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LITERACY WATCH COMMITTEE OF NEPAL
BULLETIN NO. 7
Special Issue on Continuing Education
October 1998



Editor-in-Chief: Mr. T. M. Sakya

Editorial

Development does not start with goods it starts with people, their education, organization and discipline. In the same way, education does not simply mean one's schooling; there are multiple ways people can get an education.

In Nepal, there are more children and youth out of school than in school. Besides that, many children who are enrolled in schools drop out before completing their coursework. Because of these conditions, Nepal has 9.4 million illiterate people.

The burden of working on farms and other industries whether in trade or construction is mostly carried out by the out of school youth and illiterate adults. As they have no opportunities to acquire new skills or learn new technologies, the labor force in Nepal is not highly skilled. Thus, the country's productivity in agriculture and other industries are on the decline.

If our political leaders, economic planners and administrative heads are serious about developing our country, they must first provide learning opportunities to those who are "have nots" in the knowledge area. In this age of fast-track development, the minimal education provided by primary and secondary schools is not enough.

Nepal should develop a system where people's learning continues as they start working and earning a living. This is where the importance of continuing education comes in. In this issue of the "Literacy Watch Bulletin", an attempt has been made to highlight continuing education with suggestions for developing continuing education in Nepal.

We hope policy makers will take note of the importance of continuing education after reading this Bulletin.

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Continuing Education and Development

Continuing Education is an essential extension of literacy and primary education in the promotion of human resource development. Because of the vast number of variables involved and because of the complexity of their interactions, it is not possible to prove that increased education causes increased socio-economic development. Logically, however, it is reasonable to infer that increase in knowledge and skill growth in a technologically based socio-economic system means to grow and change. Education seen in this way is an enabling agent for development.

Most development theorists argue that education alone is not enough to ensure that development will occur. They state that unemployment, illiteracy and social inequality are caused by structural aspects of society which education alone cannot address.

Some extremists, would even argue that schooling is deliberately imposed in such a way that structural reforms cannot occur and that the system ensures dependency of the majority who are poor and disadvantaged on the few who are wealthy and powerful. In advancing these arguments, however, such theorists usually have only formal education in mind.

Continuing education, that is the provision for life-long learning, does two things to overcome this problem. Firstly, it equips individuals with the mental abilities and practical skills necessary to address structural weaknesses in society. Secondly, and perhaps even more significantly, it changes the emphasis from something "imposed from above", such as a formal system of institutionalized education, to something self-initiated and self-sustained by individual learners.

In continuing education it is the individuals who set and pursue their learning objectives, not the system. Continuing education, therefore, not only equips people to bring about structural changes in society, it empowers them to do so.

If continuing education promoted the growth of human resources and lead to significant socio-economic gains, the question emerges: What sort of socio-economic development should it generate? Human resources development in some countries is seen to be synonymous with manpower development -- the production of an educated work force and the build up of "human capital". Others see it more in terms of an overall improved quality of life involving all dimensions of personal growth.

Socio-economic growth is of course the main thrust of most development plans in the Third World and most policies are directed at strengthening formal education to ensure that there is adequate knowledge and skill to enable development to occur. Unfortunately, however, this policy has largely failed and social and economic inequalities, low productivity and high levels of illiteracy and semi-literacy remain.

Many graduates from formal schools are unemployed and unemployable. Since the formal education system is largely urban orientated, there has been a massive population shift from rural areas to the cities. Schooling in some countries has in fact so alienated some people from mainstream society that social systems have broken down and conflict and aggression have become commonplace.

The crisis in education in the Third World has come about largely because the formal system caters only to a handful of successful students and the rest become alienated and unproductive.

Continuing education, that is the opportunity to engage in life-long learning, therefore, emerges as a way of compensating for the inadequacies of the formal system by giving people a second chance, and also of ensuring a continual growth and upgrading of human resources throughout the lives of all citizens.

