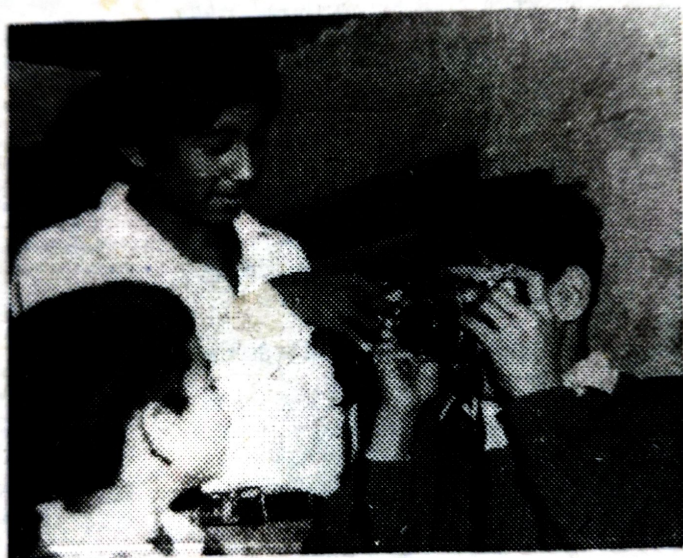


Generation 21— Care & Concern Mission

# An Introduction to **Multi-media in Education**



Global Initiatives for Sustainable Development and  
Humanitarian Action (GI), and Public Media Center (PMC)

**August, 1997**

**PMC**  
Multi-media in Education  
शिक्षाको खाती बहुसंचार  
टिक्कियाउ

Published by : Global Initiatives for Sustainable  
Development and Humanitarian Action  
(GI) and Public Media Center (PMC)

Copyright: 1997, ME-GI-PMC

The material in this publication may be reproduced in whole or in part and in any form for education and nonprofit uses, without special permission from the copyright holder, provided acknowledgment of the source is made. ME team would appreciate receiving a copy of the publication which uses this publication as a source.

Citation: ME-GI-PMC, 1997. *An Introduction to Multi-media in Education*, Global Initiatives for Sustainable Development and Humanitarian Action, and Public Media Center, Kathmandu Nepal, 24 pp.

Edited by: Public Media Center

Produced by: Nature Research and Publications P. Ltd.  
for and on behalf of the publishers

Donation: Rs. 10(in Nepal)/US\$2(in rest of the world)

Available from: Executive Director  
ME-GI-PMC  
GPO Box 10422  
Kathmandu, Nepal

Cover photo: Three boys curious to take pictures  
during the Multi-media in Education  
workshop (photo courtesy of Elvis Joshi)

Released on: August 16, 1997 Saturday (Shrawan 32, 2054  
B.S.) on the occasion of ME Volunteers  
Appreciation Day which falls on the last  
Saturday of Nepali month, *Shrawan* every  
year

The paper used for this publication is made from Sabai grass,  
rice bran and wheat straws, and no wood pulp is used,  
thereby contributing to the conservation of forests.



Founder Chairman &  
Project Leader  
Sichendra Bista

GI Chair of Trustees  
Puspa Kumari Shrestha

GI Trustees  
Saraswati Bista  
Badri Lal Bajimaya  
Deepak Nepali  
Meethu Malla  
Upendra Shrestha  
Sushma Joshi  
Rajan Shrestha  
Hema Guruwacharya

