



CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

First Networking Meeting on NFE for Children

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The First Meeting for the Networking on Non-formal Education (NFE) for Children was conducted on 19th December at Kathmandu. The NFE Network for Children can provide some benefits such as:

- ▶ More practice will help generate a more comprehensive model/idea of NFE for out-of-school children with various geo/socio/economic/cultural background
- ▶ Networking brings about a synergetic effect
- ▶ Joint Voice, which will come out from networking, will influence more effectively at policy level

The main objectives of the meeting were firstly to share experience and ideas among participants, and secondly to set an operation framework of the Networking on NFE for Children. Participants were from National Resource Center for NFE, Innovative Forum For Community Development (IFCD), UNICEF, Integrated Community Development Campaign (ICDC), NFEC, Department of Education and CASP. Program started to share experience of each organization and Q/A. Practical Q/A were exchanged because most of participants had field experiences and familiar with difficulties to be faced in practice. After knowing each other, discussion continued to acknowledge the importance of Networking for NFE for children apart from NFE networking because NFE for children had special aspect concerning formal education unlike adult NFE. Then participants decided to continue the networking activities. Detail record of discussion is available at CASP office and NFEC. So if you are interested please contact CASP office or NFEC.



Chief Advisor shares CASP experiences on NFE with fellow stakeholders

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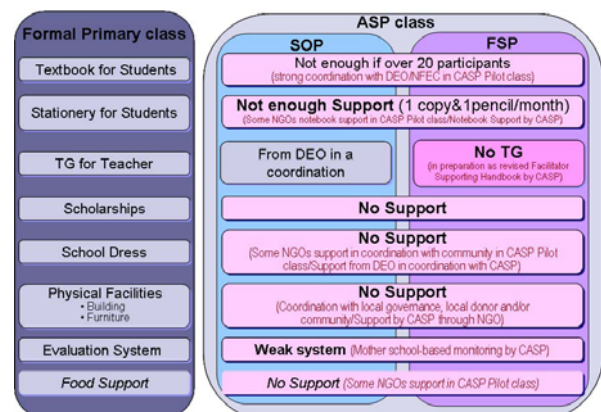
Story of a classroom: Education Volunteers in FSP Shantinagar

“We will continue support for Flexible Schooling Program (FSP) in Shantinagar” affirm Sunita Basnet, Manju Neupane, Kala Gautum and Paru Chimariya. They are Educational Volunteer(EV)s for FSP Shantinagar, Kathmandu. They knew about FSP through Ms. Pabitra Chulagai, facilitator of FSP and Partner NGO Resource Center for Child and Women Development (RCCWD). Highly interested in providing voluntary services for the FSP, they were selected to be EVs in June-July 2006. They received one-day orientation on CASP, FSP and the role and responsibilities of EVs. They visit the class regularly and assist the facilitator during the class and examinations, even conduct the class in her absence. Each EV is responsible for 4 to 5 children for their attendance. They encourage the children to study and attend the class regularly. Their efforts are bearing fruit; the children are changing slowly their behaviors and attitudes towards study. Moreover, the children are more disciplined than they were initially. The EVs also visit the children's parents to help their children be regular and stay in class. They also coordinate for class management with the community members and Class Management Committee (CMC) members, who are very supportive. The EVs feel happy to volunteer for the FSP. They will continue support and try to do their best for the class. They also assist the CMC members, who are very supportive.

They will continue and parents to enroll in the formal school after three years.

At a glance for ASP by Graphic representation (No.2) from Presentation of Non-Formal Education including Alternative Schooling Program at EFA Review Mission Meeting by Ms. Bunu Shrestha, Director, NFEC

Essential difference between Formal Education and ASP



ASPM Workshops in Dhading and Kathmandu



ASP Monitors, RPs and CASP staff present each other reports on their SOP and FSP classes

ASP Monitor (ASPM)s play the central role in CASP's monitoring system. Selected by the mother school, they monitor the ASP class they are in charge of on a monthly basis.

Follow-up workshops with ASP Monitor (ASPM)s and Resource Person (RP)s on Mother School-based Monitoring were conducted on 1st February at Kathmandu District and 4th February at Dhading District, respectively. Situation of each SOP/FSP site was presented by ASPM and PR in terms of 1) class management, 2) material, 3) attendance, 4) facilitator's skill, 5) level of understanding of children, and 6) suggestion for improvement. In the workshops at both districts, participants agreed to continue monitoring under the current monitoring system. NFEC/CASP introduced the revised monitoring format in which the monitoring questions are re-organized to fill-up more conveniently.

CASP Program Coordinator leads discussion on issues concerning ASP



ASPM and RP agreed to use the new format from Baisakh 2064. Relevant issues, such as Feasibility to apply the monitoring system in CASP non-target areas and integration of ASP in SIP and VEP, were also discussed in the workshops.



Revised monitoring format will serve ASPMs as a useful tool better monitor class

Fresh out of office

CASP bag

As announced in CASP Newsletter vol. 7, bags with the CASP logo, which was created based on the idea of an Alternative Schooling Program participant, were presented to those who support the activities of CASP. We hope that they will be further active with the bags designed to signify, "the community supports ASP."

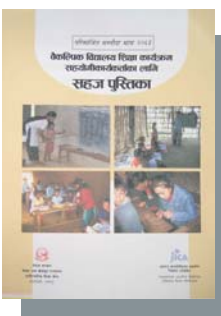
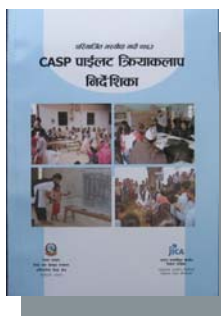


Manual for the CASP Pilot Activities

Manual for the CASP Pilot Activities Draft August 2006 (Bhadou, 2063 in Nepalese calendar) in Nepalese version has been published. We hope that concerned parties will grasp how CASP pilot activities have been carried out, what has been generated as the result of our activities for the effective diffusion of ASP, and what must be rectified.

ASP Facilitator's Guidebook (Sahaj Pustika)

ASP Facilitator's Guidebook (Sahaj Pustika) will soon be completed. This publication, second product of this sort after Supporting Handbook under the CASP Pilot Activities, was developed so as to guide the facilitators to easily craft their teaching plan. To this end, the guidebook includes curriculum for Flexible Schooling Program with annual lesson plan, which has never been created before.



CASP Website Remodeled

More contents are added in the CASP website.

Visit www.casp-nepal.org

More information

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"Sabailai Sikchako Awasar, Dinalai Narakhoun Kasar"
means " Do not be hesitated to provide education opportunity for all people"