As more people become involved in lifelong learning and improve their educational standards and ways of life, more people will be involved in social decision making at all levels. Development plans will come to reflect what people need based on their reasoned understanding of potentials and limitations. In this way, truly sustainable development is likely to emerge. In other words, development will reflect the concerns of the people and will be fair to both the present and the future. It is more likely to leave future generations at least a similar, but hopefully better, endowment of resources than at present.

Human resource development (HRD) becomes the focus of attention. Appropriately educated people develop positive attitudes and skills, they can improve the quality of their work and can increase their incomes. People can save and invest and a general upgrading of the socio-economic structure of society occurs based on the emergence of secure, happy and prosperous individuals and families.

With such improved human resources and in particular because of both a stronger domestic economy and an improved quality of the human mind, the Third World would be better able to manage its scarce national resources and so ensure effective, appropriate and sustainable development.

The APPEAL Program has developed detailed guidelines for each type of Continuing Education Program. In order to develop this guidebook for continuing education, UNESCO/PROAP conducted a survey of continuing education activities in different countries. In summary, the survey states the following trends and issues:

- a) Most countries in Asia view continuing education as the provision of opportunity for life-long learning beyond basic literacy and primary education.
- b) There are some differences in regard to defining the scope of continuing education. Most see it as including formal, non-formal and informal education but a minority view it as something outside of and beyond formal education.
- c) The role of continuing education as a mechanism for socio-economic development is appreciated by most countries. The relationship between HRD and socio-economic development however, is not usually stated clearly.
- d) Objectives of continuing education are usually expressed or implied as improvement in quality of life and living standards of all citizens.

e) There is a wide range of target clientele for continuing education but in most countries, the emphasis is on rural communities, disadvantaged groups, neo-literates and semi-literates and those needing training in vocational and income-generating skills.

The types of activities frequently include the following:

i. Vocational/technical courses, apprenticeship programs

ii. Income-generating activities

iii. Extension and equivalency education

iv. Arts and culture

v. Specific learning programs such as farmer education, population/family life education, health and nutrition programs, etc.

vi. Rural libraries and reading centers promoting post literacy skills

vii. Self reliance programs

f) Several countries lack National Policy Boards or Coordination Agencies. In some, even government initiatives in CE are uncoordinated and are the responsibility of a variety of ministries and departments, which pursue more or less independent programs. It would seem that some departments (e.g. Health, Agriculture) whose primary function is outside education, do not perceive themselves as educational agencies and therefore tend to stand aside from educational networks.

g) While several countries (e.g. India, Tanzania, Thailand, the United Kingdom) have appreciated the need for clearly defined contact or entry points for individuals to engage in the system, some countries have not. The role of local learning centers in this regard has been highlighted in some countries but not in others.

h) The relation between literacy and continuing education is clearly perceived by all member states. Countries which in the past, have had to focus mainly on the eradication of illiteracy are now able to change their priorities and to begin and/or strengthen continuing education to consolidate and build on literacy achievements.

i) Almost all countries see the promotion of the reading habit and the provision of appropriate reading materials as a central responsibility for continuing education. Mechanisms for achieving this (i.e. libraries, reading centers, mobile bookstores, post-literacy workshops, etc.) vary from country to country.

Based on the survey of the existing situation of continuing education in different countries in Asia and the Pacific, Asia and the Pacific Program of Education for All (APPEAL) Program of UNESCO developed one guidebook to promote the following types of Continuing Education in eight volumes. This Guidebook is known as APPEAL Training Materials for Continuing Education (ATLP-CE).

TYPE 1: POST LITERACY PROGRAMMES (PLPs)

These programs aim to maintain and enhance basic literacy, numeracy and problem solving skills, giving individuals sufficient general and basic work skills, enabling them to function effectively in their societies.

TYPE 2: EQUIVALENCY PROGRAMMES (EPs)

These are designed as alternative education programs equivalent to existing formal, general or vocational education.