Legal Advisor  
Sunil Adhikari

Executive Director  
Subu Shrestha

Program Coordinator  
Pipa Bajimaya

HRD Consultant  
Sunil Silwal

Administration  
Kabindra Nepali  
Sugeeta Shrestha

Field Operations  
Janak Pandey  
Krishna Bhakta Shrestha

Child Editors  
Dinesh Tripathi  
Prabin Maharjan



## **Table of Contents**

<b>Preface</b>	<b>4</b>
Accomplishments	4
About ME Innovator	5
Freeing 20,000 Kids by September End	5
<b>From the Founder Chairman's Desk</b>	<b>6</b>
Freedom : A Key to Human Progress	6
Generation 21 Mission	7
Care & Concern Project	8
Final Words	9
<b>Getting into the Topic</b>	<b>10</b>
What is Multi-media in Education?	10
<b>Why Multi-media in Education?</b>	<b>11</b>
Objectives	11
Long-term Aims	11
<b>Methodology</b>	<b>13</b>
Pre-Workshop	13
Workshop	13
Stages of Workshop	14
Post-Workshop	15
How can you support ME?	15
<b>Follow-up Activities</b>	<b>16</b>
Adopt a Heritage (AHA)	16
<i>Chharchhimek</i> (Neighborhood)	16
AIDSTOP Campaign	16
<b>A Brief Profile of ME Organizers</b>	<b>17</b>
About Global Initiatives	17
About Public Media Center	19
About Other Assisting Institutions	19
<b>Institutional Structure</b>	<b>20</b>
<b>Acknowledgment</b>	<b>21</b>
Institutional Supporters	21
Professional Volunteers	21
Moral Supporters	22
<b>Feedback</b>	<b>23</b>

## Preface

Namaste. We are pleased to bring out this small booklet on the occasion of *ME Volunteers Appreciation Day 1997*. This booklet gives the reader a general idea about our initiatives and organization, particularly Multi-media in Education (ME)

ME is a widely-acclaimed revolutionary approach in education that considers *Freedom and Spiritual Peace* as two inevitable components for human progress as every religion and theosophy preaches. It has three-pronged mission, aimed at human development by building a firm spiritual foundation of democracy.

## Accomplishments

In addition to accomplishing to reunite a street child with his family, Multi-media in Education (ME) has, till these lines are written, changed the way 8,168 children and adolescents think, create, act and work.

Among them, 110 are street children and girls back from brothels of Bombay, India, 237 deaf and hearing-impaired children, 3,944 kids from the public schools and the rest from the private boarding schools.

ME has also changed the conventional attitudes their elders and teachers perceive their proteges, not as responsible citizens, but as objects.

This methodology also proved that the orthodox chalk-and-talk approach of education could be upgraded more efficiently and in user-friendly manner with minimal human resources investment like willingness and innovation on the part of teachers, and without any additional budgets.



## From the Founder Chairman's Desk

Freedom, I think, is the world's greatest idea. Freedom is natural, and I love it. Freeing one's mind and body from external elements as well as from within by shunning desires and craving brings peace of mind. All religions and theologies around the world herald this state as Spiritual Peace. It is my observation that this absolute state makes a (wo)man most creative, active and dynamic, contributing to human progress.

In today's materialistic world, it is hard to witness this state because people are overburdened with information, work and avarice. Detaching one's mind from redundant thoughts and ambitions has almost become next to/impossible for them.

Modern men are confused and directionless probably because their minds are becoming more complex and sophisticated as a result of information pollution. They get frustrated at once. Why?

The reason is Mental Hyperactivity. Their ambitions are not met instantly as they dream of because the world around them could not speed up in harmony with their exhausted minds. Such psychological tendencies bring about suicidal forms of inhumane religions like *Heaven's Gate* which motivated 39 skilled computer programmers to brutally end their precious lives.

### Freedom : A Key to Human Progress

At this point, Multi-media in Education (ME) came in. The entire ME philosophy and activities revolve around the idea of FREEDOM, and therefore, are more pragmatic, democratic and realistic.

## **About ME Innovator**

ME was conceptualized by our leader Sichendra Bista – a man who has toiled for years to improve human conditions in this underdeveloped part of the world.

In a way, ME initiative speaks a volume on Mr. Bista's multifarious experiences in journalism, in teaching, in magic, in ecology, in business, in developmental activities, in mountaineering, in photography etc.

He always endeavors, not to be better than others, but different from others. Time and again, he says, "I do not want to be successful, but useful to the people."

ME, it appears, has provided him a platform to dedicate, whatever he learned in his 14 years' career in media, 17 years in magic, 11 years in management and another 11 years in research, for public welfare.

It is noteworthy that the entire gamut of activities under ME are carried out with the private-funding, mostly from Mr. Bista himself.

## **Freeing 20,000 Kids by September End**

Despite financial crunch and difficulties, ME is poised for reaching out to 20,000 kids by September end. Recently, we have concluded a nationwide survey in 2,580 high schools and waiting for the results.

ME currently has 8 full-time staffs and is receiving the service of 20-25 professionals in each workshop.

I appeal all concerned to own an elegant leather-bound Executive Diary which we're bringing out by November. The profit would be channeled to ME.

However, we are grateful to the overwhelming response from the media in particular, INGOs as well as educational and child welfare institutions.



