chhanna		20	17	-	2	1	27	9	9	7	-	-	-	1	93
Phatekhola		13	13	-	2	1	23	3	3	12	-	-	-	1	71
Sunkuda		18	12	-	1	1	27	7	-	-	-	-	-	1	67
Bijgada		28	26	-	1	1	25	10	-	-	-	-	-	1	92
Chaughanpata		26	26	-	1	1	34	9	-	-	-	-	-	1	98
Athpali		17	17	-	1	1	21	7	-	-	-	-	-	1	65
Chaudhari		18	-	-	-	(1)	-	-	-	-	-	-	-	1	20
Talkot		18	-	-	-	-	-	-	-	-	-	-	-	1	19
Total Bajhang	12	208	151	-	12	9	218	61	20	28	-	-	-	10	729
GRAND TOTAL	69	439	335	13	12	10	493	149	40	157	36	47	32	23	1855

ANNEX 4

Summary of School Building

Annex 4.1 School construction

Doti:

1982/83 buildings

Fulote
Wadi
Kudasain
Sanagaon
Valma
Saingaon
Sirmasail
Talara
Bajh
Daha
Aili
Lamikhal
Godada
Gajrari
Dang
Bandungrisain
Bistaigaun
Tallisat
Kalena
Airigaon

1983/84 buildings

Baglekh
Kedarmandu
Nirauli
Risedi
Dehimandu
Mallisat
Alaitwada
Chudi
Khanyadi
Surkhal
Setigaon
Dadimati
Uchchakot
Barapata
Dumrakot
Gadsera
Bagthata
Dallekh
Khatiwada
Pokhari
Chanukada
Damauli

1984/85 buildings

Machentola
Khatpad (Betara)
Sunda
Ghangal
Chawala
Damsila
Jorayal
Khaigad
Dowthala
Manipur
Latamandu
Chauki
Sirkholisain
Katai
Layati
Sukati
Kipala
Melta

Bajhang: 1984/85 only

Aadabagar
Panesh
Bajh
Daikumella
Golai
Sailbagar
Naura
Daulichaur
Vidigaun
Kalakatne
Pikhet
Madukatne
Bisket
Moyal

Kutch
Bayana
Lamutola
Chauka
Sabela
Chaughanpata
Juteda
Dhadar
Aagar
Ranado

Annex 4.2 Compound walls and playground

Doti:

Compound wall

Kudasain	Talkot-Pochnali
Dungri	Dhurkot
Lana	Markatte
Joroyal	Mastamandu-Pokhari
Gaira	Tijali
Barchhain	Latamandu
Chayakot	Salena
Garbhuj	Daha-Nirauli
Dewali	Sirkholiseim
Kotaujar	Pankari
Mauwa	Melta

Playground

Lana	Upallagaon
Bayalgaon	Kataigaon
Chankatte	Khatyadi
Mudegaon	Satfari
Jainauli	Chhidikhan
Latamandu	Bajpata
Faledi	
Jhingabasti	

Bajhang:

Compound wall

Sunikot
Baril
Chhayala
Dilbagar
Thalara S.S.
Baskatne
Mahendra Dhar
Chauka
Kaluketti
Satyabadi
Kajkori
Besigaun
Bagadgaun
Thalara P.S.
Bhatekola
Tingaun
Ranada
Lekh

Playground

Pittalekh
Subeda
Bannichaur
Bhatekola
Pimi

ANNEX 5

Project Publications

Type of Book/Title	Year printed	Copies printed	Copies on hand			Remarks
			Doti	Baj-hang	Kath-mandu	
A. <u>Supplementary Readers for Schools</u>						
Beautiful Village (Ramailo Gaon) Grade 1	1983	2000	-	-	10	
Beautiful Kitchen Garden (Ramailo Gharbari) Grade 1	"	2000	-	-	7	
Muddy Red Stream (Rato Mato Ko Kholo) Grade 4	"	2000	570	91	5	
Clever Boy (Chaturu Balak) Grade 2	"	2000	665	164	5	
Along the Banks of Seti River (Seti Nadi Ko Tira Tir) Grade 3	"	2000	555	306	4	
Children's Story (Bal Katha) Grade 2	"	2000	420	192	5	
The Dil Bahadur Family	"	2000	720	224	5	
Conversation (Kurakani) Grade 2	"	2000	512	186	5	
Clever Girl (Chalak Ketu) Grade 3	"	2000	740	304	6	
Precious Stone (Bahumulya patthar) Grade 3	"	2000	685	288	7	
Let us Work Together (Milaira Kam Garaun) Grade 3	"	2000	815	253	6	
Flower Garden (Pholbari) Grade 4	1984	2000	765	297	4	
Around the House (Ghar Wora Para) Grade 2	"	2500	1500	158	11	
We Are All Equal (Hami Sabai Barabar) Grade 3	"	1500	575	115	10	
Unforgettable Man (Birsana Nasakine Manchhe) Grade 4	1985	1500	340	149	5	
Khaptad, Grade 5	"	1500	565	129	12	
Talk of Up and Down (Tala Mathi Ka Kura) Grade 5	"	1500	440	132	5	

Type of Book/Title	Year printed	Copies printed	Copies on hand			Remarks
			Doti	Baj-hang	Kath-mandu	
Mountain Again (Pheri Pahad) Grade 5	1985	1500	450	131	7	
The Star of Bajhang (Bajhang Ko Tara) Grade 5	"	1500	830	118	4	
Seiloswori, Grade 3	"	1500	700	129	6	
A Poor Child's Education (Garib Ko Padhai) Grade 4	"	1500	590	136	8	
Beautiful Village (Ramailo Gaun) Grade 5	"	1500	850	128	11	
Who is Great? (Ko Thulo) Grade 4	"	1500	490	395	7	
Strong Determination (Athet) Grade 5	"	1500	1000	472	9	
A Caste Story (Batpat Ko Katha) Grade 5	"	1500	500	454	13	
Neighbours (Chhimaki) Grade IV	"	1500	1000	421	12	
Luck and a Lazy Man (Alchhi manchha ra Bhagya) Grade 2	"	2500	1800	365	9	
Let Us Do Today's Work Today (Aja ko kam Ajai garaun) Grade 3	"	1500	1000	335	22	
Namaste, Grade 2	"	2500				In press
Educational Field Visit (Shaichhik Brahman) Grade 4	"	1500				
Our Own Village (Hamro Gaoun) Grade 5	"	1500				Being evaluated
Who Came First and How (Kasari pahila bhaya) Grade 3	"	1500				In press
Cooperation (Sahayog) Grade 3	"	1500				In press
B. <u>Supplementary Readers for Adults:</u>						
Lale's Troubles (Lale ko dukha)	1983	500	-	-	-	
Our Village (Hamro Gaun)	"	500	-	-	-	
Two Sisters (Dui Didi Bahani)	"	500	-	-	-	
Happy Family (Sukhi pariwar)	1984	500	465	-	8	
Courageous Family (Shahashi pariwar)	"	500		-	12	

Type of Book/Title	Year printed	Copies printed	Copies on hand			Remarks
			Doti	Baj-hang	Kath-mandu	
Traditional Healer (Dhami)	1985	500	300	-	8	
Poor Family (Garib pariwar)	"	500	225	-	2	
Let Us Be Industrious by Working Hard (Parishram garaun udyami banau)	"	500	465	-	3	
What Cannot be done if Tried (Gara dekhi ke hundanara)	"	500	225	-	-	
The Jungle is the Friend of All (Jungle sabai ko sathi)	"	500	275	-	7	
Poultry Farming in the Village (Gauhma kukhura palan)	"	500	465	-	7	
Tolerance (Sahanshilta)	"	500	275	-	6	
What May Happen in Future (Pachi kai huncha)	"	500	260	-	6	
Let us be Benevolent (Paropkar garaun)	"	500	491	-	9	
Laborious Family (Udhyami pariwar)	"	500				In press
C. Teachers' Guides						
Handbook on promoting girls' enrolment. (Vidyalaya ma chatraharu ko sankhya badhoun)	1984	1500	290	-	-	
Guidebook on maintenance of school buildings and compounds. (Vidhayala bhawan ra hata ko Samrashan garaun)	"	1000	484	-	6	
Manual for Resource Centre and Satellite School Operation	"	500			85	
Three-week teacher training guide (Tinhapte Sishick talim)	"	1500	280	-	1	
Guidebook on latrine construction						
Guidebook on adult education practical activities (Praurd Shihchha proyogatkam nirdeshka)	1985	1000	615	-	7	
Friday meeting guide	"	500				In press
Handbook on making and use of educational materials	"		150	-	3	
Guidebook on games	"	1500				

