



CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

Pilot Activities in 3 districts

July, 2006

Volume - 6

Siraha Report

Although there isn't NGO community mobilization activity in Siraha from 2005, Siraha DEO continuously monitors and reports CASP's SOP and FSP classes. In addition, NFEC officers (Technical Team) visit Siraha district as a field monitoring once in 2-3 months.

From June 20-24, Mr. Gyawali and Mr Dahal visited 7 classes and attended orientation for ASP Monitor as Mother School Teachers and Monthly Meeting. At Baniniya, community works for building their classroom. As an evaluation for this self effort, Technical Team and CASP decided to provide school benches for 2 classes at Baniniya and Dushad Tole.



SOP class of Chhajana, Vidhyanagar VDC, Siraha in Kathmandu. According to Kathmandu DEO, demand of SOP class isn't so high. But there are certain amount of children who can not come to school due to accessibility caused by distance or natural disasters such as landslide etc. Kathmandu DEO, partner NGOs, and resource persons monitors SOP class operations and children's situation so that CASP will create alternative SOP model for non formal education for children. Target children of Kathmandu FSP class are mainly for laborer child and refugee child. According to our survey and the monthly reports, some of them do not have strong linkage to existing communities. Therefore, CASP challenge such aspects and accumulate case studies in city area.

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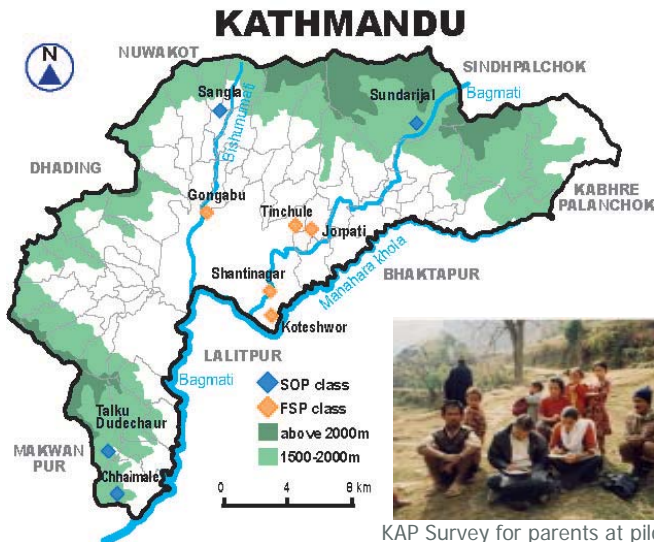
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Kathmandu Report

After official agreement on December 2005, CASP formally started working at Kathmandu district. Through KAP survey, Partner NGOs selection, and orientation for Partner NGOs, and Resource Persons at our class site, CASP's ASP classes at Kathmandu are opened at the end of April 2006. CASP applies one partner NGO for each ASP class



Landscape of one of SOP area of Kathmandu



	SOP	FSP
Full name	School Outreach Program	Flexible Schooling program
Target	Out-of-School Children 6-14 years (including once enrolled, but left school)	
Main problem	Geographical access	Over age
Main Target area	Especially in mountain and hill districts Small hamlets and isolated area	Urban, suburban and industrial area Maintain living by doing hard labor and who help in family occupation
Curriculum	Primary education curriculum of grade 1-3 using textbook of formal education	Completing the 5 years primary education in 3 years by condense
Age group	6-8 years	8-14 years
After the program	arrange for the admission in class 4	possible in grade 6



KAP Survey for parents at pilot site



Facilitator Pre-Service Training



Orientation for NGOs

VDC/MP	Talkhu Dudechour-4	Chaimale-4	Sangla-7	Sundarijal-5	Jorpati-2	KTM MP-6	Gongabu-7	KTM MP-35	KTM MP-34
Program	SOP	SOP	SOP	SOP	FSP	FSP	FSP	FSP	FSP
Site (Tole/Community)	Napuchour	Kerabari	Kunchipyakal	Waiba, Mulkharka	Jorpati	Bouddha Tinchule	Gongobu	Koteshwor Jadibudi	Santinagar
Name of Partner NGO	Mahila Sarokar Kendra (MSK)	Public Interest and Research Center (PIRE -Center)	Global Action Nepal (GAN)	Women Self-reliance and Empowerment Center (WSEC)	Forum for social Enlightenment-Nepal (FORSE Nepal)	J.P. Foundation	Dalit Education Research Center (DERCEN)	Society for Integrated Development (SID)	Resource Centre for Child and women Development (RCCWD)

*KAP Survey: conducting to understand the knowledge, attitude and practice (KAP) of the parents and guardians of children (also called respondents)

Dhading Report

Visit "Our own class" at Dhading

by Shinji Yoshiura, Resident Representative JICA Nepal Office



It was an early Sunday morning when we visited Subedi Danda FSP class of Gajuri VDC. After we climbed up about 20 minutes from Pritivi Highway, we found a small open classroom built on the tiny plot cleared on the slope of mountain. We could see nearly 30 children aged from 8 to 14 were on their seats side by side and gazed at their Facilitator. The small hut has no sidewall which makes us easy to observe the class.