Freedom is what ME uses as a key to open the mind of youngsters. And advocacy magic is a motivational tool to bring their minds to a peaceful state.

After a study of more than a decade on the interrelationship among magic, mind and theology, I discovered : *Meditation is the static way to empty mind whereas magic is the dynamic way to do the same.*

Freedom from interference of teachers, influence of peers, fear of guardians and pre-imposed mind-set of the society relieves a kid externally whereas advocacy magic catalyses to bring peace from within. ME follows this philosophy which has been scientifically proved.

In this age of information overkill, children and adolescents require counselling and motivation which could be materialized only by influence rather than control.

Undue control, in the name of discipline, marginalizes their potentials which would later get converted into negative tendencies, bringing about social evils.

A combination of freedom and quiet mind results independence, accountability, indifference, selflessness and bliss from within among children and adolescents.

### **Generation 21 Mission**

ME is a process. It does not come to an end with the multidisciplinary workshops alone, but succeeded by follow-up activities like AIDSTOP, Adopt A Heritage (AHA) *Chharchhimek* (Neighborhood) and *Dhikichyaun*.

It is a mission, aiming at the revival of Spiritual Culture. A culture which does not revolve around recreational aspects only, but invokes selfless service and voluntaryism.

So, ME pursues the footprint of *Guthi* tradition—the selfless community management system which is an inevitable, but dying, part of indigenous *Newar* culture

of Kathmandu valley since the time immemorial.

In *Guthi* culture, its leader and trustees have to make financial investment for human progress, should be ready to volunteer for social causes whenever needed, and would be penalized if failed to report on the day of events, organized for community welfare.

In other words, *Guthi* is an indigenous charity-begins-at-home model. ME is its modern incarnation.

Second, ME aims to consolidate people-centered democracy, free enterprise and pluralism which are based on universal laws of nature. It encourages children to be free citizens, not slaves. And who else is interested to be enslaved?

Third, ME aims to prepare a new generation for another millennium who fears from god and dedicate themselves for selfless service amidst growing materialism. Fear of god is the beginning of wisdom as popular belief goes.

Nevertheless, ME does not advocate any specific religion, but readies a group of humanists who are ready to work for relieving the sufferings of humankind, and dream of an egalitarian free world.

### **Care and Concern Project**

Care and concern of the coming generation is the priority of ME initiative, based on the quaternary management model of consumerism.

ME serves as a Social Revival Campaign. A child critically reflects the realities of a society just like that by a mirror if he/she is allowed to work responsibly and independently, sometimes bringing about amazing ideas even the adults never think of.

Analytical and critical observations on, reactions to and experiences about sociocultural, political and educational environs, accumulated during ME



workshops, could be eye-openers which provide ample opportunities to parents, teachers and society to identify the concerns of children and adolescents and recapitulate for necessary reforms before it would be too late.

ME helps recognize the creativity of children by bringing out selected pieces of their spontaneous ideas in *Dhikichyaun* – the world's first monthly, genuinely produced by children, for children and to children.

ME is the pioneer initiative which bridges the gap between home and school. It is traumatic to live between these two institutions which everyone might have undergone when one was young.

After the psychological analysis of the spontaneous works, their parents would be called at the premises of host organizations, and provided free counselling on what would be better for their offsprings, and what is lacking on their part.

## Final Words

At this point of time, we're moving ahead in spite of innumerable difficulties to witness a selfless, creative, dynamic, democratic and god-fearing generation in another 12 years. This period, according to Nepali calendar, is considered as an epoch (*yug*).

We do not consider difficulties and financial constraints as obstacles and view them with animosity, but they encouraged me to work harder, day and night, to make the wheel running.

My sincere appreciation goes to the selfless professionals, institutions and my hard-working staffs who have contributed their invaluable time, energy and materials to bring a remarkable change in the lives of thousands of children, teachers and guardians as well as for bringing ME to this point where it is now.

## Getting into the Topic

Take a look at a child's face the first time she creates her own painting, or freely expresses her view in a male-dominated society. Or, the first time she discovers something new on her own.

You'll see what we mean when we say kids could be as accountable as adults when motivated and dealt, no more as objects, but as responsible and independent citizens by setting them free.

Unfortunately, many schools and child-welfare institutions in Nepal don't have the resources and knowledge to bring motivational educational approaches to their children.