Type of Book/Title	Year printed	Copies printed	Copies on hand			Remarks
			Doti	Baj-hang	Kath-mandu	
Guidebook for Village Reading Centre operation (gramin vachanalaya ko sthapana tatha sanchalan vidhi nirdeshika)	1985	1000				
Community guidebook for quality school building construction (Vidyalaya Bhawan Nirman pustika)						
VRCs (gramin bhachanalaya)						
Handbook on Cheli Beti class operation	1984	500				
D. <u>Adult and Cheli Beti Lesson Parts</u>						
Functional adult education material	1983					
Cheli Beti lessons, Part I	"	600	-	-	-	
" " " " II	"	600	-	-	-	
" " " " III	"	600	-	-	-	
Adult education lesson Parts I to III	1984		32 packs of 25 lessons	3 pks of 25 lessons		
Cheli Beti lessons 1 - 98	"	900	-	-	-	
Six lesson 2 page	"	200	-	-	-	
E. <u>Wall Newspapers</u>						
Wall Newspaper	1983	300				
" "	"	500				
" "	1984	1000				
" "	"	450				
" "	1985	450				
" "	"	450				
" "	"	450				
" "	"	500				
F. <u>Teachers' Journal (Saishik Seti)</u>						
Teachers' Journal	1984	1000				
" "	"	500				
" "	"	1000				

Type of Book/Title	Year printed	Copies printed	Copies on hand			Remarks
			Doti	Baj-hang	Kath-mandu	
Teachers' Journal	1985	1000				
" "	"	1000				
" "	"	1000				
G. <u>Miscellaneous</u>						
Certificate for adult education	1983	250				
Form for collecting main educational problems (Pramukh shicahhik samasya sankalan)	"	1000				
Two different types of supervision form	1984	5000				
Certificates for adult and Cheli Beti Education	"	1000				
Renumeration form	"	2000				
Village school supervision form	"	600				
Monthly report form	"	2000				
Supervision form, parts A & B	"	7000				
Adult Education form	"	1000				
Certificates	"	500				
Brochure on Education for Rural Development in Seti Zone (Seti Anchali Ma Gramin Vikas Ko Nimti Siksha Pariyojana)						
Renumeration form		1000				
Evaluation form: four different pages		8000				
Miscellaneous circulars, handouts, forms and materials in cyclo-styled form.						

ANNEX 6

Education for Rural Development Project
Ten-Month Teacher Training Programme

Preface

Despite the excellent intentions of HMG's MOE&C, the basic educational system (primary, adult, and out of school education) has not been meeting its objectives in the remote hilly regions of rural Nepal.

Thus four years ago HMG, in conjunction with Unesco, UNDP and Unicef decided to launch a pilot project, Education for Rural Development in Seti Zone Project (ERDP) in Doti, Bajhang, and Bajura districts of Far West Nepal. This pilot project was designed to see to what extent, by making significant changes in the basic education system, education could be made a force for rural development.

In all the project's activities, therefore, new concepts, new curriculum, new materials, new methods, new supervision systems, and new financing and administration systems have been introduced. Through the project's functional work-oriented adult education programme, Cheli Beti programme, school physical facility improvement programme, primary curriculum materials, short-term intensive training programmes, distribution of medicines, seeds and trees, etc., a real impact is being made on rural development in hundreds of villages in remote and hilly areas of Doti and Bajhang. Only in terms of longer-term teacher training has no new programme yet been introduced.

Perhaps one of the weakest parts of the whole education system in the rural areas is the system or lack of system of longer-term teacher education. Not only have the majority of teachers never had a chance to enter a longer-term training programme, but even those who have participated in such programmes have not gained much benefit.

What research there is shows that there is no difference between the teaching skills of a trained and untrained teacher, and that the training of teachers in Nepal is much too theoretical, not concentrating on practical application of theories learned.

However, our ERDP project is not only concerned with making primary education teachers into effective teachers, but also with making them into "agents of change" or catalysts for rural development. Thus we did not find any of the existing curricula of the Institute of Education very appropriate for our purposes.

We decided, therefore, to develop our own new curricula for a basic 10-month training programme for village primary school teachers. This new curriculum which is summarized in the following pages has been prepared by B.B. Pant, taking account of the experiences of all project staff in running short-term training programmes for more than 1,800 people. It involves a complete

departure from existing teacher training curricula, and this departure has been intentional, for we have realized that we cannot give education new directions without major changes.

Background

In the preliminary surveys of the ERDP project it was realized that virtually the only people with any education at all living in the villages were teachers. In the hilly districts it was discovered that there were 10 to 20 times as many teachers as all other government workers combined. Finally it was realized approximately 10% of the entire population were in school either as teachers or students.

Thus we concluded five years ago that if there was to be rapid rural development, it could only take place if teachers and education institutions were to play a central role.

However, the existing attitudes and practices of teachers was not conducive to their playing any new role, thus it was clear that intensive training/brainwashing would be needed.

The first step in developing a new curriculum for 10-month (credit) training of primary teachers was the commissioning of a study "Task Analysis of Teachers". This study identified many of the skills a teacher should have both for teaching and for a larger community development role. In addition to the more expected skills needed by teachers, this study also recommended that each teacher should have one development skill useful for villagers, and identified the skills most in demand as primary health care and agriculture.

The second step was the development of intensive 21-day training programmes for primary teachers running seven days a week from 8.30 a.m. to 10 p.m. These programmes were so successful that most teachers felt they learnt more in 21 days than in one or two-year programmes run by IDE.

The third step was to identify in detail the behaviour of teachers in and out of school, and to decide which of these behaviours needed changing. Also at the same time the impact of the 21-day and other training programmes was evaluated.

The fourth step was to run short training programmes for primary school teachers in primary health care, to distribute basic medicines, and see what impact these programmes had on the health of the surrounding community. Similar attempts were made to spread new horticultural practices.

Finally discussions were held with all staff members in Doti and Bajhang (20 professional and technical staff) to get their ideas from three to four years of experience in the area of what skills a primary teacher should have if he was to be a good teacher and an agent of change for development.

This curriculum is a first draft, and will be further refined as it is used and its impact evaluated. In this document there is only the broad outline

of the curriculum. In addition, 300 day-by-day lesson plans have also been developed.

The basic structure is as follows:

- Education (General)	-	30 working days
- Education (Subjects)	-	108 working days
- Agriculture	-	69 working days
- <u>Or</u> primary health care	-	69 working days
- Community development and Ad. Ed.	-	<u>23 working days</u>
Total		230 working days

It is planned that each day there will be 6 1/2 hours of formal teaching or practice. In addition, in the morning there will be half to one hour of regular practice (kitchen gardening, or operating a health centre, etc.), in the evening there will be various discussions or home assignments.

All students will also be residential, and will largely be responsible, in groups of about 12 students, to work together in running their own mess, cooking their own food, and washing their own plates. This cooperation and self help is considered to carry an important education message.

The trainers will be fully oriented into project training methods before any course opens, and will also be continuously re-oriented by project staff. The main points to be borne in mind in teaching this curriculum are:

- Never lecture more than 15 minutes at a time. Something a person discovers himself has much more value than what is told.
- Only teach what can be immediately applied.
- Always relate what is taught to the realities that exist in primary schools in the remote hilly areas.
- Always combine theory with practice.
- Always get students to work with their hands as well as their heads.
- Always be patient in dealing with students.
- Always provide services to the local community from the very beginning of the training programme.

One of the main mottos of the project is "Action not words". One of the main educational ideas is

"I hear and I forget
I see and I remember
I do and I understand".

The success of this training programme will not be evaluated on the basis of what student teachers can say or write, but on what they can do, and actually do do.

Only after a three year process of testing, evaluations, revising, testing the performance of trained teachers in their villages, and final revising will we have a curriculum really appropriate for promoting effective education and rural development.

With the development of this draft (and the detailed lesson plans that go with it) a first giant step has been taken. In the years to come much more work will still have to be done.

Objectives of the Teacher Training Programme

The programme is designed to ensure that teachers have the required knowledge, attitudes and skills to effectively teach and adapt the official primary school curriculum (Grades 1-3), to effectively teach adults, and to be able to give advice to villagers in either health or agriculture.

