

The Feasibility Study for Pilot Activities in Kathmandu
District under the Community-Based Alternative
Schooling Project (CASP)/JICA

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Submitted by:

Shubha Darshan Acharya
Bhushan Shrestha

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The Study Team

Mr. Shubha Darshan Acharya
Mr. Bhushan Shrestha
Miss. Sharaddha Sharma
Miss. Susma Shreshta

Team Leader
Consultant
Facilitator
Facilitator

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Acronyms

ASP	Alternative Schooling Program
CASP	Community based Alternative Schooling Program
CBO	Community Based Organization
CDPS	Central Department of Population Studies
CDS	Child Development Society
CLC	Community Learning Centre
CMC	Class Management Committee
CWIN	Child Workers in Nepal Concern Centre
CWISH	Children Women in Social Service and Human Rights
DDC	District Development Committee
DEC	District Education Committee
DEO	District Education Office
DEP	District Education Plan
DOE	Department of Education
FSP	Flexible School Program
HMG	His Majesty's Government
HSS	Higher Secondary School
HT	Head Teacher
ILO	International Labor Organization
INGOs	International Non Governmental Organizations
JICA	Japan International Co-operation Agency
LSS	Lower Secondary School
MOES	Ministry of Education and Sports
MP	Municipality
MTOT	Master Training of Trainer
NER	Net Enrolment Rate
NFE	Non-formal Education
NFEALCPIG	Non-formal Education Literacy Campaign Program Implementation Guideline
NFEC	Non-formal Education Centre
NGOs	Non Government Organizations
NPC	National Planning Commission
PTR	Primary Teacher Ratio / Permanent Teacher Ratio
RC	Resource Centre
RED	Regional Education Directorate
RP	Resource Person
SLC	School Leaving Certificate
SO	Section Officer
SOP	School Outreach Program
SS	Secondary School / School Supervisor
TLM	Teaching Learning Materials
TA	Technical Assistant
TOR	Terms of Reference
TOT	Training of Trainer
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific Cultural Organizations
UNFPA	United Nations Fund for Population
UNICEF	United Nations International Children Emergency Fund.
VDC	Village Development Committee
VEC	Village Education Committee

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EXECUTIVE SUMMARY

This feasibility study for pilot activities in Kathmandu district under Community-based Alternative Schooling Project (CASP) was undertaken with a view to review the current situation of School Out-reach Program (SOP) and Flexible Schooling Program (FSP) classes being provided by DEO in terms of management and partnership with NGO/CBO/VDC in Kathmandu and Lalitpur districts, review the similar intervention to FSP targeting working and street children, identify the candidate VDCs/Municipality/Metropolitan/sites for SOP and FSP implementation in Kathmandu district, and to finalize the relevant design of pilot activities. Though, SOP and FSP were being implemented in 75 districts of the kingdom, only Kathmandu and Lalitpur districts were selected to review the situation of ASP classes being provided by respective DEO.

The officials of the Non-formal Education Center, the District Education Officer (DEO), the Section Officer and Technical Assistant related to Non-formal Education Program (NFE) at DEO, the School Supervisors (SSs) and former Resource Persons (RPs) of the respective areas, the Head Teachers of Mother Schools, the representatives of Contractors and Class Management Committees, and the Facilitators were interviewed with respect to various aspects of SOP and FSP. During the data collection in the field, SOP and FSP classes in Kathmandu and Lalitpur districts were also observed. In addition, discussion was also held with Kathmandu DEO, NFEC, I/NGOs working in child education and the CASP Team and finalized the target VDCs / Municipalities for SOP and FSP implementation under the CASP.

The major findings of the feasibility study are briefly mentioned below:

Current situation of SOP and FSP in Kathmandu and Lalitpur district

- a. Entire stakeholders including DEO staffs, contractors such as NGOs, CBOs and schools were not well familiar with the SOP and FSP. In some cases, it was found that SOP and FSP were being implemented targeting school-going children as supplementary classes.
- b. It was expected that NGOs/CBOs having good relationship with target communities would be capable for mobilizing and facilitating these communities to be actively involved in SOP and FSP. However, the contractors have yet to carry out such community mobilization activities. In addition, they have not formed the CMC till now.
- c. Kathmandu DEO responded that this district is secure through present security point of view for SOP and FSP implementation.
- d. Most of the children attending FSP were characterized by working children and dropout children. No surveyed FSP classes targeted the street children. There were also school-

going children in some FSP classes. In ongoing SOP classes in Lalitpur district, the majority of the children were found as school-going children.

- e. It was found that both the DEOs have not disseminated information of ASP quotas appropriately.
- f. The majority of the facilitators of SOP and FSP responded that DEO has not carried out regular monitoring and follow-up activities.

Other non-governmental organizations in NFE

- a. It was found that the short-term NFE classes for children, not longer than one-year, were implemented by the INGOs such as ILO, World Education, UNICEF, Save the Children, etc. in coordination with local NGOs in Kathmandu district.
- b. The partner organizations selection process for NFE was based on the experience and specialization of the local NGOs/CBOs in similar types of programs with similar target groups.
- c. It was found that some of the carpet factory owners were actively involving for the education of their child labors in coordination with the local NGOs/CBOs.

Recommendations for potential intervention in terms of institutional strengthening of ASP and promoting community mobilization under CASP

- a. Agencies/organizations working in the field of non-formal education need to share the information about their implemented programs with respective DEO. This sort of sharing helps to find out the status of ongoing non-formal educational programs, and implement similar other programs in respective district.
- b. While launching the new ASP classes with additional (technical) support in the Kathmandu district, there should be consideration to the previously launched ASP classes under Kathmandu DEO. If only new ASP classes are supported, the ongoing ASP classes launched by DEO will be affected. In consequence, it will be difficult to continue the ongoing ASP classes implemented by Kathmandu DEO.
- c. To incorporate the street children in FSP classes, there should be provision of shelter and special type of behavioral treatment before enrolling into FSP classes.
- d. DEO should actively mobilize SSs and RPs to monitor and supervise the ASP classes with positive attitude and immense dedication.
- e. A large number of conflict affected children are out-of-school in Kathmandu valley, so ASP classes should make them as a target group.
- f. DEO should contract out for ASP quota implementation after observing the potentiality of the contractor (organization) for ASP class management.

Pilot design of ASP in Kathmandu District

- a. **List formation of like minded local organizations:** It seems necessary to prepare a list of like-minded local organizations working in the field of non-formal education in local/regional level.
- b. **Rapport building and networking with stakeholders at the district level:** Before the public notice announcement, CASP in coordination with NFEC need to organize orientation of SOP and FSP at the DEO and DDC level.
- c. **Public announcement:** DEO should make a public announcement for ASP quotas distribution on national level newspapers and on their notice board with detail information, description and instruction about the programs.
- d. **Student selection/collection:** The partner organizations could perform Baseline survey, Child to child approach, Parents counseling, and Local guardian counseling to collect/select the appropriate number of target group children for ASP implementation.

Recommended VDCs/MPs and sites for ASP implementation:

Based on data and information as collected during field visit, the following areas are referred as the candidate VDCs/MPs/sites for SOP and FSP implementation. The serial numbers are marked on the basis of their degree of priorities.

Referred sites / VDCs for SOP:

S. N.	VDCs/	Ward No./sites
1	Chaimale	6
2	Sangla	The border area of Sangla VDC and Nuwakot district
3	Talku-dudhechour	The border area of Talkududhechour and Makawanpur district
4	Sundarijal	1 & 3
5	Tokha-Chandeshowri	Sapan-Tirtha area

Referred sites and VDCs/MP for FSP:

S. N.	VDCs/MPs and Sites	Ward no.
1	Jorpati (VDC)	4
2	Gonggabu (VDC), Balaju Bus Park area	-
3	Kalimati Vegetable Market area (MP)	13
4	Bhimsengola Bagmati Bridge (MP)	9
5	Baneshwor campus area, Shantinager (MP)	34
6	Tinchulae, Boudha (MP)	6
7	Jadibuti chowk, Koteshwor (MP)	35

While summing up, both FSP and SOP have been proven as significant programs for Nepalese society because in our field survey, 90% parents/local guardians/owners/contractors and 85% ASP students preferred alternative schooling program (ASP) over formal schooling.



***Figure 1 Discussion between study team and DEO Officials
Lalitpur DEO in the presence of NFEC's representative***

CHAPTER ONE

1.1 Overview of the Katmandu District in Nepal

Nepal is a homeland of around 23 million people, a beautiful blend of 103 cast/ethnic groups including two unidentified groups and 92 different languages with a 93rd category as unidentified. It is spread over an area of 147,181 square kilometers between 26° 22' to 30° 27' latitude north and 80° 4' and 88° 12' longitude east. It is a landlocked country sandwiched between two great civilizations of Asia-China on the north and India on the east, west and south. Accordingly, Kathmandu district is spread over 395 square kilometers between 27° 27' to 29° 49' latitude north and 85° 10' to 85° 32' longitude east. It is surrounded by Bhaktapur and Sindhupalchok on the east, Dhading and Nuwakot on the west, Lalitpur and Makwanpur on the south and Sindhupalchok and Nuwakot on the north.

Administratively, the country consists of 75 districts while from the development perspective it is categorized into five regions: the eastern development region with 16, the central with 19, the western with 16, and the mid-western with 15 and the far-western with 9 districts respectively. These districts are further classified into 3,915 village development committees and 58 municipalities including one metropolitan and 4 sub-metropolitan cities. According to the administrative division from the development perspective, Kathmandu district falls in the central development region that also covers the capital of Nepal. Moreover, Kathmandu district is divided into one metropolitan city, one municipality and 57 VDCs.

The topography of the country is divided into four ecological zones: the Mountains with 16, Hills with 36, and Valley with 3 and Terai with 20 districts respectively. Accordingly in the above topographical division, Kathmandu district is a valley. Out of 3 districts of a valley, Kathmandu district is the largest one.

1.2 ASP and its relevance

HMG-Nepal has been expanding the alternative forms of education to reach to a large number of children and especially girls from the disadvantaged and dalit communities to whom the access to formal education (schooling) is still far away.

The International Labor Organization (ILO) estimates that there are about 250 million children between the age of 5 and 14, working full or part-time in developing countries. As for Nepal, 2.6 million children work, this is 42% of the total child population between 5-14 years of the country. Of these children about 27% are involved in economic activities. As might be expected, the bulk of children, 95%, work in agriculture (CDPS survey report¹). Of all the working children in Nepal aged between 5 and 14, four out of ten children do not go to school.

¹ Survey report published by Central Department of Population Studies, Tribhuvan University

In the case of domestic child labor in Kathmandu, CWISH² annual status report 2004 says that among the total number of children in domestic service, 61% are girl children and 39% are boys. This clearly indicates that girls are at disadvantaged and that they are in an especially vulnerable position.

Based on the ILO report, in the following five areas, large numbers of children have been working.

- *Agricultural work:* Almost 95% of working children in Nepal, i.e. 1.58 million are engaged in some form of agricultural work. This includes activities such as tending livestock, spraying pesticides and herbicides, picking tea and harvesting crops.
- *Bonded labor:* Children working in carpet factories and domestic child labors are bonded through a loan given to their parents.
- *Prostitution:* Girl children are trafficked on false pretenses within and outside of the country and forced into prostitution. An estimated 5000 - 7000 girls and women are trafficked to Indian brothels every year. The reports have already proved that the above trafficking is possible only due to the lack of education and awareness in women.
- *Formal sector work:* 5.3% of the total population of economically active children, i.e., 87,000 children, works in the non-agricultural sector which includes the manufacturing sector and the service sector. A large number of this group of children is working in Kathmandu Valley.
- *Domestic labor:* In most urban and some rural areas, many households employ small children as domestic laborers. According to *ILO Rapid Assessment on Child Domestic Labor 2001*, there are more than 55,000 children involved into domestic work in urban households of Nepal, and around 21,000 children in domestic service living with plight.. In addition, *CWISH Report on Children in Domestic Service in Kathmandu Valley 2004* says that among the children in domestic service in Kathmandu, almost two third are between 10 to 14 years and work for 14 hours and more per day; 50% of them are not paid for their work and not allowed to visit their parents and home frequently. These children can not leave present job because of uncertain future and parents' pressure.

1.3 Causes for children to be out-of-school

The children's problem of being out-of-school in Nepal is principally due to the acute state of poverty of the people, particularly in the rural areas. Other major factors which contribute to it have been identified as:

- Social customs, values and attitudes;
- Illiteracy of parents;
- Lack of access to education for the children;

² A non-governmental organization working in domestic child labor

- Agrarian relations;
- Migration from rural to urban areas;
- Family disharmony and diminishing family support;
- Trafficking of girls within the country and across the border and;
- Inadequate enforcement of labor and criminal laws.

1.4 What reports say?

According to a nationally representative sample survey conducted by the Central Department of Population Studies (CDPS) of the Tribhuvan University, there are 2.6 million children between the age of 5-14 years who are economically active. This constitutes 29.1 per cent of the total estimated population of the country. Child labor exists in various sectors and modes of life; in agriculture, animal husbandry, manual trades and occupations such as pottery, basket making, sewing, iron smithy and weaving. The growth of labor intensive industries and rapid urbanization has created a fresh demand for child labor in Nepal, especially in Kathmandu. Children are also found to be engaged in the manufacturing of carpets, garments and wood products, in bakeries, brick kilns and stone quarries and for the construction of roads. Child labor also exists on a large scale in low skill jobs in the service sector. In addition, children are employed as domestic servants, hotel and restaurant boys, bus and tempo conductors and porters. These children are at risk/insecure position through various aspects

1.5 Which is the responsible body?

Regarding this problem of the nation, Non-formal Education Centre (NFEC) under the Ministry of Education and Sports (MOES) is the responsible body to integrate/re-integrate into the mainstream of education for the above children at risk/insecure position.

In the response of the official approach of HMG-Nepal for project type cooperation for improvement of Alternative Schooling Program (ASP) under Non-formal Education Programs, the Japan International Cooperation Agency (JICA) has been launching the Community-based Alternative Schooling Project (CASP), since 2004 AD in Siraha and Dhading; this project has aimed to develop an operational model of the community-based alternative schooling program through the pilot activities; but due to the present security situation of Nepal, it has been troubled to continue its pilot activities in Siraha. From the discussion based on NFEC's officials and JICA experts, Kathmandu district has been selected as an alternative district for pilot activities under the CASP from the present security point of view.

The NFEC has been launching following two forms of alternative Non-formal Education to the out-of school children:

- School Outreach Program (SOP): schooling program targeted to children aged between 6 to 8 years, who could not be admitted in primary class or dropped out in primary grades, due to the various reasons.
- Flexible Schooling Program (FSP): Schooling program has aimed to incorporate the children of urban, suburban and industrial area, aged between 8 to 14 years, who could not complete their primary education in suitable age, due to the various reasons.

NFEC has been launching ASP (SOP & FSP) since 2000 AD to meet the target of National Action Plan, 'Education for All' within 2015 (for the program details, see Annex 1).

CHAPTER TWO

This section covers a tentative profile of the two districts: Kathmandu and Lalitpur, along with the overview of the ongoing ASP in these districts.

2.1 District profile and overview of the ASP

Table: 1 Overall population of the Kathmandu and Lalitpur districts

Name of the District	No. of VDCs and MPs	Total Population	Male	Female	Total No. of Households	Density of Population (per sq km)	% out of Nation
Kathmandu	--VDCs: 57 --Metropolitan: 1 --Municipality: 1	1,081,845	576,010	505,835	235,387	2,739	4.67%
Lalitpur	--VDCs : 41 --Sub-metropolitan: 1	337,785	172,455	165,330	68,922	877	1.46%

Source: Census 2001

Obviously Kathmandu district appears to be the larger in terms of number of VDCs, municipality, metropolitan, and also population. The density of the population in Kathmandu district is 2738.84 per square km, which seems high in comparison to national density of population. (For the further detail of the VDC-wise population distribution of Kathmandu, see Annex 2)

2.2 Distribution of disadvantaged and Dalit Communities

The two surveyed districts comprise diverse castes and ethnicities. In both the districts the disadvantaged ethnic groups such as Chepang (Praja), Pahari, Majhi etc. are common. In Kathmandu, Newars, Chhetri, Brahman, Tamang, Sherpa and Dalits (Sarki, Kami, Damai, Chame, Pode, etc.) are found. Newars are so called indigenous people of the Kathmandu Valley and live in the city area of the district. Tamang and Sherpa live at the Hilly belt, and Brahman, Chhetries and dalits are scattered all over the district.

