CHAPTER - V

A PROPOSED MODEL OF ADULT EDUCATION PROGRAMME

This chapter, basically, treats the details of the proposed model of basic level Adult Education Programme (AEP) for multi-lingual rural areas of Nepal. Prior to its presentation, the rationale for developing the proposed model of AEP has been discussed.

5.1 Rationale for Developing a Proposed Model of Basic Level Adult Education Programme

The existing AEP has been conducted in all parts of the country since the development of the existing primer "Naya Goreto" series in 1985/86 (Tuladhar, 1998). It is stated in Basic and Primary Education (BPE) Master Plan, 1991-2001 that change in AEP has remained pending. If the process of change is postponed or curbed, then faith in human development through education would be at stake. It further mentioned that most of non-formal education materials were prepared over a decade ago (Ministry of Education, 1991). Hence, studies should be conducted to assess their relevance in the present context. Similarly, several studies conducted in this field (New ERA, 1987 b; New ERA, 1987c; New ERA, 1989; New ERA, 1990) showed that the drop-out rate in AEP ranged from 40% to 62% and among the final test takers the proportion of participants who were 'literate' and 'fully literate' ranged from 45% to 57%. Furthermore, CERID (1996) revealed that the drop-out rate was found to be about 50%. In the extreme, Mainali (1997) disclosed some reasons for being drop-outs other than participant-related reasons. These reasons were (1) fake names were included in the participants' list and naturally they did not show up in the exam, (2) names of school children who were already literate were included in the list, and (3) neo-literates whose names were entered in the list of beneficiaries on more than one occasion.
As Nepal is a multiethnic and multilingual country, there are 60 castes/ethnic groups and 32 mother tongue speaking groups (CBS, 1998). Different ethnic groups have their own mother tongues or dialects. People belonging to specific ethnic group speaking corresponding mother tongue live in specific area of specific districts. Exceptionally, Nepali MTS people are scattered in all 75 districts but differ in number. The six-month AEP with the primer 'Naya Goreto' series written in Nepali language has been conducted in both Nepali and non-Nepali MTS groups from the very beginning. Actually, the preliminary work and testing of the existing primer were started under the Integrated Non-formed Education Programme in 1980 (Walker, 1982). At that moment, it was strongly felt that literacy materials should be diversified according to regional requirements if they were to be meaningful. Accordingly, it was suggested to design a set of posters and select new keywords for Terai districts (Walker, 1982). Manandhar (1993) also reached the similar conclusions what walker (1982) suggested to do in the primer. However, while studying the latest publication of 'Naya Goreto,' no such modifications have been made to date.

Tuladhar (1998) reports that the primer, being developed in the hill culture, and in Nepali language only, could not yield to effective outcome on the literacy programmes in other parts of the country where the people do not share the culture and language with that of the primer.

Edwin and Tounsend (1997) opined that educationally, it is best to teach in the mother tongue. Similarly, Comings, Smith and Shrestha (n.d.) state that learning literacy in a local language is easier because the difficulty is not compounded by having to grapple with a less familiar national language. Furthermore, for minority groups, learning to read and write their mother tongue usually reinforces their culture, history, identify and feeling of self-worth. Likewise, Gillespie (1994) presented a variety of reasons for success of native language instruction in adult education. The first reason might be that native language literacy teachers, who share the language and often the culture
of learners, were able to establish an atmosphere of trust which could foster learning. Another reason might be the facilitating role the native language plays in allowing teachers and learners to communicate complex information.

Furthermore, based on the findings discussed in chapter IV of this study it was found that Nepali MTS group is leading all MTS groups with respect to literacy achievement, attitudinal change, and use of functional and literacy skills in their daily life activities. It is because of the fact that Nepali MTS group got opportunity to learn in their own mother tongue. Hence, Nepali MTS group is in an advantageous position over other MTS groups. This fact was also supported by studies undertaken by CERID (1982c), New ERA (1984) and New ERA (1990). Similarly, majority MTS groups and responding groups are in favour of revising the primer "Naya Goreto".

