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CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

A Happy EFA New Year!

-Mutsumi Tsubouchi, Chief Advisor



Nepalese year 2064 has started. It will be a special year for CASP because the children studying in the Dhading and Siraha pilot classes will complete their third year of School Outreach Program (SOP) and Flexible Schooling Program (FSP). I wish them successful accomplishment. Other excitement for this year is that a change is expected in the Education for All (EFA) framework in Nepal. Up until now, though EFA global policy clearly states, "All children will be enrolled by 2015," its strategy for universal education has not been clear in Nepal. The EFA Mid-Term Review Mission made "Social Inclusion (mainly inclusion of socially disadvantaged groups)" as one of the priorities in the Non-Formal Education (NFE) framework. This is a significant advance because the majority of our target children, who are socially disadvantaged, are now in the spotlight. We can also expect a change in the NFE policy. EFA in Nepal is more or less like "F" EFA - Formal Education for All. It has been heavily focused on the formal aspect.

A report submitted to the mission argued, "NFE is one of the most effective and efficient tools to benefit socially disadvantaged group till the EFA goal is achieved." This statement was officially accepted during the Mid-Term Review Mission. We expect that NFE gains more resources and public interest. For CASP, the end of the pilot activities in the Dhading and Siraha districts is by no means the end of our efforts. This is the beginning of our super goal, because should the CASP model turn out to be effective and efficient, it should be further expanded so as to benefit children belonging to socially disadvantaged groups with these resources. So I should say,

"A Happy EFA New Year of 2064 for NFE and Its Beneficiary Groups!"



EFA Mid-Term Review meeting

May 2007

Volume-10

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Intensive Workshop on Non-Formal Education for Children

-Takehiro Iwaki, Institutional Development/Organizational Strengthening Expert

Non - formal Education Center (NFEC) and CASP jointly conducted a two-day workshop on 21st - 22nd April 2007 (8^{gate} - 9^{gate} Baisakh 2064) in Dhulikhel to intensively discuss relevant issues on NFE for children among key stakeholders. It was the second workshop on NFE for children organized by NFEC and CASP based on the recognition that discussion among key stakeholders at policy level,



Facilitating discussion on critical issues surrounding Non-Formal Education

such as Ministry of Education and Sports (MoES), Ministry of Local Development (MoLD), and Department of Education (DoE), is essential to improve the implementation of NFE programs for children. Five issues, which were discussed during the first Intensive Workshop conducted in the last year, were used as discussion points in the workshop to keep the discussion focused. These issues are:

- 1) Continuation of Alternative Schooling Program (ASP) after the program,
- 2) Cooperation with mother school,
- 3) Equal opportunity for ASP children to formal school children,
- 4) Qualification and facility for ASP Facilitator, and
- 5) PSDC Development.

In the course of the workshop, three more issues, 6) Resource in the ASP center, 7) Appropriate allocation of ASP center, and 8) Community mobilization, were added for discussion. The result of the workshop will soon be available on the CASP website.



Story of A Classroom: FSP Has Helped Me Improve My Behavior

My name is Pratap Rai, 13 years old. I am originally from the Bhojpur district. My mother, Apasara, and I live in Kapan Village Development Committee. My father left us when I was just 11 month old. According to my mother, he married other women. My mother works at a dealer of footwear raw materials supply in Sukedhara. We hardly make ends meet with her medium income.



I learned about Flexible Schooling Program (FSP) through my friends who had attended the FSP class regularly. When they informed me of the class I was encouraged to join it because there was no tuition fee and books, notebooks and pencils were provided without cost. I told my mother about the FSP class and showed her my interest in it. At first my mother did not believe me because she had admitted me in a lot of schools but I never stayed in any. I did not care about study. I had bad habits - I would spend all day playing, never helped my mother or even followed her suggestion. Sometimes I stole money from my mother's bag and spent it on unnecessary goods. I promised to my mother that I would study and finish the FSP class. At last she was persuaded to let me enroll.

I joined the class in May-June 2006. Initially, I did not behave well. I spent no time on reading and writing. My grades were very poor. In addition, I always quarreled with my friends. I did not follow the suggestions of Ms. Ambika Dahal, facilitator. I skipped the class. Very disappointed with me, the facilitator did not pay more attention to me. She gave suggestions to my friends and I listened to them. This changed my habits. I started studying more. At the first quarterly examination I obtained the 7th position with 76.20% and at the second I received 85.60% and came in the 5th place. I maintain disciplined and obey the suggestions of the facilitator. I also attend the class regularly after I received the dress from J.P. Foundation. I am an active member of the child club as Treasurer. Furthermore, I participate in extra curricular activities. In the fall of 2006, I was awarded the first prize at Logo Mark Competition organized by CASP.



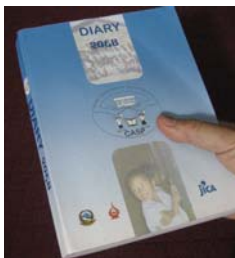
Pratap and his friends in the class

Nowadays I recommend my friends to keep good habits, be regular in class and study hard. I no longer steal money from my mother's bag. I do not waste money on unnecessary things. I support my mother. I will try to do my best in the future. I would like to thank the FSP class for improving my habits.

Latest Publications

CASP Calendar and Diary for 2064/2007-2008

The calendar contains 54 snapshots of CASP's major activities from the last year, a few of which are District Monthly Meetings, Alternative Schooling Program Monitor orientation, local awareness campaigns by NGOs, facilitator refresher training, visit to Dhading by Kathmandu District Education Office, and of 21 out of 26 pilot classes under CASP.



The diary, which has a list of the names and contact information of the personnel involved in the project, was created in response to a suggestion made at a District Monthly Meeting in Kathmandu. It is designed to keep all the concerned parties connected. One minor drawback is a bit thin cover -it may be weak to carry to the field...



ASP Facilitator's Guidebook



"ASP Facilitator's Guidebook (Sahaj Pustika) was distributed at the additional training for facilitators in Dhading (May 6-11) and in Kathmandu (May 28-June 1). Additional copies will be provided for ASP classes outside CASP pilot areas and the facilitators in Siraha. Contact us if you would like a copy.

CASP Website Remodeled!

We will continue to enhance the website, adding more topics, documents and pictures from the field. Please visit us at www.casp-nepal.org

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"Sabailai Sikchako Awasar, Dinalai Narakhoun Kasar"
means

"Do not hesitate to provide education opportunity for all people"