



GoN/JICA

# CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना



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## Lessons Learned from Japan Study Trip

JICA Nepal Office awarded an 11 day training course (27 Sept. – 7 Oct. 2006) in JICA Sapporo on "Learning Lesson from Japanese Non-Mainstream Education."



Courtesy call on principal of Hokkaido University of Education at Iwamizawa Campus

The course was designed so that the participants learn through visits to different non-mainstream centers. Japan has negligible cases of illiteracy but faces a sizable number of student behavioral problems such as absenteeism. Since such problems might be caused by factors related to home, school or local community, they can be reduced through the promotion of closer cooperation and communication among home, school and local community. The fundamental law of formal education was enacted in 1947, introducing a 6-3-3-4 system (6 years at the elementary level, 3 years at lower secondary, 3 at upper secondary and 4 at higher). All basic requirements of the formal education are fulfilled by the government.

In addition to the formal schooling system, there are different types of non-mainstreaming centers. These are to:

- ▶ Preserve the culture, art and language
- ▶ Socialize the children
- ▶ Provide a good company for the children
- ▶ Keep the children away from bullying
- ▶ Support in the academic course
- ▶ Make retired life enjoyable for senior citizen

To meet the above-mentioned objectives, different non-mainstream centers were established by the central government, prefectures, municipalities and communities. For example:

**Free school:** These centers are established for those children who could not continue their studies because they were over the age limit for school, lacked requisite knowledge and skills, inferiority complex and bullying by other students, and so on. These centers charge fees and are either run privately or supported by the community. Children are assisted with their studies, socialization process and extra curricular activities.

**Day care center:** These centers are for children whose parents work full-time. They enroll their children in such centers. The children do their

home work and play together there. Day care centers are rather expensive in comparison to free school.

**Child hall:** It is supported by the local government and has a wider range of educational activities. The local government is responsible for maintaining the facilities and managing the personnel.

**Center for senior citizen:** These centers are managed by the community and the local government. Retired or senior citizens gather here, play golf, engage in social work, make visits, etc. These activities make their retired life happy and keep them from feeling lonely.

**Private center:** As the name tells, these centers are run privately. Interested people come and learn how to paint, do calligraphy and arrange flowers (Ikebana), etc.

### Lessons learned:

- ▶ Formal education is not the only the place that teach socialization
- ▶ Education is considered to be a tool for the child's holistic development
- ▶ Different approaches can be applied to bring children to the mainstream school
- ▶ Quality education can be achieved by empowering the community
- ▶ Formal education can be achieved through informal activities

### Recommendations:

- ▶ Planning for community-run activities
- ▶ The local government should be responsible for running different non-mainstream activities
- ▶ Non-formal education should be practiced in partnership of NGOs, CBOs, local governments and communities
- ▶ NGOs and CBOs should be encouraged to run non-mainstream centers
- ▶ The government should fully support the basic requirements of the educational program
- ▶ Communities should be empowered to make decisions on their own according to their needs

Laxman Khanal,  
Study team,  
Deputy Director, NFECS

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With elementary school children, teacher and Prof. Yu Sato, Hokkaido University of Education at Iwamizawa Campus who is explained the situation and guided Study team (Mr. Mukti P. Gyawari, Mr. Laxman Khanal and Ms. Divyakala Shrestha, DEO, Dhading) very attentively



Observation of multi-grade teaching class operation in Elementary school (sho-gakko)

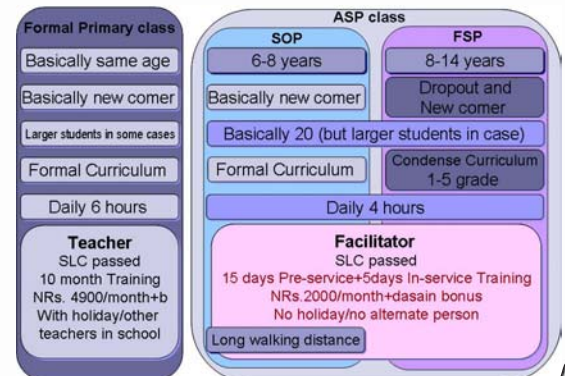
Interaction with participants in free school that managed private close liaison with public school