Apart from language issue, based on the findings stated in chapter IV of this study, the facilitators are facing three major problems - first, irregularity of daily attendance of the participants in the class, second, lack of motivation on the part of the participants, and third, lack of suitable space and materials for conducting classes. Besides, lack of community's support, lack of technical support and low emolument to the facilitators are also noteworthy problems which affect adversely on the effectiveness of the AEP.

Furthermore, on the basis of findings stated in chapter IV of this study, the participants of different MTS groups have their own problems and difficulties which cause them to be irregular and dilatory. The common problems are "care of young children for female participants", "difficult to leave house without completing household chores", "unsuitable classroom environment" and "fear of exam". Besides, "elders not allow to leave house without completing household chores" is also a problem for the participants of some MTS groups.

Aforementioned discussion revealed several weaknesses and problems of the existing AEP. These can be boiled down as given below:
First, the existing AEP has been conducted for the last fifteen years and no substantial improvement has been made in it. Second, there was a high drop-out rate (40 to 60%). Among the final test takers only 45 to 57% came up to the mark. Third, the AEP is not conducted according to the need and demand for the targeted group. Fourth, there is a language issue which, at present, has emerged as a growing concern. Fifth, no attempt has been made to diversify its contents from geographical and ethnic standpoint. Sixth, both the facilitators and the participants are facing several problems which appear as detrimental to the success of AEP. Inherently, the effectiveness of AEP has been adversely affected by such problems and weaknesses. Hence, in order to make AEP more effective, a model of AEP which addresses the aforementioned problems, weaknesses and issues needs to be developed. By and large, a proposed model of AEP has been developed. The details of this model of AEP is discussed below:

5.2 The Proposed Model of AEP

This proposed model of AEP was especially developed for rural areas on the basis of findings derived from the responses of five MTS groups and five responding groups regarding various aspects of AEP (based on Chapter IV) along with the suggestions gleaned and insights developed by the investigator during the field study. Basically, the proposed model of AEP had adopted the objectives of the existing basic level AEP of National Non-formal Education Council with slight modification. These are as follows: (a) To enable the illiterate youths and adults of 15 to 45 years of age to read, understand and write simple information occurring in daily life, letters and applications, and compute practical arithmetic, and (b) to enable them to solve daily life problems by providing functional knowledge and skills, and to develop positive attitude towards modern practices. Moreover, it is proposed to impart vocational skills relevant to local needs so that the participants could get tangible benefit from AEP. The proposed model of AEP comprises four major components which is presented in Figure 5.1.
The proposed structure of AEP should be such that which facilitates and motivates the participants to attend the classes regularly and punctually. Under the structure of AEP, the following aspects have been included:

(a) **Location**: The AE centres/classes should be located at any place suitable to all the participants after mapping instead of locating the centres randomly.

(b) **Time of Class**: The time of conducting classes would be most suitable in the evening and at night. Specifically, participants of plain region of the country preferred night classes whereas those of hilly and mountainous region preferred evening classes.

(c) **Duration of Class**: Two hours duration of class per day would be quite suitable.

(d) **Sitting Arrangement**: Sitting arrangement with locally available materials would be preferable to bench and desk type for AE classes.
Some MTS groups preferred bench and desk. Hence, AE classes can be located at schools, if such opportunities are available.

(e) **Medium of Instruction:** Instruction through respective mother tongue in AE classes should be given first preference. Teaching non-Nepali MTS illiterate adults through Nepali would not be unsuitable.

(f) **Instructional Facilities:** The distribution of essential facilities adequately and oil lamp to the participants in the areas without electricity supply free of cost would motivate the participants to attend the class regularly and punctually. Some respondents are of the opinion that the participants will use the oil lamp for coming to the class and going back to their residence at night.

(g) **Class Grouping:** In the present context the participants would attend the AE classes regularly and punctually if separate classes for male and female participants were formed.

(h) **Provision of Facilitators:** In the present context it would be quite suitable to make provision of male facilitators for male class groups and female facilitators for female class groups. Such a provision would encourage specially female participants to attend AE classes regularly and punctually. During the field work it was found that it would be better to appoint the local facilitators preferred by the local community.