More specifically, the programme has the following objectives:

- To give primary teachers basic teaching skills.
- To give primary teachers skills in preparing and using teaching learning materials.
- To give primary teachers the skills needed in teaching all parts in the Grade 1-3 curriculum.
- To give primary teachers good attitudes and behaviours, enhancing their role as community leaders.
- To show primary teachers how they can become agents of change for rural development and their schools' community service centres.
- To give primary teachers a full knowledge of the role education can play in rural development, and how they can promote this role.
- To give primary teachers knowledge of all ERDP programmes.
- To give primary teachers skills in action-oriented adult teaching.
- To give primary teachers practice in community organizing.
- To give primary teachers practical or appropriate skills either in agriculture/horticulture, or primary health care/hygiene, so that they can play a direct role in assisting in the immediate development of their villages.

ERDP 10-Month Primary Teacher Training Programme
Preparation for Teaching Curriculum Component

Outline

I. Existing Education Problems, Development Activities and Problems of Different Development Agencies/Institutions and Programmes Initiated by ERDP to Solve the Problems:

A. Educational Problems (1 day)

- Physical facilities
- Teachers' efficiency
- Teaching-learning materials (textbook, T.L. materials, guides, etc.)
- School management
- School managing committee
- Supervision system
- School as administration centre
- School as a community service centre
- Community participation
- Miscellaneous.

B. Development Activities and Problems of Different Development Agencies/Institutions (8 1/2 hours)

a) Village level

- Health services H.A/A.H.W.
- Ayurbodic services
- Agriculture extension services/integrated banking programmes
- J.T./J.T.A./Agriculture Assistants
- Small farmers development programmes
- Community forest programmes C.F. As.
- Drinking water supply system
- Family planning services
- Family planning motivators.

b) District level

- Public health services
- Agriculture Development Bank
- Community forest programmes
- Drinking water and sewerage services
- Small-scale cottage industry
- Family planning/material, and child health centre association

C. Programmes and Activities Initiated by ERDP (11 hours)

- Establishment of Resource Centre, and satellite schools
- School building and physical facilities improvement programme
- In-service and refresher teacher training
- Training of social workers and community leaders
- Introducing changes into the basic education (primary) system
- Non-formal education programmes

- Basic level health care training
- Literatizing the environment
- Supply of development inputs ... vegetable seeds, fruit plants and de-worming medicines
- Introduction of new system of hard work
- "Action not words" - the theme of ERDP
- New system of regular supervision.

II. Concept of Rural Development and Role of Education in Rural Development (2 days)

- Concept of education and development
- Education for rural poor
- Meaning of rural development
- Action not words, teachers' example, a force for rural development
- Difference between formal and non-formal education in practice with reference to target groups
- Different NFE programmes; their impact on development and causes of that success and failure

III. Methods of Teaching (Nepali, Mathematics, Social Studies, Health Education and Handicrafts)

- Question-answer method - 1 day
- Problem solving method) 1 day
- Demonstration method)
- Guided discovery/practice) 1 day
- Discussion method)
- Role play method)
- Exercise method) 1 day
- Inspection method)
- Dialogue method) 1 day
- Story telling method) 1 day
- Field trip/practical method - 1 day

IV. Collection, Construction and Use of Teaching Learning Materials, Using Textbooks and Supplementary Readers

a) Education materials

- Things from outside world which stay in outside world (e.g. buffalo, house) (1 day)
- Free things from around the school which do not need any making (stone, sticks, sand, etc) (1 day)
- Materials made with free or waste things or materials (e.g. chalk, bamboo, clay, cup, leaf) (1 day)
- Materials made with things that have to be bought (e.g. cardboard, wood, nails, etc;) (2 days)

- Materials bought that are already made (1 day)

b) Blackboards (1 day)

- Placing B.B.
- Clear writing on B.B.
- Cleaning B.B.
- Colouring B.B.
- Maintaining B.B.

c) Use of Textbooks (2 days)

- To be clear what is being emphasized - knowledge, skill or attitude
- Time allotment for teaching
- Relating learning experiences to practical life
- Care of textbook and re-use

d) Supplementary readers (3 days)

- Instruction for use (ERDP)
- Using S.R. in actual class teaching
- Relating development message to practice
- Impact of S.R.
- Linking textbook with S.R.

V. Uses of Evaluative Devices (2 days)

- Inspection:
 - Behavioural changes
 - Practical activity/works
 - Experiments
- Home assignments
- Oral examination
- Written examination
- Subjective test:
 - Long answer
 - Short answer
- Objective test:
 - True-false item
 - Completion item
 - Multiple choice item
 - Matching item

VI. Preparation for Teaching -(Micro Teaching+ Practice Teaching)

a) Teaching language skills in Nepali (31+5 days)

- Listening
- Speech
- Reading
- Writing.

b) Teaching mathematics (32+4 days)

- Set and numeration
- Basic operations and facts
- Percent and fraction
- Measurement - length, weight, money, time and volume
- Geometric concepts - point, segment, angle, triangle, volume, square, circles, etc.

c) Teaching social studies (17+3 days)

- Houses, family, neighbouring houses
- Unlivestock and agri-farming
- School, school environment and family
- Village, necessities for village, community life and society and festivals
- Health security, drinking water and other facilities in village and districts
- Districts and zones
- Development works in villages, districts and zone
- Royal Family and historical great heroes.

d) Health education, handcraft and drawing (12 days)

1. Health education (10+2 days)

- Personal hygiene (discussion + practical daily inspection)
- Environmental sanitation (1/2 practical)
- Communicable disease (1/2 practical involving cleaning school)
- Food (discussion + plantation)
- First Aid (practical + discussion)

2. Handicraft and drawing (3+1 days)

- Drawing and painting)
 - Paper work)
 - Making models)
 - Printing)
 - Interesting Art activities)
 - Papier maché)
 - Carving)
 - Mosaic)
- Absolutely practical
No theory or lecture
In T.T.C. there is workshop.

3. Physical education

- General games
- Piece work (stunt games)
- Role playing games
- Gradewise songs
- Drill.

VII. Care of Things (4 days)

- Cleaningschool building compound and playground
- Protection of plants, kitchen garden
- Protection of T.L. materials, books, sport and games materials
- Protection of other physical facilities, furniture, taps and latrines
- Preservation of other school property (practical + practice).

Summary of time requirements:

(1) Existing education problems, development activities and problems of different development agencies institution and programmes initiated by ERDP to solve the problems -	4 days
(2) Concept of rural development and role of education in rural development -	2 "
(3) Method of teaching (Nepali, mathematics, social studies, health education and handicrafts) -	6 "
(4) Collection, construction and use of teaching learning materials, using textbooks and supplementary readers -	12 "
(5) Evaluation devices (Nepali, mathematics, social studies, health education and handicrafts)	2 "
(6) Preparation for teaching with special reference to Nepali, mathematics, social studies, health education and handicrafts (including practice teaching) -	
- Nepali (36 days)	
- Mathematics (36 days)	
- Social studies (20 days)	
- Health education (12 days)	
- Handicrafts (4 days)	108 "
(7) Care of things -	4 "
(8) Games included in Grades I-III P.E. curriculum (should be introduced in between the classes for 15 to 20 minutes each day)	
Total:	138 days

ERDP 10-Month Teacher Training Programme

Agriculture Curriculum Component

Curriculum Outline

I. Background of AETP: (3 days)

1. Trainees' expectation from ERDP's AETP (1/2 day)
2. Felt needs of improved agriculture/horticulture/animal husbandry at village level (1/2 day)
3. Most common agriculture/horticulture/animal husbandry problems according to participants' viewpoint (1 day)
4. Assistance that can be given by ERDP to improve agriculture/horticulture/animal husbandry (1/2 day)
5. Participants' daily involvement in kitchen garden, tree plantation, chicken raising, and bee keeping at T.R. (1/2 day)

II. Most Serious Agriculture/Horticulture/Animal Husbandry Problems and Their Causes (6 1/2 days)

1. Attitudes to changing practices amongst villagers, (1 day)

- Unwillingness to take risk of using uncertain new varieties and systems
- Unequal distribution of work
- Traditional beliefs contrary to new practices (i.e. chicken growing)
- Insecurity leading to need for immediate benefit
- There is no tradition against stealing fruit, vegetables, etc. (no traditionally grown plants). This leads to great discouragement to innovation.
- Tradition of laziness
- Tradition of fatalism.

