

## A Report

# KATHMANDU METROPOLITAN WORKSHOP ON ASP IMPLEMENTATION - FROM CASP EXPERIENCE -



**1 Sept, 2009 (Bhadou 16<sup>gate</sup>, 2066),  
DECC, The United World Trade Center  
Tripureshwor, Kathmandu**

## ACRONYMS

GoN	Non Government Organization
EFA	Education for All
SOP	School Outreach Program
CASP	Community Based Alternative School Programme
VDC	Village Development Committee
NFEC	Non Formal Education Center
DEO	District Education Office
KMC	Kathmandu Metropolitan City

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## A REPORT

### Background

#### *Why Alternative Provision of Education is necessary in Nepal?*

Despite it had been 85 years since educational promotion programs were launched in Nepal, formal education, which had been provided by GoN, remained incomplete. There are still a considerable number of school-aged children who cannot or do not go to school despite the governmental effort to make primary education universal under the Tenth Five-Year plan (2002-2007). About 280,000 children are out of school, called "the hardest to reach group".

Meanwhile, Nepal government has been committed to international agreement to reach Education for All (EFA) goal (see The Box of "What is Education for All?") namely after 2000. Particularly for children the main goal is for all to access to and complete, free and compulsory primary education of good quality.

There are two major obstacles to prevent school-aged children from schooling, eventually making them Out-of-School Children.

The first obstacle is for especially those living in remote villages situated in the middle mountainous place and the high place in the Himalaya Mountain. For these children, School Outreach Program (SOP) has been conducted. SOP offers small classes near village for the first to third grade students who cannot go to primary school. After the end of the third grade children will be transferred to formal schools that are normally far from the village they are live.

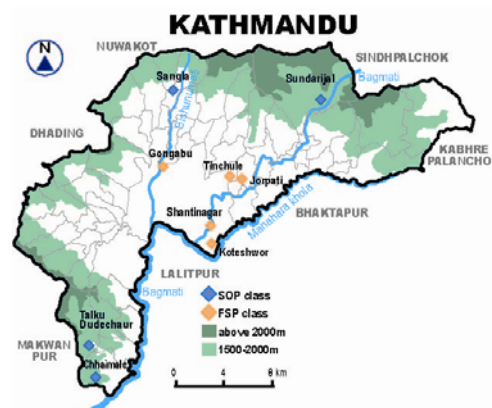
The second obstacle that keeps children away from school is a severe socio-economic situation. In order to support household economy, children assist with farming and household chores, care for their younger siblings and even work to earn money by themselves. For these children, Flexible School Program (FSP) has been conducted. FSP is the program that condenses the five-year formal curriculum into three years. A flexible daily timetable is allocated for the convenience of children, typically early in the morning and evening time. The program is targeted mainly in sub-urban and urban areas.

Alternative Schooling Program (ASP) are indicating both SOP/FSP as alternative/non-formal education form of primary school education, which has been conducted to provide educational opportunity to these "the hardest to reach group" children.

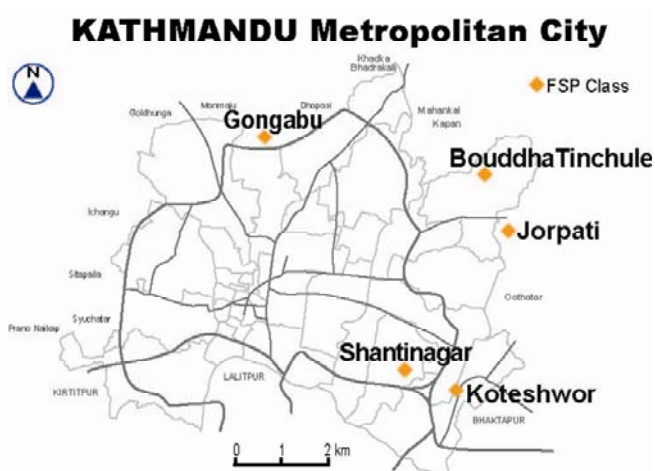
#### *What is CASP (Community-based Alternative Schooling Project)?*

ASP is thought to be a relevant tool to reach EFA goal however it has yet to make sufficient impact. Under these circumstances, GoN requested Japan International Cooperation Agency (JICA- Japanese Official Development Aid) Technical Assistance and it was agreed to launch a project now called "Community-based Alternative Schooling Project (CASP), which started in January 2004. In the project, three approaches below were suggested to improve ASP

1. Community Mobilization to involve the community in their local ASP classes



2. Institutional Strengthening to build the capacity of the Government system to support ASP
3. Networking Government offices, NGOs and CBOs to maximize resources for ASP



CASP has been piloting above approaches at the center and target districts, namely Dhading, Kathmandu, and Siraha to develop an effective operational model of Community-based Alternative Schooling Program, and it was compiled in the form of “ASP Guideline” after the pilot activities.

