



# CASP Newsletter

## The Community-based Alternative Schooling Project समुदायमा आधारित वैकल्पिक शिक्षा परियोजना

### 1. CASP for Developing the Educational Model for Out of School Children

#### WHAT IS CASP? — BACKGROUND and INTRODUCTION

In Nepal, various projects have been launched to change the current conditions and to accelerate educational development. His Majesty's government of Nepal (HMG/N) has developed a National Action Plan aiming to meet a goal that all children have access to and complete primary education by 2015. Although HMG/N had provided various programmes for non-school going children, Unfortunately there are still many children who have no access to education because of financial, physical, and social constraints.



The Community-based Alternative Schooling Project (CASP), which was launched in 2004, is to assist improvement of the existing Alternative Schooling Programs (ASPs) for out of school children and to promote non-formal education through pilots activities with the technical assistance of Japan International Cooperation Agency (JICA). Under the framework of Education For All (EFA), our pilot activities is implemented by the Non-Formal Education Centre (NFEC), Ministry of Education and Sports (MoES), and District Education Office (DEO). In coordination with local NGOs. By the end of 2008, the CASP aim to develop an operational model of ASP to enroll all children into schooling system.

CASP GOAL	
Super goal	School enrollment ratio of children between the ages of 6-14 who have no access to the educational system is improved.
Overall Goal	The model developed by the project is adopted in other areas in Nepal.
Project Purpose	An operational model of the community-based ASP is developed.

As shown in the left column, CASP set not only the project purpose but also overall goal and super goal. It is expected that a successful model of ASP which is organized during the project period expects will be adopted in other areas. As a result of this, we hope to increase school enrollment ratio of children between the ages of 6-14 who have no access to the educational system. To achieve our project purpose, we categorized our activities into Institutional development and organization strengthening, community mobilization and participation, and networking among stakeholders.

#### OWNERSHIP, LINKAGE, PAETICIPATION, and NETWORK

There are four key concepts in terms of implementing the activities.

First, the project focuses on improving ownership and partnership among stakeholders through implementing pilot activities. Second, the project focuses on strengthening a linkage between non-formal and formal education for sustainable educational development. Third, community is the main actor to initiate pilot activities. Without community participation, we never see outcomes from education programs for children. Forth, the project builds networks among stakeholders from central level to the community level. The review of each experience/practice by various stakeholders will be the platform to formulate relevant non-formal education programs in Nepal.

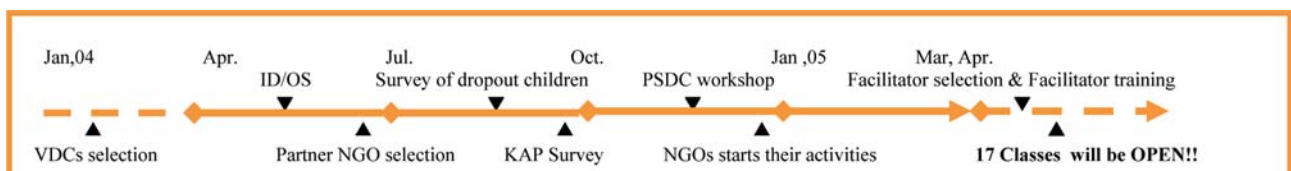


#### WORKING STRATEGY and TECHNICAL TEAM

In order to implement pilot activities at the district level, NFEC, DEOs, local NGOs, and JICA/CASP was formed respectively in target districts namely Siraha and Dhading (see next page). Working Group has discussed many topics related to pilot activities at the monthly meetings. At the central level, Technical Team Meetings have been held once or twice a month by technical staffs of NFEC and CASP/JICA Experts in order to discuss the strategy of pilot activities and share the feedback of the progress of pilot activities at the district levels.

#### MAJOR PROGRESS (JAN 2004—FEB 2005)

Institutional Development/Organizational Strengthening(ID/OS) workshops were conducted at SIRAHA and Dhading districts to identify the areas of capacity improvement in terms of ASPs. Based on findings of ID/OS, the new process of site selection for ASPs was introduced, and the facilitator supporting system as well as the mother school based monitoring system for ASPs was developed. Situation analysis on ASPs was also conducted in the districts. As a partner of implementation of community-based pilot activities, local NGOs were selected. KAP (Knowledge, Attitude, and Practice) Survey was undertaken to assess the level of KAP regarding child right and education among selected parents of ASPs. The Survey of Drop-out Children was carried out in target districts. For sharing its findings and strengthening network among the stakeholders, the workshop on Program for School Dropout Shildren (PSDC), to be newly introduced by NFEC from next year, was conducted.