(i) **Contents to be Included:** In the present context only language and numeracy are not enough to attract the participants in AE classes. Some additional knowledge and skills that can attract the participants are to be incorporated in the AEP. Of them functional knowledge and skills are to be given top priority followed by vocational training. Awareness-specific contents and income generating activities are to be given due importance in AEP.

(j) **Duration of AEP:** Nine-month AEP would be quite suitable. Hence, it should be given top priority. Besides, six-month AEP could also be suitable.

The proposed structure of nine-month basic level adult education programme is depicted in Figure 5.2.
FIGURE 5.2
Structure of Basic Level Adult Education

Location: Suitable to all the participants after mapping

Time of Class: Preferably evening in mountains & hills and night in plain region

Duration of Class: At least two hours per class per day

Sitting Arrangement: Preferably locally available material

Medium of Instruction: Preferably respective mother tongues in Devnagari script

Instructional Facilities: Adequately provided free of cost

Class Grouping: Preferably sex-wise

Provision of Facilitators: Preferably of same sex

Contents: Language, Numeracy and Functionality

In order of precedence

Vocational training

Awareness-specific contents
5.2.2 Implementation Strategy

In order to make AEP more effective, its implementation strategy should be more effective. Hence, the proposed AEP has included the following activities under implementation strategy:

(a) Determination of AE Centres/Classes: AE centres/classes would be fixed and distributed based on the demand of AE classes from the target group level and after getting the demand verified at the target group level, the commitment of both the participants and facilitators to attend the class regularly and punctually, and the commitment of local people to help run the classes smoothly. Some respondents are of the opinion that publicity should be done at target group level as a pre-class activities.

(b) Activities to be Carried out at the Beginning of AEP: The following activities are to be carried out at the beginning of AEP for motivating the participants to attend the AE classes regularly and punctually:

(i) Referring to the examples of people suffering in the village because of not being literate.

(ii) Referring to the examples of the participants who had completed the AEP and demonstrated significant progress in their life.

(iii) Encouraging the guardians to send their family members to AE classes regularly and punctually

(iv) Showing video film to demonstrate the importance of AEP.

Moreover, showing street drama, conducting orientation programme to AE class support committee, if any and getting commitment from the facilitators and guardians to help conduct AE classes at the beginning of AEP can be good activities.
(c) **Conditions for Voluntary and Enthusiastic Learning**: Four conditions are to be fulfilled for voluntary and enthusiastic learning of the participants. These are presented below in order of priority:

(i) Provision of dedicated and trained facilitators

(ii) Provision of adequate instructional materials

(iii) Provision of text materials in respective mother tongue

(iv) Making learning as a fun.

(d) **Training System**: A team of resource persons formed at the central level should prepare master trainers of regional level who prepare trainers of district level and who train local supervisors and facilitators for actual implementation of AEP. Then after, the actual AE classes begin.

The implementation strategy of basic level AEP is exhibited in Figure 5.3.
Determination of AE centres/classes by DEO/NGO

As demanded by target group level

Verification through DEO/NGO local supervisors

Implementation strategy of basic level AEP for attracting participants

Conduct of activities at the beginning of AEP

Fulfillment of the conditions for voluntary learning of the participants

Training system: Through resource persons, master trainers, trainers to facilitators and supervisors

Actual implementation of AE classes

FIGURE 5.3
Implementation Strategy of Basic Level AEP

5.2.3 Support System

Support system plays crucial role to make the AEP more effective. Provision of primer along with literacy approach, supplementary materials, and incentives/inputs to the facilitators and the participants are included under support system.

(a) Provision of Primer and Selection of Literacy Approach: Overwhelming majority of the MTS groups and responding groups are
in support of primer and recommended to revise "Naya Goreto" series. However, some INGO officials suggested to use Regenerated Freirean Literacy Through Empowering Community Techniques (REFLECT) and Language Experience Approach (LEA) in which primers are not used. Though these approaches could be effective, AEP with primer having key word approach would be quite suitable in the present context. It may be due to the fact that REFLECT and LEA are new approaches and the responding groups are not familiar with the strengths and weaknesses of these new approaches.