There comes in Multi-media in Education (ME) – a total catalytic solution for juvenile creativity and their participation in the development process by means of professional-to-kid interaction. Professionals because they are practical whereas educators are mechanical.

### **What is Multi-media in Education?**

1. An impromptu literary and numeracy initiative for freedom of creative expression and participatory development at par with the UN Convention on Rights of the Child, and Universal Declaration of Human Rights,
2. A child-centered user-friendly approach which considers children not as an object, but a responsible citizen by allowing to think, work and act independently and responsibly, and
3. A Social Revival Campaign which help responsible sections of the society identify concerns of the children and adolescents, and recapitulate for needed reforms.



## **Why Multi-media in Education?**

### **Objectives**

1. To help children and adolescents think, act and/or work independently and responsibly,
2. To detach children from any external pressures, fear, interference, bringing about peace of mind for encouraging freedom of creative expression as every religion and theology advocates,
3. To help adolescents understand the four estates of an ideal people-centered democracy and free enterprise,
4. To make children and adolescents aware of their responsibility towards natural and cultural assets around them, and encourage them to participate in the preservation and conservation activities,
5. To bring about an awareness among adults on what children think of the world and how they react,
6. To identify the concerns of children and adolescents, and find out the solutions to the problems, faced by kids by means of psychological analysis of their creative expressions, and
7. To help children understand what they think is valid and recognizable.

### **Long-Term Aims**

#### **1. To revive Spiritual Culture**

A spiritual culture does not revolve around recreational aspects only, but around selfless service

and voluntarism. This kind of charity-based culture is an inevitable component of all prominent religions.

Therefore, ME follows the footprint of *Guthi* tradition—the selfless community management system which is an inevitable part of indigenous *Newar* culture since the time immemorial.

In *Guthi* culture, its leader and trustees have to make financial investment for human progress, should be ready to volunteer whenever needed for social causes, and would be penalized if failed to report on the day of events, organized for community welfare.

Or, *Guthi* is the indigenous charity-begins-at-home model. And ME is its modern incarnation.

## **2. To consolidate people-centered democracy, free enterprise and pluralism**

Human progress is possible only through competition-based free enterprise. Even universal laws of nature state that the fittest survives and struggle is a part of survival. Pluralism follows these universal laws of nature, mostly encoded in the religious scriptures.

Authoritarian and dictatorial ideologies are not compatible with these natural principles and bound to collapse, sooner or later.

ME encourages children to be free citizens, not slaves.

## **3. To prepare a new generation for another millennium who fears from god and dedicate themselves for selfless service amidst growing materialism.**

Fear of god is the beginning of wisdom. ME, as a non-denominational charity, readies a group of humanists, ready to work for relieving the sufferings of people, and dreams of an egalitarian free world.

ME does not advocate any specific religion, but uses religious teachings for proactive results.



## **Methodology**

Multi-media in Education is a process which involves three stages of implementation :

### **Pre-Workshop**

ME executives approach heads of the educational or child-welfare institutions, and fix the workshop.

No information would be provided neither to teachers, students nor parents so that they remain unprepared.

### **Workshop**

A professional team of expert volunteers (parliamentarians, editors, advocates, medical doctors, magicians, computer experts, photographers, economic toys maker, dancers, singers, CLE experts, child and gender issues experts, musicians, philatelists, environmental scientists, child motivators, artists, psychologists, HRD experts etc.) is transported to the premises of the workshop.

Also, transported are all the equipments including computers, musical instruments, audio-recorders, cameras, art materials, stationery and so on.

No fee would be raised from the host organization against the services provided.

After briefing for about 15 minutes to the teachers, the workshop starts in a very informal manner. Children were provided free choice of subjects to embrace. They can even switch over to another subject in the mid of workshop if they love to. Children do all things unaided.

Four forms of mass media (folk, audiovisual, IT and print) are used as motivational tools to extract a child's creative expression which is generally confined due to fear from parents/elders, interference from teachers, and pre-imposed mind-set of the society he/she belongs.

All participants would be set free. It is just like thriving in chaos because it looks disorganized in the beginning.

Each workshop lasts for an hour and a half (two periods) and organized every fortnight on Friday. Till the last week of September, it would be conducted every week so as to reach 20,000 children by then.