2. Credit (1/2 day)

- Most farmers do not know about the availability of cheap credit. Even if they do they cannot afford the commissions.
- Banks are more likely to lend to big landlords or Sauji than to small farmer.
- In many cases if small farmer gets loan, he will use for other purposes (wedding, Puja, pocket money). Big farmer or Sauji is also likely to use loan for non-agricultural purpose.

3. Availability of new inputs (1 day)

- Inputs not available at exactly the time and place needed
- Improved varieties of seed/other inputs very much more expensive than traditional varieties of seed/other inputs.
- New seeds/systems require cash money possible returns can be high, but risks of loss are also high.
- Tenant farmer/landlord distribution of crops does not encourage tenant to introduce new systems where large labour or cash input is required.

- New seeds/inputs not necessarily well adapted to the hilly regions.

4. Extension workers (1/2 day)

- Many extension workers do not have the skills or knowledge needed by the farmers, nor the equipment or materials needed.
- Many extension workers have much too large an area to cover, so they end up doing nothing.
- Many extension workers do not have a service attitude to the people.

5. Marketing (1/2 day)

- Many new activities (bee keeping, fruit growing, poultry raising, improved methods of livestock, etc.) would be started for economic motives. However -
 - there are no developed markets within the zone;
 - there is little knowledge or technology for processing or preservation;
 - in the main season prices will always be very low.

6. Diseases of crops and animals (1 day)

- Preventative inputs not available (anti-fungicides, pesticides, etc., for crops and plants and dips or inoculations for animals or poultry).
- Villagers are not always skillful in identifying diseases or pests in animals or crops in time.
- Even when diseases are identified necessary precautionary action often not taken.
- Because of poverty, villagers are always unwilling to kill seriously sick animals or destroy diseased crops.
- JTAs cannot provide necessary technical inputs on time, and veterinary hospitals few and far apart and poorly staffed.

7. Other problems (2 days)

- Lack of good water control systems (during heavy rain to prevent topsoil runoff), lack of good terraces, lack of irrigation, loss of soil fertility.
- Continuing deforestation, lack of replanting trees, leading to erosion, lack of soil fertility, and water holding capacity of soil.
- Cattle population often larger than grazing capacity of land leading to overgrazing and desertification of pastures.
- Very low rate of return on raising buffalo and cows.

- Lack of preparation and use of compost manure; wasteful fertiliser spreading practices; widescale intercropping or crop rotation (to preserve soil fertility) rare.
- Lack of deep ploughing system (lack of modern plough blade).
- Fruit tree saplings are not available near most farmers. Often nearest nursery is several days' walk away. In addition, farmers have no knowledge of sexual (grafting) technique for producing new trees.
- Farmers unable to make logical economic decisions about the use of their time on different activities (e.g., there would probably be a much greater return on labour through growing vegetables than raising cattle, but still people raise cattle rather than grow vegetables).
- Lack of effective systems for dealing with animal pests (birds, rats, monkeys, porcupine, bears, etc.).

III. Improving Agricultural Practices

A. Agronomy

1. General conditions for improving productivity and production (7 days)

- Improved systems of making compost manure and more effective systems of using and spreading the manure including practical work making compost manure (3 days).
- Improved systems of water control including better, flatter, and stronger terraces; simple irrigation systems and planting hedges and trees between terraces and fields (1 day).
- Improved and deeper systems of ploughing including turning the soil (modern blade) (1/2 day).
- Wider use of inter-cropping and crops rotation to reduce fertilizer use (1 day).
- General systems for preventing crops being eaten by birds or animal pests (scarecrow, etc.) (1/2 day).
- Methods of selecting and keeping seeds for next year's crops (1/2 day).
- Improved storage systems (1/2 day).

2. Improving productivity of specific crops (5 1/2 days)

Rice, wheat, barley, millet, maize dal, beans, soyabeans, peanuts, mustard, ginger, sugar cane, potato (separate sessions or part of session to deal with each crop, more time on more important crops).

For each of the above crops:

- best kind of soil and location (terrace or valley, south or north facing slope, etc.);
- seed varieties (available in Seti Zone), possible yields of different varieties in Nepali conditions; advantages and disadvantages of different varieties; different inputs required for different varieties;
- compost or fertilizer requirements;
- seed rate;
- best space between plants, when to thin;
- possible intercrops, and when to plant;
- water requirements at different growth stages;
- dealing with major diseases and pests. (Preserving and marketing where appropriate).
- nutritional value.

B. Vegetables

1. General conditions for improving production and productivity (3 1/2 days)

- Most of the general conditions in A.1 above apply.
- Protection from being eaten by domestic animals or being destroyed by accidental carelessness. (1 day)
- Importance of planting in correct season to ensure germination (1/2 day)
- Importance of regular watering of winter vegetables (1/2 day)
- Generally vegetables planted in seed bed and then transplanted at correct spacing (1/2 day)
- Importance of keeping seeds from best plants for next year's crops (1/2 day)
- Reasons why villagers do not grow vegetables, and how they could be encouraged to grow (1/2 day)

2. Improving productivity of specific vegetables (3 1/2 days)

- Onion, radish, pumpkin, bhanta, pallungo, raio, golbhenda, tomato, garlic, dhanja, cauliflower, cabbage, carrot, chili, peas, cucumber, karola, squash, ghiraula, chicina.
- Separate sessions to deal with different groups of vegetables (e.g. green leafy vegetable, including pallungo and raio, or large hard-skinned vegetables such as pumpkin, squash, cucumber, etc.).

For each of the above groups of crops:

- best kind of soil and location;
- best time to plant in different locations;
- advantages, disadvantages of different types of vegetables in same group;
- bad preparation methods, including compost or fertilizer requirements, support requirements, shade, or sun; etc.
- best spacing;
- frequency and quantity of watering;
- weeding frequency;
- dealing with major diseases and pests;
- preserving and marketing where appropriate;
- nutritional value.

C. Horticulture

1. General conditions for improving production and productivity (4 days)

- Many of the points in A.1 above.
- Preparation of the pits for fruit plants, including composting and planting methods (1 day).
- Protecting small saplings to prevent them being eaten by domestic animals (1/2 day).
- Correct system for giving water to plants (1/2 day).
- Planting system (correct depth, height, etc.) (1/2 day).
- Grafting methods (tongue grafting, side grafting, top working (1 day).
- Pruning.
- Storage (1/2 day).

2. Improving productivity and production of specific fruits (4 days)

- Winter planted fruit trees

Walnut, apple, pear, peach, plum.

- Summer planted fruit trees

Lime, tangerine, orange, pomello, amillo, mango, jackfruit, lychee, guava, pineapple, papaya.

For each group of fruits (e.g. winter highland fruits, or summer plain fruits, etc) and special cases such as banana, papaya, pineapple:

- kind of soil, climate, height best suited to fruits;
- spacing of fruit tree saplings;
- how to decide most appropriate fruit trees;
- dealing with major diseases and pests;

- systems of planting crops or vegetables in between fruit trees of particular varieties;
- particular pruning/grafting requirements;
- (preservation and marketing where appropriate);
- nutritional value.

D. Reafforestation (3 1/2 days)

- (In this part only the making of forest nurseries is discussed. Involving the community in replanting forests is dealt with in the sessions on community development.)
- Deciding on most appropriate trees for community needs (e.g. for fodder, firewood, or construction). (1 day).
- Collecting local seeds (1/2 day).
- Making seed bed (compost, etc.) (1/2 day).
- Preparing seeds for planting (1/2 day).
- Arranging for regular watering (1/2 day).
- Preparing saplings for transplanting (1/2 day).

(Note: some knowledge about advantages and disadvantages of different trees, growing at different heights is also needed.)

E. Animal husbandry

1. Economics of animal raising (2 days)

- Present system of animal raising very wasteful of human resources (so much time is spent on looking after animals for almost no benefit at all.). If only for manure, can make compost fertilizer with no animals. (1/2 day).
- Importance of making rational choice of the number and type of animals to be raised. Often goats might provide a greater rate of return than buffalo or one "developed" cow, greater returns than many ordinary cows (1/2 day).
- Promoting cooperation in raising animals. (including other season).
- A few healthy, well-fed animals are worth much more than many sick underfed animals (1/2 day).
- Possibility of loans for improving breeds)
- Extension or veterinary services available) 1/2 day

2. Raising healthy animals (2 days)

- Inject animals against most common diseases (1/2 day).
- Keep sick animals separate from healthy animals)
- Treatment for most common diseases, local and) 1/2 day
western, advantages and disadvantages)
- Keep shed for animals clean)
- Kill parasites on cattle from time to time,)
either with local medicines, or with western) 1 day
insecticides.)
- Feed requirements to keep animals healthy and)
productive.)