2.3 Situation of Formal Education

Table: 2 An overview of the formal schooling

S. N.	District	Pre-Primary School	Primary School	Lower Secondary	Secondary
1	Kathmandu	654	918	640	479
2	Lalitpur	10	465	269	199

Source: School Level Statistics of Education 2003 by DOE

The table 2 shows that the distribution of the formal schooling in Kathmandu is comparatively more than that of Lalitpur district, but in the comparison of density of the school-

going population (See annex 3) in Kathmandu district, this number of formal school distribution does not seem sufficient.

2.4 Overview of the Literacy Status in the Candidate District

The literary status of Nepal published by NFEC 2004 states that the literacy level in Kathmandu age between 6 -10 years and 11-14 years are 88.5% and 94.6% respectively. But, the displacement rate of rural people into Kathmandu valley is enormous because of the present security situation of Nepal. According to the CWIN³ report, around 40,000 children have been displaced and 8,000 children have been orphaned due to the armed conflict. In addition, large numbers of these children have entered into the valley and most of them are compelled to involve in risky works. If we read the CWIN report with seriously, the sustainability of the literacy level indicated by NFEC 2004 is questionable. This ongoing scenario in the candidate districts also enhances to justify the selection of this district for ASP interventions.

2.5 Profile of ASP under NFEC

The both SOP and FSP were implemented since 2004 AD in Lalitpur district. Only FSP was implemented since 2005 in Kathmandu district. These both programs have been implemented through DEO in coordination with local bodies.

Table: 3 Number of SOP and FSP in two districts

S. N.	Districts	SOP					FSP				
		00/01	01/02	02/03	³ / ₄	04/05	00/01	01/02	02/03	03/04	04/05
1	Kathmandu	-	-	-	-	-	-	-	-	-	10
2	Lalitpur	-	-	-	5	-	-	-	-	5	8

Source: NFEC's ASP Planning

³ A non-governmental organization working in child rights, especially street children

CHAPTER THREE

3.1 Objectives of the feasibility study

The objectives of this feasibility study are:

- a. To review the current situation of FSP and SOP classes being provided by DEO in terms of management and partnership with local NGO/CBO/VDC in Kathmandu and Lalitpur districts.
- b. To review the similar intervention to FSP targeting working and street children
- c. To identify the candidate VDCs/municipality/metropolitan for ASP implementation under Kathmandu district.
- d. To finalize the relevant design of pilot activities.

3.2 Methodology

The field study team had applied the multi-approaches and various study tools for the accuracy, authenticity, reliability and validity of sources and findings of this report.

- a. **Discussion with the key stakeholders:** The study team developed separate sets of questionnaires to the key stakeholders including DEO, DEO staffs (SSs/RPs/SO/TA), Head Teachers of Mother School and Contractors such as NGOs, CBOs and schools. They were pre-notified and requested to involve in our discussion and interview.
- b. **Group discussion:** The field study team conducted a separate group discussion among the local-community people, ASP students and their parents to know about the familiarity of the ASP intervention in their locality.
- c. **Public meeting:** Especially, to recommend the sites/VDCs for SOP implementation, the field study team conducted the public meeting among the secretary and former representatives of the respective VDCs, intellectual persons, social workers and local clubs/NGOs/CBOs.
- d. **Review of secondary data:** The field survey team first viewed the information on ASP, which was available at NFEC, Kathmandu DEO and Lalitpur DEO. To identify the candidate sites/VDCs/MPs for ASP implementation, the team also visited Department of Education, DDC of Kathmandu and Lalitpur, The Central Bureau of Statistics, Ministry of Population and Environment and Central Library Kritipur. The secondary data gathered from different sources helped to prepare the situation analysis of implemented sites in Kathmandu and Lalitpur districts and to refer the new sites for ASP implementation.
- e. **Coordination/Meeting with Local and like-minded NGOs / CBOs:** The study team visited the organizations working in NFE at the local level, which helped to check their

potentialities and prepare the list of like-minded organizations for ASP implementation in Kathmandu district.

- f. Field observation/center visit:** The field study team made observation visits to know about the situation of ongoing ASP classes under the Kathmandu and Lalitpur districts. Moreover, the team also visited the similar classes run by other NGOs / CBOs under the funding of other international donor agencies.
- g. Agencies visited:** The study team visited the maximum numbers of key players of I/NGOs involved in the NFE program in both the districts. That visit helped to recommend the collaborative approach to NFEC/CASP and prepare the list of potential NGOs and CBOs working in NFE under Kathmandu district.
- h. Study team composition and mobilization:** The study team comprised four members including a team leader, a consultant, and two facilitators. Most of the time facilitators were involved as note takers of a team leader and a consultant. They were also involved in tabulation of raw data.

3.3 Study Limitations:

- a.** The field study team could not visit/coordinate with the six ASP centers of Lalitpur district because of security problem and geographical difficulties.
- b.** It was very difficult to contact and coordinate with all the former RPs because their contract period was already finished.
- c.** Entire SOP classes in Lalitpur were implemented by targeting to school-going children, so the study team could not present the comparative and exemplary model for future implementation of SOP in Kathmandu district.

3.4 Analytical description of the some major questions

The study team prepared the five sets of questionnaire targeting DEO, SSs/RPs/SO/TA, Head teachers of mother schools, Representatives of contractors/CMCs, and Facilitators. The descriptions of key informant questions are listed below.

3.4.1 DEO and SSs/RPs/Section Officer and Technical Assistant

The questionnaires were mainly focused on following issues such as:

- a.** Staffing and its sufficiency to monitor and supervise the ASP centers in Kathmandu and Lalitpur district
- a.** Both DEOs's past experience in coordination with local NGOs/CBOs for NFE program implementation
- b.** Presence and interest of both the DEOs on ASP classes/centers

- c. Schedule of regular meetings, time duration and agendas of discussion regarding the ASP
- d. Availability of effective educational statistics that could help to identify the sites for ASP implementation
- e. Process of public announcement and contractor selection for available ASP quotas at DEO
- f. About the work agreement and TOR: the contract period and price of a program, roles and responsibilities of facilitator and date and process of facilitator selection
- g. Formation of a especial management committee regarding ASP except the Non-formal Education District Committee
- h. Necessary criteria and process of student selection, and effective approach of space/place management for ASP implementation in future
- i. Monthly report submission, the total number of students by the age and sex groups, and ratio of the street and working children in SOP and FSP
- j. Involvement of mother schools, contractors and CMCs for the effective management of ASP classes
- k. Problems that the facilitators had to face, and efforts of both the DEOs to solve/mediate those problems
- l. Impact of current security situation at the ongoing ASP centers in Kathmandu and Lalitpur districts; and easy way to move ahead if some security problem is occurred at the new ASP implementing sites
- m. The Kathmandu DEO's officials views for the basic criteria to be candidate VDC/MP/site for SOP and FSP implementation, and to identify the candidate sites

3.4.2 The representatives of NGO/CBO/VDC/MPs/CMCs

Mainly the questions were focused on:

- a. Its establishment, human and financial resources to know about the organization, profile of the contractors, contractors' experiences in the field of Non formal Education and coordination/partnership with DEO or I/NGO in relevant fields
- b. Issues, process of advertisement, eligible criteria and TOR for agreement
- c. Selection process of implicating sites and students for SOP and FSP classes
- d. Concerning the provision of monitoring and submission of the progress report in order to find the mutual cooperation between DEO and contractor for ASP implementation
- e. Formation of CMC and orientation for concerned CMC members and representatives of the mother schools to know about the community participation and self mobilization of local people for ASP class management

- f. Checking whether any survey was conducted prior to the implementation of ASP by contractors
- g. The family background of the students and the monthly income and social status of the parents
- h. Distribution of ethnic groups in the implemented sites of SOP/FSP where dalits, indigenous and women were highly focused
- i. The distance between the SOP center and mother school for the fairness of the selection and implementation of site
- j. Evaluative and suggestive questions were asked for the further improvement of ASP and its sustainability

3.4.3 The Head Teacher of mother school, /his/her representative

The focused questions were:

- a. Whether the head teacher, /his/her representative measured the aptitude of the facilitators and treated him/her by identifying actual problems
- b. Concerning the duties and responsibilities of the mother school towards SOP/FSP class to test the awareness of them to the head teacher, his/her representative about the management style of SOP/FSP
- c. Whether SOP/FSP class is sufficient to enroll all the target group children
- d. Availability of the teaching materials on time and its sufficiency for SOP/FSP class
- e. About the situation of infrastructure for SOP/FSP class at his/her respective center
- f. Further improvements and sustainability of SOP/FSP

3.4.4 The facilitators

Mainly questions asked were as follows:

- a. Date and process of the facilitator selection
- b. Age, sex, ethnic groups and total number of students to obtain the micro-factual data about the enrolling students in SOP/FSP class
- c. Reasons of the irregularity of the students in SOP/FSP class
- d. Day-to-day problems to run SOP/FSP class
- e. About the schedule and method of monitoring for FSP/SOP center
- f. The methods/processes of teaching materials distribution and their sufficiency for SOP/FSP students

CHAPTER FOUR

4. Major Findings

The major findings of this study as stated in objectives are mentioned below:

4.1 Current situation of ASP (SOP and FSP) in Kathmandu and Lalitpur district:

- a. Both FSP and SOP as significant programs:** Both FSP and SOP have been proven as significant programs for Nepalese society because in our field survey, 90% parents/local guardians/owners/contractors and 85% ASP students preferred alternative schooling program /(ASP) over formal schooling.
- b. Less familiar with SOP and FSP:** Entire stakeholders including DEO staffs, contractors such as NGOs, CBOs and schools were not well familiar with the SOP and FSP. In some cases, it was found that SOP and FSP were being implemented targeting school-going children as supplementary classes.
- c. Lack of coordination with NGOs, CBOs and local bodies:** It was found that both DEOs did not have any records of effective coordination with NGOs, CBOs and local bodies concerning ASP and other programs of NFE.
- d. No agenda of ASP's on staff-meeting:** Any agenda concerning ASP were not presented in the regular staff meetings of both the DEOs. In consequence, the supervisors (SSs) and resource persons (RPs) of both the districts were not informed to monitor and supervise the ASP classes in their respective resource centers.
- e. No regular monitoring and follow-up:** The Kathmandu DEO and Lalitpur DEO had managed a section officer and a technical assistance to see the NFE program. And all the supervisors (SSs) and recourse persons (RPs) were managed to supervise and monitor the educational programs into the respective resource centers. The majority of the facilitators of SOP and FSP responded that the DEO yet to proceed for regular monitoring and follow-up activities.
- f. Lack of updated educational statistics:** Both the DEOs did not have educational statistics having factual information that can be helpful for the target group identification, implementing site selection and quota distribution for ASP.
- g. Unclear advertisement about available ASP quotas:** It was found that both the DEOs had not disseminated information of ASP quotas appropriately. In the case of Kathmandu DEO, they made a public announcement of ASP quotas on public newspaper called Gorkhpartra and on their notice board. However, the detailed information and instruction were not described in this advertisement. Further, the deadline of proposal submission from the applicants was set only for five days after the public notice was made (see Annex 5).

- h. Newly established organizations as contractors:** The Kathmandu DEO had contracted out newly established organizations as contractors for FSP implementation (see Annex 9). Most of the contractors were implementing these FSP just to keep their organizations alive. The 90% of the contractors in Kathmandu district did not have any experience in NFE programs.
- i. Delay for FSP implementation:** The Kathmandu DEO implemented the ASP in Ashar not in Baishak. The Kathmandu DEO responded that the cause of delay for FSP implementation was due to the delay in Non-formal Education District Committee (NFDC) meeting. But, Lalitpur DEO implemented the ASP in Baishak (see Annex 13).
- j. Schools as the contractors of SOP:** It was found that the Lalitpur DEO had contracted the most of the SOP classes with the government schools and implemented by targeting school-going children. In some cases, the facilitators were used as the full-time primary teachers of the contractor school.
- k. Insufficient community mobilization:** It was expected that NGOs/CBOs having good relationship with target communities would be capable for mobilizing and facilitating these communities to be actively involved in SOP and FSP. However, the contractors have yet to carry out such community mobilization activities. In addition, they have not formed the CMC till now.
- l. No identification of mother schools:** The concept of mother schools was designed as DEO body, which could facilitate to enrich the ASP at the local level. However, both the DEOs have yet to identify such mother schools.
- m. Secure through current security point of view:** Kathmandu DEO responded that this district is secure for SOP and FSP implementation by the present security point of view. In the case of ongoing FSP classes, nine classes were implemented close to the city areas and one class was at Chaimale, which is slightly far from the main city. These FSP centers did not have to face any security problem up to now.
- n. Third party monitoring / provision of allowance for SSs and RPs:** Although both the Kathmandu and Lalitpur DEOs believed/assumed that the ASP could be made more effective through the regular supervision, monitoring and follow-up, the actual scenario of both the DEOs contradicts with their beliefs/assumptions. The SSs and RPs of both the DEOs have not visited any ASP centers up to now. The section officer of Lalitpur DEO (related to NFE Programs) responded that the third-party monitoring will facilitate to run the ASP effectively. Similarly, the section officer of Kathmandu DEO (related to NFE program) viewed that some allowances should be given to the SSs and RPs for monitoring and supervising ASP classes.
- o. Target groups identification:** During the discussion of the field study, most of the stakeholders responded that the following groups should be the target groups of ASP.

- Working children and domestic child labors (for FSP)
 - Daily wages child labors (for FSP)
 - Children from the displaced family of the rural Nepal and living in Kathmandu without going to school (for FSP)
 - Children from the vulnerable and, socially and economically oppressed strata (for FSP & SOP)
 - Children from dalit and indigenous communities (for FSP & SOP)
 - Dropout children in primary levels (for FSP & SOP)
 - Children could not be admitted at the primary level at their suitable age (for FSP & SOP)
 - Children could not be admitted by the geographical difficulties (for SOP)
- p. No survey for ASP implementation:** No survey was conducted before implementing ASP classes in Kathmandu and Lalitpur districts. It was found that the implemented sites were decided through the assumption of target groups in that locality (see Annex 8).
- q. Unclear process of facilitator selection:** It was expected that the facilitator-selection process was based on *Non-formal Education and Literary Campaign Program Implementation Guideline 2061* (NFEALCPIG 2061) which clearly states that the DEO should contract the facilitator in a transparent and competitive way. But the facilitators were selected by the contractors based on the personal relation or continued their working staffs. (See Annex 7.1 & 7.2).
- r. Household visit for student selection/collection:** Most of the contractors of the Kathmandu and Lalitpur districts collected/selected the students for ASP classes through the house hold visit, while some of them conducted the parents gathering, community meeting and parents counseling (see Annex 8).
- s. Low-family income:** The parents of the target groups of ASP students in Kathmandu district are factory labors, masons, porters etc., whose monthly income ranges from 2000 to 2500 rupees (see Annex 8). This family income seems insufficient to sustain in Kathmandu valley. In consequence, the children of the target group themselves have to be necessarily involved in work. And, in the other hand the parents of the target group children are in difficulty to sustain without the income of their children.
- t. Characteristic of children of SOP and FSP:** Most of the children attending FSP in the Kathmandu district were characterized by working children and drop out children. No surveyed FSP classes targeted the street children (see Annex 6.1 & 6.2). There were also school-going children in some FSP classes. In ongoing SOP classes in Lalitpur district, the majority of the children were found as school-going children.

- u. Inconsistent attendance of ASP students:** The field study of the ASP centers of Kathmandu and Lalitpur districts reveals that the students' attendance is not consistent. The reasons behind the inconsistency of attendance are listed as below:
- Most of the parents of the target groups are not serious toward the education of their children.
 - It was found that poverty is one of the main reasons behind the students' irregularity in ASP classes. Some student responded that "it is comfortable to play or sleep with hungry stomach at home rather than to study at class".
 - Working children are not getting sufficient time to stay in ASP classes because of their fixed and long working hours.
 - Most of the local guardians/owners of domestic child labors are not ready to pay the salary if they send their workers to study.
- v. Problems of facilitators:** Most of the facilitators of both districts responded that the weak and irresponsible management style of ASP by the DEO and contractors have caused several problems. The specific problems are listed below:
- In the case of Kathmandu, text books are not provided sufficiently on time
 - Difference/dissimilarities of the knowledge and age groups of the students
 - Irregularity of the students
 - Insufficiency of the teaching materials
 - Low-salary of the facilitators
 - Difficult to coordinate with parents of ASP students
- w. Expectation to eradicate the child illiteracy:** Most of the stakeholders viewed that ASP should implement on the basis of child illiteracy eradication approach at the targeted sites. They further viewed that the pass out students of SOP and FSP need to have the provision of financial support up to 2-3 years for school endorsement.