### **Stages of Workshop**

**PRIMARY :** This stage is for an age group of infant to 8 years or students from Playgroup to Grade IV.

This stage involves story-telling and writing, joke telling, poetry reciting, dance, magic, painting, drawing, musical mathematics, environmental education and papercraft.

**SECONDARY :** This is for an age group of 9 to 12 years or students from Grade V to VII.

Fiction writing, computer-based music, magic, art of delivering speech, photography, painting, environmental education, health tips, heritage, philately and papercraft come under this stage.

**TERTIARY :** This is for an age group of 13 to 18 years or students from Grade VIII to XII.

Mock experimentation of four estates of an ideal democracy namely, Parliament, Judiciary, Executive and Press are conducted under this category.

New faculties like career guidance, creative thinking and heritage conservation are to be incorporated for this age group shortly, but pending due to financial constraints.



## Post-Workshop

This is the crucial period for the ME team. All forms of creative expressions collected are analyzed by various experts.

As a token of recognition of their creativity, a panel of child editors work two days a week (Saturday and Sunday), making selections for publication in *Dhikichyaun* which is the world's first magazine, genuinely produced by the children, for the children and to the children.

After the psychological analysis of their spontaneous works, their parents would be called at the premises of host organizations and provided free counselling on what would be better for their offsprings, thereby bridging the gap between home and school.

## How can you support ME?

An indigenous initiative — Multi-media in Education (ME) needs you in many a ways. Support the kids through ME for the future's sake. You can help us by:

1. Volunteering at our workshops and sharing your expertise with children,
2. Contributing generous donations (financial and/or material) to meet our cost of operation in part or full,
3. Sponsoring the cost involved in the ME workshops and its follow-up initiatives,
4. Giving away your unused or surplus equipments and items like computers, camera (still and video), musical instruments etc.,
5. Subscribing to *Dhikichyaun* and redistributing them to disadvantaged group of kids,
6. Placing an advertisement of your vocation in *Dhikichyaun* as a token of incentive, and procuring ME products, publications and diaries, and/or
7. Providing advice and moral support to us as well as telling your friends what ME is all about.

## Follow-up Activities

ME workshops alone are not the *cul de sac* of this process, but the beginning when we sow a seed among our captive audience. For details, please write to us about any of the follow-up activities below:

### **Adopt a Heritage (AHA)**

ME team encourages institutions which has hosted ME workshops in their premises, to take part in our *Adopt a Heritage (AHA)* program. Under this scheme, the institutions are asked to adopt any of the nearby natural, cultural or religious sites.

The institutions would be responsible to send a team of their proteges to the adopted sites every day to carry out conservation activities like cleaning, watching, protection, conservation and preparation of an inventory on behalf of ME team.

So far, two schools have adopted two heritage sites of religious importance.

### **Chharchhimek (Neighborhood)**

Under this follow-up program, children and adolescents who have taken part in ME workshops are encouraged to form a group of interested children in their residential localities for watching, protection and conservation of natural/cultural assets around them.

### **AIDSTOP Campaign**

AIDSTOP is an information and education campaign on HIV/AIDS, meticulously designed for adolescents, so that they could play a preventive role actively.



## A Brief Profile of ME Organizers

### About Global Initiatives

Global Initiatives for Sustainable Development and Humanitarian Action is a learning, government-registered private voluntary organization (PVO) for human development, currently active in research, consultancy and humanitarian action.

It has trustees, representing various shades of life including leading communicators, child welfare and rights activists, social workers, sociologists, child educators and/or motivators, environmental experts, computer experts and so on.

Global Initiatives has so far carried out several projects among others in the fields of sustainable approaches to development and humanitarian action.

Global Initiatives bridged the gap between Nepal's oldest philanthropic organisation *Paropakar Sanstha* and *Crosslines* by facilitating to manage and administer the child sponsorship scheme under ELITE CLUB FOR CHILD RELIEF (ECCR). The Club facilitates interested persons to sponsor the most deprived children by means of monthly sponsorship. It has already sponsored four orphans under this category.

MULTI-MEDIA IN EDUCATION is jointly initiated with Public Media Center (PMC), and temporarily supported by Cyber Media, Inc.(CMI), *Crosslines*, and Foundation for Advancement of Magic for Edutainment (FAME), *Kshitiz* and Kasthamandap Art.

AIDSTOP is an information and education campaign on HIV/AIDS, meticulously designed for adolescents,

but pending due to financial constraints.