In Kathmandu the pilot activities were completed in 8 places, 3 SOP classes (Talku Dudechaur, Chhaimale, Sundarijal) and 5 FSP classes (Jorpathi, Gongabu, MNP #6 Bouddha Tinchule, MNP #35 Koteswor, MNP #34 Santinagar).

### ***What are all about this Workshop?***

So far “community-based Alternative Schooling” is proved to be effective to help the hardest to reach group (most disadvantaged social group children) to access educational system and it has shown that cooperation at the community level and cooperation with municipality level stakeholders take very important roles. In this workshop, it was discussed widely to assess the module developed through CASP pilot activities and address needs of cooperation among municipality level stakeholders to reach “Education for All” goal as essential part of community development. Especially FSP target group children who are main in municipality level have so many difficulties to access and complete basic education, so it is also very important to access their basic needs together in this workshop to examine possible modules to support them.

Having completed the work in the field practically, the project team had this workshop targeted for metropolis level stakeholders on 1<sup>st</sup> September 2009 (Bhadau 16<sup>gate</sup>, 2066).

### ***Objective of the Workshop***

After the workshop participants are expected to act positively toward implementation of the community-based alternative schooling program namely FSP in municipality level.

### ***Participants Organization***

The participants for this workshop were from:

- DEO (DEOs, SO, SSs and RPs of CASP pilot area)
- NFEC
- Ward secretaries of Municipality
- Political representatives
- Relevant some NGOs in Municipality (partner NGOs in CASP pilot activities)
- LDO/MoLD representative

- NPC representative (if possible)
- MoE/DoE representative
- JICA/CASP

There were 82 participants in the workshop. The sessions were facilitated by Prakash Sapkota (School Supervisor DEO KTM), Pramod Sharma (NFEC), Bunu Shrestha (Facilitator) and Madhav Raj Dahal (CASP) and also had an interaction session within the participants. Here is the detail of the participants.

S.No	Name	Title	Organization
1.	Jibachh Mishra	Director	NFEC
2.	Diwakar Awarti	Deputy Director	NFEC
3.	Maiko Takenchi	Representative	JICA Nepal
4.	Bidur Mainali	Representative	KMC
5.	Gyani Yadav	DEO	DEO Kathmandu
6.	Bunu Shrestha	Facilitator	Freelancer
7.	Shaligramm Rijal	Under Secretary	KMC
8.	Nirajan Paudel	Member from all party committee	Kathmandu
9.	Narayan Thapa	Under Secretary	MOLD
10.	Sarbottam Dangol	Representative Political party	P g] s kf
11.	Satya Dev Pandit	Secretary W 17	Kathmandu Municipality
12.	Prakash Sapkota	School Supervisor	DEO Kathmandu
13.	Rajan Prasad Ojha	J Gardener	Kathmandu Municipality
14.	Ram Prasad Adhikari	Section Officer	NFEC
15.	Keni Chiro	Representative	JICA
16.	Rajan Thapa	RP	DEO
17.	Lila Mani Pokharel	Section Officer	FEO
18.	Dr. Baburam Gautam	Dept. Chief	KMC
19.	Shiva Narayan S.	KMC 27	KMC
20.	Mahabir	KMC 19	KMC
21.	Jaya Dev Ghimire	KMC 5	KMC
22.	Rabindra Lal	KMC 12	KMC
23.	Ram Prasad Sapkota	KMC 35	KMC
24.	Rosan Dahal	KMC 9	KMC
25.	Krishna Prasad Adhikari	KMC7	KMC
26.	Basu Dev Aryal	KMC 31	KMC
27.	Promod Adhikari	KMC 32	KMC
28.	Rajesh Shrestha	KMC 1	KMC
29.	Madhu Pandeya	KMC 2	KMC
30.	Ram Prasad Shrestha	KMC 23	KMC
31.	Bishnu Man Singh	KMC 26	KMC
32.	Deepak Adhikari	KMC 24	KMC
33.	Patna Dangol	KMC 13	KMC
34.	Ambika Khadka	KMC 35	KMC
35.	Kabita Rai	KMC 34	KMC
36.	Santu Shrestha	KMC 4	KMC
37.	Gita Kandel	KMC 15	KMC
38.	D L Chandra Manandhar	KMC 3	KMC
39.	Prakash Kadka	KMC 14	KMC
40.	Ramesh Thapa	KMC 6	KMC
41.	Sanu Babu K C	KMC 21	KMC
42.	Damodar Lama	KMC 20	KMC
43.	Chandra Gopal Pradhan	KMC 25	KMC