4.2 Other Non-governmental organizations in NFE

- a. Short-term NFE programs:** It was found that the short-term NFE classes for children, not longer than one-year, were implemented by the INGOs such as ILO, World Education, Save the Children, etc. in coordination with local NGOs in Kathmandu district. In addition, some local NGOs have been rehabilitating the orphan, helpless and conflict effected children, and enrolling them into formal schools.
- b. Selection of local partner organizations:** The partner organizations selection process was based on the experience and specialization of local NGOs in similar types of programs with similar target groups. The program officer of World Education responded that the partner NGOs should have to identify/select/collect the appropriate number of target group children in specific sites before contracting out for NFE programs.

- c. **Student selection processes of partner organizations:** During the visit, the representatives of partner organizations responded that they had selected the children for NFE classes through Baseline survey of implementing sites, Child to child approach⁴, Parents counseling⁵, Local guardian counseling⁶ and Owners/Contractors mobilization⁷.
- d. **Mobilization of factory owners:** It was found that some of the carpet factory owners were actively involved for the education of their child labors in coordination with the local NGOs. The representatives of local NGOs working in education for factory labors responded that the NFE classes of short-time teaching hours are being popular among them.
- e. **No schooling program for street children:** No schooling program such as ASP (in terms of re-integration into formal school) was targeted to the street children in Kathmandu district. The NFE programs of the organizations working for street children were focusing on social re-integration rather than school re-integration.

⁴ *Similar aged group children were mobilized to convince the out-of-school children for the enrollment in class*

⁵ *The parents of the out-of-school children were counseled to prepare a suitable environment to attain NFE classes for their children*

⁶ *Especially, in the case of child workers and domestic helpers, the local guardian counseling helps to bring their workers in NFE classes*

⁷ *The owners of the factories and contractors were mobilized for their child labors' education*

Chapter Five

5.1 Recommendations - for potential intervention in terms of institutional strengthening of ASP and promoting community mobilization under CASP:

- a. Transparency in facilitator selection:** Facilitator selection process should be based on the NFEALCPIG 2061 which clearly states that the DEO should contract out the facilitators in the transparent and competitive way. This process might be more effective for ASP implementation because there could be a high chance to get more qualified candidates.
- b. Agreement and contract:** DEO should contract out for ASP quota implementation after observing the potentiality of the contractor (organization) for ASP class management.
- c. Student selection:** Out-of- school children should be focused in ASP classes rather than the school-going children. Moreover, this process should be based on NFEALCPIG 2061.
- d. Displaced children as target group:** The large numbers of conflict affected children are out-of-school in Kathmandu valley, so ASP classes should make them as target groups.
- e. Implementation of ASP on time:** ASP should be implemented on time during the academic session. The field study team found that the Kathmandu DEO had implemented the FSP classes of academic year 2061/62 in Ashar not in Baishak.
- f. Identification of mother school and formation of CMC:** DEO should identify the mother school and forward the process of CMC formation together, while launching the ASP classes.
- g. Active and effective coordination among educational bodies:** NFEC should have a mutual coordination with Department of Education (DOE) and district level monitoring and supervision mechanisms for effective monitoring of ASP classes.
- h. Mobilization of district level supervision mechanism:** DEO should actively mobilize SSs and RPs to monitor and supervise the ASP classes with positive attitude and immense dedication.
- i. Information Sharing:** Agencies/organizations working in the field of non-formal education need to share the information about their implemented programs with the respective DEO. This sort of sharing helps to find out the status of ongoing non-formal educational programs, and implement similar other programs in respective districts.
- j. Orientation program:** Orientation program about ASP should be provided to the section officer and technical assistance related to NFE program (at DEO), head

teachers of the mother schools, representatives of CMCs, contractors, and parents of the target group.

- k. Distribution of sufficient sets of text materials on time:** Sufficient sets of text books should be distributed to the ASP students on time. Moreover, the records of its delivery and sufficiency should be kept by the related bodies such as NFEC and DEO.
- l. Additional facilities for street children:** To incorporate the street children in FSP classes, there should be provision of shelter and special type of behavioral treatment before enrolling into FSP classes.
- m. Support to ongoing ASP:** While launching the new ASP classes with additional (technical) support, there should be consideration to the previously launched ASP classes under Kathmandu DEO. If only new ASP classes are supported, the ongoing ASP classes launched by DEO will be affected. In consequence, it will be difficult to continue the ongoing ASP classes implemented by Kathmandu DEO.
- n. Listing of the like-minded organizations:** It seems necessary to prepare a list of like-minded organizations working in the field of non-formal education in respective districts. While listing these organizations, their potentiality and experiences in NFE should be given priority.

5.2 Pilot design of ASP in Kathmandu

Some probable partner organizations for ASP implementation in Kathmandu district are listed below.

Table: 4 List of some organizations involved in child education in Kathmandu district

S. N.	Name of the Organizations	Address
1	Children-Women in Social Service & Human Rights (CWISH)	Chabahil, Kathmandu, Phone: 4486895
2	Child Development Society (CDS)	Sharad Sharma, Chabhil, Kathmandu Phone: 4480718
3	CONCERN	Balaju, Kathmandu
4	UCEP	Sanothimi, Bhaktapur
5	Child Nepal	Chabahil, Kathmandu Phone: 4479965
6	Bal-Balika Tatha Batabaran Samuha	Syambhu, Kathmandu Phone: 4279231
7	Bal-Hitkari Pariyojana	Kathmandu Metropolitan: 6 Phone: 4487002
8	Mahila Ko Lagi Manav Adhikar	Nakshal, Kathmandu

		Phone: 4413868
9	Bal Tatha Mahila Bikash Shroat Kendra	Babar Mahal, Kathmadnu Phone: 5528488
10	Child Workers in Nepal Concerned Center (CWIN)	Ravi Bhawan, Kathamndu Phone: 4478064
11	Boudha Youth Club	Baudha: 6 Tinchule, Kathmandu Phone: 9851093841
12	Bhagwan Youth Club	Alapot: 6, Kathmandu Phone: 4450202

- a. Rapport building and networking with stakeholders at the district level:** Before the public notice announcement, CASP in coordination with NFEC need to organize orientation of SOP and FSP at the DEO and DDC level.
- b. Public announcement of ASP quotas:** DEO should make public announcement for ASP quotas on national level newspapers and on their notice board with detail information, description and instruction about the programs. Unlike the advertisement made by Kathmandu DEO in the academic year 2061/62 (see Annex 5) in which FSP was targeted only to street children, ASP should be targeted broadly at all out-of- school children. The detail description and instructions about ASP should have the following information:

Table: 5 Description of the two forms of ASP:

Program component	School-outreach Programs (SOP)	Flexible School Program (FSP)
Rationale of the program	<ul style="list-style-type: none"> -Remote and isolated settlement -Landless migrants -Shifting populations -Ethnic minorities -Disadvantaged population -Long distance to school -Low literacy 	<ul style="list-style-type: none"> -Remote and isolated settlement -Workload of domestic chores -Long distance to school -Over-aged for school -Child labors -School dropout children
Program focus	1-3 grade level of formal school education within 3 years	1-5 grade level of formal education within 3 years
Objectives	-To provide education opportunity to primary school-age children	-To complete primary level education within 3 years -To encourage to enroll at

	-To encourage to enroll at grade 4 of formal school	grade 6 of formal school
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Table: 6 Instruction for two forms of ASP:

Program components	School Outreach Program (SOP)	Flexible Schooling Program (FSP)
Target population	Children of 6-8 years age	Children of 8-14 years age
Teaching hours (6 working days)	4 hours a day	4 hours a day
Duration	3 years	3 years
Program sites	-Satellite schools -Temporary centers	-Satellite schools -Temporary centers
Criteria for selection of sites	Around 20 children per center	Around 20 children per center
Curriculum and text books	As prescribed for grade 1-3 of formal schools	Condensed grades 1-3 curriculum & textbooks
Facilitators	-At least SLC graduates -Priority to married female teacher	-At least SLC graduates -Priority to married female teacher
Implementing agencies	NFEC, DEO, NGOs, CBOs, VDCs, Schools	NFEC, DEO, NGOs, CBOs, VDCs, Schools
Supervision	Central, DEO, Local and Committee (CMC)	Central, DEO, Local and Committee (CMC)

c. **Approaches to collect the children:** The partner organizations could perform the following activities to collect/select the appropriate number of target group children for ASP implementation.

i. **Baseline survey:** This survey helps to identify the numbers of target group children in desired location/site, in which the data of target group children for ASP will be taken.

ii. **Child to child approach:** In this approach, the similar aged group children will be mobilized to convince the target group children for the enrollment in ASP classes.

iii. **Parents counseling:** The parents of the out-of-school children will be given the counseling to prepare suitable environment to attain ASP classes for their children. In other words, this process also helps for the community mobilization at the ASP implemented area.

iv. Local guardian counseling: Especially, in the case of working children and domestic helpers, the local guardian counseling helps to bring their workers in FSP center.

v. Owners/Contractors counseling: The working children in factories are bonded by the owners/contractors, so the owners of the factories and contractors should be convinced and mobilized for their child labors' education.

d. Community Learning Centers (CLC) as probable contractor: CLCs are being implemented to uplift the living-stander of backward people, which are managed by the active participation of local people. The CLC members are also well known about the locality of the respective society. They also have the skill of organization management and community mobilization, which could be the additional strength to implement ASP. So, if any CLC has established in the candidate site/VDC/MP, they could be the probable partner contractor for ASP implementation.

5.3 The main criteria/points for candidate VDCs/sites selection

The main criteria/points for the selection of candidate VDCs/sites for SOP implementation:

- Recommendation of the DEO
- Recommendation former RPs/SSs of respective catchment area
- Recommendation of the like-minded organizations working in NFE (such as I/NGOs)
- Low child literacy level (also low literacy rate)
- Less-distribution of formal schooling
- Number of out-of-school children (based on DEP Kathmandu 2062)
- Long distance between formal school and home
- Geographical difficulties
- Distribution of ingenious and dalits

The main criteria/points for the selection of candidate VDCs/MP/sites for FSP implementation:

- Recommendation of DEO
- Recommendation former RPs/SSs of respective catchment area
- Recommendation of the like-minded organizations working in NFE
- Number of out-of-school children
- Number of working children (domestic child helpers, waiters in hotels and restaurants, vehicle child conductors, factory child labors, rag-pickers, etc.)
- Area covered with landless people
- Industrial area

5.4 Recommended VDC/MP and sites for ASP:

Based on data and information as collected during field visit and above criteria, the following areas are referred as the candidate VDCs/MPs and sites for SOP and FSP implementation. The serial numbers are marked on the basis of their degree of priorities.

Table: 7. Recommended Sites / VDCs for SOP implementation (for mapping see Annex 16)

S. N.	VDCs/	Ward No./Sites
1	Chaimale	6
2	Sangla	The border area of Sangla VDC and Nuwakot district
3	Talku-dudhechour	The border area of Talkududhechour and Makawanpur district
4	Sundarijal	1 & 3
5	Tokha-chandeshowri	Sapan-tirtha area

Table: 8. Recommended sites / VDCs /MP for FSP implementation (for mapping see Annex 16)

S. N.	VDCs/MPs and Sites	Ward No.
1	Jorpati (VDC)	4
2	Gonggabu (VDC), Balaju Bus Park area	-
3	Kalimati Vegetable Market area (MP)	13
4	Bhimsengola Bagmati Bridge (MP)	9
5	Baneshwor campus area, Shantinager (MP)	34
6	Tinchulae, Boudha (MP)	6
7	Jadibuti chowk, Koteshwor (MP)	35

5.4.1 Description of the recommended VDCs for SOP implementation:

- a. **Chaimale:** It is a remote VDC of the Kathmandu district where 60% of total population consists of Tamang⁸ community. The distribution of the formal schools at Chaimale is: 1 secondary school, 1 lower secondary school and 2 primary schools (see Annex 10). It might be the lack of educational awareness and geographical difficulties because the data provided by DEP of Kathmandu 2062 district shows that a large number of children at the primary level (see Annex 3) are still-out-of-the school. The average literacy rate of this VDC is 46.2%, and female literacy rate is 34.99% which are comparatively lower from the national literacy rate.

During our field study, the head teacher of Pancha-Kanaya Primary School, Chaimale-4 said that the formal schools are located far from some of the villages. For instance, he

⁸A indigenous cast which has low-literacy rate.

further said that the children of ward no. 6 have to walk more than 40 minutes for school. Especially in the summer season, due to the landslide on the way to school they could not attend classes. Thus, the above analysis renders the necessity of SOP in Chaimale.

- b. Sangla:** This VDC is situated at the border of Nuwakot and Kathmandu districts, in which 48% population of total population come from indigenous groups. The distribution of the formal school is: 1 secondary, one lower secondary and 2 primary schools (see Annex 10), the data given by DEP of Kathmandu 2062 district shows that some children of primary level age are still out of the school (see Annex 3). The average literacy rate of this VDC is 49.6%, where female literacy is 33.85% which are comparatively lesser than the national literacy rate.

According to the former RP of Sangla centre, the distribution of the formal school in the border area of Sangla VDC and Nuwakot district is not sufficient to enroll all the children of Tamang community of this area. Children of this area have to walk about 40 minutes through hilly way for their formal education. This sort of long walking distance from village to school becomes problematic for the children ranging from 6 to 8 years of age. So, SOP might be the vital educational program to ensure them the formal education through non-formal approach.

- c. Talkududhechour:** This VDC is situated at the border between Makawanpur and Kathmandu districts, in which 76% population of total population come from indigenous groups, especially Tamang. The distribution of the formal schools is: 1 secondary, 1 lower secondary and 2 primary schools (see Annex 10). It might be the lack of awareness towards education in community because the data published by DEP of Kathmandu 2062 district shows that the large number of children at the primary level (see Annex 3) are still out-of-school.

According to the former RP of this area, the border area of Talkududhechour and Makawanpur district comprises of Tamangs and Balamies (Newar) who seem less aware towards the importance of education for children. So, SOP will be an effective educational program to ensure formal education to the children of this community.

- d. Sundarijal:** It is the largest VDC of the Kathmandu district, in which 82.55% of the total population comes from the indigenous groups. There are three primary schools and one secondary school (see Annex 10), but the data provided by DEP of Kathmandu district

shows that more than 105 children of primary level are still out-of-school (see Annex 3). The average literacy rate of this VDC is 48.7% and the female literacy rate is just 28.26%.

Moreover, former RP of this area and representative of local club responded that children of ward nos. 1 and 3 of this VDC are in difficult to attain formal school in their earlier age because of long distance from village to school. He also viewed that most of the population at ward nos. 1 and 3 are Tamangs who are illiterate and less aware about the importance of education in their children's life. Thus, the above situation analysis exposes the necessity of non-formal schooling/SOP at the ward nos. 1 and 3 of this VDC.

- e. **Tokha-Chandeshwori:** The entire population of this VDC comprises the Newar community. There is only one primary school in Tokha-Chandeshwori (see Annex 10). The distribution of formal school seems very low in ratio to the total population of this VDC. The data of DEP Kathmandu 2062 clearly states that more than 310 children at the primary level are still out-of-school at Tokha-Chandeshwori (see Annex 3).

The field study team also arranged a group discussion among the local key persons, social workers, secretary of VDC, former representatives of VDC and local clubs. During the discussion, they opined that the low family income and long distance between school and home are the main causes to be out-of-school children in this locality.

Thus, the above analysis renders the necessity of alternative form of schooling program to provide the educational opportunities for the out-of-school children of this VDC.

5.4.2 Description of the recommended VDCs for FSP implementation:

As aforementioned, the study team found that two VDCs such as Jorpati and Gonggabu are feasible for the FSP implementation.

- a. **Jorpati-4 (VDC):** Being the contact point between the Kathmandu metropolitan and the other rural VDCs of Kathmandu, Sindhupalchok and Nuwakot districts, this VDC has become the suitable area for immediate shelter for the displaced people because of the present security situation in rural Nepal. The maximum numbers of children of those families are working as labors in carpet factories, waiters in hotels and restaurants and domestic helpers in private homes at this locality. Due to the long and fixed working hours, these working children are not getting opportunity to attain formal school.

Reports of the organizations working in child education state that a large number of landless people's children living at Bagmati River banks are still out-of-school. It might be the cause of poverty or illiteracy in their parents, they consider their children's education as secondary matter in comparison to basic needs.

The above situation depicts the problem of children's education at Jorpati VDC, which renders the necessity of non-formal schooling to provide the opportunity of education for those out-of-school children.

- b. Gonggabau (VDC) Balaju Bus Park area:** The largest bus park of the nation is situated at the border of this VDC and ward no. 16 of Kathmandu Metropolitan. The reports of the organizations working in child at risk states that, due to several reasons, a large number of children enter into the valley through this Bus Park and attempt to take shelter as child labors, domestic helpers, bus and tempo conductors, rag pickers, porters and etc. around this locality. The reports have already shown that a large number of children in the periphery of Balaju Bus Park are at risk and far from the educational opportunity. It might be the long and fixed working hours or because of over-age, these children are still out-of school.