CHHARCHHIMEK (NEIGHBOURHOOD) and ADOPT A HERITAGE are the follow-up activities of the ME initiative involving those children and adolescents who have taken part in ME workshops.

PYANGGAON PROJECT is a socio-anthropological venture with primary emphasis on the conservation of the dying skills of indigenous people of Pyanggaon and their dialect.

Since Education plays pivotal role and Pyanggaon has only two percent literacy rate, Global Initiatives recently financed the education and recreation of 32 children. The project is handled by a local Project Coordinator who belongs to the same minority community.

It is also organising a social event called THE LAUGHING CLUB. The primary objective of the Club is to mobilize laughter as the best medicine to human illnesses, and to raise funds for charity by selling tea and coffee to the club members at weekly meetings.

Global Initiatives has also pioneered a personality hunt campaign by organising VOTE FOR THE (WO)MAN OF THE YEAR/NEPAL in collaboration with *Crosslines*.

TOYS FOR TOTS is another child relief project of Global Initiatives under which we collect used toys from donors and distribute them among deprived children, nestling at several orphanages and NGOs in Nepal.

Moreover, we collect USED GARMENTS from households and distribute them among children in prison, orphanages and other NGOs.

Global Initiatives submitted a 10-point memorandum to Minister for Population and Environment, suggesting to set up a powerful ENVIRONMENT PROTECTION AUTHORITY.



Similarly, Global Initiative, jointly with Public Media Center, has submitted recently a memorandum to Ministers for Information and Communications and Health, suggesting three economical IEC measures to pull the wider participation during the NATIONAL IMMUNIZATIN DAYS against Polio.

Shortly, Global Initiatives is poised for bringing out an elegant EXECUTIVE DIARY-CUM-NEPAL HANDBOOK in the pretext of Visit Nepal Year '98 which would help raise funds for GI charitable activities.

### **About Public Media Center**

Public Media Center is a public interest media agency, constituted of noted media personnels.

PMC helps produce information and advertising campaign for nonprofit organizations like INGOs, NGOs, PVOs, charitable trusts, educational institutions, and private institutions working for social change.

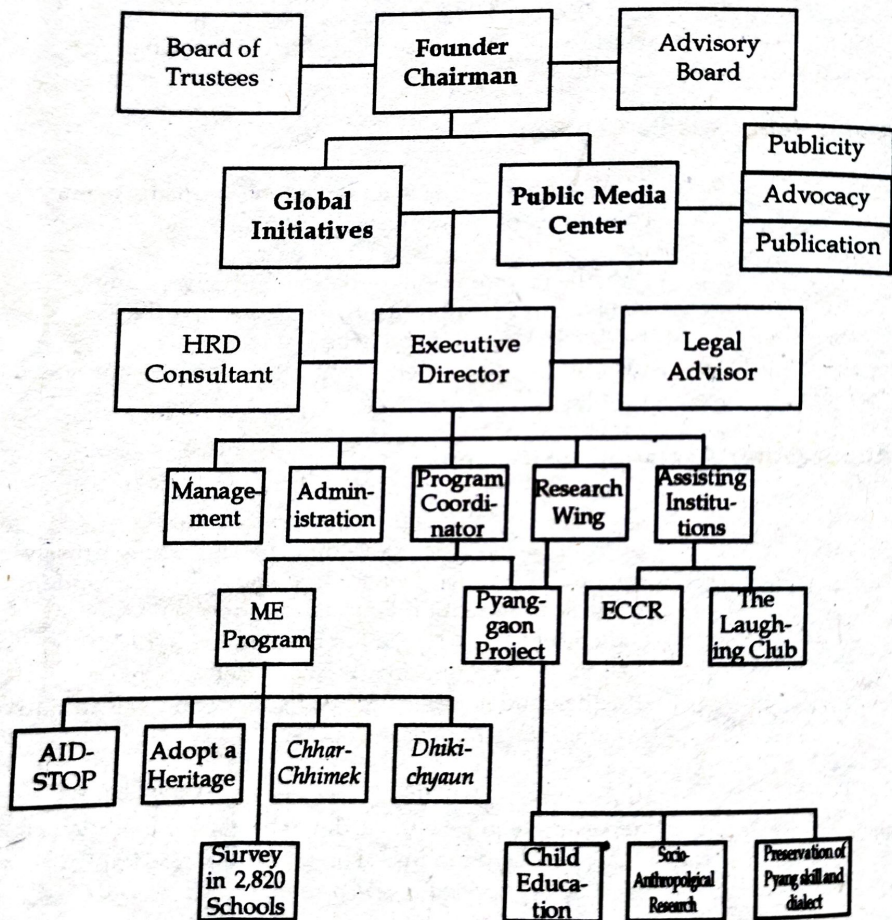
### **About Other Assisting Institutions**