Children in the class showed their interest in every subject and any word of the Facilitator whose clear and quiet manner of talking was impressive. Their community spreads to neighboring hilly area and distance to the nearest public school located close to the highway is too far for children to attend. Furthermore, the majority of the community consists of so called disadvantaged people, therefore, socioeconomic, psychological distance to the public school might be far as well.

I appreciate staff of Partner NGO (ICDC) for their mobilization of the village people to construct their own school and for continuous support to children's mothers in formulating and running Mother Group activities. I learned that the group organized adult literacy class at their school in evenings and there was no woman now in the village who could not read or write letters. One elder member of the group pleasantly showed me her notebook on that cover I found her name written by her hand writing.

According to the ICDC report, Mother Group activities improve class quality as well in raising parents awareness which leads to "children's regular and effective study by sending their children to school in time, being tidy, regular and making them punctual and disciplined".



Subedi Danda FSP is believed to be one of successful cases of community mobilization as an entry point of enhancing access of children to education. This program effectively made distances shorten between the children and the classroom, between village people, and between stakeholders, namely, parents, village people, NGO staff, Mother School's teachers, VDC and DEO including Resource Person.

It must be noted that there are many challenges to be addressed in order to continue and enhance this program, lack of textbook/uniform, assignment of alternative facilitator, quality of teaching method, limited support period from the government, to name but a few. We have to learn lots from this model program and reflect on the reality of the field in discussing our future cooperation both at the site and in Kathmandu.

Workshop with NFEC Technical Team members 2006

A two-day workshop was conducted on 31 May - 1 June, 2006, jointly by NFEC Technical Team members and CASP Team members to review the progress of CASP Pilot Activities. The Workshop was also planned to consider the necessary actions for the improvement of the Pilot Activities and feasibility to implement the Pilot Activities at other districts by NFEC.

In the Workshop, participants mainly discussed following seven issues, which participants considered relevant to make ASP more effective and recognized higher applicability of CASP Pilot Activities to other districts; 1) **Lack of physical facilities, such as classroom, furniture, toilet, and so on,** 2) **Lack of coordination between DEO and DDC/VDC,** 3) **Inappropriate selection process of facilitator,** 4) **Lack of coordination between NFEC and DoE,** 5) **Lack of follow-up and monitoring at district level,** 6) **Exiting facilitator training is not sufficient in terms of duration, contents, and approach,** and 7) **Lack of management information system.**



Each issues was discussed in terms of Progress achieved through Pilot Activities, Remained challenges/constraints, Practical countermeasure, Actions and by whom, and Feasibility on application of CASP Pilot Activities to other districts by NFEC.

It is expected that the result of the Workshop is followed-up by NFEC Technical Team members and shared with relevant stakeholders working in the field of NFE for children to realize the actions agreed in the Workshop.

A two-day workshop was conducted on 8-9 June, 2006, to share and discuss relevant issues on NFE for children, particularly issues on policy level, with the participation of officers from Ministry of Education and Sports (MoES), Department of Education (DoE), District Education Offices (DEOs) of CASP target districts, and NFEC. The Workshop was planned based on the recognition that the sharing and discussion among relevant stakeholders at the policy level are essential to improve the implementation of NFE programs for

children.

To make the discussion efficient and focused, following five issues were selected as discussion issues based on the result of the Workshop conducted at NFEC on 31 May - 1 June 2006;

1) **Continuation of ASP after the program,** 2) **Cooperation with Mother School,** 3) **Provision of Equal Opportunity to ASP Children with formal school children,** 4) **Qualification and facility for ASP Facilitator,** and 5) **PSDC Development.**

Presentation for each issue was prepared by the concerned NFEC Technical Team member prior to the Workshop in terms of background, problem, issues to be discussed, and proposal from NFEC, in collaboration with CASP Team members.

In the Workshop, issues related to NFE for children were comprehensively discussed. The discussion covered variety of issues from cross cutting issues at national level, such as necessity of the recognition of NFE for children equally as the formal education, to the detail of the problems extracted from the pilot activities of CASP. The discussion during the Workshop was summarized and presented in the EFA Mission in 12-14 June 2006 as recommendation and suggestion on NFE for children at policy level.



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"Sabailai Sikchako Awasar, Dinalai Narakhon Kasar"
means

"Do not be hesitated to provide education opportunity for all people"