The above description shows the situation of child labors at Gonggabau VDC and its periphery, which evokes the importance of non-formal schooling program to provide the opportunity of education for these children at risk.

5.4.3 Description of the recommended sites for FSP implementation in Kathmandu MP

The following wards/sites of Kathmandu metropolitan are recommended as the candidate sites for the FSP implementation from the discussion based on Kathmandu DEO, I/NGOs working in child NFE and field visit of study team.

- c. Vegetable market area Kalimati-13 (MP):** In this area, a large number of children are involved in the vegetable business and are not attaining the formal school. Moreover, the children of labors and landless people at Bishnumati River are also out-of-school because of low economic status of their family.
- d. Bagmati bridge area, Bhimsengola-9 (MP):** In this area, children of the landless people and labors are not getting the opportunity of education because of the low economic status of the family. Further, a large number of children also could be seen as domestic helpers, bus and tempo conductors, rag pickers, and etc. in this locality who are still out-of-school.

- e. **Baneshwor campus chowk, Shantinager-34 (MP):** A large number of domestic helpers and children of landless people at Bagmati River Bank are still out-of-school.
- f. **Tinchulae, Boudha-6 (MP):** In this area, a large number of working children in the carpet factories, auto-mobiles and homes are still out-of-school.
- g. **Jadibuti-chowk koteshwor-35 (MP):** A large number of children working as helpers in various auto-workshops of this locality are out-of-school. In addition, it might be the cause of low family income of landless people living around Manahara River banks that they are not sending their children to school.

CHAPTER SIX

The evaluative profile of contractors:

On the basis of situation analysis during the field survey, the contractors (NGOs) of ongoing FSP class in Kathmandu district are categorized into three sections such as: less effective, normal and effective. The effective situation of FSP class means that under this current management style, these classes will run for three years but not more than 15 students will be promoted to upper grades. Moreover, the normal situation of FSP class means that under this present management style, these FSP classes may continue for three years but negligible number of target group will be promoted into upper grades. In addition, the less effective situation of FSP class means that it is doubtful whether these FSP class will continue for three years or not if their present management style is not technically supported by other partners. Under this present management style of NGOs, no goal of NFE can be achieved through these FSP centres.

Table: 9 The overall evaluation of ongoing FSP classes in Kathmandu District

S.N.	Name of the FSP Centre	Name of the Contractors	Situation of the FSP Classes
1	Lazimpat	EDUC Nepal	Effective
2	Goushala	Let's Do Something	Effective
3	Cha: Mati Fant	Manaslu Development Centre	Effective
4	Chapali-Bhadrakali	Chapali Bhadrakali VDC	Effective
5	Dhapasi	Women's Hand	Normal
6	Chaimale	Janasarokar Tatha Anushandhan Kendra	Normal
7	Annamnager	Multipurpose Community Helping Centre	Less effective
8	Balaju New Bus Park	Bagmati Association Deaf	Less effective
9	Kritipur: 17	Namsaling Cooperative Forum	Less effective
10	Kritipur: 17	Social and Economic Development Centre	Less effective

Lazimpat

EDUC Nepal is a non-governmental organization established in 2058 B. S. with the aim to educate the underprivileged children of Nepalese society.



Figure: 2 Students enjoying after FSP class

The field study team found that the FSP class under this organization was running effectively in comparison to other FSP classes of Kathmandu and Lalitpur districts. They have been enrolling children on the basis of needs and compulsion of the children. They also have been providing extra facility of the dresses for FSP students. Although the member of the organization attempted for the coordination with DEO it was not showing any

interest towards them. The facilitator of the organization did not have any idea about submitting the monthly progress report to DEO.

Goushala

Let's Do Something (LSD) is a non-governmental organization established in 2061 B S by the neighbourhood enthusiastic housewives with a pious motto to do something good and useful for local community.

The field study team found that the FSP class contracted by this organization was running effectively at the rented building of the organization. Although there was good coordination between facilitator and organization no effective coordination could be seen between DEO and the organization. The facilitator had not submitted any progress report to DEO. In the case of target group, this NGO was enrolling the children of beggars and landless people around Pashupati area.



Figure: 3 Discussion between a guardian of FSP student and the team leader in the presence of a facilitator.

Cha: Mati Fant

The Manaslu Development Centre is a non-governmental organization established in 2054 at Gorkha, and is now attempting to begin its working activities in Kathmandu.



Figure: 4 Rehabilitated children studying in FSP class

The field survey team found that this organization was running the FSP class in coordination with a child rehabilitation centre called, Jyoti Bal Punja. The FSP centre under this organization was running effectively in comparison to other centres in Kathmandu and Lalitpur districts. Although there was good coordination between the facilitator and organization no coordination between DEO and the organization could be seen. Moreover, the

facilitator of the FSP class did not have any idea about the submission of monthly progress report to DEO.

Chapali-Bhadrakali

This VDC has been implementing a FSP class at the border of its ward no. 1 and Budhanilkantha (Bishnu) VDC.

The field study team found that the facilitator of this FSP centre was active and dedicated towards the program. This class was implemented through the individual effort of the facilitator. No effective coordination could be seen among VDC, the facilitator and DEO. The overall evaluation of FSP centre showed



Figure: 5 FSP students sharing formal-school's resources

that the class was running effectively in comparison to other FSP centres of Kathmandu and Lalitpur districts. The facilitator said that DEO had never asked for any monthly progress report of FSP class.

Dhapasi: 7

Women's Hand is a non-governmental organization established in 2060 by a group of women coming from diverse professional backgrounds and diverse nationalities but with the same vision, women's welfare.



Figure: 6 FSP students sharing private school's resources

The field study team found that the organization had only signed on the contract with DEO for FSP quota. The FSP class contracted under this NGO was completely managed by the community people of Dhapasi: 7. The representatives of the NGO had not visited the FSP centre. The overall evaluation of the

FSP centre showed that the class was running normally but no mutual cooperation among DEO,

contractor (NGO), and facilitator could be seen. This FSP centre had not submitted any monthly progress report to DEO and the organization.

Chaimale

Janasarokar Tatha Annushandan Kendra is a non-governmental organization established in 2057 with an aim to provide effective support for Nepalese society.

The field study team found that the organization was more or less inactive even though it was established five years back. A member of the organization said that the FSP class was contracted to keep the organization alive. The overall evaluation of the class under this organization was normal, no effective coordination could be seen between the organization and DEO. This FSP centre had not sent any monthly progress report to DEO.

Anamnager: 32

Multipurpose Community Helping Centre is a non-governmental organization, established in 2058 with an aim to develop/support the Nepalese society through public-police participation. Although the network of this organization has been registered in the form of NGO, the government also has a direct coordination to this network through the provision of certain full-time member of Nepal Police.

The field study team found that the organization had not been able to manage the sufficient place/space for the FSP students. The coordination among DEO, contractor and facilitator could not be seen. This class was running less effectively, the target group of the students were not enrolled. The facilitator had not submitted any monthly progress report to DEO and the organization.



Figure: 7 FSP students studying into the rented office-room of the contractor

New Bus Park

Bagmati Association of Deaf is a network based non-governmental organization concerning the welfare of Deaf people. Due to the problem of sign language, it was very difficult to interview with the organization's members to know about the organizational details.

The field study team found that the FSP class was running less effectively, and the organization did not have any interest towards it. In this centre, there was much problem of space/place to sit for the FSP students. In a tiny room of 8ft x 7ft, with heavy sacks, more than fifteen students were encroached. In the answer to our question related to the problem of place/space, the facilitator answered that she did not have any idea about space management before signing on the contract paper. Actually, she got that quota of FSP through the personal relation with DEO official.

Although, the FSP centre is located at the catchment area of the target group, however any output can be expected from this centre. Moreover, the facilitator has not submitted any progress report of FSP class to DEO and the organization.

Kritipur: 17

Namsaling Cooperative Forum (NCF) is a non-governmental organization established in 2061 to facilitate the local developmental activities of Namsaling, Ilam. This organization has not performed any activities in Kathmandu till now.



Figure: 8 Facilitator taking attendance of FSP students

The field study team found that the FSP class under NCF was running less effectively. It was enrolling the school-going children for tuition class together with the students of FSP class. There could be seen a coordination between the facilitator and the organization, but not with DEO. The monthly progress report of FSP class had not submitted to DEO till now.

Kritipur: 17

Social and Economic Development Centre is a non-governmental organization established to uplift the Nepalese society by ensuring support in developmental activities.



Figure: 9 Study team introducing the program details of FSP

The field study team found that the FSP class under this was running less effectively and it was also enrolling the school going children. This organization was contracted by the former RP of Kathmandu DEO and recruited his relative as the facilitator. But no mutual cooperation could be seen between the organization and facilitator for the management of the FSP class. During the visit of the field study team, there were no students in the FSP class at this centre

even at the school time. No coordination could be seen among the organization, the facilitator and DEO. This centre had not submitted any progress report of FSP class to DEO up to now.

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Annex 1
Alternative Schooling Program
Program implementing since 1999/00 (o56/57 to till 2004/05 (061/62)

S.N.	District	School out-reach Program (SOP)						Flexible Schooling Program (FSP)					
		99/00	00/01	01/02	02/03	03/04	04/05	99/00	00/01	01/02	02/03	03/04	04/05
		56/57	57/58	58/59	59/60	60/61	61/62	56/57	57/58	58/59	59/60	60/61	61/62
1	Taplejung					5	2					5	
2	Panchathar					5						8	
3	Ilam	5	4		4	4		10	4			13	
4	Jhapa												12
5	Sankhuwasava					10						10	
6	Trehathum		7		4	12	4		8			5	
7	Bhujpur					10						10	
8	Dhankuta												
9	Sunsari												7
10	Morang												8
11	Solukhumbu					5						5	8
12	Khotang						5						2
13	Udayapur					3						3	2
14	Okhaldunga		6		4	6			8				2
15	Saptari		6		4	6			8				7
16	Siraha	4	4		4	4					5	5	4
17	Dhanusha						4						8
18	Mohatari					15							8
19	Sarlahi												8
20	Sindhuli						5						3
21	Ramachap						5					10	

22	Dolakha					10						10	
23	Sindhupalchok					6						6	
24	Rasuwa					5						5	
25	Dhading		6		4	11	5		8			7	4
26	Nouwakot						5						2
27	Kathmandu						3						10
28	Lalitpur					5						5	8
29	Bhaktapur												3
30	Kavre		6		4	9			8			3	
31	Makawanpur						5						5
32	Rauthat												10
33	Bara												10
34	Parsa												10
35	Chitwan	6	4		4	12	4	10	4			10	10
36	Nawalparasi						3						8
37	Rupendahi					10						10	5
38	Kapailbastu	4	5		3	15					5	8	2
39	Arghakhanchi					10						10	
40	Palpa						5					5	
41	Gulmi					11						6	
42	Syanja	6	5		3	5		10	4			4	
43	Tanahu						3						6
44	Gorkha						3						
45	Manang						3						
46	Lamjung						5					5	
47	Kaski						5						8

48	Parbat						5					4	
49	Baglung		6		4	6			8			5	
50	Myagdi						5						
51	Mustang						4						
52	Mugu						4						
53	Dolpa		7 (-2)				5		8				
54	Humla		6 (-1)			6			8				
55	Jumla		7			11			8			4	
56	Kalikot		7			7			8				
57	Rukum						4						
58	Rolpa					10						10	
59	Pyuthan						4						
60	Dang	5	4	5	10	3				5	8	5	
61	Salyan						5						
62	Bankae			5	10					5	8		
63	Bardiya			5	10	10				5	8	7	
64	Surkhet	6	4		4		3	10	4				5
65	Jajarkot					16						16	
66	Dailekh						5					5	
67	Kailali			5	10	10				5	8	7	
68	Doti					5	1					5	
69	Achham						5						
70	Bajura						5						
71	Bajhang						4						
72	Darchula						5					15	
73	Baitadi						5						

74	Dadeldhura	7	4		4	4					5		
75	Kanchanpur	5	4	5	10	8		10	4	5	3	13	
	Total	48	102	25	100	290	143	50	100	25	50	264	185

Source: NFEC's Planning

Annex 2

VDC Wise Total Population of Katmandu Distinct

S. No.	VDC	1991			2001			Average Annual Growth Rate, 1991-01		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Aalapot	1285	1222	2507	1442	1442	2884	1.2	1.7	1.4
2	Badbhangyang	1335	1371	2706	1667	1619	3286	2.2	1.7	2.0
3	Bajrayogini	1940	1873	3813	1950	1930	3880	0.1	0.3	0.2
4	Balambu	1585	1649	3234	2569	2595	5164	4.9	4.6	4.8
5	Baluwa	1978	1955	3933	2153	2092	4245	0.9	0.7	0.8
6	Bhadrabas	931	964	1895	1069	1070	2139	1.4	1.0	1.2
7	Bhimdhunga	1211	1189	2400	1324	1298	2622	0.9	0.9	0.9
8	Bhudhanilkantha	3250	2748	5998	5372	5264	10636	5.2	6.7	5.9
9	Chalnakhel	1478	1502	2980	1806	1830	3636	2.0	2.0	2.0
10	Chapali	1453	1524	2977	2278	2266	4544	4.6	4.0	4.3
11	Chhaimale	1762	1846	3608	1997	2145	4142	1.3	1.5	1.4
12	Chouketar dahachok	1611	1597	3208	1946	1914	3860	1.9	1.8	1.9
13	Chunnikhel	1564	1569	3133	1939	1939	3878	2.2	2.1	2.2
14	Daachhi	2970	2921	5891	4105	3571	7676	3.3	2.0	2.7
15	Daxinkali	1776	1676	3452	2199	2228	4427	2.2	2.9	2.5
16	Dhapasi	2221	2090	4311	6077	5541	11618	10.6	10.2	10.4
17	Dharmasthali	2010	2059	4069	2351	2337	4688	1.6	1.3	1.4
18	Futunga	1211	1264	2475	1524	1601	3125	2.3	2.4	2.4
19	Gagalphedi	2259	2398	4657	2575	2654	5229	1.3	1.0	1.2
20	Gokarna	1718	1689	3407	2250	2214	4464	2.7	2.7	2.7
21	Golthunga	2643	2494	5137	3545	3422	6967	3.0	3.2	3.1
22	Gonggabau	2800	2610	5410	11238	9610	20848	14.9	13.9	14.4
23	Gothatar	3073	3103	6176	4169	4100	8269	3.1	2.8	3.0
24	Ichankhunarayan	2454	1982	4436	4016	3678	7694	5.0	6.4	5.7
25	Indrayani	1317	1323	2640	1467	1491	2958	1.1	1.2	1.1
26	Jhormahankal	1816	1851	3667	1804	1815	3619	-0.1	-0.2	-0.1
27	Jitpurphedi	1741	2065	3806	2334	2423	4757	3.0	1.6	2.3
28	Jorpati	5804	5558	11362	21674	19588	41262	14.1	13.4	13.8
29	Kabresthali	1521	1519	3040	1788	1758	3546	1.6	1.5	1.6
30	Kapan	2341	2104	4445	7988	7352	15340	13.1	13.3	13.2
31	Kathmandu Mpc	220128	194136	414264	360103	31174	671846	5.0	4.9	5.0
32	Khadka bhadrakali	1301	1242	2543	2752	2787	5539	7.8	8.4	8.1
33	Kirtipur N.P.	16051	15287	31338	21686	19149	40835	3.1	2.3	2.7
34	Lapsephedi	2484	2522	5006	2715	2888	5603	0.9	1.4	1.1
35	Machhegaun	1182	1266	2448	1427	1444	2871	1.9	1.3	1.6
36	Mahadevsthan	2382	2336	4718	3985	3923	7908	5.3	5.3	5.3
37	Mahankal	1906	1860	3766	3453	3355	6808	6.1	6.1	6.1
38	Manamaiju	2234	2218	4452	5652	5307	10959	9.7	9.1	9.4
39	Matatirtha	1415	1386	2801	1862	1791	3653	2.8	2.6	2.7
40	Mulpani	2357	2365	4722	2919	2961	5880	2.2	2.3	2.2
41	Nanle bhare	2116	1924	4040	2315	2341	4656	0.9	2.0	1.4
42	Naya naikap	1616	1646	3262	2198	2227	4425	3.1	3.1	3.1
43	Purano naikap	1630	1381	3011	1767	1689	3456	0.8	2.0	1.4
44	Nayapati	2074	2119	4193	2586	2642	5228	2.2	2.2	2.2