*Crosslines* — an independent newsjournal on humanitarian action, development and issues grossly-ignored by media, Nepal's first and only independent magical organization Foundation for the Advancement of Magic for Edutainment (FAME), *Kshitiz* — a professional women's network and Kasthamandap Art have been supporting ME initiative by providing human resources.

Cyber Media, Inc. (CMI) has rented 3 MPCs and recording equipments at down-to-earth rates. WWF, IUCN and Community Forestry Training Project-DANIDA supplied a few posters to ME.

Advocacy Magic, another innovation of our Founder Chairman, has been used as the backbone of all motivational tools and is the major attraction during ME workshops.

## Institutional Structure





## Acknowledgment

The Multi-media in Education (ME) team expresses its sincere gratitude to the following institutions and gentle(wo)men for their kind assistance to make the workshops and allied activities a success:

### **Institutional Supporters**

Cyber Media, Inc. (CMI)  
Foundation for the Advancement of Magic for  
Edutainment (FAME)  
CROSSLINES Magazine  
*Kshitiz Samaj*  
Kasthamandap Art  
Kathmandu Law Firm  
Community Forestry Training Project – DANIDA  
IUCN – The World Conservation Union  
WWF - World Wildlife Fund

### **Professional Volunteers**

Dr. Krishna P. Bista, Pediatrician  
Sunil Adhikari, Advocate, *Kathmandu Law Firm*  
Suman Silwal, Mathematician, *Marion Military  
Institute, Alabama, USA*  
Amrita Shrestha, Advocate, *Kshitiz Samaj*  
Moti Adhikari, Advocate, *Kathmandu Law Firm*  
Elvis Joshi, Press Photographer, *Sandhya Times*  
Laxman Adhikari, Editor, *Sadhana*  
Subhechcha Bindu, Journalist, *Kamana Group*  
Deepak Rijal, Journalist, *Kamana Group*  
Prakash Chitrakar, Journalist, *Biswobhoomi*  
Bikas Rauniyar, Press Photographer, *Kantipur*  
Natikazi Maharjan, Press Photographer, *Gorkhapatra*  
Bhim Gurung, Press Photographer, *Gorkhapatra*  
Sunil Silwal, HRD Expert, *Nagarjuna Institute*

Surendra Pradhan, Artist  
 Pradeep Bajracharya, Artist, *Kasthamandap Art*  
 Pramila Bajracharya, Artist, *Kasthamandap Art*  
 Aasha Dongol, Artist, *Kasthamandap Art*  
 Bimal Tuladhar, Economic Toys Maker  
 Bhanuman Joshi, Musician  
 Biswombhar Pradhan, Software Engineer  
 Usha Shrestha, Editor, *The Commoner*  
 Prabina Bajracharya, Advocate  
 Gyani Chaudhari, Forest Officer, *CTFP-Danida*  
 Kalpana Shrestha, Forest Technician, *CTFP-Danida*  
 Prachanda Man Shrestha, Engineer  
 Shova Bajimaya, Child Motivator  
 Nanda Kumar Maharjan, Child Motivator  
 Anjana Aryal, IEC Campaigner  
 Milan Shakya, Art Scholar, *Gorkhapatra*  
 Sampurna Raj Shrestha, Environmentalist, USA