3. Animal raising and health of man (1 day)

- Keep animals in separate shed, or if must be kept)
in house have separate entrance from behind.) 1/2 day
- Don't leave manure lying around the house. Always)
bury in pits.)
- Always clean udder of animals before milking.)
- Do not burn the undergrowth in the jungle as this) 1/2 day
also destroys all the new trees that are growing.)

F. Poultry Raising

1. Changing attitudes towards poultry raising (1 day)

- Poultry are not dirty animals.
- All castes can benefit from raising poultry.
- Chicken meat and eggs are good sources of nutrition (protein).
- Food for poultry can be made from locally available foodstuffs.

2. Choice of Breeds (1 day)

- Advantage of local breeds is that no special food, or attention
needed. Disadvantage is that few eggs produced and long time
taken to produce for meat.
- Discuss advantage and disadvantage of various modern breeds (...)
some produce many eggs, some grow quickly for meat, some are quite
good for both. Some need more special food, etc.

3. Physical Facilities Needed for Poultry Raising (2 days)

- Chicken house (practical activity).
- Water.
- Hatching box.
- Etc.

4. Breeding or Raising chicks (1 1/2 days)

- Collecting eggs for hatching)
- How to keep eggs for hatching) 1/2 day
- Separating chicks by sex)
- Separating out weak chicks) 1/2 day
- Injecting chicks if possible)
- Obtaining modern chicks) 1/2 day
- Raising chicks to be full grown)

5. Preparing food (1 day) (practical activity)

- Basic foodstuffs required.
- Different mixtures at different ages.
- Amount required daily.

6. Diseases (1 day)

- Main diseases of poultry.
- Possible modern or local treatment.
- Precautions to be taken with diseased chickens (don't hesitate to kill immediately).
- Parasites of poultry.
- Possible modern and local treatment.

7. Economics (1/2 day)

- Loan availability.
- Extension service availability.
- Marketing of poultry, eggs, and chicks.

G. Bee Keeping

1. Why keep bees?(1 day)

- Helps increase horticultural productivity and at same time provides extra income.
- Labour requirement for extra income not high.
- Honey is very useful for helping cure many diseases.

2. Disadvantage of traditional method of raising bees (1/2 day)

- Description of traditional method.
- Difficulty of finding new queen and preventing bees flying away.

- Difficulty of extracting honey without destroying half the bees.
- Low productivity of traditional hive due to food being lost when bees return to hive.

3. Good situation for bee keeping (1/2 day)

- Many fruit trees, flowers, flowering crops (mustard), and forest trees nearby.
- Source of queens to start hive near.

4. Making a hive (1 1/2 day)

- Practical work of participants in making 2-3 hives for actual use, according to modern design, but using mainly local materials.
- Hive must be raised from ground.
- In pots of water to prevent being destroyed by ants.
- Entrance must be small enough to prevent hornets/wasps from entering.

5. Starting activity (1 day)

- Method of collecting queen and bees from wild hive in jungle.
- Method of collecting extra queen and a few bees from domestic hive.
- Method of settling new queen in new hive.

6. Different castes of bees (1 day)

- Recognizing different castes.
- Learning how to find if new queen has been born. Frequency of checking. When are new queens most likely.
- What to do with new queen.

7. Regular work (1 day)

- When to feed bees (Poush/Margh and Srawan/Bhadra).
- How to feed bees.
- How to check and maintain hive.
- How and when to extract honey.
- How not to get stung.

8. Honey (1/2 day)

- Method of cleaning honey.
- Use of honey.

IV. Practical Activities to be Carried Out from Time to Time

(Not including chicken house, bee hive, compost manure, making daily morning work and other short practical work)

1. Preparing nursery. 1 1/2 days.

2. Visit to local progressive farmers. (1 day.)
3. Visit to various government farms, experimental stations, hospital. (1 1/2 days)
4. Planting new crops/vegetables/fruit trees (daily care not included as this would be morning activity). (2 days.)
5. Improving and repairing terrace for better water control. (1 day.)
6. Preparing local medicines and insecticides. (1 day)
7. Using modern medicines, pesticides, etc. (1/2 day)

In addition there will be 1/2 hour to an hour of daily practical work (raising chickens and bees, weeding crops, watering crops, preparing prevention systems for pests, etc.).

Summary of Time Requirements

Background	-	3 days
Problems	-	6 1/2 days
Agronomy	-	12 1/2 days
Vegetables	-	7 days
Horticulture	-	8 days
Reafforestation	-	3 1/2 days
Animal husbandry	-	5 days
Poultry	-	8 days
Bees	-	7 days
Practical activities	-	<u>8 1/2 days</u>
	TOTAL	<u>69 days</u>

Primary Health Care Curriculum Component

Outline

I. Background of HETP (3 1/2 days)

1. Trainees' expectation from ERDP's HETP. 1/2 day.
2. Felt needs of HW at village level. 1/2 day.
3. Most common health problems at village level from participants' viewpoints. 1 day.

4. Simple first aid and medicine supplies that could be given by project. 1/2 day.
5. Use of "Where there is no doctor". 1/2 day.
6. Participants' involvement in rotation in daily health clinic. 1/2 day.

II. Existing health problems and their causes (5 1/2 days)

1. Personal hygiene. 1/2 day
2. Environmental sanitation. 1/2 day
3. Most common communicable diseases. 1 day
4. Nutrition and malnutrition:
 - Existing major types of malnutrition. 1/2 day
 - Child diseases caused by malnutrition (signs and symptoms, causes, prevention and curing). 1 day
 - Use of locally available nutritious foodstuffs healthy for babies, children and pregnant women. 1 day
5. Transmission media of different common diseases. 1/2 day
6. Some other causes of health problems. 1/2 day

III. First Aid (15 1/2 days)

(Prevention, diagnosis, local traditional systems of treatment and their effectiveness, western methods of treatment and effectiveness, materials needed, practice in diagnosis and treatment, when to refer to hospital or health post.)

1. Always try to heal without medicine.)
2. All medicines have both good and bad effects) 1/2 day
3. Water is often the most effective medicine. 1/2 day
4. Diagnosing fever (using thermometer and taking pulse). 1/2 day
5. Headache (pressure points for curing most headaches). 1/2 day
6. Colds and flu and cough. 1 day
7. Use and misuse of Asprin (dosage, when to use, when not to use) 1/2 day
8. Dental care (daily cleaning etc.). Treatment of toothache. 1 day
9. Earache and infection. 1/2 day
10. Abscesses, boils, and infected wounds. 1 day
11. Cuts, wounds, burns. 1 1/2 days
12. Haemorrhage (tourniquet, pressure points). 1 day
13. Bandaging. 1 day
14. Nose bleeding. 1/2 day
15. Fractures, sprains and dislocation (splinting, slings and binding). 2 days

16. Making a stretcher and moving the injured. 1/2 day
17. Removing foreign bodies: 1 day
 - from eye (3-4 steps)
 - from throat (2 steps)
 - from body (with tweezer or sterilized pin).
18. Dog bite (rabies/not rabies). 1/2 day
19. Snake bite. 1/2 day
20. Fainting. 1/2 day
21. Stomach pain (indigestion problems). 1/2 day

IV. Local Health Services Available (3 days)

(Activities, ways of delivering health services, problems, advantages, assistance that can be provided to village H.W.)

1. Dhami Jhakri. 1/2 day
2. Aurvedic aidya. 1/2 day
3. Health post. 1/2 day
4. Hospital. 1/2 day
5. Maternal and child health/family planning.)
6. Expanded programme of immunization.)
7. Tuberculosis eradication project.) 1 day
8. Local drug shops)
9. Eye camps)
10. Others ?)

V. Common Diseases (11 1/2 days)

Prevention, prevention of spreading, diagnosis (signs and symptoms), local cures and their effectiveness, western cures and their effectiveness, emergency treatment, diet, materials/medicines needed, when to refer to other places. Practice in diagnosis and treatment.