TYPE 3: INCOME-GENERATING PROGRAMMES (IGPs)

These help participants acquire or upgrade vocational skills and enable them to conduct income generating activities. IGPs are those vocational continuing education programs delivered in a variety of contexts and which are directed in particular towards those who are currently not self-sufficient in the modern world, those persons at or below the poverty line.

TYPE 4: QUALITY OF LIFE IMPROVEMENT PROGRAMMES (QLIPs)

These aim to equip learners and the community with essential knowledge, attitudes, values and skills that will enable them to improve their quality of life as individuals and as members of the community.

TYPE 5: INDIVIDUAL INTEREST PROMOTION PROGRAMMES (IIPs)

These provide opportunities for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

TYPE 6: FUTURE ORIENTED PROGRAMMES (FOs)

These programs give workers, professionals, regional and national community leaders, villagers, businessmen and planners new skills, knowledge and techniques to adapt themselves and their organizations to growing social and technological changes.

Implementation Strategy of Continuing Education Utilizing ATLP-CE

The following paragraphs provide some suggestions to form integrated concept of CE adapting ATLP-CE.

1. Continuing Education is an emerging concept in developing countries. ATLP-CE can help to formulate plans, programs and strategies to promote CE programs for human development.
2. Literacy Resource Centers (LRC) can help to adapt ATLP-CE according to the needs and situations of various clientele groups in the countries and prepare CE programs (goals, curriculum, learning materials and manuals) for them. LRCs can then conduct field workers' training to implement need-based CE programs in the field through the Community Learning Centers (CLCs).
3. There are three phases of CE program:
 - a. Phase I: Preparatory phase
 - b. Phase II: Operational phase
 - c. Phase III: Providing support services

4. Strategy for Implementation

	Role of LRC	Role of CLC
Phase I	a. Study of existing situation (socio-economics, job market, consumer's demand, customs and traditions) b. Training of leaders (training manual preparation) c. Program for different types of clientele groups	- Post Literacy Program Competency Levels I, II and III combined with QILP program such as health and empowerment education - Formation of groups like women's group, youth group and professional groups - Savings and Credit program - Cultural activities
Phase II	a. Market Survey, job market survey b. Recruitment and orientation of skills trainers c. Training in accounting (costing, marketing, advertisement, etc.)	- Providing skills training according to interest and need - Training on entrepreneur skills
Phase III	a. Prepare program for guidance and counseling b. Networking with organized sectors c. Placement / guidance to set up enterprises	- Setting up small enterprises individually and in groups - Linkage with organized sector for sub contracts

5. This way we could integrate post literacy with quality of life improvement program.
6. For young people between 8 to 14 yrs., an Equivalency Program can be integrated with the Income-Generating Program. Scientific knowledge and computer education could be promoted.
7. For those who do well in Post Literacy, they can then take courses where Quality of Life Improvement and Income-Generating Program are integrated.
8. Gradually, individual interest programs could be promoted through interest groups. Housewives groups would be a potential group for IIPs.
9. Group leaders, community leaders and business people would need to know how to foresee future trends using various analysis techniques, for this skill, we can introduce the Future Oriented Program.
10. Therefore, the entire CE program should be seen as an ever-evolving and developing spiral, not a static program.
11. Assessment, monitoring and evaluation in a participatory way should be a major part of whole exercise.

Continuing Education in Nepal: A Glimpse

The literacy drive being a relatively new phenomenon in Nepal, most of the literate population, particularly in rural areas, are first generation learners. It is not surprising then to find that they lack a proper environment that helps them sustain as well as enhance their interest in reading and writing. Therefore, most of the neo-literate are likely to relapse into illiteracy before long.

With respect to the provision of continuing education, Nepal has not been able to do much so far. The Ministry of Education (MOE) has yet to create a separate unit or desk to look after this aspect in a systematic way.

However, its' Adult Education Section (NFE Section at present) is not unaware of the need for this type of education in the country. The Adult Education Section has recently included some matters related to the continuing education aspects in its adult education program package.