While revising the primer, adding more functional knowledge and skills should be given top priority. After that the modifications are to be done in the following areas in order of precedence: some pictures prescribed for thematic discussions to be made even more meaningful or place-specific pictures to be kept, language part to be improved and numeracy part to be improved. It would be more suitable to develop separate primers for major MTS groups with Devnagari script incorporating the contents relevant to local needs.

(b) Additional Inputs/Incentives to the Facilitators: Additional training for the facilitators should be given top priority. After that increment in remuneration of the facilitators and provision of adequate instructional materials are to be given priority.

(c) Additional Incentives to the Participants: In the present context, additional instructional facilities such as, quality pencils, pencil cutters, erasers and exercise books are to be provided free of cost to the participants for motivating them to attend the class. At present, the participation of women in AEP is increasing. These participating women's biggest problem was "caring of young children while attending AE classes". Hence, a provision should be made for caring the young children of the participants by themselves.

(d) Supplementary Materials: Supplementary materials on adult learning and teaching in simple language are to be developed and distributed to
the facilitators. These materials help the facilitators impart language, numeracy, information related to awareness, functional messages and skills, and vocational skills to the participants. Besides, supplementary reading materials on additional functional messages and skills, and religious stories are to be distributed to the participants.

(c) **Community Support**: The local community should play its role in several ways viz. managing the place for AE classes, sending the participants regularly, helping the facilitators to run the AE classes smoothly and resolving local disputes.

The different aspects of support system of AEP are boiled down in Figure 5.4.

![Diagram](image.png)

**FIGURE 5.4**  
AEP Support System

### 5.2.4 Monitoring and Evaluation

From field observation it was found that in the existing AEP, Monitoring and Evaluation (M and E) function and its feedback were found to be overlooked. Though there took place sporadic and scanty M and E
activities, the feedback received from them was hardly put into effect. Moreover, the existing M and E through local supervisors was found less suitable. Hence, the M and E of AEP at the grassroots level through the local supervisors selected from among the facilitators who demonstrated satisfactory performance and from among the local primary school teachers would be quite suitable. It was also suggested that the local supervisors be selected and trained prior to the selection of AE centres/ classes and facilitators. At the beginning, the local supervisors and school supervisors should be entrusted to carry out three activities – (i) verification of AE classes demanded by the target group, (ii) getting commitment from the participants and facilitators to attend the classes regularly and punctually, and (iii) getting commitment from local people or class support committee, if any to help run AE classes smoothly. The feedback of such monitoring activities are to be given to DEO.

Again, in order to make AEP more effective, monitoring through local influential personalities or members of class support committee would be highly beneficial. In the present context, a provision should be made mandatory that local supervisors , upon their field visit, should submit their report along with the evidence of their field visit from the respective facilitators and any one local influential personalities of the village or any one member of class support committee, if any.

To regulate the M and E, each local supervisor should prepare a detailed schedule of his field visit and submit one copy of it to DEO. The DEO personnel or school supervisors or NGO officials also visit the AE classes occasionally to check whether the local supervisors are doing their job properly or not and to verify the supervision report submitted by them. Based on such field visit, they should take necessary action at the grassroots level or refer to DEO accordingly.

Besides, regular supervision works, the following activities are to be carried out intensively to make AEP more effective.

(a) The local supervisors should observe the classroom activities and suggest the facilitators for improving their performance.
(b) The local supervisors should assist the facilitators for assessing the participants' learning progress and attitudinal change.

(c) The local supervisors should submit the field visit reports to respective agency (DEO/NGO) and the school supervisors or NGO officials and the respective agency should take necessary action in time.

(d) The central level personnel should visit the randomly selected AE centres/classes to get the experience of the activities of highly effective, effective and worst AE classes. Based on the field visit, necessary feedback should be given to respective agencies and officials and take necessary action accordingly in time.

The overall monitoring and evaluation of AEP at the grassroots level is portrayed in Figure 5.5.