1. Diarzhosa/Dysentry/Vomiting diseases.
 - Bacillary dysentery. 1/2 day
 - Giardiasis. 1/2 day
 - Amoebic dysentery. 1/2 day
 - Food poisoning. 1/2 day
 - Cholera) 1/2 day
 - Typhoid)
2. Jaundice. 1/2 day
3. Intestinal parasites. 1 day
 - round worm

- thread worm
- whip worm
- hook worm
- tape worm

4. Other parasites. 1 day

- scabies
- lice.

5. Childhood diseases

- Measles. 1 day
- Chicken pox/impetigo. 1/2 day
- Whooping cough) 1/2 day
- Mumps)

6. Tonsils. 1/2 day

7. Bronchitis. 1/2 day

8. Pneumonia. 1/2 day

9. Malaria/T.B. 1/2 day

10. Tetanus (mainly prevention - D.P.T.) 1/2 day

11. Conjunctivitis. 1/2 day

12. Simple ways of testing eyes. 1/2 day

13. Serious anaemia, vitamin A deficiency, and iodine deficiency. 1/2 day

VI. School Environment, Students' Hygiene/Health, Services from the School (6 days)

a) Example of H.W./Teacher (people learn from what they see, not what is said).

- Clean house, compound, etc., with charpie. 1/2 day
- Clean clothes, body, etc. 1/2 day
- Healthy habits (balanced diet, no bidi, tobacco, alcohol, etc.) 1/2 day

b) Healthy school environment

(Based on detailed survey of neighbouring school facilities)

- Construction and proper use of school charpies. 1/2 day
- Keeping school buildings and compound neat and clean (rubbish pit) 1/2 day
- Provision of clean drinking water at school. 1/2 day
- Making, maintaining and using the product of school kitchen garden, orchard, etc.

c) Children's health services at school

- Daily checking of cleanliness of children. 1/2 day
- Periodic checking of nutrition status of children (coloured arm band). 1/2 day
- Keeping record of health/growth/diseases of children. 1/2 day

- Treating simple illnesses of school children, referral of more serious illnesses. 1/2 day
- Arranging meetings of community surrounding school to discuss and take action on nutrition, village hygiene and sanitation. 1/2 day

VII. Internship in Village Health Post/Health Centre (7 days)

VIII. Final Revision of Practical Through Role Plays (4 days)

IX. Written and Practical Test (5 days)

1. Practical Test: Through actual patients at daily clinic, or through role play, diagnosis, prevention, local methods of curing, western methods of curing, doses of medicines, diet, etc. (3 1/2 days)
2. Written test (1 1/2 days)

X. Proposed Activities of Health-Trained Primary Teachers in School and Villages (2 days)

1. Efforts to improve sanitation and nutrition in village through own example and through village health and sanitation committee.
2. Making school an example of cleanliness for local community, having demonstration orchard and kitchen garden at school as example for local villagers.
3. Providing simple first aid and health treatment from the school, mainly for school children but also for villagers.
4. Simple medicines and supplies to be provided by ERDP and always kept at school, supervision and assistance to be provided by ERDP and R.Cs.
5. Conditions for resupplying medicines.

Regular Activities Throughout the Training

1. Daily Clinic

Every day, early in the morning, for about 1/2 an hour the health assistant/trainer will run a small clinic for local people. Each day in rotation two students would work with the health assistant, gradually taking increasing responsibility for diagnosis and prescription.

2. Practical work (sometimes) (8 days)

(Carried out by trainees alone, sometimes in conjunction with villagers). These activities will be included in appropriate places in the training.

- Making rubbish pit. 1/2 day
- Making "Pakka" charpie. 1 1/2 days
- Making chulo. 1/2 day

- Cleaning and repairing village tap or kuwa. 1/2 day
- Simple purification of water. 1 day
- Cleaning village road. 1/2 day
- Organizing children to clean school. 1 day
- Making medicine water. 1/2 day
- Making sarbottam pitho. 1/2 day
- Making kitchen garden. 1/2 day
- Field studies to identify health problems in village, and also in local schools. 1 day

Summary of Time Requirements

Introduction	-	3 1/2 days
Existing health problems and causes	-	5 1/2 days
First aid	-	15 1/2 days
Local health services available	-	3 days
Common diseases	-	11 1/2 days
School environment, etc.	-	6 days
Internship	-	7 days
Revision through role plays	-	12 days
Examinations	-	5 days
Final briefing	-	2 days
Daily clinic	-	-
Practical work	-	<u>8 days</u>
	TOTAL	<u>69 days</u>

Community Development and ERDP Adult Education Component

Curriculum Outline

1. Role of Teacher as a Community Organizer, and Agent of Change for Rural Development (2 days)

- "The task of a leader is to show the way not to tell the way". The most important thing is that the teacher, by his own example, shows what should and can be done.
- Importance of finding issues that can unite a large proportion of local community, and teacher helping to solve (e.g. Kuwa in Lamikhal-Pid, or arranging for spraying of insect-covered wheat).
- Always be ready to help or give advice to villagers.

- Many activities can be started just with the assistance of students. In any one village maybe 10% or more of the population are in school. Even with students a lot of work can be done.
- If teacher is from outside, must always try to understand fully the culture in the village in which he is working.
- Should not identify too strongly with any one caste or group in village.

2. School as Community Service Centre - (1 day)

(The idea that what goes on in school and in daily life is completely different must be changed. The school facilities should therefore be used whenever possible to meet the immediate needs of villagers.)

- School building and compound should be good demonstration for villagers (clean, well maintained, well built, charpie, kitchen garden, etc.). It should also, if possible, be very near one village.
- Health service, and formal agricultural training or advice (by HETP, and AETP) should be given to villagers only from the school.
- Other visiting development workers should be invited to give their training and/or advice from the school. Inputs should be distributed through the school.
- School should be a very well-disciplined and hard working place (punctuality, regular classes, no smoking or drinking or playing cards near the school, etc.).
- Teacher should organize meetings from time to time, of all parents, to decide what development action could take place through the school.
- School facilities should be available to be used by villagers when required (e.g. Bhoj, wedding, etc.).

3. ERDP Functional Adult Education Programme (2 days)

(Teachers successfully completing 10-month training can apply to run ERDP Functional Literacy Programme in their village, even if they come from RCs, where ERDP massive programme has already been completed. In running programme they will be provided with the normal inputs. If they run programme shortly after completing 10-month training, only short, or possibly no orientation training needed. If more than one year, may be 2-3 weeks' training needed.)

- Need of programme.
- Overall objectives of programme.
- Timing of programme (application, training, distribution of materials, running classes, etc.).
- Application process, and responsibilities of teacher (collect 25 real adults, arrange convenient classroom, have no discrimination by caste

or sex, run class regularly, complete all the practical activities, etc.)

- Training (see above).
- Materials provided (lesson plan, lesson parts, kerosene, lanterns, B.B., slate chalk, etc.) and responsibility of teacher to collect from pick-up point.
- Development activities. Development inputs provided. No payment unless all development activities completed.
 - Supervision system.
 - Payment by results.
 - Advantages of ERDP F.L. Programme over other adult education programmes in Nepal (e.g. MOE&C programme).

4. Background to ERDP F.L. Curriculum (1 1/2 days)

- Psycho-social approach.
- Recognition/discussion of picture to lead to new perception of reality, and consciousness.
- Immediate follow-up of theory/new consciousness with action. Always combining theory with practice. 18 development activities.
- Loose leaf lesson parts so learners are encouraged to attend regularly, and see their knowledge grow. (This session to include micro-teaching of organizing very active and strong discussion around various photos or pictures.)

5. How to Teach ERDP F.L. Curriculum (-1 day)

- Seven steps in teaching literacy lessons.
- Basic steps in teaching writing (e.g. babar, lathi, etc.).
- Teaching arithmetic.
- Revision parts.

6. Micro-teaching of ERDP F.L. Curriculum (4 days)

- Group work in preparing lessons and micro-teaching.

7. Basic Differences Between Teaching Adults and Children (1 day)

- Adults are not a captive audience, and if they are bored they will not attend.
- Must show greater respect to adults. Cannot criticize or punish adults much.
- Must always try to build on the great knowledge and experience they have gained during their lives.

8. Literalizing the Environment (1 1/2 days)

- Adults, school children, cheli beti, can quickly forget how to read if not practiced.