In more recent years, the MOE has increasingly felt the importance of continuing education both as a means for preventing the relapse of neo-literates into illiteracy and for conveying relevant and useful knowledge and information to the already literate population. There have been some attempts to publish wall newspapers, establish village reading

centers and supply supplementary reading materials and posters, most notably on the Seti Project and in the Primary Education Project districts.

There are also quite a few NGOs as well as some international agencies that are partially involved in the task of catering to the educational needs of the literate population. The activities of certain development agencies also contain, according to their area of focus, a component of follow-up educational programs that aims to disseminate some pertinent knowledge, skill and information. Interest is growing among village people to set up local libraries to be used as intensively as possible and various donor agencies have given liberal support to such activities.

Various line agencies such as agricultural, health, family planning associations and agriculture development banks have developed a number of reading materials to help the adult literate continue their learning. In addition, these agencies have operated radio broadcasting and television services on this subject, specifically aimed at improving the living standards of the neo-literate. The pamphlets, leaflets, posters and charts they have developed are widely distributed free of cost.

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ol tflndaf6 lg/Gt/ lzlfssf]ljleG sfosdx?sf]lasf; / lj:tf/ ugef ; 3fp / k[]; fxg xg]
cfzf ul/Psf]5 .

The Role of NRC-NFE/CEFA **in the Development of Continuing Education**

Nepal has been facing the problem of illiteracy for a long time but the government has been putting all its efforts in formal education. The government's achievements have not been satisfactory and so, the number of illiterates continues to increase.

Today, there is a general acceptance of the importance of Non Formal Education to achieve the goal of educating a country. At present various GOs and NGOs are conducting literacy classes and succeeding in helping pockets of the population achieve literacy. But these literate people still do not have the opportunity to continue their studies. Therefore, after some time they will become illiterate once again. Although various offices of the Government are conducting literacy classes, Post Literacy and Continuing Education is still an untouched field.

NRC-NFE/CEFA has recently developed a Guidebook for literacy personnel based on ATLP and conducted several training programs in various parts of the country. Now, NRC-NFE/CEFA is developing another guidebook to train Continuing Education Personnel based on ATLP-CE.

The guidebook contains policy formulation principles for development of CE Programs, the role methods and skills of the Community Learning Centers (CLCs) for providing CE in the field. The Guidebook also contains methods of conducting six types of CE program for development:

- i) Post Literacy Programs
- ii) Equivalency Programs
- iii) Quality of Life Improvement Programs
- iv) Income-Generating Programs
- v) Individual Interest Programs
- vi) Future Oriented Programs

NRC-NFE/CEFA has plans to conduct three pilot training workshops in three regions of Nepal based on the Guidebook in following places:

1. Kathmandu 7-17 February 1999
2. Bhairawa 1-5 March 1999
3. Nepalgunj 15-19 March 1999

NRC-NFE/CEFA hopes that the guidebook and the training programs will help to develop continuing education programs in Nepal.

NRC-NFE/CEFA is setting up Community Learning Centers (CLCs) in the following places as local institutions to provide continuing education program to local people:

1. Bungmati
2. Siddhipur
3. Khokana
4. Sunakothi
5. Chapagoan
6. Thecho
7. Banepa

List of the 10th Cycle Projects of the The World Terakoya Movement (WTM) in Nepal

What is the NFUAJ World Terakoya Movement ?

The World Terakoya Movement (WTM) was initiated by the National Federation of UNESCO Associations in Japan (NFUAJ) in 1989 to support and to empower fellow NGOs working in the field of literacy education and post literacy activities. At the same time, the WTM also aims to promote education for international understanding among the supporters in Japan, in order to build a peaceful and fair international society where all can share and live together, and learn together.

Terakoya is a Japanese word meaning a small scale learning center organized privately rather than by the government and to be used by ordinary people in earlier times. The Terakoya provided ordinary people with basic skills such as reading, writing and abacus skills in the years before Japan had a public education system that could serve the majority of the people. It is often said, in fact, that Japan's modernization was facilitated by the development of these Terakoya for the education of ordinary people.

