

Final Seminar on Community-based Alternative Schooling Project (CASP)

A Summary Report



Organized by:

**NFEC/JICA/CASP
Godavari Village Resort
Godavari, Lalitpur
18 - 19 September 2009**

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Acronyms

CASP	Community-based Alternative program
CLC	Community Learning Center
DDC	District Development committee
DEO	District Education Office
DEOr	District Education Officer
FSP	Flexible schooling program
EFA	Education for All
EV	Educational Volunteer
GoN	Government of Nepal
JICA	Japan International Cooperation Agency
MoE	Ministry of Education
MoF	Ministry of Finance
MoLD	Ministry of Local Development
NFEC	Non-formal Education Center
NPC	National Planning Commission
SOP	School Outreach Program
SO	Section Officer
VDC	Village Development Committee

Background:

85 years since educational promotion programs were launched in Nepal, formal education, which had been provided by GoN, remained incomplete. There are still a considerable number of school-aged children who cannot or do not go to school despite the governmental effort to make primary education universal under the Tenth Five-Year plan (2002-2007). About 280,000 of children are out of school, called “the hardest to reach group”. Meanwhile, Nepal government has been committed to international agreement to reach Education for All (EFA) goal (see The Box of “What is Education for All”?) namely after 2000. Particularly for children the main goal is for all to access to and complete, free and compulsory primary education of good quality.

There are two major obstacles to prevent school-aged children from schooling, eventually making them Out-of-School Children.

The first obstacle is for especially those living in remote villages situated in the middle mountainous place and the high place in the Himalaya Mountain. For these children, School Outreach Program (SOP) has been conducted. SOP offers small classes near village for the first to third grade students who cannot go to primary school. After the end of the third grade children will be transferred to formal schools that are normally far from the village they are live.

The second obstacle that keeps children away from school is a severe socio-economic situation. In order to support household economy, children assist with farming and household chores, care for their younger siblings and even work to earn money by themselves. For these children, Flexible School Program (FSP) has been conducted. FSP is the program that condenses the five-year formal curriculum into three years. A flexible daily timetable is allocated for the convenience of children, typically early in the morning and evening time. The program is targeted mainly in sub-urban and urban areas.

Alternative Schooling Program (ASP) are indicating both SOP/FSP as alternative/non-formal education form of primary school education, which has been conducted to provide educational opportunity to these “the hardest to reach group” children.

What is CASP (community-based Alternative Schooling Project)?

ASP is thought to be a relevant tool to reach EFA goal however it has yet to make sufficient impact. Under this circumstance, GoN requested Japan International Cooperation Agency (JICA- Japanese Official Development Aid) Technical Assistance and it was agreed to launch a project now called “Community-based Alternative Schooling Project (CASP), which started in January 2004. In the project, three approaches below were suggested to improve ASP

1. Community Mobilization to involve the community in their local ASP classes
 2. Institutional Strengthening to build the capacity of the Government system to support ASP
 3. Networking Government offices, NGOs and CBOs to maximize resources for ASP
- CASP has been piloting above approaches at the center and target districts, namely Dhading, Kathmandu, and Siraha to develop an effective operational model of Community-based Alternative Schooling Program (ASP), and it was compiled in the form of “ASP Guideline” after the pilot activities. In Kathmandu the pilot activities were completed in 8 places, 3 SOP classes (TalkuDudechour, Chhaimale, Sundarijal) and 5 FSP classes (Jorpathi, Gongabu, Bauddha Tinchule, Koteshwor, Shantinagar).

What are all about this Seminar?

So far “community-based Alternative Schooling” is proved to be effective to help the hardest to reach group (most disadvantaged social group children) to access educational system and it has shown that cooperation at the community level cooperation with DDC/VDC/Municipality took very important roles. In this Seminar, it was discussed widely to assess the module developed through CASP pilot activities and address needs of cooperation with MoLD to reach Education for All goals as essential part of community development.

OBJECTIVES OF THE SEMINAR:

To build consensus towards effective/efficient “ASP Guideline” implementation on collaboration /coordination between MoLD and MoE line agencies

Date, Duration and Venue:

The seminar was held on 18th and 19th September 2009 in Godavari Village Resort, Godavari, Lalitpur.

Agenda and Schedule for the Seminar:

The major topics covered in the seminar were presentations on Achieving EFA Goals and ASP, CASP experiences and ASP guidelines from different presenters; sharing field experiences (feedback from the field); discussions and Key points of extension of “ASP Guidelines”. The detail of the schedule is separately attached in [Annex 1](#).

Expected outputs of the seminar

However, the seminar was organized for two days, the actual timing was for about a day for “Final Seminar of Community-based Alternative Schooling Project”. The expected output of the seminar were:

- To finalize the draft version of “ASP Guideline”
- To get confirmation for further extension strategies for ASP

Participated organizations:

There were about 30 participants from 10 different organizations in the seminar.

Organizations represented in this program were:

- DEO from different three districts
- NFEC
- MoLD
- MoE
- NPC
- JICA Nepal



- Embassy of Japan
- JICA projects
 - SISM (Support for Improvement of Primary School Management Project)
 - SHNP (School Health and Nutrition Project)
 - GeMSIP (Gender Mainstreaming and Social Inclusion Project)

The details of participants are given in [Annex 2](#).