S. No.	VDC	1991			2001			Average Annual Growth Rate, 1991-01		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
45	Pukulachhi	1306	1312	2618	1344	1402	2746	0.3	0.7	0.5
46	Ramkot	2697	2709	5406	3233	3284	6517	1.8	1.9	1.9
47	Sangla	1405	1302	2707	1665	1561	3226	1.7	1.8	1.8
48	Sokhel	1957	1971	3928	2164	2164	4328	1.0	0.9	1.0
49	Satungal	1378	1356	2734	3118	2716	5834	8.5	7.2	7.9
50	Syuchhatar	2230	2223	4453	3374	3254	6628	4.2	3.9	4.1
51	Shesnarayan	1540	1377	2917	1756	1672	3428	1.3	2.0	1.6
52	Sitapaila	2608	2554	5162	4965	4629	9594	6.7	6.1	6.4
53	Sundarijal	994	957	1951	1270	1229	2499	2.5	2.5	2.5
54	Suntol	2023	2081	4104	2161	2256	4417	0.7	0.8	0.7
55	Talkududechour	1222	1197	2419	1383	1353	2736	1.2	1.2	1.2
56	Thankot	2934	2843	5777	4440	4143	8583	4.2	3.8	4.0
57	Tinthana	1565	1628	3193	3120	2872	5992	7.1	5.8	6.5
58	Tokha chandeswori	1442	1451	2893	1712	1830	3542	1.7	2.3	2.0
59	Tokha saraswori	1032	1077	2109	1284	1397	2681	2.2	2.6	2.4
District		346267	317441	663708	561025	50279	106382	4.9	4.7	4.8

Source: National Census 2001

Annex 3

VDC-wise out-of-school children at primary level in Kathmandu district

S. No.	VDC	Total population (5-9 age group) 2004			Enrolment, (5-9 age group) 2004/05			Out-of-school children (5-9 age group) 2004/05			% of 5-9 age group out-of-school children, 2004/05		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1	Aalapot	167	164	331	155	133	288	12	31	43	7.19	18.9	13
2	Badbhangyang	223	232	455	204	245	449	19	0	19	8.52	0	4.18
3	Bajrayogini	228	227	455	185	200	385	43	27	70	18.9	11.9	15.4
4	Balambu	282	282	564	248	238	486	34	44	78	12.1	15.6	13.8
5	Baluwa	237	246	483	214	203	417	23	43	66	9.7	17.5	13.7
6	Bhadrabas	128	127	255	93	118	211	35	9	44	27.3	7.09	17.3
7	Bhimdhunga	159	157	316	152	145	297	7	12	19	4.4	7.64	6.01
8	Bhudhanilkantha	663	675	1338	681	735	1416	0	0	0	0	0	0
9	Chalnakhel	212	210	422	133	138	271	79	72	151	37.3	34.3	35.8
10	Chapali	266	265	531	284	233	517	0	32	32	0	12.1	6.03
11	Chhaimale	292	268	560	269	240	509	23	28	51	7.88	10.4	9.11
12	Dahachok	224	223	447	195	205	400	29	18	47	12.9	8.07	10.5
13	Chunnikhel	250	248	498	230	246	476	20	2	22	8	0.81	4.42
14	Daachhi	377	427	804	355	429	784	22	0	22	5.84	0	2.74
15	Daxinkali	223	219	442	211	179	390	12	40	52	5.38	18.3	11.8
16	Dhapasi	686	742	1428	655	813	1468	31	0	31	4.52	0	2.17
17	Dharmasthali	263	262	525	207	253	460	56	9	65	21.3	3.44	12.4
18	Futunga	178	168	346	138	173	311	40	0	40	22.5	0	11.6
19	Gagalphedi	339	324	663	301	314	615	38	10	48	11.2	3.09	7.24
20	Gokarna	265	261	526	300	251	551	0	10	10	0	3.83	1.9

S. No.	VDC	Total population (5-9 age group) 2004			Enrolment, (5-9 age group) 2004/05			Out-of-school children (5-9 age group) 2004/05			% of 5-9 age group out-of-school children, 2004/05		
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
21	Golthunga	416	428	844	321	305	626	95	123	218	22.8	28.7	25.8
22	Gonggabau	1235	1455	2690	894	1136	2030	341	319	660	27.6	21.9	24.5
23	Gothatar	467	467	934	490	492	982	0	0	0	0	0	0
24	Ichankhunaryan	432	459	891	476	488	964	0	0	0	0	0	0
25	Indrayani	152	150	302	104	88	192	48	62	110	31.6	41.3	36.4
26	Jhormahankal	239	238	477	188	227	415	51	11	62	21.3	4.62	13
27	Jitpurphedi	284	275	559	248	273	521	36	2	38	12.7	0.73	6.8
28	Jorpati	2421	2732	5153	2586	2985	5571	0	0	0	0	0	0
29	Kabresthali	213	211	424	145	159	304	68	52	120	31.9	24.6	28.3
30	Kapan	1047	1123	2170	1038	1114	2152	9	9	18	0.86	0.8	0.83
31	Kathmandu MPC	29176	34147	63323	30130	34530	64660	0	0	0	0	0	0
32	Khadka bhadrakali	331	326	657	263	339	602	68	0	68	20.5	0	10.4
33	Kirtipur N.P.	1700	1922	3622	1854	1959	3813	0	0	0	0	0	0
34	Lapsephedi	404	368	772	282	317	599	122	51	173	30.2	13.9	22.4
35	Machhegaun	169	168	337	160	147	307	9	21	30	5.33	12.5	8.9
36	Mahadevsthan	464	461	925	443	478	921	21	0	21	4.53	0	2.27
37	Mahankal	345	357	702	418	336	754	0	21	21	0	5.88	2.99
38	Manamaiju	699	758	1457	579	610	1189	120	148	268	17.2	19.5	18.4
39	Matatirtha	227	235	462	187	240	427	40	0	40	17.6	0	8.66
40	Mulpani	350	349	699	337	360	697	13	0	13	3.71	0	1.86
41	Nanle bhare	336	329	665	284	265	549	52	64	116	15.5	19.5	17.4
42	Naya naikap	231	231	462	201	188	389	30	43	73	13	18.6	15.8
43	Purano naikap	162	164	326	175	151	326	0	13	13	0	7.93	3.99
44	Nayapati	305	292	597	274	333	607	31	0	31	10.2	0	5.19
45	Pukulachhi	123	116	239	97	104	201	26	12	38	21.1	10.3	15.9
46	Ramkot	359	358	717	367	349	716	0	9	9	0	2.51	1.26
47	Sangla	189	203	392	137	167	304	52	36	88	27.5	17.7	22.4
48	Sokhel	239	238	477	79	93	172	160	145	305	66.9	60.9	63.9
49	Satungal	325	369	694	339	386	725	0	0	0	0	0	0
50	Syuchhatar	363	377	740	231	234	465	132	143	275	36.4	37.9	37.2
51	Shesnarayan	175	179	354	101	132	233	74	47	121	42.3	26.3	34.2
52	Sitapaila	528	571	1099	569	613	1182	0	0	0	0	0	0
53	Sundarijal	217	224	441	179	157	336	38	67	105	17.5	29.9	23.8
54	Suntol	267	253	520	198	182	380	69	71	140	25.8	28.1	26.9
55	Talkududechour	176	183	359	130	147	277	46	36	82	26.1	19.7	22.8
56	Thankot	462	499	961	464	510	974	0	0	0	0	0	0
57	Tinthana	314	342	656	372	352	724	0	0	0	0	0	0
58	Tokha chandeswori	308	280	588	162	116	278	146	164	310	47.4	58.6	52.7
59	Tokha saraswori	197	179	376	123	122	245	74	57	131	37.6	31.8	34.8
District Total		51709	57743	109452	50835	56675	107510	874	1068	1942	1.69	1.85	1.77

Annex 4

Staffing list of Lalitpur and Kathmandu DEO

Post	Kathmandu	Lalitpur
DEO	1	1
Section Officers	5	3
Supervisors	14	7
Present RPs	22	NA
Former RPs	15	15
TA	9	6

Source: Kathmandu DEO & Lalitpur DEO

Annex 5

Copy of advertisement for FSP quota by Kathmandu DEO

जिल्ला शिक्षा कार्यालय काठमाडौंको सूचना

१. यस कार्यालयअन्तर्गतका विद्यालयहरूले तेश्रो चौमासिक माग कार्यामा साथमा २०६१ फागुन महानसम्मको त भ. बर्सेको भर्नापत्र, क.स. कोष जम्मा गरेको प्रमाणपत्र, शिक्षकहरूको नियुक्ति र कक्षास्थानबाट तिकासा गएको छुटबर्तन रकम प्रस्तावका भर्नापत्र सलगत गरी २०६१ माघदेखि बढेको २०६१, भन्ना माग गर्दा गुरु स्कूलको आधारमा सही भिन्नदेखि तेश्रो चौमासिकको रकम समेत माग गन्हुन ।

२. सर्वेका लागि शिक्षा कार्यक्रमअन्तर्गत सडक बालबालिकाहरूलाई प्रति शिक्षाको मन पराउनुमा समाहित प्रतिशिक्षा कार्यक्रम रहेको हुदा उक्त सडक बालबालिकाहरूका लागि शिक्षा कार्यक्रम सञ्चालन गर्न दुइछक गैरसरकारी सङ्घ समूहहरूका कार्यक्रम सञ्चालनको लागि प्रस्तावपत्रसहित सभ्या दना प्रमाणपत्र सलगत गरी मिति २०६१ चैत ७ गतेभित्र यस कार्यालयमा निवेदन बना गन्हुन अनुरोध गरिन्छ । विस्तृत जानकारीको लागि यस कार्यालयको सूचना पाटीमा हेरनुन जानकारी गराइन्छ ।

३. यस कार्यालयको आयोजना तथा अन्तर्गत दु मा वि. ज्यात्रु कान्तिपथको सञ्चालनका २०६१ चैत १२ देखि १९ गतेसम्म सञ्चालन हुने विद्यालयस्तरीय बुद्धिचाल प्रतिस्पर्धा यस प्रतिस्पर्धासमा सहभागी हुन दुइछक विद्यालयहरूले १२ बर्सेदेखि १२ वा पुगेका बर्षमा ५ जना विद्यार्थीहरू एक छुवा प्रतिवाय प्रति विद्यार्थी रु. १००० तिरो यही २०६१ चैत २ गतेसम्ममा दना गराउनुनहोला । विस्तृत जानकारीको लागि सञ्चालक विद्यालयको फोन ४०४९२४१ ४२४९२३९ मा सम्पर्क गरनुनहुन समेत अनुरोध गरिन्छ ।

४. यस कार्यालयअन्तर्गत सञ्चालित निम्नानुसारका सभ्यागत विद्यालयहरूले निम्नानुसार गन गराउनुन यस कार्यालयमा निवेदन गरेको हुनाले सो सभ्यन्धमा कुनै व्यक्ति वा सङ्घ, सभ्याको कुनै किसिमको दावी विरोध भए यसै सूचनालाई जानकारी मानी आवश्यक प्रमाणसहित यो सूचना प्रकाशित भएको मितिले ३५ दिनभित्र यस कार्यालयमा लिखित दावी विरोध गन्हुन र सो समयभित्र लिखित दावी विरोध नगरेमा निवेदकहरूको माग प्रमाणित कारवाही अर्गाडि बढाइने व्यहोरा सभ्यन्धित सबैको जानकारीको लागि अनुरोध गरिन्छ ।

क) का.म.पा. वडा नं. ५ प्रयागहीमा सञ्चालन हुँदै आएको सभ्यागत विद्यालय श्री श्वेन सदन इङ्लिस बोर्डिङ स्कूलले साविक स्थानबाट का.जि. गोड्गावु गाविस वडा नं. ५ चक्रपथ टाँकिया बजारस्थित श्री अन्नू तिराचनको घरजग्गामा विद्यालय स्थानान्तरण गरी सञ्चालन गराउनुन माग गरेको ।

ख) का.म.पा-१३ बाफलमा सञ्चालित सभ्यागत विद्यालय श्री हाटल्यान्ड चिल्ड्रन एकेडेमीले साविक स्थानबाट का.म.पा-१३ बाफलको कि.नं. १०९० मा बनेको मचा महजनको घरमा स्थानान्तरण गरी सञ्चालन गर्न निवेदन गरेको ।

Source: Gorkhapatra National Daily, dated 2061-12-2

In English: Date of publication, 2061-12-2

Based on the 'Education for All' campaign, for the integration of street children into the mainstream of education, District Education Office, Kathmandu requests proposals from the interested NGOs to implement the educational program under Kathmandu district. The proposal should be submitted within 2061-17-7 by attaching the registration certificate of the organization. For the further details, please see on the notice board of the office.

Annex 6.1

Process of Students Selection for ASP in KTM

S.N.	Year	FSP Centre	Major	Dalits	Indigenous	Age	Sex	Total
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			Casts			Group	M	F	
1	2005/06	Lazimpat	Mixed	2	8	7-13	14	9	23
2	2005/06	Gaushala	Mixed	-	12	8-14	18	10	28
3	2005/06	Anamnager	Mixed	-	12	7-15	9	9	18
4	2005/06	New Bus Park	mixed	-	9	8-14	10	12	22
5	2005/06	Dhapasi	Mixed	1	9	8-14	8	11	19
6	2005/06	Chaimale	Tamang	-	20	8-14	11	9	20
7	2005/06	Kritipur	Tamang	3	14	6-15	5	15	20
8	2005/06	Kritipur	Newar	-	8	8-14	9	11	21
9	2005/06	Ca: Mati Fat	Newar	4	14	8-14	7	12	19
10	2005/06	Chapali-Bhadrakali	Newar	3	6	6-14	6	14	20
Total				13	112		97	112	210

Annex 6.2

Process of student selection for ASP in Lalitpur district

S.N.	Year	FSP Centre	Process of Students Selection	Dalits	Indigenous	Age Group	Sex		Total
							M	F	
1	2005/06	Malta	Door to door by facilitators	-	25	-	-	-	-
2	2005/06	Thula-Durlung	Community meeting by facilitators and school	2	5	-	-	-	-
3	2005/06	Bharadue	Door to door by facilitators	-	20	-	-	-	-
4	2005/06	Dukuchhap	Door to door by facilitator	-	14	-	-	-	-
5	2005/06	Chapagaun	Noticing to the illiterate women of the society	-	7	17-24	-	15	15
6	2005/06	Lalitpur SMP-12	Noticing in community by facilitator	-	-	8-14	4	5	9
7	2005/06	Lalitpur SMP-15	Among the students of School	-	8	14-37	-	20	20
8	2005/06	Lalitpur SMP-15	Among the students of School	2	6	15-43	-	20	20
9	2004/05	Pyutar	Community meeting by facilitator and head teacher	-	24	4-13	11	14	25
10	2004/05	Imadol	Door to door by facilitator and organization	-	15	6-17	10	10	20
11	2004/05	Lalitpur SMP-14 Lohachok	Door to door by facilitator	7	9	12-19	2	14	16

S.N.	Year	SOP Centre	Process of Students	Indigenous	Age	Sex	Total
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			Selection		Group			
1	2004/05	Chaughare	Door to door by facilitator	15	6-13	9	11	20

Annex 7.1

Process of Facilitators Selection for FSP in Kathmandu District

S. N.	Year	Name of FSP Centre	Process of Facilitators Selection	Responsible Persons/Organization
1	2005/06	Lazimpat	Among the local women	EDUC Nepal
2	2005/06	Gaushala	Personal relation	Let's Do Something
3	2005/06	Anamnager	Teaching experience	Multipurpose Community Helping Centre
4	2005/06	New Bus Park	Personal relation	Bagmati Association Deaf
5	2005/06	Dhapasi	By the decision of community meeting	Women's Hand
6	2005/06	Chaimale	Among the active members of the community	Janasarokar Tatha Anushandhan Kendra
7	2005/06	Kritipur	Personal relation	Namsaling Cooperative Forum
8	2005/06	Kritipur	Personal relation	Social and Economic Development Centre
9	2005/06	Ca: Mati Fat	Personal relation	Manaslu Development Centre
10	2005/06	Chapali-Bhadrakali	Personal relation	Chapali Bhadrakali VDC

Annex 7.2

Process of Facilitators Selection for FSP in Lalitpur District (table)

S. N.	Year	Name of FSP Centre	Process of Facilitators Selection	Responsible Persons/Organization
1	2005/06	Malta	Selected from the temporary school staffs	Kali-Setidevi S. School
2	2005/06	Thula-Durlung	Selected from the temporary school staffs	Gumrang L. S. School
3	2005/06	Bharadue	By public notice and interview	Guptshwor P. School
4	2005/06	Dukuchhap	Through personal relation	Subidha Bihin Ko Lagi Ship Ra Sikshaya
5	2005/06	Chapagaun	Among organization's staffs	Lu-Niva: Pu: Cha:
6	2005/06	Lalitpur SMP-12	Personal relation	Lalitpur Batawaran