- 129 days of adult classes are not sufficient to produce permanent change in attitude of participant.
 - Importance of establishing and running VRC (including development activities).
 - Process of establishing VRC.
 - Importance of sending all children regularly to school (boys and girls, upper and lower castes).
 - Assisting in organizing and running C.B. classes.
9. Availability and Use of Local Development Services (1 1/2 days)
- (Agriculture, horticulture, animal husbandry, health, maternal and child care, family planning, forestry).
 - Main local problems in these areas.
 - Services available and that can be provided.
 - How to obtain assistance for your community.
 - Problems involved in obtaining services.
10. Test (1 day)
11. Concluding Session. How to start an ERDP Adult Class, and Cooperation from ERDP in Community Development Activities (1 day)

Regular Practical Activity at Appropriate Time During Course

1. Both AETP and HETP Groups
- Pipe fitting and repairing (joining pipes, cleaning blocked pipes, repairing Dhara (1/2 day)
 - Organizing and working with villagers in planting and protecting forest trees (1 1/2 days)
 - Organizing and working with villagers in cutting new path (1 day)
2. AETP Group only
- Making proper charpie (1 day)
 - Making improved chulo-rubbish pits (1 day)
 - Making surbottam pitho and ausadi pani (1/2 day)
3. HETP Group only
- Preparing pits and making compost manure (1 day)
 - Making forest tree nurseries (1 1/2 days)

Summary of Time Requirements

Role of teacher	2 days
School as Community Service Centre	1 day
ERDP Functional Adult Education	2 days
Background to ERDP F.L.	1 1/2 days
How to Teach F.L. Curriculum	1 day
Micro-teaching F.L. "	4 days
Difference Between Teaching Adults and Children	1 day
Literalizing environment	1 1/2 days
Local Development Services	1 1/2 days
Test	1 day
Concluding	1 day
Practical	<u>5 1/2 days</u>
TOTAL	<u>23 days</u>

ANNEX 7

Education for Rural Development in Seti Zone (NEP 78/022)

Criteria for Second Phase of Project

1. Background

At the meeting held in the office of the Secretary, Ministry of Education and Culture on 5 January 1984 attended by representatives from HMG, UNDP and Unicef, it was decided to postpone the construction of the Teacher Training Centre under the project, and to extend the project into a second phase, so that on its completion the Training Centre would be fully operational.

In the Second Tripartite Review of the project held in April 1984 it was agreed by all participants that the project should be extended by three to five years, on termination of the first Phase in December 1985.

Finally, at the 15th meeting of the Project Coordination Committee held on 17 October 1984, it was agreed that the project should be extended and that the CTA should prepare a brief outline of the criteria for the extension of the project for the consideration of committee members.

2. Proposed Duration of Second Phase of the Project

A three years and six months extension is proposed, from 1 January 1986 to 31 June 1989. This duration is proposed for the following reasons:

- the project should end at the end of a main working season (November-May) and not in the middle of a working season;
- three years is required to reach full-scale implementation in any one district. Work will not start in Bajura until November 1985, and thus full-scale implementation will not be achieved there until May 1988. After that a period of consolidation, and full-scale handing over to the DEOs is required;
- Construction of the Teacher Training Centre is unlikely to start until after the 1985 rainy season, (October 1985) and will take 2 1/2 years to complete. It is then necessary to run the centre on a full scale for at least one year, and make final revisions to the curriculum, before handing over to government.

Thus, existing and expanded project activities would take place in the three districts for the first 2 1/2 years of the 2nd Phase, and the last year of the 2nd Phase would be devoted to the Teacher Training Centre, and providing technical assistance only to the DEOs.

3. Coverage of the Second Phase of the Project

The second phase of the project would cover three districts completely, (Doti, Bajhang and Bajura), with all major project activities, namely:

- long-term (10 month) training of primary teachers, in skills of teaching and rural development skills;
- various short-term training programmes of teachers and other personnel;
- special training in primary health care, and provision of simple medicines to schools;
- special training for headmasters (new programme);
- Resource Centre programme (with new approaches);
- improvement of physical facilities in schools (buildings, compound walls, playgrounds, latrines, water supply, fruit tree plantations);
- turning selected schools into community service centres (new programme);
- special programmes for increasing enrolments and attendance at schools (especially of girls and lower castes) (new approaches to old problem);
- supplementary readers, teachers' handbooks for primary grades, and teachers' journal;
- massive development-oriented adult education programme;
- production of wall newspapers for adults;
- village reading centre programme;
- large-scale Cheli Beti programme.

4. Main Thrusts of Second Phase of the Project

Apart from the extension, expansion, and improvement of the existing programmes and activities throughout the three districts covered by the project, the second phase will have four main thrusts, namely:

- a) strengthening the operations of the Resource Centre;
- b) creating an institution (Teacher Training Centre) responsible not only for providing continuous long and short-term teacher training for development, but also for providing continuous technical assistance to DEOs in implementation of the project ideas on termination of the project;
- c) strengthening the three District Education Offices so that they can, before the end of the project, take over full responsibility for project implementation;

- d) providing technical and other assistance to other rural development projects for the implementation of project ideas.

(a) Resource Centre

The Resource Centres are the legs of the project, and unless they work completely effectively it is difficult to envisage how project ideas can continue to be implemented at the end of the project period. At present 40% of the RCs are operating well; 40% are operating to some extent, sometimes well and sometimes poorly; and 20% can hardly merit being called Resource Centres.

Various innovative ideas will be experimented with to strengthen RCs, including outposting Supervisors or Field Coordinators to RCs for a month or more at a time, replacing poor unmotivated Headmasters of RCs, and providing special rewards for the most effective RCs.

(b) Teacher Training Centre

During the second phase of the project a Teacher Training Centre will be constructed at Jogadabare covering an area of 40,000 sq. ft., and with a capacity of 192 students at any one time. Whilst the Centre is being constructed, curricula and programmes will be developed and tested at temporary facilities in Silgarhi.

The training centre will offer a core programme for primary teachers of 10 months' duration, six months of which will be devoted to practical teacher training, three months to training in one development skill, and one month in adult education and community development methods.

In addition, however, from the time the training centre becomes fully operational, the staff of the centre will become responsible for providing the necessary technical assistance to DEOs to continue the implementation of project ideas. Teaching practice and other field activities from the centre will be organized in such a way as to help DEOs solve particular problems in the field.

(c) Handing Over Responsibilities to DEOs

At present the District Education Offices are involved in project implementation more in an assisting role than in a substantive implementation role. Financially all payments to schools and teachers go through the DEO, but DEOs can only pay on the basis of an authorization from project staff. In addition DEO supervisors are invited to attend all project training programmes as trainers, and are involved in supervision of project activities, but report to the project. However, only if District Education Offices can be given full responsibility for project implementation will the project ideas have a chance of being continued once the project ends.

The following process is thus proposed for handing over responsibility to the DEOs:

- January-April 1986. Temporary exchanges of staff between District Education Offices and Project. For example supervisors might work

for the project for two months whilst Field Coordinators work for DEO, project clerical and administrative staff work for the DEO, whilst DEO staff work for the project, etc. In this way DEO staff will become fully familiar with project working and administrative methods, and vice versa.

- May 1986. Two week seminar of all District Education Officers, assistants, supervisors, accountants, and equivalent staff in the project. Preparation of joint plan for coming three years.
- July 1986. Placing of three UNVs, specialized in planning and administration, one to each DEO.
- July 1986 onwards. All operational budgets for field activities allocated directly to the District Education Offices. However, release of funds still dependent on recommendation of project staff.
- July 1987. All project field staff officially placed under the authority of the District Education Offices. However, recommendations for release of funds still to be approved by project experts. Technical assistance to be provided to DEO, and joint planning of activities.
- July 1988. Contracts of all but small core group of project staff terminated, and additional posts created in DEOs. With assistance of core group of project staff, TTC staff start to provide technical assistance to DEO. District Education Offices have full financial responsibility.
- June 1989. Project terminates, and DEOs have full responsibility with technical assistance from TTC staff.

(d) Spreading Project Ideas, Materials and Methods

The project has developed a whole range of materials for SMC members, teachers, children, adults, girls; it has developed in detail seven different training programmes; it has developed new training and working methods; and it has developed a whole new series of contracting procedures (payment by results) to ensure that work is done, and to prevent misuse of funds. However, because the project Headquarters are in Silgarhi, Doti, it has not been possible to maintain regular relationships with other integrated rural development, or education projects, nor to inform these projects of the materials that are available. It is thus proposed that:

- in June 1985 (in first phase of the project) a five-day national seminar be organized in or near Kathmandu, to which responsible representatives from all integrated rural development, education, and community development projects be invited. At this seminar all project ideas, materials and methods will be explained by project staff in detail. In addition a process be developed for these other projects to order project materials before they are printed;

- a liaison officer be appointed in the Kathmandu branch office of the project, whose main responsibility will be to maintain contacts with other projects, and solicit orders for project materials;
- a small budget allocation be made for each of the first three years of the second phase of the project to invite representatives of the various related projects to come and visit project activities in the field;
- a further national seminar be held in the early part of 1989, when the final evaluation findings of the project will be shared with other relevant projects.