### **Moral Supporters**

Ukesh Raj Bhujar, Senior Program Officer, WWF  
 Dr. Badri Dev Pandey, *IUCN-Nepal*  
 Uddav Upadhyaya, Deputy Chief Editor, *Gorkhapatra*  
 Arun Ranjit, Editor, *The Rising Nepal*  
 Yuba Nath Lamsal, Editor, *The Rising Nepal*  
 Suresh Manandhar, Editor, *Sandhya Times*  
 Kapil Kafle, Editor, *Aajako Samacharpatra*  
 Krishna M. Timilsina, IP President, *Rotary Club of Ktm.*  
 Chanda Rai, Director, *Save the Children Fund-US*  
 Udaya Manandhar, Director, *Save the Children Fund-US*  
 Narayan Pradhan, Project Officer, *CTFP-DANIDA*  
 Ram Nandan Shah, Program Officer, *CTFP-DANIDA*  
 Raj Kumar Thakuri, Principal, *Banubhakta Memorial High School*  
 Bindu Tuladhar, Principal, *Bijeswori Boarding School*  
 Hitkar Bir Singh Kansakar, Headmaster, *Paropakar Adarsha High School*  
 Bhoj Bahadur Shah, General Secretary, *Private and Boardings Schools Organization (PABSON)*  
 Alka Pathak, Country Director, *PLAN Int'l Nepal*  
 Singh Bahadur Moktan, Director, *PAM Nestling Home*  
 Surendra Raj Dwivedi, Editor, *Lokpatra*  
 Basanta Maharjan, Journalist, *Biswobhoomi*  
 Deepak Raj Pandey, Chief, *Nepal Philatelic Bureau*



## Feedback

*Dhikichyaun will fill up the gap that the children might have been missing in reading materials on conservation and other related topics.*

**Ukesh Raj Bhuju, Senior Program Officer, WWF-Nepal**

*Multi-medi in Education does seem to be very interesting. Dhikichyaun sounds wonderful.*

**Alka Pathak, Country Director, PLAN International**

*I am highly impressed with ME approach which recognizes participatory rights and freedom of expression of children in a revolutionary manner. Multiple choices and freedom, blended with entertainment, appeared the most productive part of the workshop.*

**Tarak Dhital, Program Coordinator, Child Workers In Nepal (CWIN) Concerned Center**

*We found the ME workshop very effective even to the hearing-impaired community.*

**Indira Shrestha, Acting Executive Director, Welfare Society for the Hearing Impaired**

*ME is positively a bold and useful step towards promoting ample opportunities to children to find platform for expressing their mind and exhibiting many hidden talents they possess. It is undoubtedly a genuine venture for the modern man who entertains democratic views and independent opinions.*

**Anand Gurung, Principal, Brihaspati Vidhyasadan**

*ME is very useful and scientific.*

**Dhananjaya Sharma, Headmaster, Gyanodaya High School**

*Teachers and students of our school are highly impressed by ME methodology as well as the technique discussed and demonstrated in the workshop by experts. Schools should follow the ME approach for finding out the talents or shortcomings in students.*

**Arjun Singh, Principal, Saraswati Boarding High School**

*ME is student-centered and based on discovery approach of teaching and learning with due emphasis given to independence and freedom of choice. ME could help devise a guideline for revolutionizing child education at a time when Nepal could not take a constructive turn on this front.*

**Raj Kumar Thakuri, Principal, Bhanubhakta Memorial Secondary School**

*Students were found very excited to participate in ME workshop. Specially they were highly thrilled by magic show. Within half an hour, they started writing on various topics as if they have been taught for many days. ME is highly beneficial for increasing and exposing the creativity of children.*

**Bindu Tuladhar, Principal, Bijeswori Boarding School**

*ME is an experimental laboratory where children could find answers to each and every curiosity. In particular, Dhikichyaun has succeeded to induce the knowledge of human rights and justice among children, rescued from prisons.*

**Singh Bahadur Moktan, Director, PAM Nestling Home**

*ME is unique, and a child-centered approach.*

**Ganga Ranjit, Principal, Jubilant High School**

*ME evolved a new dimension to education and juvenile creativity which also helps to make the day-to-day teaching much easier, more effective and student-friendly.*

**Bhoj Bahadur Shah, Founder Principal, Anandabhoomi Boarding High School**

*ME helps maintain the quality of education through overall personality development of children.*

**Suresh Agarwal, Principal, Dreamland Public School**

*ME is an innovative and democratic approach.*

**Hitkar Bir Singh Kansakar, Headmaster, Paropakar Adarsha High School**

*ME volunteers got a chance to recollect from the memory lane their first experiences with their chosen medium of expressions.*

**Sunil Silwal, a ME Volunteer in Crosslines**

*Certainly Dhikichyaun and ME have special importance.*  
**Kiran in Sandhya Times**

*A new, but successful, experimentation.*  
**Aajako Samacharpatra Daily**