				Sudhar
7	2005/06	Lalitpur SMP-15	Continued to organization's teacher	Women's Empowerment for Development
8	2005/06	Lalitpur SMP-15	Continued to organization's teacher	Women's Empowerment for Development
9	2004/05	Pyutar	Personal relation	Kali-Setidevi L.S. School
10	2004/05	Imadol	Personal relation	Nepal Adarsha Samuha
11	2004/05	Lalitpur SMP-14 Lohachok	Personal relation	Chaina-Bina Guru Ganesh P. School

S. N.	Year	Name of SOP Centre	Process of Facilitators Selection	Responsible Persons/Organization
1	2004/05	Chaughare	Among the local indigenous people	Kali-Setidevi L.S. School

Annex 8

Process of Implementing sites, Students and Monthly income of Parents of FSP Students in Kathmandu District

S.N.	Name of the Contractors	Process of Implicating Site Selection	Process Students Selection	Monthly Income of Parents (in Nrs)
1	Women's Hand	Through field survey	Door to door counseling	2,000 - 2,500
2	Let's Do Something	Through field survey	Door to door counseling	2,000 - 2,500
3	EDUC Nepal	Through field survey	Door to door counseling and public notice	2,000 - 2,500
4	Multipurpose Community Helping Centre	Through field survey	Door to door counseling and public notice	2,000 - 2,500
5	Janasarokar Tatha Anushandhan Kendra	Targeted to Dalits and Tamangs	Parents' meeting	1,500-2,000
6	Bagmati Association Deaf	Through field survey	Door to door counseling	-
7	Namsaling Cooperative Forum	Through Field Survey	Door to door counseling	2,000 - 2,500
8	Manaslu Development Centre	Targeted to orphan and helpless children	Implemented to the children of rehabilitation centre	-
9	Social and Economic Development Centre	Through field survey	Door to door counseling	2,000 - 2,500
10	Chapali Bhadrakali VDC	Through field survey	Door to door counseling	2,000 - 2,500

Annex 9

Profiles of Contractors in Kathmandu District

S.N.	Name of the Contractors	Year of Establishment	Hunan Recourses	Yearly Financial Transaction	Address of FSP Centre	Experiences in NFE Programs
1	Women's Hand	2060	4	600,000	Dilibazar	Nil

					Kathmandu MP	
2	Let's Do Something	2061	3	150,000	Gaushala Kathmandu MP	Nil
3	EDUC Nepal	2058	3	800,000	Lazimpat Kathmandu MP	ECD class 2061/62
4	Multipurpose Community Helping Centre	2058	3	Normal	Anamnager Kathmandu MP	Nil
5	Janasarokar Tatha Anushandhan Kendra	2057	-	Normal	Chaimale VDC	Nil
6	Bagmati Association Deaf	-	-	Normal	Hanuman Dhoka, Kathmandu MP	Nil
7	Namsaling Cooperative Forum	2061	-	Normal	Dilibazar Kathmandu MP	Nil
8	Manaslu Development Centre	-	-	Normal	Ca: Mati Faat Kathmandu MP	Nil
9	Social and Economic Development Centre	-	-	Normal	Kritipur MP	Nil
10	Chapali Bhadrakali VDC	-	-	-	Chapali-Bhadrakali VDC	Nil

Annex 10

The distribution of formal schools and literacy state in Kathmandu district

S. No.	Name of the VDCs	Total Population	Major Ethnic Casts	No. of SS	No. of L.S.	No. of Pri. S.	Literacy %	Female Literacy %
1	Aalapot	2884	Newar Brahman	1	-	2	58.38	44.94
2	Badbhangyang	3286	Tamang	1	2	1	59.06	46.82
3	Bajrayogini	3880	Tamang Newar	-	-	4	55.19	42.52
4	Balambu	5164	Newar Chhetri	1	-	1	73.66	58.47
5	Baluwa	4245	Newar Tamang	2	-	2	58.86	45.09
6	Bhadrabas	2139	Brahman Newar	1	1	-	69.27	54.63
7	Bhimdhunga	2622	Tamang	-	1	4	63.98	50.43

8	Bhudhanilkantha	10636	Chhetri Tamang	1	2	2	67.05	54.37
9	Chalnakhel	3636	Tamang Chhetri	-	-	2	62.96	49.97
10	Chapali	4544	Chhetri Tamang	1	1	-	52.41	41.03
11	Chhaimale	4142	Tamang Brahman	1	1	2	46.2	34.99
12	Chouketar dahachok	3860	Chhetri Sanyasi	1	-	2	49.56	93.41
13	Chunnikhel	3878	Newar Brahman	1	-	1	56.26	-
14	Daachhi	7676	Brahman Chhetri	1	1	3	73.6	60.41
15	Daxinkali	4427	Newar Brahman	1	-	3	73.93	58.99
16	Dhapasi	11618	Chhetri Brahman	1	-	1	79.33	69.97
17	Dharmasthali	4688	Newar Brahman	1	-	1	64.85	51.56
18	Futung	3125	Chhetri Newar	1	-	-	72.1	58.95
19	Gagalphedi	5229	Tamang Chhetri	2	1	6	56.36	43.47
20	Gokarna	4464	Newar Chhetri	1	1	1	64.08	50.96
21	Golthunga	6967	Brahman Newar	2	1		68.22	55.97
22	Gonggabau	20848	Chhetri Brahman	1	-	1	78.89	69.72
23	Gothatar	8269	Brahman Chhetri	2	-	1	72.9	59.43
24	Ichankhunarayan	7694	Newar Tamang	1	2	1	72.48	60.01
25	Indrayani	2958	Chhetri Newar	1	-	1	73.25	61.08
26	Jhormahankal	3619	Brahman Tamang	1	2	1	61.35	49.81
27	Jitpurphedi	4757	Brahman Tamang	2	-	4	61.83	50.44

28	Jorpati	41262	Brahman Chhetri	2	-	-	62.45	50.5
29	Kabresthali	3546	Brahman Tamang	1	1	1	67.73	51.92
30	Kapan	15340	Brahman Chhetri Newar	2	2	-	72.71	61.64
31	Khadka bhadrakali	5539	Chhetri Newar	-	-	1	71.09	41.46
32	Lapsephedi	5603	Tamang Brahman	1	-	7	34.09	21.12
33	Machhegaun	2871	Newar Chhetri	1	-	1	67.67	53.09
34	Mahadevsthan	7908	Newar Chhetri	2	-	4	70.61	60.39
35	Mahankal	6808	Chhetri Brahman	1	-	-	77.76	68.69
36	Manamaiju	10959	Chhetri Newar	3	-	-	78.03	65.82
37	Matatirtha	3653	Chhetri Newar	2	-	1	66.55	56.56
38	Mulpani	5880	Brahman Chhetri	1	1	-	71.48	55.91
39	Nanlebhare	4656	Brahman Tamang	1	-	4	40.04	27.1
40	Naya naikap	4425	Chhetri Brahman	2	-	-	77.54	63.62
41	Nayapati	5228	Chhetri Tamang	1	-	1	62.27	50.49
42	Pukulachhi	2746	Newar Chhetri	2	-	1	73.57	61.36
43	Ramkot	6517	Sanyasi Chhetri	2	1	3	71	55.61
44	Sangla	3226	Brahman Chhetri	1	1	2	49.61	33.85
45	Sokhel	4328	Chhetri Newar	2	2	1	72.71	58.35
46	Satungal	5834	Newar Chhetri	1	1	-	66.5	54.21
47	Syuchhatar	6628	Chhetri Brahman	2	-	1	74.03	60.27

48	Shesnarayan	3428	Newar Chhetri	1	-	1	55	44.55
49	Sitapaila	9594	Newar Chhetri	1	1	1	75.01	63.64
50	Sundarijal	2499	Tamang Newar	1	-	3	48.7	28.26
51	Suntol	4417	Newar Tamang	-	-	4	48	39.77
52	Talkududechour	2736	Tamang Newar	1	1	2	-	39.39
53	Thankot	8583	Newar Serpha	2	-	2	71.38	57.83
54	Tinthana	5992	Chhetri Newar	1	-		75.01	66.1
55	Tokha chandeswori	3542	Newar	-	-	1	50.9	48.78
56	Tokha saraswori	2681	Newar	1	-	-	58.64	43.07
57	Purano naikap	3456	Newar Chhetri	1	-	-	71.64	59.48
58	Kirtipur N.P.	40835	Newar Chhetri	10	-	6	73.72	-
59	Kathmandu Mpc	671846	Newar Chhetri Brahman	53	18	26	82.62	-
	District	1063821		131	45	121		

Sources: -Census 2001
 -Saichak Mirmare, Kathmandu DEO, 2061
 -Population 6 years of age and over by literacy status and sex for VDC/MP by NFEC, 2001

Annex 11

Resource Center School in Kathmandu District

S.N.	Name of Resource center	Covered areas
1	Bhagyodaya Higher Secondary School	Nanglebhare, Lapsifedi, Sankhu Bajrayogini Sankhu Suntole, Pukhulahhi
2	Kantibhairab Secondary School, Danchhi	Alapot, Bhadrabas, Kanchhi, Gagalfedi, Mulpani, Indrayani
3	Sahayogi Higher Secondary School, Gokarna	Sundarijal, Baluwa, Nayapati, Gokarneshwor, Jorpati
4	Ganesh Secondary School, Chapali	Budhanilkantha, Mahankal, Chunikhel, Chapali Bhadrakali, Khadka Bhadrakali, Kathmandu Metropolitan City ward no.3
5	Nepal Rastriya Secondary School, Nepaltar	Sangla Balkumari, Futung, Kavresthali, Manamaiju, Jitpur, Goldunga, Dharmasthali
6	Manohar Secondary School, Gongabu	Tokha Saraswati, Tokha chandeshwori, Gongabu,

		Dhapasi, Jhormahankal
7	Sitaram Higher Secondary School, Ramkot	Bhimdunga, Ramkot, Sitapaila
8	Prabhat Secondary School, Thankot	Dahachowk, Badbhanjyang, Satungal, Matatirtha, Mahadevsthan, Balambu, Syuchatar, Old Naikap, New Naikap, Tinthan Thankot
9	Farping Secondary School, Farping	Talkundechwor, Chhaimale, Dhakshinkali, Setidevi, Chalnakhel, Sheshnarayan
10	Kirtipur Secondary School, Kirtipur	Kirtipur Municipality 2, Machchhe Ganu
11	Nandi Secondary School, Naxal	Kathmandu Metropolitan city ward no. 1,2,3,4 & 5
12	Mahendra Bauddha Secondary School, Bauddha	Kathmandu Metropolitan city 6 & Kapan VDC
13	Pashupatimitra Secondary School, Chabahil	Kathmandu Metropolitan city 7 & 8
14	Ratna Rajyalaxmi Secondary School, Baneshwor	Kathmandu Metropolitan city 10 & 11
15	Jana Pravati Secondary School, Kalimati	Kathmandu Metropolitan city 12, 13, & 14
16	Geetamata Secondary School, Bijeshwori	Kathmandu Metropolitan city 15 & Ichankhunarayan VDC
17	Tarun Secondary School, Balaju	Kathmandu Metropolitan city 16
18	Shanti Sikshya Mandir, Thahiti	Kathmandu Metropolitan city 17, 18, 19, 26, 27, 28, & 29
19	Paropakar Higher Secondary School, Bhimsensthan	Kathmandu Metropolitan city 20, 21, 22, & 23
20	Bhanu Secondary School, Ranipokhari	Kathmandu Metropolitan city 30, 31, 32 & 33
21	Koteshwor Saraswati Secondary School, Koteshwor	Kathmandu Metropolitan city 35 and Gothatar VDC
22	Guheshwori Secondary School, Sinamangal	Kathmandu Metropolitan city 9 and 34

Source: Kathmandu DEO

Annex 12.1

Profiles of contractors for FSP implementation under Kathmandu District

	S.N.	VDC	Facilitator's Name	Contractor's Name	Address of FSP Center
FSP(2062)	1	Dhapasi	Puspa Poudel	Women's Hand (NGO)	Dhapasi VDC:7, Kathmandu Phone: 4362817
	2	Chapali-Bhadrakali	Puspa Bhandari	Chapali Bhadrakali VDC	Chapali-Bhadrakali VDC, Kathmandu, Phone: 4376298

3	Chaimale	Chatur Lama	Janasarokar Tatha Anushandhan Kendra (NGO)	Chaimale VDC: 1, Kathmandu, Phone: 4710144
4	Kirtipur MP	Damoder Chapagin	Namsaling Cooperative Forum (NGO)	Kritipur MP:17, Phone: 4330903
5	Kirtipur MP	Kamala Dhakal	Social and Economic Development Centre (NGO)	Kritipur MP: 17, Phone: 4332678
6	Kathmandu MPC	Usha Sinkhada	Bagmati Association Deaf (NGO)	Kathmandu MPC, New Bus Park, Phone:4356628
7	Kathmandu MPC	Manju Niroula	Multipurpose Community Helping Centre (NGO)	Kathmandu MPC, Anamnager, Phone: 4249312
8	Kathmandu MPC	Sharaswoti Devkota	Manaslu Development Centre (NGO)	Kathmandu MPC : 14, Ca: Mati Faat, Phone :4301740 (Anjan Devkota)
9	Kathmandu MPC	Roshana Thapa	EDUC Nepal (NGO)	Kathmandu MPC, Lazimpat, Phone: 4285151
10	Kathmandu MPC	Punam Uprati	Let's Do Something (NGO)	Kathmandu MPC: 9, Gaushala, Phone:4493375

Annex 12.2

Profiles of contractors for ASP implementation under Lalitpur District

	S.N.	VDC	Ward No.	Facilitator's Name	Contractor's Name	Address
SOP(2061)	1	Gimdi	1	Krishna Prasad Timalsena	Janak Lower Secondary School,	Naktar, Gimdi: 1, Lalitpur
	2	Bhattedada	1	Radha Ghimere	Bhanu Primary School,	Bhattedada: 1, Lalitpur
	3	Chaugharae	5	Buddha Bhagawan Tamang	Kalseti Devi Lower Secondary School	Thosne Khola, Chaugharae: 5, Lalitpur
	4	Bishanku-Narayan	6	Pritiman Tamang	Chapa-Kharka Primary School	Bishanku-Narayan: 6, Lalitpur
	5	Bumati	6	Punam Maharjan	Global Action	Bumati: 6, Lalitpur, C/o B.K. Shrestha, Lalitpur Ph: 430372

FSP(2061)	1	Pyutar	1	Chini Maya Lama	Kalseti Devi Lower Secondary School	Pyutar: 1, Lalitpur
	2	Ghusel	4	Shyam Bdr. Thing	Smajh Sudhar Youba Club (Okher-Bhanjang Primary School)	Ghusel-4, Lalitpur
	3	Imadol	5	Renuka Ghaulagain	Nepal Adrasha Shamuha (Gambhir Samundra Secondary School)	Imadol: 5, Lalitpur
	4	Lalitpur SMP	14	Ishowri Achhami	Chaina Bina Guru-Ganesh Primary School	Loha-Chook, Lalitpur SMP-14, Lalitpur
	5	Lubhu	--	Pashang K. Lama	Global Action	Bumati: 6, Lalitpur, C/o B. K. Shrestha Ph: 4430372

FSP(2062)	1	Malta	7	Yam Bdr. Gharti Magar	Kalidevi Secondary School	Malta:7, Lalitpur
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2	ThulaDurlung	7	Shubhadra Dahal	Gumrang Lower Secondary School	Thula-Durlung: 7, Lalitpur
3	Bhardaue	8	Suntali Golae	Guptaeshwor Primary School,	Poua-Chaur, Bhardaue: 8, Lalitpur
4	Dukuchhap	9	Raju Lama	Subidha Bihin Ko Lagi Ship Ra Sikasha, (Sudhalal Mulmi)	Dukuchap: 9, Lalitpur
5	Chapagaun	9	Sita Maharjan	Lu-Nima Pu: Cha:	
6	Lalitpur SMP	6	Bindhaya Maharjan	Lalitpur Batabaran Sudhar	Lalitpur: 6, Lalitpur
7	Lalitpur SMP	15	Nira Devi Mangmung	Prarana Mahila	Lalitpur SMP: 15, Lalitpur
8	Lalitpur SMP	15	Sharawhawati Regmi	Prarana Mahila	Lalitpur SMP: 15, Lalitpur