44.	Subodh Khadka	KMC 11	KMC
45.	Bharat Kumar Pokhrel	KMC 22	KMC
46.	Gobinda Acharya	KMC 16	KMC
47.	Om Prakash Paudel	KMC 8	KMC
48.	Nirmala Subedi	KMC 10	KMC
49.	Arjun Raymajhi	Section Officer	NFEC
50.	Pramod Sharma	Section Officer	NFEC
51.	Laxman Khanal	Dy. Director	NFEC
52.	Gehnath Gautam	Section Officer	MOE
53.	Tirtha Prasad Parajuli	S Supervisor	DEO KTM
54.	Mohan Pd. Ghimire	Focal Person	J P Foundation
55.	Pabitra Chaulagai	Facilitator	Shantinagar
56.	Sunita Acharya	Facilitator	Bouddha
57.	Radhika Pudasaini	Facilitator	Koteswar
58.	Kashi Lal Chaudhari	Focal Person	RCCWD
59.	Rebika amatya	SS	DEO KTM
60.	Ram Narayan Shah	RP	Bouddha
61.	Basudev Regmi	RP	Pharping
62.	Yadu Nath Sharma	RP	Gokarna
63.	Kumari Rai	SO	KMC
64.	Narahari Bhandari	SO	MOLD
65.	Hari Bahadur Kunwar	Section Officer	KMC
66.	Krishna Prasad Pandey	Facilitator	
67.	Dorna Bahadur Tamang	Focal Person	Nepal Help
68.	Sun Kumari Tamang	Facilitator	Nepal Helo
69.	Dinesha Khatiwada	FP	VIN
70.	Bimala Lama	Facilitator	VIN
71.	Shirjana Adhikati	EV	Gongabu
72.	Deepeshwar Thapa	SS	DEO KTM
73.	Harirar Bhandari	RP	DEO KTM
74.	Atsuko Tsurnta	Representative	JICA/SISM
75.	Surya Poudel	Interpreter	JICA
76.	Dinesh Singh	Reporter	JICA
77.	Raj Kumar Thapa	Office Assistant	CASP
78.	Bindu Dhakal	Office Administrator,	CASP
79.	Madhav Raj Dahal	ID/OS/EMIS consultant	CASP
80.	Shigenobu Handa	Social Survey	CASP
81.	Yasuko Oda	IEC Expert	CASP
82.	Mutsumi Tsubouchi	Chief Advisor	CASP

## Date, Duration and Venue

Kathmandu municipality workshop on asp implementation from CASP experience was held 1 Sept, 2009 (Bhadau 16<sup>gale</sup>, 2066), DECC, The United World Trade Centre, Tripureshwor, Kathmandu.

## Agenda and Schedule for the Workshop

The Schedule of workshop as following:

Program	
8:00 - 8:30	Registration <b>Breakfast</b>
<i>Chaired by representative of MNP</i>	
<i>-Opening-</i>	
8:30 - 8:35	Self Introduction by participants
8:35 - 8:45	Welcome and Introduction of Workshop by NFEC
8:45 - 8:50	Remarks of workshop by DEOr
8:50 - 8:55	Remarks of workshop by One of Board Member of MNP
8:55 - 9:00	Opening speech by Director NFEC
<i>- Starting morning session-</i>	
9:00 - 9:40	Presentation by Mr. Pramod Sharma (NFEC) - Achieving EFA goal and ASP
	Presentation by Mr. Madhav Raj Dahal (CASP) - CASP Experience
9:40 - 10:10 (each 10 min)	<i>Example of cooperation - Sharing Field Experience by ex-Partner NGO, RP and ex-Facilitator</i>
10:10 - 10:30	Brief Discussion on Presentation Facilitated by Ms. Bunu Shrestha
10:30 - 10:45	<b>Tea/coffee</b>
10:45 - 10:50	Overview of Group Work
10:50 - 12:10	Problems and possible Counter action (solution) by MNP for Out-of-School Children that faced each Wards (Group Work) Facilitated by Ms. Bunu Shrestha
12:10 - 12:15	<i>Remark by Chair person (representative of MNP)</i>
12:15 - 13:15	<b>Lunch break</b>
<i>Chaired by DEOr</i>	
<i>- Starting afternoon session-</i>	
13:00 - 14:30	How to implement community-based alternative schooling program successfully in each Ward/commuity? (Group Work) Facilitated by Ms. Bunu Shrestha
14:30 - 15:30	Presentation of Group work
<i>-Closing-</i>	
15:30 - 15:35	Remark by Participants