5. Some Changes in Administrative Structure of Project

The project has come under some criticism because of the fact that the CTA has been too directly involved in all aspects of project management. Independent of any problems of official allocations of responsibility, this problem has three main causes. Firstly, the Project Director is in Kathmandu, and his responsibilities to the project are only a very small part of an extremely heavy work load. Secondly, there have been frequent changes of Associate Director. Thirdly, the CTA has been a very senior and experienced Unesco official, who has been involved in the project even in the design stage, two years before it actually started.

In order to solve these problems the following changes in the project administrative structure are proposed:

- the post of CTA be downgraded to that of expert in educational planning, administration, and evaluation (P.4);
- a junior expert (P.2/3) be appointed to be responsible for all aspects of the TTC construction in Dipayal;
- the existing Project Director be relieved of his responsibilities as Project Director, and instead be appointed as special adviser (part-time) to the project;
- a full-time Project Director be appointed by HMG to the Silgarhi (Doti) office of the project, and if possible a commitment that he/she remain for the life of the project be obtained;
- a full-time section officer be appointed to the project office in Kathmandu (actually physically sitting in the project office) responsible for following up all outstanding questions with MOE&C and other HMG agencies;
- the project coordination committee remains as it is currently constituted, but will only meet once or twice a year, as most of its existing responsibilities will be delegated to a new project implementation committee, which will be chaired by the Regional Education Director, with members drawn from the three DEOs, the

three district panchayats, and from the project office staff. This implementation committee will meet in rotation in the three districts.

Other points relating to the process of handing over to DEOs have already been discussed above.

6. Project Staffing

Excluding the DEO staff, and the TTC staff, all of whom will be paid by HMG on a regular and continuing basis, and whose assignments will continue after the project has ended, the following staff are proposed for the second phase of the project:

<u>Type of Contract</u>	<u>Post Title</u>	<u>Duty Station</u>	<u>Duration</u>	<u>Comments</u>
HMG (Permanent)	Project Director	Silgarhi	To June 1989	2nd Class Gazetted Minimum.
HMG (Permanent)	Special Adviser	Kathmandu	To June 1989	Previous Project Director
HMG (Permanent)	Section Officer	Kathmandu	To June 1988	3rd Class Gazetted
HMG (Permanent)	Liaison Officer	Kathmandu	To June 1989	3rd Class Gazetted
HMG (Permanent)	Accountant	Silgarhi	To June 1989	1st Class Non-Gazetted. To deal with HMG accountant.
Unesco (Regular)	Expert in Planning	Silgarhi	To June 1988	P.4 Post
Unesco (Regular)	Engineer/Building Supervisor	Dipayal	To June 1988	P.2/3 Post
Unesco (Regular)	UNV (3)	1 Silgarhi 1 Chainpur 1 Mahatardi	To June 1988	UNV Scale
Unesco (Regular)	Administrative Officer	Kathmandu	To June 1989	EGS 6
Unesco (Regular)	Administrative Assistant	Silgarhi	To June 1988	GS 6
Unesco (Regular)	Accountant	Silgarhi	To June 1988	GS 5
Unesco (SSA)	Planning and Evaluation	Silgarhi	To June 1989	
Unesco (SSA)	Adult education	Silgarhi	To Dec. 1988	
Unesco (SSA)	Curriculum	Silgarhi	To Jan. 1988	
Unesco (SSA)	Female education	Silgarhi	To Dec. 1988	
Unesco (SSA)	Asst. Engineer	Silgarhi	To June 1988	

<u>Type of Contract</u>	<u>Post Title</u>	<u>Duty Station</u>	<u>Duration</u>	<u>Comments</u>
Unesco (SSA)	In-service T.T.	Silgarhi	To June 1989	
Unesco (SSA)	Teacher Training	Silgarhi	To June 1989	
Unesco (SSA)	Resource Centre	Silgarhi	To June 1989	
Unesco (SSA)	Senior Field Coordinator (2)	1 Chainpur 1 Mahatardi	To June 1988 To June 1988	
Unesco (SSA)	Senior Overseer (2)	1 Chainpur 1 Mahatardi	To June 1988	
Unesco (SSA)	Field Coordinator (6)	Two per district	3 to June 1988 3 to June 1989	
Unesco (SSA)	Overseers (5)	2 Bajhang and Bajura, 1 Doti.	To June 1988	Then to be taken over by HMG. One per district
Unesco (SSA)	Overseers (2)	Dipayal	To June 1988	
Unesco (SSA)	Bilingual Secretaries P.A. (2)	1 Kathmandu 1 Silgarhi	To June 1989	
Unesco (SSA)	Senior Clerk Typist	Silgarhi	To June 1988	
Unesco (SSA)	Clerk Typist	Silgarhi	To June 1989	
Unesco (SSA)	Health Assistant	Silgarhi	To June 1988	
Unesco (SSA)	Agric. Assistant	Silgarhi	To Feb. 1988	
Unesco (SSA)	Clerk Typist (2)	1 Chainpur 1 Mahatardi	To June 1988	
Unesco (SSA)	Artist	Silgarhi	To Feb. 1988	
Unesco (SSA)	Female Ed. Asst.	Silgarhi	To Nov. 1988	
Unesco (SSA)	Water Technician	1 Doti Bajhang 1 Bajhang Bajura	To April 1988	
Unesco (SSA)	Driver	Kathmandu	To June 1989	
Unesco (SSA)	Peons/Syce (8)	5 Silgarhi 1 Chainpur 1 Mahatardi 1 Kathmandu	4 to June 1988 4 to June 1989	

7. Project Budget Requirements

At the present stage, until all involved parties have discussed the above basic criteria, amended, added, and improved, it is not fruitful to prepare detailed budget estimates. In addition, until there have been detailed discussions with the various potential donors, it is not possible to make any definite allocation to a particular donor. All that is relatively

certain at the moment is that:

- HMG will meet the cost of its personnel, the running costs (excluding stipends) of the TTC, and the costs of the extra teacher at the Resource Centres;
- UNDP/Unesco will meet the costs of Unesco Regular Contract staff, and the running costs of the project offices, as well as various logistical support costs, and the costs of renting the Temporary Teacher Training Centre;
- it is also hoped that Unicef will continue its generous support for various operational costs of the project, but without first discussing in detail no definite allocation can be made;
- for all items other than those which are relatively certain from HMG and UNDP/Unesco (TTC construction costs, TTC stipends, operational costs, etc.) no specific donor will be earmarked at the present stage.

The following, therefore, is a first approximate estimate of the project budget requirements. This only indicates the order of magnitude.

		<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1/2 1989</u>	<u>Total</u>
HMG	(000s NRs)	950	1,000	1,500	800	4,250
UNDP/Unesco	(000s \$)	341	375	218	66	1,000
Operational costs	(000s NRs)	2,500	2,500	2,000	1,000	8,000
Construction and equipment TTC	(000s \$)	418	456	126	-	1,000
Stipends for TTC etc.	(000s Nrs)	165	165	934	504	1,768

Excluding direct costs of construction and running the TTC, the costs of the second phase of the project in total will be as follows (expressed in \$ US):

HMG (2,700,000 Rs)	\$ 150,000
UNDP/Unesco	\$ 1,000,000
Operational Costs (Unicef ?)	\$ 447,000
TOTAL:	<u>\$ 1,597,000</u>

This is very much of the same total order of magnitude as the first phase of the project, despite there being considerable inflation.

In addition, almost as a separate component there are the costs of constructing and operating the TTC as follows:

HMG (1,550,000 Rs)	\$ 87,000
Construction and Equipment	\$ 1,000,000
Stipends and some miscellaneous operational costs	<u>\$ 99,000</u>
TOTAL:	<u>\$ 1,186,000</u>

Thus for the two aspects of the project from all donors (including HMG) the total costs of the proposals in this paper will be \$ 2,783,000.