



CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

OUR LAST WORDS FOR A NEW BEGINNING OF ASP

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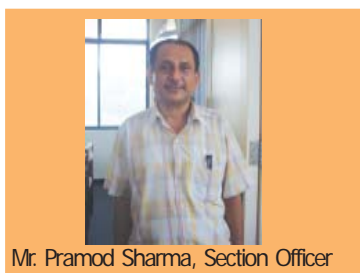
From NFEC

Pramod Sharma, Section Officer

In my view, the collaboration of NFEC and CASP has:

- Strengthened advocacy of ASP
- Introduced a new modality for the improvement ASP along with community mobilization.
- Revealed that, if the community-based model is applied for the operation of ASP, communities can support it.
- Enhanced the communities' ownership of the program.

I believe that ASP needs improvement in these aspects:



Mr. Pramod Sharma, Section Officer

- Classes should be distributed on the basis of community needs.
- Stakeholders are more aware of ASP classes.
- Monitoring and Evaluation of ASP classes become on a regular basis.
- Class management and physical learning environment should improve,

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- and class should be more child friendly.
- Need-based training should be provided to facilitators.
- Facilitators' salary should be increased.
- The linkage of ASP should be made with open learning.
- There should be a legal provision of equivalency of FSP levels.

From JICA

Ms. Maiko Takeuchi
Assistant Resident Representative

CASP, which began in January 2004, will finally come to an end. Over the past 6 years, the project has endeavored to develop an ASP model through a variety of activities in Nepal, particularly in its pilot districts. The ASP Guideline is one of the major outcomes of CASP.

We expect that the concerned Ministries and agencies in Nepal have strong initiative to advance these efforts, disseminating and further improving the new ASP model, and enable more hard to reach children to gain access to school. JICA is committed to continuing to cooperate with the Nepalese

government in its efforts to improve education and to achieve the EFA goals set for 2015 through the Support for Improvement of Primary School Management in Nepal project, which aims to improve school management, and volunteers in the area of education.

From CASP

It's wonderful
Mutsumi Tsubouchi
Chief Advisor



When we started CASP, we were not sure how we would do and where we were going. We see now that people work together to help the most socially disadvantaged children, so-called hard to reach children. Furthermore, we have found a new hope in helping them as we collaborate more closely with concerned agencies, particularly th MoLD. We have seen and heard of difficulties regarding ASP that children, parents, community members, and facilitators face, which was sometimes a painful experience. However, there are children who enjoy ASP classes and formal schools -most of the former ASP children made a successful transition to formal schools.

We are happy about these accomplishments. We sincerely hope that more and more children from most disadvantaged social groups in Nepal will get the same chance as those who participated in the CASP pilot activities. If I look back what has happened and project what will happen from now, I say, *it's wonderful!*

ASP Needs Further Systematic Improvement and Physical Expansion
Tomomichi Yamada
ID/OS Expert

I have been involved in the CASP activities since February 2008. Even with my limited association, it was still an interesting experience for me. I enjoyed visiting the ASP classes because I was able to see how hard the people involved in the class worked with limited resources. I also saw many children enjoying the class, which was not available for them previously.



Mr. Takehiro Iwaki, my predecessor, initiated the ID/OS activities and there were many things done before my arrival. The ASP monitoring was one of significant achievements for us, but it still needs some improvement. I am a little

disappointed that Non-formal Education Management and Information System (EMIS) is not yet materialized.

I would like to thank those who have supported me and gone through some demanding activities. I still remember my Nepali nickname, "Yogi" (at the time with CASP, I worked in different countries for the whole year and I did not have home in Japan). I hope the good experiences of CASP will be shared with many people and there will be more ASP classes established nationwide.

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"Our Last Words for a New Beginning of ASP" continued...

Call for Extra Budget for Community Mobilization Activities of ASP

Toshiko Shimada
Community Mobilization Expert



The CASP experiences have proved that community mobilization is essential and effective in causing behavioral and attitudinal changes of parents, guardians and community people and helping provide out-of-school children with access to alternative form of NFE. Considering the fact that ASP children have been out of

school for a long time, such changes cannot be expected to occur spontaneously among parents, guardians and people in the disadvantaged community. It requires mobilizers who are able to encourage them to be involved in ASP. Obviously, it is urgent for NFEC in collaboration with MOE, DoE and MOLD to allocate extra budget for community mobilization activities described in the ASP Guideline developed by the CASP.



Need To Reach Out for More Children

Shigenobu Handa
Social Survey Expert

The project is nearing an end. Being in charge of Social Survey, I have analyzed the data related with the implementation and effectiveness of CASP ASP.

Also, I have clarified how various community mobilization activities have had positive influence on the parental knowledge, attitude, and practice on educational issues in the pilot areas. What I would like to say is many children are still waiting for this kind of non-formal education, although many people could enter the mother schools after the completion of CASP ASP. After this project, I hope that the Nepalese Government continuously utilizes the project's lessons learnt, especially the CASP ASP Guideline, for EFA.



Last but not least, I would like to acknowledge TESON and IIDS that conducted the social survey with us.

The Story of Muna Tamang, former ASP Participant

Muna Tamang is 12 years old. He lives in the the Jagriti tole located in a squatter area of Shantinagar in the Metropolitan Kathmandu. He has mother and father and three elder brothers, an elder sister and a younger sister. Muna's father cannot work due to illness. His mother occasionally engages in labor for him. One of his brothers is a rickshaw driver.



Muna (left) with former classmate Santos

He took the entrance examination for Shree Guhyeshwory Higher Secondary School, Mother School, Sinamangal. As a result, he was admitted in the third grade in April 2009. He is happy to enroll in the formal school. He is interested in Nepali because he uses the Nepali language in his daily life. He finds English difficult. He wants to continue his study. His dream is to be a taxi driver.

Muna did not know how to read and write because he did not go to school. This is often the case of children living in squatter areas. However, his life has changed dramatically since he joined the Flexible Schooling Program (FSP) implemented by NFEC and DEO

with the support of CASP. The facilitator of the FSP class and an NGO working for the program encouraged Muna to attend the FSP. His parents agreed to send him to the program. Since his enrollment in 2006, Muna regularly showed up at the class. Muna completed the FSP in April, 2009.



Muna (left) and the principal of the formal school he enrolled in

UPDATES ON FORMER CASP PARTICIPANTS IN KATHMANDU

110 former CASP children successfully made their way into formal school. Muna mentioned above is one of them. Congratulations to all!

	ASP	Schools Children Enrolled In	Children who Took the Final Exam	Children who Enrolled in Schools	Remarks
1	SOP Talku	Shree Seti Devi SS, Pharping	24	24	
2	SOP Chhaimale	Shree Pancha Kanya LSS, Chhaimale	24	20	4 studied in the same village in new school
3	SOP Sundarrijal	Shree Sundarrijal PS, Sundarrijal	16	16	
4	FSP Jorpati	Shree Chamuda SS, Jorpati	20	17	3 went to Khagendra Nawajiwani Kendra (school for poor people)
5	FSP Bauddha Tinchule	Shree Jana Kalyan HSS, Bauddha Tinchule	10	8	1 went to Sindhuli to read
		Dhumbaraha School, Dhumbarahi		1	
6	FSP Gongobu	Shree Manohar SS, Gongobu	11	8	1 dropped out, 1 went to Saralhi and 1 attends a boarding school
7	FSP Koteshwor	Shree Sarbeshwor LSS, Koteshwor	9	6	1 went to village, 2 enrolled in boarding school
8	FSP Shantinagar	Shree Guheshwori HSS, Sinamangal	10	10	
		Total	124	110	