15:35 - 15:40	Remarks of CASP
15:40 - 15:45	Remarks of JICA
15:45 - 15:50	Remarks by One of Board Member of MNP
15:50 - 15:55	Conclusion by Facilitator
15:55 - 17:00	Closing by DEOr

## Methodology

The workshop was conducted by applying various methodologies. The main methods were critical review presentation, anticipatory group discussion, brain storming and question/answering while some other project documentary show and interaction were plan as a supportive methods. At the end of the day the evaluation had been done. The following table shows in detail methodology of workshop.

Methodology Applied in Workshop	Equipments Applied in Workshop
<ul style="list-style-type: none"> <li>▪ Critical Presentation</li> <li>▪ Participatory discussion</li> <li>▪ Questions and Answers</li> <li>▪ Group Discussion</li> <li>▪ Project Documentary show</li> <li>▪ Interaction</li> <li>▪ Motivational tips</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computer</li> <li>▪ LCD</li> <li>▪ Projector</li> <li>▪ News Print</li> <li>▪ White Board</li> <li>▪ Board and Permanent Markers</li> <li>▪ Report and publication</li> <li>▪ Other necessary peripherals</li> </ul>

## Formal Chairing

The workshop was started by formal chairing programme chaired by Mr. Saligram Rijal (Under-secretary of Kathmandu Metropolitan City). The other people in the dais were Mr. Jiwacha Mistra (Director NFEC), Mr. Laxman Khanal (Deputy Director NFEC), Mr. Bidur Mainali (Representative KMC), Mr. Nirajan Paudel (Member of the all party committee), Ms. Bunu Shrestha (Facilitator), Mr. Gyani Yadav (DEO), Mr. Narayan Bd. Thapa (Undersecretary MOLD), Mr. Diwakar Awasti (Deputy Director NFEC) and Ms. Maiko Takeuchi (Representative JICA).

## The workshop

The workshop was divided into two sessions, the first session was formal & introductory and sharing experiences; the second session was brainstorming, group discussion, group work and presentation.

After formal chairing, the facilitator requested to all the participants for individual introduction and reminded to tell their Name, address and representing organization.

Opening Speech was given by Mr. Jibachh Mishra (Director NFEC). He welcomed the participants of the workshop and told that this is very important event for all of us and the experiences being shared today will be guideline for us to replicate the good work in other places. He urged all for their active participation in the programme the whole day.

Mr. Laxman Khanal had given welcome speech. He had thanked all the participants for presence and also for their concerns on education issue. He had mentioned that this is third workshop after Dhadhing (VDC level) and Kathmandu (sharing experience). Also he expressed the situation of children in Nepal who are deprived of education. So, the CASP is best module to incorporate those children and now the local authorities should take action from this experience. He cited similar relevant experiences of other countries on the occasion.

Mr. Bidur Narayan; all party member, Kathmandu metropolis explained about the work of Kathmandu metropolis on education sector and repeated the commitment of the political structure to assist the good work.

Similarly Mr. Niranjana Poudel and Mr. Sarbottam Dangol representing the political parties also said the words of their commitment for the good work of ASP.



Then Mr. Pramod Sharma from NFEC made a presentation on EFA goal and ASP. He elaborated his presentation from the definition of ASP to its objectives and linked it with the EFA programme. The detail of the presentation is attached herewith this brief report.





Another presentation was from Mr. Madhav Raj Dahal from CASP JICA based on the field experience of CASP. His presentation was focussed on the out of school children in difficult situation. He elaborated his presentation on a graph telling about the no of children admitted in the school and actual no of children of school going age. There seemed a huge gap of almost 200000 children in this gap, who are living life in difficult situation.