Annex: 13

Dates of ASP quota distribution and implementation

Name of the Districts	Date				Classes Started
	Advertagement*	Contractors Selection	Facilitators Selection	Traning for Facilitators	
Kathmandu	2062 Baishak (Duration 5 days)	2062 Jyesth	2062 Jyesth	2062 Jyesth (for 15 days)	2062 Ashad first week
Lalitpur	2061 Magh (Duration 15 days)	2061 Falgun	2061 Chaitra	2061 Chaitra (for 15 days)	2062 Baishak

Annex 14

Atma Bikash Primary School/Chapali Center

S.N	Name of the Student	Age	Sex (F/M)
1	Sirjana Lama	15	F
2	Santosh Lama	12	F
3	Sarita Lama	6	F
4	Phulmaya Tamang	12	F
5	Sushila Sunuwar	8	F
6	Gita Sunuwar	10	F
7	Rammaya Sunuwar	12	F
8	Raju Karki	10	M
9	Swstika Lama	10	F
10	Rajan Karki	8	M
11	Rojina Karki	6	F
12	Nirjala Bhandari	12	F
13	Alija Tamang	6	F
14	Nirjal Bhandari	8	M
15	Prithak Bhandari	6	M
16	Sugam Thapa	6	M
17	Karuna Bhandari	13	F
18	Dipa Bhandari	13	F
19	Manisha Bhandari	8	F
20	Dipesh Bhandari	8	M

Dhapasi Center

S.N	Name of the Student	Age	Sex (F/M)
1	Sudha Basnet	11	F
2	Sandhya Basnet	9	F
3	Gynu Giri	9	M
4	Sandeep Giri	8	M
5	Bikash Tamang	9	B
6	Sunita Bhujrl	11	F
7	Bhagawati Choudhari	13	F
8	Sunita Adhikati	8	F
9	Yasodha Giri	14	F
10	Sonu Rana Magar	8	F
11	Roshan Rai	8	M
12	Junu Thapa	11	F
13	Laxmi Choudhari	14	F
14	Radheshyam Yadav	8	M
15	Sandeep Pasawn	11	M
16	Rajendra Bhujel	13	M
17	Nirmala Bhusal	12	F
18	Amrit Basnet	11	M
19	Maya Basnet	10	F

Chhaimale Center

S.N	Name of the Student	Age	Sex (F/M)
1	Alias Thing	9	F
2	Bimla Blon	10	F
3	Harimaya Pakhrin	8	F
4	Shukraveer Lama	8	M
5	Kumar Bardeba	9	M
6	Jayaram Waiwa	9	M
7	Chandar Blon	10	M
8	Himal Yonjan	8	M
9	Tara Blon	12	F
10	Suvas Lama	12	M
11	Ram Kumar Thing	13	M
12	Deependra Thing	12	M
13	Sanchmaya	13	F
14	Man Bahadur Blon	11	M
15	Phul BahadurBlon	9	M
16	Pramila Thing	14	F
17	Rita Lama	13	F
18	Raj Man Blon	14	M
19	Sunit Waiwa	14	F
20	Ranju Yonjan	13	F

Lajimpat Center, Nilsaraswti

S.N.	Name of Student	Age	Sex (M/F)
1	Rabina Poudel	12	F
2	Sabitree Rimal	11	F
3	Atish Gurung	10	M
4	Sunjan Gurung	11	M
5	Sanjeep Lungeli Magar	9	F
6	Krisna Nepali	8	M
7	Mo Afsar	13	M
8	Suraj Bardewa	12	M
9	Kabi raj Updhya	12	M
10	Ashok Dahal	10	M
11	Jaggi Prasad Upadhya	11	M
12	Dip Raj Upadhya	12	M
13	Bhagawati Upadhya	10	F
14	Anial Dahal	11	M
15	Anu Gurung	12	F
16	Usha Koirala	12	F
17	Sarishma Thapa Magar	7	F
18	Hina Budha	9	F
19	Sabina Pariyar	11	F
20	Kumar Koirala	10	M

Goushala Center

S.N.	Name of the student	Age	Sex (F/M)
1	Sita Chspagain	10	F
2	Beena Chapagain	10	F
3	Sujana Bhattarai	11	M
4	Sujan Bhattarai	8	M
5	Trisam Sharma	8	M
6	Aayush Thapa Magar	8	M
7	Rinku Mahato	9	F
8	Ranjat Mahato	8	M
9	Sahaj Khanal	8	M
10	Saral Khan	8	M
11	Shruti Gupta	8	F
12	Bisham Sharma	8	M
13	Aashish Thapa Magar	8	M
14	Rajan Bhujel	8	M
15	Rsju Bhujel	8	M
16	Kiran K.C	9	M
17	NirmalaShrestha	11	F
18	Pujsn Katki	8	M
19	Sujan Karki	8	M
20	Jibaw Mahato	10	M
21	Shatrughan Gupta	10	M
22	Anial Chapagain	14	M
23	Anjita Chapagain	13	F
24	Sonam Sharma	14	M
25	Shsnta Goutam	14	F
26	Seeta Subedi	12	F

New Bus Park Center, Balaju

S.N.	Name of Student	Age	Sex (F/M)
1	Binod Pudaseni	12	M
2	Sarada Pudaseni	13	F
3	Sarita Pudaseni	12	F
4	Saroj Pudaseni	10	M
5	Janaki Karki	10	F
6	Uma Karki	13	F
7	Sher Bahadur Tamang	14	M
8	Deepak Rai	14	M
9	Rita Majhi	14	F
10	Sarita Khankbas	11	F
11	Melodi Sinkhada	9	F
12	Melosa Sinkhada	8	F
13	Manoj Pudaseni	9	M
14	Pramoj Pudaseni	8	M

15	Santosh Shrestha	13	M
16	Anju Tamang	10	F
17	Parbati Lama	8	F
18	Phulmaya Lama	9	F
19	Anju Lama	10	F
20	Rojit Lama	10	M
21	Kumar Lama	14	M
22	Shante Maharjan	14	M

Anam-Nagar Center

S.N.	Name of Student	Age	Sex (F/M)
1	Sujita Karki	12	F
2	Shyam Choudhari	9	M
3	Kumari agurung	7	F
4	Narayan Tamang	14	M
5	Ram Choudhari	11	M
6	Sunita Karki	8	F
7	Saraswti Giri	15	F
8	Kamala Bhujel	9	F
9	Sumitra Karki	8	F
10	Som Choudhari	8	M
11	Sumitra Tamang	14	F
12	Bikram Pokhrel	14	M
13	Bhagawti Giri	15	F
14	Indra Choudhari	13	F
15	Sachin Giri	8	M
16	Muna Darnal	8	F
17	Sagar Ghale	13	M
18	Parbat Ghale	14	M
19	Gundu Choudhari	15	F

Kirtipur Center (i)

S.N.	Name of Student	Age	Sex (F/M)
1	Basanta Lama	8	M
2	Kumari Bi . Ka .	10	F
3	Bimal Kumar Lama	8	M
4	Sumitra Lama	7	F
5	Sujan Lama	6	M
6	Sujita K.C.	6	F
7	Rabin Karki	7	M
8	Sudip Giri	10	M
9	Manisha Lama	8	F
10	Ram Maharjan	6	M
11	Laxman Maharjan	6	M
12	Deepak Sapkota	8	M

13	Aasha Lama	6	F
14	Bikram Lama	7	M
15	Nil Bahadur Maharjan	7	M
16	Deepa Sapkota	7	F
17	Saraswri Bhusal	11	F
18	Sudip Rimal	7	M
19	Susmita Rimal	8	F
20	Sushma Lama	8	F

Kirtipur Center (ii)

S.N.	Name of the Student	Age	Sex (F/M)
1	Ganga Lama	11	F
2	Sunil Lama	8	M
3	Sarmila Lama	6	F
4	Sushuma Lama	6	F
5	Mangali Maya Lama	10	F
6	Shalu Lama	13	F
7	Maniya Lama	10	F
8	Sarita Lama	6	F
9	Deepa Sapkota	8	F
10	Suman Lama	8	M
11	Sukmaya Lama	10	F
12	Geeta Magar	5	F
13	Bimala Lama	10	F
14	Parbati Shrestha 13	F	
15	Meena Shahi	13	F
16	Sarita Shahi	10	F
17	Bikram Lama	8	M
18	Sukram Lama	10	M
19	Sushama Lama	11	F
20	Deepak Sapkota	11	M

Chamati Phant Center

S.N.	Name of the Student	Age	Sex (F/M)
1	Krishna Bahadur Tamang	14	M
2	Ashmita B.Ka.	9	F
3	Bamudal Thapa	9	M
4	Lakkii Tama	10	M
5	Prabal Gurung	9	M
6	Mimka Tamang	11	F
7	Pushpa Gurung	12	F
8	Rojina Lama	13	F
9	Shakti Tamang	12	M
10	Shima Tamang	13	F
11	Purnima Gurung	6	F

12	Pragati B.Ka.	5	F
13	Pragaya B.Ka.	8	F
14	Sunila Tamang	8	F
15	Manju Gurung	11	F
16	Deepak B. Ka.	12	M
17	Durga Gurung	13	M
18	Bir Maya Gurung	8	F
19	Mayili Gurung	9	F

Annex 15

Alternative Schooling Project (ASP) Questionnaire Form Prepared for

Feasibility Study for Pilot Activities in Kathmandu District under the CASP/JICA

Targeted Questionnaires for DEO

Step1. Introduction and Personal Details

1.1 Please introduce yourself and explain the objective of the study. Take his/her consent before you precede interview.

1.2

Date: District:

Name of the DEO:.....

When did you start your duty as DEO in this district? Ans.....

Step 2. Organization Chart of DEO, Staffing and General Management

2.1 Could you please tell about the number of staffs in the DEO office?

Number of supervisors:.....

Number of R.P/R.T:....

Number of Technical Assistance:.....

Number of section officer(s):

2.2 How many recourse centres that have been working under your supervision?

Ans:.....
.....

2.3 Area covered by each recourse centre/Person

Ans:

a.	c.
b.	d.

2.4 Was DEO ever worked and coordinated with NGOs and CBOs? And what program did they work?

Ans:

S. N	Date	Program	NGO	CBO
1				
2				
3				
4				

2.5 Does DEO have any information about NGOs/CBOs?

Ans:

S.N.	Name of the NGO	Sector of NGO	Name of the CBO	Sector of CBO
1				
2				

2.6 How much DEO level is interrelated to the ASP?

Ans:.....
.....

2.7 How many regular meetings of ASP have been attended by DEO?

Ans: Yes/No

If yes, then, please list:

Date	Time (Duration)	Agenda of Discussion

If no, then, Why?
.....

Step 3. Management of SOP and FSP

3.1 What types of necessary data are available in DEO for the distribution of FSP and SOP quota?

- Ans:
- a.
 - b.
 - c.
 - d.
 - e.

3.2 How many quotas of ASP got this DEO in fiscal year 061/62?

SOP?	FSP?
------------	------------

3.3 When and how were they distributed?

Ans:.....
.....

3.4 When and how were contractors selected?

Ans: Date:.....
Process of Selection.....

3.5 What were the criteria of quota distribution?

- Ans:
- a.
 - b.
 - c.
 - d.

3.6 How were the work agreement and TOR like?

- Ans:
- Contract Period:
 - Contract Price:.....
 - Roles and Responsibilities of Facilitator:.....

3.7 When and how was facilitators selected?

Ans: Date of selection:
 Process of selection:

3.8 When, Where and by whom were training for facilitator conducted?

Ans:

S. N.	Date	Place	Trainer

3.9 When, Where and by whom were textbooks and other materials distributed?

Ans:

S. N.	Date	Place	Distributor

3.10 How much is the monthly salary per facilitator?

Ans:

Step 4. SOP and FSP Classes

4.1 How many students have been studying in SOP classes?

Ans:

Male:	Female:.....
-------------	--------------

4.2 How many students have been studying in FSP classes?

Ans:

Male:	Female:.....
-------------	--------------

4.3 What age groups of students admitted in SOP and FSP?

Ans:

Age	6	7	8	9	10	11	12	13	14	More
In SOP										
In FSP										

4.4 In the ASP (FSP & SOP) of this district:

a. Do street children study?

Ans:

- Yes/ No
- If yes, than what is the number in SOP?.....
- If yes, than what is the number in FSP?

b. Do working children study?

Ans

- Yes/ No
- If yes, than what is the number in SOP?.....
- If yes, than what is the number in FSP?.....

4.5 How was the space/place managed for the ASP classes?

Ans:

Government	Public	School Building
House on Rent	Other (.....)	

4.6 How far are SOP and FSP classes from mother school?

Ans:

4.7 When did the SOP and FSP classes start in this year?

Ans:

Step 5. Monitoring and Reporting of SOP and FSP classes

5.1 Were FSP and SOP often monitored?

If yes, then, by whom and how many times?

Ans:

Person	Times
SS:	
RP:	
Mother School:	
CMC members:	
Other (.....)	

If No, then Why?

Ans:.....
.....

5.2 How often does the facilitator need to submit the report of ASP classes?

Ans:

5.3 How often do the contractors need to submit the report of ASP classes to DEO?

Ans:.....

Step. 6 Achievement/Progress and Issues/Concerns of SOP and FSP

6.1 How does DEO asses the SOP and FSP so Far?

Ans:.....
.....
.....

6.2 What do you think about the problems that have been facing by facilitators?

Ans:.....
.....

6.3 Have you ever tried to solve their problems?

Ans: Yes/No

If yes, then how?

If no, then why?

Step 7. Identification of Target VDCs, Metropolitan or Municipalities for SOP and FSP

7.1 What are the major problems that you feel while continuing the SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.

7.2 Which are the candidate VDCs/ Metropolitan/Municipalities for implementing SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.
- e.

7.2 What are the necessities to be candidate VDCs/ Metropolitan/Municipalities for implementing SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.
- e.

7.3 What sorts of trouble may occur while implementing SOP and FSP in new candidate VDCs/ Metropolitan/Municipalities?

Ans:

- a.
- b.
- c.
- d.

7.4 If you think any trouble, than what could be the easy way to implement new SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.

Step 8 Evaluations and Recommendations

8.1 Are FSP and SOP necessary for this district?

Ans: Yes/No

If yes, Why?

If no, Why?

8.2 What are the good sides of SOP and FSP?

.....
.....
.....

What sorts of changes are necessary in future implementation?

.....
.....
.....

**Alternative Schooling Project (ASP)
Questionnaire Form Prepared
for
Feasibility Study for Pilot Activities in Kathmandu District under the
CASP/JICA
Targeted Questionnaires for SS/RP/Section Officer**

Step1. Introduction and Personal Details

1.3 Please introduce yourself and explain the objective of the study.

Date:	District:
Name of the SS/RP/Section Officer:.....	
When did you start your duty as SS/RP/Section Officer in this district? Ans.....	

Step 2. Organization Chart of DEO, Staffing and General Management

2.1 Could you please tell about the number of staffs in the DEO office?

Number of supervisors:.....	Number of section officer(s):
Number of R.P/R.T.:.....	Number of Technical Assistance:.....

2.2 How many recourse centres that have been working under your supervision?

Ans:.....
.....

2.3 Area covered by each recourse centre/Person

Ans:.....
.....

2.4 Was SS/RP/Section Officer ever worked and coordinated with NGOs and CBOs? And what program did they work?

Ans:

S. N	Date	Program	NGO	CBO
1				
2				
3				
4				
5				
6				
7				

2.5 How many programs have been running under ASP?

Ans:.....

2.6 Do you conduct any regular meetings concerning to the progress of SOP and FSP classes?

Ans.

Yes/No

If yes, then please list:

Date	Time (Duration)	Discussed Agendas

Step 3. Management of SOP and FSP

3.1 What types of necessary data are available in DEO for the distribution of FSP and SOP quota?

Ans:

- a.
- b.
- c.
- d.
- e.

3.2 When and how did DEO announce/advertise about available quota of FSP and SOP?

Ans:.....

3.3 When and how were they distributed?

Ans:

Dare:.....

Processes:

- a.
- b.
- c.
- d.

3.5 When and how were contractors selected?

Ans:

Dare:.....

Processes:

- a.
- b.
- c.
- d.

3.6 What were the criteria of quota distribution?

Ans:

- a.
- b.
- c.
- d.

3.7 How were the work agreement and TOR like?

Ans:

- Contract Period:
- Contract Price:.....
- Roles and Responsibility of Facilitator:.....

3.8 When and how were facilitators selected?

Ans:

- Date of selection:
- Process of selection:

3.9 How were the geographical location selected for SOP and FSP?

Ans.....

3.10 How is the management of FSP and SOP?

Ans:

3.11 Has any committee formed to manage it?

Ans.