## CASP and Non Formal Education

Mr. Hali Bole Kanal

Director of Non Formal Education Center



Literacy and poverty co-existed for years in Nepal. A number of people especially girls and women, indigenous people and Dalits are yet to be made literate and be given chance to education. However we can not bring them all to formal schooling system. Non-Formal measures of education can be the best measure to educate them. Among the literates too, there are very few who get chance for continuing learning.

Plans like Education For ALL, 10th 5 years development plan, Poverty Reduction Strategy Paper, Millennium Development Plan and Non Formal Education Policies advocate the need of literacy and non formal education for children, girls, women and cast groups. In order to break the cycle of illiteracy and poverty, education of literacy level (at least) is a must. Therefore, literacy of adults and women, income generating activities with literacy education for women and alternative programs for non school going children are launched by Non Formal Education Center. At present, the scenario of the country demands for the need of planning non-formal education in a mass scale.

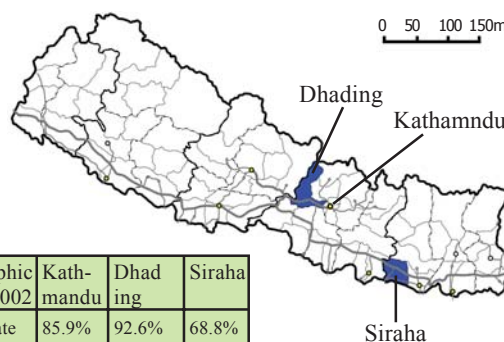
Japan International Co-operation Agency (JICA) has initiated the Community-based Alternative Schooling Project 8CASP since January 2004, with a view to develop an operational model of the community based ASP. The pilot activities have been started at Siraha and Dhading districts covering 4 VDCs of each, since 2004. The CASP and Non Formal Education Sanothimi with the technical assistance program of JICA are involved in the pilot activities.

The main goal of CASP is to assist in providing the opportunity of education for school age children, who are not getting the opportunity of education and do not complete even primary education.

It is hoped that new development in the are of Flexible Schooling Programme and the Programme for School Dropout Children are expected to be developed in a new perspectives at the end of CASP pilot activities.

## 2. WHERE IS OUR TARGET AREA?

In planning process of CASP 2003, the feasibility study was conducted at Bardiya, Dhading, Sindhupalchok, and Siraha districts as expected target districts. Dhading and Siraha Districts had finally been chosen because of low literacy rate in school age children, low literacy rate in adult women, low level of Human Development Index (HDI), and less opportunity from other international donors. (Please see the column below, brief comparison among Kathmandu, Dhading, and Siraha.)



### DHADING DISTRICT

**Dhading**, 2-3 hours from Kathmandu by car, is known as beautiful hillside area in which layered rice terraces on every surface of mountains are seen. Its landscape is quite beautiful, but many children have serious

difficulty to complete primary education because of poverty and lack of awareness among parents. In addition, the distance from village to school prevent children into schooling. Especially in the north areas of the district which is characterized by precipitous mountains, the access to school education is very limited. According to District Demographic Profile of Nepal (2002), The ratio of primary school enrollment rate was higher than national average rate (80.4%). However, school enrollment rate at junior high school level was lower than national average (33.3%). HDI of the district is also lower than those of hills average (0.510), and national average (0.466). Several surveys of CASP also identify there are many non-school going children exist particularly among the low caste groups such as Damai, Sarki, kami, and Chhepan.

Under the CASP, 5 School Outreach Program (SOP) and 4 Flexible Schooling Program (FSP) classes will be implemented by DEO in coordination with partner NGO, Integrated Community Development Center (ICDC) from April 2005 and last 3 years.



Photo : Children in Siraha

District Demographic Profile of Nepal 2002	Kathmandu	Dhading	Siraha
School Enrollment rate (Primary)	85.9%	92.6%	68.8%
School Enrollment Rate (Secondary)	61.5%	26.7%	29.5%
Literacy rate (Overall)	77.0%	43.5%	40.3%
Literacy rate (Male)	86.4%	53.7%	53.0%
Literacy rate (female)	66.4%	33.8%	26.8%
HDI	0.603	0.258	0.350



### SIRAHA DISTRICT

**Siraha** is in East Tarai area and located between Janakpur and Biralnagar. Its south boundary is adjacent to Indian border so people easily come and go each other. Siraha has good granary area and you can see extensive rice field around there.

According to Demographic Profile (2002), the number of school aged children (from 6 year-old to 14 year-old) in Siraha was about 155,000, and was larger than Dhading (about 95,000). However, the ration of primary school enrollment is still 68.8% in 2002, and those of junior high school is 26.8%. As same as Dhading, poverty is one of major factors that prevent children from schooling.

From April 2005, 4 SOP and 4 FSP claseses will be carried out by DEO in coordination with Partner NGO, Nepal Red Cross Society (NRCS) under the CASP to support out of school children.

If you are interested in our project, please visit to

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