The CASP programme has been valuable to educate these deprived



children who otherwise have never got an opportunity to know about the letters. The detail presentation is attached herewith with report in annexure.



The under-secretary of ministry of education Mr. Narayan Bahadur Thapa said that the programme is very important to reduce urban poverty. Hence the programme should be tied up with the urban poverty reduction programme and this should be taken as a component of the annual plan of the metropolis. Once it is incorporated in the formal plan, the project will get grant from the government as well. This should be taken in a holistic approach, policy level work should be done by the municipality for the uniformity of the project and local organisations should be given the authority of implementation for easy/smooth implementation of the programme.



The example of cooperation – sharing field experience by ex-partner NGO, RP and ex-facilitator session was most practical sharing session. Mr. Mohan Ghimire from JP foundation Baudha said that there was lots of challenges and equally success as well. If we talk about positive part of this programme, so regular field visit, need-based training, monthly examination, recycle system of used note books from participants and health check-up were major. Similarly dropout rate, irregular attendance because of parents, low economic situation of parents and lack of working opportunities were most challenging.



Mr. Ram Narayan Shah (RP) from Bhaudha shared that formal school class monitoring is easy then ASP monitoring but it is different happiness when you see the progress in children. He added that I learned to monitor in ASP classes and all credit goes to JICA. Money is not the matter but community participation is most important to success the programme.



Ms. Shijana Adhikari, Education Volunteer from Gongabu centre said that to success the programme regular monitoring and technical supports were the major. The CASP is more practical based education, so participants were learned a lot. CASP is very much powerful to make community aware.

Ms. Sun Kumari Tamang, facilitator from Jorpati Centre was expressed that to collect the children is most challenging task I felt in this programme and trainings helped a lot to face with challenges.

Ms. Bunu Shrestha who was facilitation the workshop concluded the first session and requested for group work. Also she shared about the CASP programme and emphasised the

effectiveness of the programme. She reiterated on the replication of the programme though the government cannot spend money as much as the JICA itself, we can adopt the concept and implement in low cost.

**The second session was focused on group work and presentation:**



After the speeches from the individuals of different stakeholders while implementing the CASP programme the participants were split into six groups to discuss on topics Problem and possibility counter action by MNP for out-of- school children that faced each Wards.

The following questions were provided to facilitate their thinking in the group work.

- ✓ **Why are all the school going aged children of our ward not enrolled in the school?**
- ✓ **Do all the children go to school if they get facilities in school?**
- ✓ **What sort of programme; instead of formal school, can provide them education?**
- ✓ **Who should do what for this alternative?**

For presentation provided two colour meta cards to put down the probable problems and solutions to share in the mass (Yellow for problems and Blue for the solutions). Each of the six groups made presentation on the probable problems and solutions. Here is the compiled list of the ideas of the participants;

Economic	Social	Awareness / Educational	Structural	Political
<ul style="list-style-type: none"> <li>- Family's economic problem</li> <li>- Can not afford to pay for formal education</li> <li>-Need to work for daily life</li> <li>-Responsibility to take care of siblings when parents are off to work</li> <li>- Could not afford for school's fees, snacks, school-dress and stationery,</li> <li>- Lack of social security,</li> </ul>	<ul style="list-style-type: none"> <li>- Migration</li> <li>- Lack of education through mother language</li> <li>-Lot of load to parents</li> <li>-Because of older age</li> <li>- Social/ ethnic discrimination</li> <li>- Discrimination between son and daughter</li> <li>- Lack of effective regulations on education of children engaged in domestic labor,</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of family awareness</li> <li>-Lack of practical education</li> <li>- No publicity from concerned government authorities,</li> <li>- Lack of authorities to counsel parents,</li> <li>- Lack of proper data</li> <li>- Lack of coordination among schools and authorities at different levels,</li> <li>- Lack of child-friendly environment and lack of motivation to students,</li> <li>- No identification of target group</li> </ul>	<ul style="list-style-type: none"> <li>Lack of structural facilities in school (eg. Classrooms) and lower capacity of schools (eg. teachers)</li> <li>- Schools situated at long distances,</li> <li>- No separate toilets for boys and girls,</li> <li>- No playground and materials for sports</li> <li>- Low light in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Bandhs,</i></li> <li>- Political transition</li> </ul>
<ul style="list-style-type: none"> <li>-Skill development training for employment to parents,</li> </ul>	<ul style="list-style-type: none"> <li>-Education center should be conducted in needed area</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness campaign at local level,</li> <li>- Conduct meetings/</li> </ul>	<ul style="list-style-type: none"> <li>Provision of optimum furniture, classrooms and</li> </ul>	