Playing with Japanese children in child hall that supported local government

### At a glance for ASP by Graphic representation (No.1) from Presentation of Non-Formal Education including Alternative Schooling Program at EFA Review Mission Meeting by Ms. Bunu Shrestha, Director, NFECS

#### Essential difference between Formal Education and ASP



## District Level Sharing Workshops Held



Facilitation by Section Officer, DEO Kathmandu



Presentation for GoN Programs of Out-of-School Children by Section Officer, NFEC (Technical Team member of CASP)



Make a list of capable points

One-day District Level Sharing Workshops on CASP Pilot Activities were conducted on 13<sup>th</sup> December at Dhading District and 20<sup>th</sup> December at Kathmandu District, respectively.

The main objectives of the Workshop were to share the experience from CASP pilot activities with School Supervisors and Resource Persons at the CASP non-target area and to discuss the applicability of the pilot activities. 33 participants attended the each Workshop and discussed problems and challenges of ASP, effectiveness of CASP pilot activities, such as Facilitator Supporting System, Mother School-based Monitoring System, and Community Mobilization, and applicability of the pilot activities.

In both districts, CASP pilot activities received positive comments from the participants and the application of the activities at non-target areas were considered. In Dhading District, the details of the pilot activities were explained by the School Supervisors and Resource Persons in charge of CASP target areas with case studies based on their two-year experience with CASP. The Mother School-based Monitoring System drew a higher interest of the participants. In Kathmandu District, participants raised the problems of SOP/FSP at CASP non-target areas, such as low participants' number, lack of monitoring, and lack of community mobilization, after learning CASP pilot activities. Then, the participants discussed whether and how CASP pilot activities can be applied to solve these problems.

Although the concrete plans for the application of CASP pilot activities at non-target areas were not developed due to the time and other constraints, CASP learned a lot from the comments and discussions during the workshops.



Presentation by Section Officer, DEO Dhading



Discussion with Participants



Active attendance of District Education Officer, DEO Dhading and Chief Advisor, CASP

## CASP Team Visit Field-SOP Benighat, Dhading

Mr. Pramod K.Sharma from NFEC, Mr.Iwaki and Ms.Oda from CASP, Mr. Shiv P. Regmi, School Supervisor, Mr.Basanta Silwal, Resource Person from DEO Dhading and Mr. Tirtha Silwal, local grass-roots volunteer, visited SOP class of Ruding, Benigrat VDC on December 15, 2006 after they had District Level Sharing Workshop and Monthly Meeting in Dhading.

Ruding, home of the Chepang and other disadvantaged castes, is located three hours away by walking distance from Highway. It takes at least an hour for an adult to walk to this village from Mother School. The village has a school building that was constructed with the financial support from the CARE Germany. However, the village has suffered from teaching personnel retention problems. The community members are active in school management; they visit and clean the classroom periodically. It is hoped among the members that the class will find a way to can sustain itself after SOP is terminated.

In the near term, the project team will consult with DEO We will consider at DEO whetherabout whether Ruding meets a set of requirementscriteria to be eligible to have a school and from there advance our "After ASP Exit Strategy".



Mr. Regmi, School Supervisor, DEO Dhading and Mr. Sharma, Section Officer, NFEC demonstrated child-center teaching method



## New NFEC Officer Visits Field

**Mr. Dattatray Dahal, Section Officer in SOP Chaimale, Kathmandu**

As education officer working since 1996, I have been delighted to closely work in the field of rural schooling, handling and solving educational problems at the implementing level. I have also been involved in forming District Education Plan (DEP), Village Education Plan (VEP), School Improvement Plan (SIP) and Annual Strategic Implementation Plan (ASIP).



Tough path to class !

It was my pleasure that CASP provided me with a chance to visit SOP class of Kerabari, Chaimale VDC at Kathmandu district where, even though resources are scarce, the local community has shown their effort to change their situation for better. I found quality in teaching while visiting for the class.



Sharing with community people and visit team:Section Officer, School Supervisor, Resource Person of target area and Technical Assistant of DEO Katmandu, ASP Monitor (Head Teacher of Mother School), CASP Program Coordinator and NGO Focal Person

More information

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**"Sabailai Sikhchako Awasar, Dinalai Narakhoun Kasar"**  
means

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