



# CASP Newsletter

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

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## Final Evaluation- for CASP experience to be more efficient and sustainable

It is time for the final evaluation for CASP. A final evaluation is conducted 6 months prior to the termination of a project. CASP got high marks in Relevance and Effectiveness, while marks were low in Efficiency and Sustainability.

On one hand, a number of children have had an opportunity to learn because of CASP. Look at the story of Him Lal on this issue of CASP Newsletter. There are lots of similar stories like his, CASP has proved in its pilot activities' practice community-based alternative schooling, a form of schooling where community and formal school sectors merge their support, is relevant and effective. Nepal will leap greatly toward the Education for All goals by 2015 if more out of school children are provided chance like Him Lal.

On the other hand, Lack of concrete vision to replicate project experience resulted in low marks on Efficiency and Sustainability. Before the project phases out, CASP plans to strengthen these

areas. For this purpose we should establish a stronger and more realistic strategy applying CASP experiences then JICA's investment in CASP over the past 6 years is well worthwhile. We do not wish outputs of the project to only last for the pilot activities, becoming another "short-lived success." CASP will try to address this issue more strongly by interacting more actively with networking partners and media organizations.

What and how we do depends on whether awareness is enhanced on the needs of out of school children among wider and deeper scale. Providing them with access to education is one of the central premises of Education for All. Can we claim that Nepal is successfully marching toward the Education for All goals simply because the statistics show an increase in the net enrollment rate? It currently stands at 92 %, but it also means that the remaining 8%

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representing about 280,000 children, who have faces and lives, are still out of school. The CASP experiences should not be a history; they must be transformed into a continued practice to assist these out of school children with their tough reality. It is not exaggerating that community-based alternative schooling is the only hope left for these children in order to access and complete basic education. How can we leave them?

M.Tsubouchi, Chief Advisor, CASP

## Wall Magazine of Namuna Child Club

### FSP, Gongobu, Kathmandu District

Nepal is our country. Our country is the second richest country in the world in terms of water resource. A lot of water flows from glaciers in our country. It also flows to India through Nepal. The Himalayas, which boast highest mountains in the world, are located in our country. Foreign tourists come and see the Himalayas. During their stay in Nepal, they spend much money and go back to their countries. Our country has benefited from this. In Nepal, different caste and ethnic people, such as Gurung, Magar, Limbu, Raute, Bahun, Lama, Bhote and Rai, live in different parts of the country.



Different kinds of plants can be found in our country. These include *sal* tree, *sisau* tree, pine

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### Poem

Ram Ji Pandit

*We have to stay with no light  
Nepal is said as the rich country,  
which has adequate water resources  
However Nepal has no electricities*

*You know my friend  
I am walking on the road now  
But there is no light  
due to the load shading  
This is the practice in our country*

*The full moon comes after the new moon  
(the last day of the dark half of the month)  
But still no electricity  
When the load shading will be finished?*

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(Dec 19, 2009)

Nepal

Ramjee Pandit, Student, FSP Gongobu

## Interview with a former CASP participant in Dhading District - Another side of the final evaluation of CASP -

Him Lal Praja, 18 years old, participated in the Flexible Schooling Program (FSP) of CASP for three years. He completed the program in 2008 and got successfully enrolled in grade 6 of a formal primary school.

◆ **Prior to the ASP, what did you do? Working? Helping your parents?**

I used to stay at my house in Bungpung.\* I had not gone anywhere. I am the fifth of nine children in my family. Since two of my sisters were married, I had to help my parents with their work at home and in the field before I began coming to FSP. I used to go to a nearby jungle to rear animals and cut grass for them.

◆ **Prior to FSP, had you ever had a chance to school?**

Prior to FSP, I had never got a chance to go to school. The closest school from my house, Panchakanya Secondary School, is about an hour away. There was no other school in my village back then. My parents are illiterate. They had never sent any of their children to school to study. Neither I was sent to school, just like my brothers and sisters. When FSP was established in our village, the teachers of Panchakanya Secondary School and some people of my village came to my parents and requested them to send me to school. Thus, I started going to school.

◆ **Did you like the FSP class? How?**

Yes, I liked the FSP class. Krishna sir taught very well.\*\* He never beat me. He loved us. Krishna sir and other sirs (people of my village) told that I could be admitted in grade six after three years. I liked it very much because I was already 14 years and I wanted to be in a higher grade within a few years.

◆ **What do you think the most impressive thing you learnt at the ASP?**

Before I came to FSP, I was afraid of speaking with others. I feared to face people. But I no longer do that. People have liked me. Now, I am able to do some simple mathematics, which that is necessary at my house. I learnt that the teachers loved me because I read. I like it the most. Reading in FSP has helped me know more people. I think I was like blind in the past. The teachers always tell me not to stop my study. This is good.

But my parents tell me that children of my age in my village are earning some money doing household work. But I am not earning because I am attending school. My parents give me pressure to stop my study. To make them happy, I am working at home till late at night. I have to work very hard at my home. This has given me stress. My brother Raj Kumar Praja left school because of the pressure of my parents. He was third in the ASP class when he was admitted in mother school. I do not like this side of my parents.

But if I get support from teachers and others, I can pass School Leave Certificate (SLC).

◆ **Has having the opportunity to study at the ASP changed your life? If it has, how?**

Nobody can cheat me any more. I can read and write. I can read signboards when I go to Kathmandu. So I am happy. If I continue reading more I can be a good man in my village. I want to be a teacher in my life. If I had not studied, I would not have gotten a chance to meet other people. I want to earn and help my family. Poor people are always poor. But I want to come out of this condition.

I am in grade one in the secondary school now. I know how to play the Madal (musical instrument) and flute. Everybody has loved me. I have won prizes in my classes.

\* Bungpung is a chepang communitie in Dhusa VDC of Dhading

\*\* Krishna was Him Lal's facilitator at the FSP class



Him Lal (blue shirt), Krishna sir (right side) and Headteacher of Panchakanya SS (with glass)

## Wall Magazine of Namuna Child Club

FSP, Gongobu, Kathmandu District

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tree, Bar tree, sacred tree (PIPAL), Jamun (a fruit) tree. Animals, such as tiger, bear, leopard, cow, goat, lion, ox, deer, rabbit, elephant, dog, horse, donkey, yak and sheep, inhabit in our country, too. We also have different types of monasteries and temples, for example, Swayambhu Nath, Pasupati Nath, Jaya Bageswhori, Panch talle Mandir etc. Besides, we have special wildlife that is not found in other countries. Some of this are YARSA GUMBA, a medicinal plant, and KADE BHAKUR, a kind of bird.

## Latest CASP Publications



CASP Calendar  
2066/2009-2010



CASP Diary  
2066/2009-2010



ASP Guideline  
(Draft)

More information

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"Sabailai Sikhako Awasar, Dinalai Narakhoun Kasar"  
means " Do not hesitate to provide education opportunity for all"