<ul style="list-style-type: none"> <li>- The regulation for free-education must be brought into effect,</li> <li>- Provision of Child care center,</li> <li>- Awareness campaign at local level,</li> <li>- Provision of free school-dress and stationery,</li> </ul>	<ul style="list-style-type: none"> <li>- Need to provide education through mother language,</li> <li>- Facility of day-care at schools,</li> <li>- Age wise division of classrooms,</li> <li>- Provision of scholarship to students from ethnic groups,</li> <li>- Social abolition to families engaged into gender-discrimination,</li> <li>- Cut off local facilities to those families who do not send domestic child-labors to schools,</li> </ul>	<ul style="list-style-type: none"> <li>discussions at local level,</li> <li>-Awareness through media,</li> <li>- Need to conduct NFE for parents,</li> <li>- Proper collection of data of children who have not attend schools,</li> <li>- Formation of network for establishing coordination and for evaluating among authorities at community level, ward level, municipal level, district level, district education office and NGOs,</li> <li>- Teachers should be engaged in motivating students,</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>teachers in schools,</li> <li>- Provision of alternative schools, at near distance,</li> <li>- Request of budget from Kathmandu Municipal office and concerned authorities,</li> </ul>	
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The next group work was based on the question of 'How to implement CASP successfully in each ward/community? ASP activities sheet with tentative budget frame work was given in the team. After the long discussion in the group at the end of the workshop the group has developed a tentative plan of budget necessary to implement the programme in their respective ward. Here is the generalised plan. Since the budget differed from one place to another so, here bellow three different compiled table presented by groups.

### Group A

S.N	Activities	Allocated Budget	Additional Budget	Coordination activities at local level	Remarks
1	Need identification		5000	Local Authority, NGOs/CBOs	
2	Selection of site				
3	Selection of partner organization				
4	Orientation		5000	Local Authority, NGOs/CBOs	
5	Formation of class management committee				
6	Selection of supportive activities				
7	Selection of education volunteer				
8	Establishment of new classes	18000	18000	Local Authority, NGOs/CBOs	
	Management expenses	15000	45000	Local Authority, NGOs/CBOs	
	Educational materials	15000			
9	Community mobilization (formation of child clubs)		5000	Local Authority, NGOs/CBOs	
	Motivation, prizes to Alternative school's participants		5000		
	Publicity campaign, Awareness		1500		
	Interaction between students from alternative schools and regular schools				
10	Books	6000			

	Educational materials	6000			
11	Routine monitoring	18000	5000		
	Workshop for monitoring				
12	Pre-service training to facilitator		5000		
	Service oriented training				
13	Extra trainings		5000		
14	Preparatio of after ASP programme		1500		
15	Facilitators salary	65000			

### Group B

S.N	Activities	Allocated Budget	Additional Budget	Budget for Coordination activities at local level	Remarks
1	Need identification		1000	5000	Community/ Ward
2	Selection of site				Community
3	Selection of partner organization			5000	Community/ Ward
4	Orientation	5000	5725		
5	Formation of class management committee				
6	Selection of supportive activities	2000			Partner Organization/ Ward
7	Selection of education volunteer	2000			
8	Establishment of new classes	2000	10000	50000	Community/ Ward
	Management expenses	6000	27920	2000	Community/ Ward
	Educational materials	3000	5000		Community/ Ward
9	Community mobilization (formation of child clubs)		2705		
	Motivation, prizes to Alternative school's participants	2000	5000		
	Publicity campaign, Awareness	5000	1500		Community/ Ward
	Interaction between students from alternative schools and regular schools	2500	1400	1000	
10	Books	6000			
	Educational materials	6000	20000		
11	Routine monitoring	20000	4800	20000	
	Workshop for monitoring	5000	1000		
	Monthly meetings/ Documentation		25000		
12	Pre-service training to facilitator	3985	2000		
	Service oriented training	7500			
13	Extra trainings	2000	18700		
14	Preparation of after ASP programme	5000	5000		
15	Facilitators salary	5000			