Terakoya Partners of Nepal

<p><u>IDS</u> "Spreading Terakoya Movement Programme Through Local Women's Grass Roots Cooperatives" Purano Baneshwor, P.O.Box 2254, Kathmandu Phone: 977-1-474718, Fax: 977-1-470831</p>	<p><u>NGO Forum</u> "Strengthening of Bikash Kendra" NGO House, Babamahar, P.O.Box 6961, Kathmandu Phone: 977-1-221459/242993 Fax: 977-1-220161</p>
<p><u>ABC Nepal</u> "Women Leadership Training and Literacy Class" Koteshwor, Nerephat, P.O.Box 5135, Kathmandu Phone: 977-1-413934, Fax: 977-1-227372</p>	<p><u>NRC-NFE Nepal</u> "New-Method of Training for Literacy Personnel at Five Development Regions of Nepal" (WORKSHOP) Talchhikhel, Satdobato, Lalitpur P.O. Box 270 Patan Phone: 977-1-534416/541689 Fax: 977-1-524457</p>

Activities carried out by different World Terakoya Movement (WTM) Partners

Different organizations working in the literacy has conducted different activities though the generous assistant of NFUAJ under WTM. Such as:

1. NRC-NFE

NRC-NFE conducted three Pilot Training Workshops for Literacy Personnel in Kathmandu, Jhapa and Kapilbastu with the generous support of NFUAJ. The workshop in Jhapa was organized in cooperation with NGO Forum and the workshop in Kapilbastu was organized in cooperation with IIDS. More than 90 key literacy personnel from both WTM partner organizations and other NGOs benefited from the training. It has helped to strength the roles of CLCs to perform their role of training of literacy personnel at the grassroots level.

It is also publishing Literacy Watch Bulletin on behalf of National Literacy Watch Committee of Nepal. So far four issues of the Bulletin have been published. They have been received both inside and outside the country with great enthusiasm.

2. IIDS

IIDS has been receiving NFUAJ's assistance since its Fourth cycle and it has conducted literacy classes in four districts such as Lalitpur, Bhaktapur, Kavrepalanchowk and Nabalparasi . IIDS has conducted baseline study of 10 CBOs and conducted functional literacy program through them in 10 VDCS.

3. NGO Forum

It has constructed four CLCs one each in four districts i.e. Jhapa, Udayapur, Dang and Lalitpur. Through the CLCs many functional literacy programs have been operating.

4. ABC, Nepal

ABC, Nepal has constructed three CLCs one each in Kathmandu, Nawalparasi and Sindhupalanchok and through them it has carried out women in Leadership Training, Income Generating Program and Literacy Classes, Health and veterinary service.

Members of Literacy Watch Committee, Nepal

1	Mr. T.M. Sakya	: Chairman	- NRC-NFE, CEFA
2	Ms. Indira Koirala	Member Secretary	- IIDS
3	Mr. Bikash Ghimire,	Member	- NGO Forum
4	Mr. Chij Kumar Shrestha	Member	- World Education
5	Dr. Suman K. Tuladhar	Member	- CERID
6	Mrs. Kanta Singh ,	Member	- Nepal Women's Association
7	Mrs. Prema Regmi,	Member	- ABC, Nepal
8	Mr. Prakash Singh Adhikari	Member	- IFCD
9	Mr. Rohit Pradhan	Member	- TMUC/Nepal
10	Dr. Uttam Karmacharya	Member	- CEFA
11	Dr. Samira Luitel	Member	- CERID
12	A Representative from NC for NFE (National Council for NFE)	Member	- NC/NFE

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New Office : Talchhikhel , Satdobato, Patan.

E-mail : nrc-nfe@acculrc.wlink.com.np

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Fax: 977-1-524457 P.O. Box No. 270, Patan

Phone No. 5-34416, 5-41689

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