- Yes/No
- If yes, then how they are formed?

Ans.....

- If no, then why they are not formed?

Ans.....

3.12 When, Where and by whom were training for facilitator conducted?

Ans:

S. N.	Date	Place	Trainer

3.13 When, Where and by whom were textbooks and other materials distributed?

Ans:

S. N.	Date	Place	Distributor

3.14 What will be the criteria to implement for the further distribution of FSP and SOP?

Ans.

- a.
- b.
- c.
- d.

Step 4. SOP and FSP Classes

4.1 When, how and by whom were the students of SOP and FSP selected?

Ans.

- Date:
- Process:
- Person:

4.2 How many students have been studying in SOP?

Ans:

Male:	Female:.....
-------------	--------------

4.3 How many students have been studying in FSP?

Ans:

Male:	Female:.....
-------------	--------------

4.4 What age groups of students admitted in SOP and FSP?

Ans:

Age	6	7	8	9	10	11	12	13	14	More
In SOP										
In FSP										

4.5 In the ASP of this district:

a. Do street children study?

Ans:

- Yes/ No
- If yes, than what is the number in SOP?.....
- If yes, than what is the number in FSP?

b. Do working children study?

Ans

- Yes/ No
- If yes, than what is the number in SOP?.....
- If yes, than what is the number in FSP?.....

4.6 How was the space/place managed for the ASP?

Ans:

Government	Public	School Building
House on Rent	Other (.....)	

4.7 How far are SOP and FSP classes from mother school?

Ans:

S. N.	SOP classes from Mother School	FSP classes from Mother School

4.8 When did the SOP and FSP classes start in this year?

Ans:

Step 5. Monitoring and Reporting of SOP and FSP classes

5.1 Were FSP and SOP often monitored?

If yes, then, by whom and how many times?

Ans:

Person	Times
SS	
RP	
Mother School	
CMC members	

If No, then Why?

Ans:.....

5.2 How often does the facilitator need to submit the report of SOP and FSP classes?

Ans:

5.3 How often does the contractor need to submit the report to DEO?

Ans:.....

Step. 6 Achievement/Progress and Issues/Concerns of SOP and FSP

6.2 What are the problems that have been facing by facilitators?

Ans:.....

6.3 Have you ever tried to solve/mediate their problems?

Ans: Yes/No

If yes, then how?

If no, why?

Step 7. Identification of Target VDCs, Metropolitan or Municipalities for SOP and FSP

7.1 What are the major problems that you feel while continuing the SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.

7.2 Which are the candidate VDCs/ Metropolitan/Municipalities for implementing SOP and FSP classes in future?

Ans:

- a.
- b.
- c.
- d.
- e.

7.2 What are the necessities to be candidate VDCs/ Metropolitan/Municipalities for implementing SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.
- e.

7.3 What sorts of trouble may occur while implementing SOP and FSP in new candidate VDCs/ Metropolitan/Municipalities?

Ans:

- a.
- b.
- c.
- d.

7.4 If you think any trouble, than what could be the easy way to implement new SOP and FSP?

Ans:

- a.
- b.
- c.
- d.

Step 8. Evaluations and Recommendations

8.1 Are FSP and SOP necessary for this district?

Ans: Yes/No

If yes, Why?

If no, Why?

8.2 What are the good sides of SOP and FSP?

.....
.....
.....
.....

What sorts of changes are necessary in future?

.....
.....
.....

**Alternative Schooling Project (ASP)
Questionnaire Form Prepared
for**

**Feasibility Study for Pilot Activities in Kathmandu District under the
CASP/JICA**

Targeted Questionnaires for Head Teacher of Mother School / His Representative

Step1. Introduction and Personal Details

1.4 Please introduce yourself and explain the objective of the study.

Date:	District:	
Name of the Head Teacher / His Representative:.....		
VDC/MP/MPC:.....	Ward No.....	Tole.....
Name of the Mother School.....		

- When did you start your duty as Head teacher/His Representative in this School?
Ans.....
- Highest Level of Academic Qualification:.....
- Types of training concerning to ASP
 - a.
 - b.
 - c.
 - d.

1.2 The detail address of SOP and FSP classes under the supervision of this Mother School?
Ans:

S.N.	Name of SOP/FSP	VDC/MP/MPC:	Ward No:

1.5 Description of the facilitators

Ans:

Name of the Facilitator	SOP/FSP	Qualification	Address

1.4 When did mother school start to monitor the SOP and FSP classes?

Ans:.....

Step 2. SOP and FSP Classes

2.1 What do you know about the SOP and FSP?

Ans:

- a.
- b.
- c.

2.2 What are the responsibilities/duties of mother school toward SOP and FSP?

Ans:

- a.
- b.
- c.

2.3 Among the above responsibilities/duties, what you have been performing regularly?

Ans:

- a.
- b.
- c.
- d.

2.4 What do you like to suggest about ASP to make more effective?

Ans:

- a.
- b.
- c.
- d.

2.5 What sort of troubles that you have been facing to act and implement your responsibilities? What could be the solutions?

Ans:

Problems	Probable Solutions
a.	a.
b.	b.
c.	c.
d.	d.

2.6 What sorts of help do you expect to make the SOP and FSP more effective?

Ans:

- a.
- b.
- c.
- d.

2.6 Were FSP and SOP classes often monitored?

If yes, then, by whom and how many times? In what were the topics of discussion?

Ans:

Person:	Times	Topic of Discussion
SS:		
RP:		
Contractor:		
CMC members:		
Others (.....)		

If No, then Why?

Ans:.....

2.7 What sort of help did you get to forward the FSP and SOP classes smoothly, from the above mentioned organizations/ persons?

Ans:

- a.
- b.
- c.
- d.

2.8 Have SOP and FSP classes been incorporating all the desired groups of children from targeted sites?

Ans:

Yes/No

If no, then what do you like to suggest?

- a.
- b.
- c.
- d.

2.9 What can be the ways of correction, if there were any mistaken while selecting the implementing sites?

Ans:

Mistakes	Solutions
a.	a.
b.	b.
c.	c.
d.	d.

Step 3. Availability and Distribution of the Materials

3.1 All the teaching materials provided for SOP and FSP are available on time?

Ans:

Yes/No

3.2 Are there any problems in the process of teaching materials distribution?

Ans:

Yes/No

If yes, then

Problems	Solutions
a.	a.
b.	b.
c.	c.
d.	d.

3.3 Are the infrastructures for SOP and FSP sufficient?

Ans:

a. Sufficient	b. Normal	c. Less sufficient	d. Insufficient
---------------	-----------	--------------------	-----------------

3.4 If insufficient, then why? What are your suggestions for improvement?

Ans:

Reasons of Insufficiency	Suggestions for Solution
a.	a.
b.	b.
c.	c.

d	d
---	---

Step 4. Achievements

4.1 What type of helps is getting by facilitator of SOP and FSP form you?

Ans:

S.N	Knowledge	Skill	Attitudinal Change
a.			
b.			
c.			
d.			

4.2 What sort of problems is occurring to the facilitators while forwarding the SOP and FSP? How you have been attempting to solve those problems? And what can be the probable solutions?

Ans:

S.N.	Problems	Immediate Solutions	Other Probable Solutions
a.			
b.			
c.			
d.			

4.3 How you have been monitoring the SOP and FSP classes?

Ans:

- a.
- b.
- c.
- d.

4.4 In what aspects, your regular monitoring has been helping to strengthen the SOP and FSP?

Ans:

- a.
- b.
- c.
- d.

4.5 Do you have any comment and suggestion about the management style of ASP (SOP and FSP)?

Ans:.....

Step 5. Evaluations and Recommendations

5.1 Are FSP and SOP necessary for this area?

Ans: Yes/No

If yes, Why?

If no, Why?

5.2 What are the good sides of SOP and FSP?

.....
.....
.....
.....
.....
.....

What sorts of changes are necessary in future?

.....
.....
.....
.....
.....
.....
.....

**Alternative Schooling Project (ASP)
Questionnaire Form Prepared
for
Feasibility Study for Pilot Activities in Kathmandu District under the
CASP/JICA**

Targeted Questionnaires for NGO/CBO/VDC

Step .1 Organizational Details

Date:	District:
Name of NGO/CBO/VDC:	
Name of the Respondent:	
Designation:	

Step 2. Organization Profile (in the case of that contractor of NGO of CBO)

2.1 When was it established?

Ans:.....

2.2 What are the profiles of the human recourse?

Ans:.....
.....
.....

2.3 What are the profiles of financial resource?

Ans:.....
.....
.....

2.4 Were they coordinated or worked with DEO ever before?

Ans:

Yes/No

If yes, then when and how many tines?

S. N	Date of Coordination	Times of Coordination

2.5 Have they worked in the field of Non-formal educational activities ever before?

Ans:

Yes/No

If yes, then when and how many tines?

S. N	Date of Coordination	Times of Coordination

2.6 Why did they apply for implementing SOP / FSP?

Ans:

Community Mobilization	To make literate
To facilitate for further education	Other,

Step 3. Management Style of SOP / FSP

3.1 How they received the information about the ASP form DEO?

Ans:.....
.....

3.2 What were the eligible criteria asked by DEO?

Ans:.....
.....

3.3 Did you submit any concept letter / proposal to get this quota of SOP/FSP class?

Ans:.....
.....

3.4 When and how was the contractor selected?

Ans:

- Date of Selection:
- Process of Selection:

3.5 What were the striking features that made your organization to get this quota of SOP/FSP classes?

Ans:

- a.
- b.
- c.
- d.

3.6 Did you sign any agreement with DEO?

Ans:

- Contract Period and Price:.....
- Roles and Responsibilities:.....

3.7 When and how was the implication site for SOP/FSP class selected?

Ans:

- Date of Selection:.....
- Process of Selection:.....

3.8 When and how was facilitator selected?

Ans:

- Date:.....
- Person/Organization:.....

3.9 When, where and by whom were training for facilitator conducted?

Ans:

- When:.....
- How:.....

- By whom:.....

3.10 When, Where and by whom were textbooks and other materials distributed?

Ans:

- When:.....
- How:.....
- By whom.....

Step 4. SOP and FSP Classes

4.1 When, how and by whom were students for SOP/FSP classes selected?

Ans:

Date	Process	Responsible Person

4.2 How many students have been studying in SOP?

a. By age and sex groups

Age	6	7	8	9	10	11	12	13	14	More
Male										
Female										

b. By ethnic groups

Ethnicity	Brahmn	Chhetri	Newar	Rai	Serpa	Tamang	Gurung		
No. of Students									

4.3 How many students have been studying in FSP?

a. By age and sex groups

Age	6	7	8	9	10	11	12	13	14	More
Male										
Female										

b. By ethnic groups

Ethnicity	Brahmn	Chhetri	Newar	Rai	Serpa	Tamang	Kami	Damai	Other
No. of Students									

4.4 What is the ratio of working children and street children in SOP/ FSP?

Ans:

	Working Children	Street Chiltern
In SOP class		
In FSP class		

4.5 When, how and by whom the place/space was managed for SOP/FSP classes?

Ans.

- Date:
- Process:
- Person/Organization:

4.6 How far is the SOP/FSP class from mother school?

Ans:

Step 5. Monitoring and Reporting of SOP / FSP

5.1 Was FSP/SOP often monitored?

If yes, then, by whom and how many times?

Ans:

Person	Times
SS:	
RP:	
Mother School:	
CMC members:	
Others (.....)	

If No, then Why?

Ans:.....
.....

5.2 How often does the facilitator need to submit the report of SOP/FSP?

Ans:

5.3 How often does the contractor need to submit the report to DEO?

Ans:.....

Step. 6 Achievement/Progress and Issues/Concerns of SOP / FSP

6.1 How does DEO assess the SOP / FSP so far?

Ans:.....
.....
.....

6.2 What do you think about the problems that have been facing by facilitators?

Ans:.....
.....

6.3 Have you ever tried to solve/mediate their problems?

Ans: Yes/No

If yes, then how?

If no, why?

Step 7. Community Participation and Mobilization for SOP / FSP

7.1 When and how was the CMC established?

Ans:

Yes/No

If yes: Date:

Process:

If no, then why?

Reasons.....
.....
.....

7.2 Who are the CMC members?

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

7.3 Was the training or Orientation provided to CMC members?

Ans:

Yes/No

7.4 Any training or orientation is necessary to them?

Ans:

Yes/No

7.5 What types of activities being carried out in order to involve community people in SOP/FSP?

Ans:

- a.
- b.
- c.
- d.

7.8 Is there any coordination with mother school?

Ans:

- When:
- How:

Step. 8 Similar interventions to FSP/FSP

8.1 What should be the basic criteria to select the implementing sites?

Ans:

- a.
- b.
- c.
- d.

8.2 Was any field survey done before selecting the implementing sites?

Ans:

- a.
- b.
- c.

8.3 Do you know about the family background of the students?

Ans:

Family Background								
Number of Students								

8.4 Do you know about the economic and social status of the parents?

Per month family income						
Social status of parents						
Number of students						

Step 9. Evaluations and Recommendations

8.1 Are FSP and SOP necessary for this VDC?

Ans: Yes/No

If yes, Why?

If no, Why?

8.2 What are the good sides of SOP and FSP?

.....
.....
.....
.....

What sorts of changes are necessary in future?

.....
.....
.....
.....

**Alternative Schooling Project (ASP)
Questionnaire Form
for**

**Feasibility Study for Pilot Activities in Kathmandu District under the
CASP/JICA**

Targeted Questionnaires for Facilitator

1. Personal Details of Facilitator

Name:		District:	
VDC/MP/ MPC:	Ward No:	Tole:	
Citizenship:	Marital Status:	Academic Qualification:	

2. Details of FSP/SOP site:

District:	VDC/MP/ MPC:
Ward No.	Tole:

3. Have you attended any training(s) of facilitator?

Ans:

Yes/No

If yes, How many days?

If no, why?

4. Can you give the details of your work experiences:

Ans:

S.N.	Description of experiences	Time duration
a.		
b.		
c.		
d.		

5. When, how and by whom were selected you as facilitator?

Ans:

- Date:
- Process:
- Person/Organization:

6. Who played vital role to bring this class in this site?

Ans:.....
.....

7. What are the major ethnic groups in the surrounding of SOP/FSP site?

Ans:

Ethnic groups

Ethnicity	Brahmn	Chhetri	Newar	Rai	Serpa	Tamang	Gurung		
No. of Students									

8. When, how and by whom were the students for SOP and FSP selected?

Ans.

- Date:
- Process:
- Person/Organization:

9. What is the ratio of street and working children in SOP and FSP?

Ans:

- SOP,.....
- FSP,.....

10. What is the ratio of male and female in your SOP/FSP class?

Ans:

Male:	Female:	Total:
-------	---------	--------

11. When, how and by whom the place/space was managed for SOP/FSP classes?

Ans.

- Date:
- Process:
- Person/Organization:

12. How far are the SOP/FSP classes from mother school?

Ans:

13 How many students have been studying in SOP/FSP class?

Ans:

a. By age and sex groups

Age	6	7	8	9	10	11	12	13	14	More
Male										
Female										

b. By ethnic groups

Ethnicity	Brahmn	Chhetri	Newar	Rai	Serpa	Tamang	Gurung		
No. of Students									

14. Are all the students attending the class regularly?

Ans:

Yes, all attain:	No, all do not attain:
Some of them attain:	No record:

15. In what aspect you have been feeling trouble while continuing the SOP/FSP class?

Ans:.....

17. Is the SOP/FSP class sufficient for your site?

Ans:

Yes/No

If no, then why?.....

18. Please give details of your class monitoring?

Ans:

S. N.	Name of the Monitor	Date of Monitoring	Method of Monitoring
a.			
b.			
c.			
d.			

19. What type of helps form which levels/institutions do you expect to forward your SOP/FSP class smoothly?

Ans:

Levels/Institutions	Expected Helps
a.	
b.	
c.	
d.	

20. Whom you ask for help to solve your day-to-day problems?

Ans:

- a.
- b.
- c.

21. Do you know about the mother school?

Ans:

Yes/No

22. Are you receiving the monthly salary regularly?

Ans:

Yes/No

If no, then what is the provision of salary?

Ans:.....

23. How much educational materials is being provided, and by whom?

S.N.	Quantity	Provider
a.		
b.		
c.		
d.		

24. Are the available teaching materials sufficient?

Ans:

Yes/No

25. What is the system of CMC?

Ans:.....
.....

26. When was the CMC formed?

Ans:

Date:

If not formed; then why?.....

27 Are you providing the report of your teaching progress to related office/organization regularly?

Ans:

Yes/No

If yes, then

S.N.	Date	Destination to be Delivered
a.		
b.		
c.		
d.		

If no, then why?.....