## Group C

S.N	Activities	Possible Partner in KMC	Possible Contribution			%
			Total Amount	Type of Contribution	Contributor	
1	Need identification	KMC, Ward, NGO, CBO	3000	KMC, WARD	KMC	100
4	Orientation	KMC, Ward, NGO, CBO	7000	KMC, WARD, NGO CBO	KMC, DEO	50/50
5	Formation of class management committee	KMC, DEO, Ward	1000	KCM, WARD, DEO	KMC, DEO, WARD	100
6	Selection of education volunteer	KMC, Ward	500	KMC, WARD	KMC, WARD	100
7	Selection of education volunteer	KMC, Ward, DEO	500	KMC, WARD, DEO	KMC, WARD, DEO	50/50
8	Establishment of new classes	DEO, NGO, KMC, DDC, WEI	24000	DEO, NGO, KMC, DDC, WEI	DEO, NGO, KMC, DDC, WEI	Total 100
	Management expenses	DEO, NGO, KMC, DDC, WEI	55000	DEO, NGO, KMC, DDC, WEI	DEO, NGO, KMC, DDC, WEI	Total 100
9	Community mobilization (formation of child clubs)	KMC, DEO, NOG, CBO, METERO FM, TV, LOCAL MEDIA	10000	KMC, DEO, NGO, CBO, FM, TV, LOCAL MEDIA	KMC, DEO, NGO, CBO, FM, TV, LOCAL MEDIA	Total 100
	Motivation, prizes to Alternative school's participants					
	Publicity campaign, Awareness					
	Interaction between students from alternative schools and regular schools					
10	Books	DEO	5000	DEO	DEO	100
	Educational materials					
11	Routine monitoring	KMC	10000	KMC	KMC	100
12	Pre-service training to facilitator	KMC	40000	DEO, KMC	DEO, KMC	100
15	Preparation of after ASP programme	DEO, KMC	65000	DEO, KMC	DEO, KMC	100





Comment <ul style="list-style-type: none"> <li>Need to focus on national polity rather than his experience and further plan</li> </ul>			
Example from Ex-EV/Ex-facilitator – sharing field experience	Irrelevant	Fair 60%	Good 40%
Comment <ul style="list-style-type: none"> <li></li> </ul>			
Problems and possible Counter action (solution) by MNP for Out-of-School Children that faced each Wards (Group Work)	Irrelevant 4%	Fair 40%	Good 66%
Comment <ul style="list-style-type: none"> <li>It should be in fact in the basis of issue wise solution</li> <li>Programme could achieve good result</li> <li>Schedule should be provide before workshop for better preparation</li> </ul>			
How to implement community-based alternative schooling programme successfully in each Ward/Community? (Group Work)	Irrelevant	Fair 36%	Good 64%
Comment <ul style="list-style-type: none"> <li>It could be not achieve in conclude solution yet</li> <li>The concerned organization should develop the law which will helpful to work in Ward / VDC</li> <li>Need to develop coordination with Metropolitan rather than Ward</li> </ul>			

### 3. What is the most appreciated activities above in this workshop?

- Achieving EFA goal, CASP experience
- Orientation, wide consultation
- Sharing field experience
- Will guide ahead for programme in future
- Both presentation was nice
- Group work
- The evaluation sheet
- Management, Venue and was of facilitation

### 4. What is the least appreciated activity/ topic above in this workshop?

- Not the fixed aim in group work
- Preparing the budget in group

### 5. Any comments about the workshop?

- Lack of time allocated for workshop
- Coordination with MOLD and NGOs/DPs
- Time constant and work to the point
- In future also like to participate such types of workshop
- Such type of workshop is useful for awareness raising
- Should consider he time

## Conclusion and Recommendation

Thus the workshop was successfully concluded. The workshop was interactive and got contribution from all participants so it took some two hours more time than the scheduled.

Recommendation: The overall evaluation of the workshop can be summarised as follow;

- Sharing programmes like this are effective after concluding the project. This was the first time the metropolis involved in the CASP workshop, necessary coordination should be done by the beginning to make the programme more effective.
- JICA should continue this programme for some more years in Nepal to make it self-sustainable
- Political entities should be consulted by the beginning to get their support to the programme.



## **ANNEXURES**

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Annexure I: ASP Presentation for print

Annexure II: CASP Presentation for print