Methodology:

The seminar was conducted by applying various methodologies. The main methods were critical review presentation, question/answering, sharing of field experience, consensus building, etc.

Following table shows the detail methodologies used during the Seminar period:

Methodology Applied in seminar	Equipments Applied in seminar
➤ Presentation	➤ Computer
➤ Questions and Answers	➤ LCD
➤ Interaction	➤ Projector
➤ Participatory discussion	➤ Other necessary peripherals
➤ Consensus building	

SEMINAR PROCEEDINGS:

Opening Session

Formal Chairing: The seminar was started by formal chairing program, which was chaired by Mr. Arjun B. Bhandari, Joint Secretary of MoE. After chairing program, individual introduction program was held. Mr. Duttatray Dahal, Master of the Ceremony (MC) of the program request to NFEC director to welcome to participants and share the objective of this seminar.

Mr. Jibachh Mishra, Director of NFEC welcome to the all participants. The main objective of the seminar is to collect the suggestion and finalize the ASP guideline.

He gave the information about the seminar, two days duration and other logistics. He also mentioned the possibilities of presentations on CASP experiences during the seminar. He added, the stakeholders need to implement ASP guideline on the basis of project findings with coordination of MoLD (local bodies).



Ms. Mutsumi Tsubouchi, Chief Advisor of CASP gave the introduction of CASP, she also mentioned some of the history of the project, which was started in 2004 and run for five years. Within this period, it had done some significant works related to education. Among them, preparation of ASP Guideline in one and which needs to be approved and this seminar is going to do so.

Right now, 280,000 children are out of school in Nepal (DoE statistics, 2007-08). This is a great challenge for Nepal Government. CASP was started with three objectives: I) community mobilization to involve the community in their local ASP classes; II) Institutional strengthening to build the capacity of the government system to support ASP, and III) Networking government offices NGOs, and CBO's to maximize resources for ASP. CASP overall goal is to support EFA goals. She expressed her expectations that with the coordination of MoE and MoLD, the lesson learned from this project will be more effectively expand/extension in different districts.

Dr. Lekha Nath Paudel, Under secretary MoE: He acknowledged the organized for an opportunity to share his thoughts in this seminar. He mentioned that the findings of evaluation of this aspect was found positive as well as emphasized that a strong coordination among different institutions is needed to go ahead.

He also supported the saying of Ms. Tsubouchi regarding the challenges for government to enroll out of the school children in the mainstream program. He appreciates the works done by CASP and Japan Government for their efforts to enhance the educational of status of Nepal.

Ms. Asami Nakabai, Secretary, Embassy of Japan: She summarized her saying in some keynotes such as: this project (CASP) started a new approach in Nepal and she was proud on the achievement of CASP, which developed as a model approach of ASP in Nepal. Finally she informed that CASP is going phase out from Nepal from September 09.

Mr. N. B. Thapa, Under secretary MoLD: He extended his acknowledgements to JICA and NFEC for the development of guidelines for ASP. He also expressed his commitment to discuss at ministry level with MoE and MoLD for the future actions to be taken to implement this project.

Mr. Thapa mentioned his view and request Japan government/JICA for continuous support, since this project is going to phase out soon and will be implemented in different modality in collaboration with MoLD. He mentioned that MoE and MoLD working together is also help Nepal government in the decentralization process.

Dr. Ram Sworup Singha, Secretary MoE: Dr. Singha expressed his gratitude to CASP team and Japan government for their hard work to reach the project in this stage. He mentioned that, this would be a milestone for NFEC and ASP. Because of this project, lots of changes have been seen in the community people and drop-out-children.

Since the community is the ultimate beneficiaries and is the bottom for any development approach; we need to empower them. For this, Non-formal Education (NFE) has been providing significant contributions for the development of education system in Nepal.

He mentioned that Nepal government is trying to bring together the development and education in Nepal. By emphasizing two key points (to enhance the economic status and community development).



Dr. Singha requested to JICA to provide further support Nepal government when it extend this program in large scale. He added that now Nepal is going to be in federal

system. In this context, MoLD has greater role and responsibilities to implement NFE program in the country.

Starting Sessions:

Presentations

Mr. Pramaod Kumar Sharma, Section Officer, NFEC started his presentation on “Non-formal Education: National Perspective”, after speeches and formal view of delegates.

The major points highlighted in his presentation

- Education for All National Plan of Action,
- Tenth Plan 2002-07
- Education for All Program 2004-09;
- SSR core document
- Present situation of Out-Of-School Children
- An Overview of ASP.
- Key figures related to Out-Of-School Children
- Strategic Points: Why ASP.
- Intervention on ASP
- Future directions of ASP
- Recommendations for incorporating into Education Policy.

The detail of this presentation is given in [Annex: 3](#).

Ms. Mutsumi Tsubouchi, lead the second session on “CASP Experience and ASP Guidelines”. She mentioned that, it is not so easy to explain all the activities within the 30 min time, those were carried by CASP in six years period. She request to MoLD and MoE to work together in the future as well.

Main topics covered her topic on ‘Community–based Alternative Schooling Project (CASP). Main points covered in her presentation were:

- Access to education towards sustainable schooling (NFE and Formal Education)
- Reasons for starting CASP Project in Nepal,
- Model/ Flow chart of Process toward the CASP Final Seminar

Second topics she discussed was “What have been successful in CASP Experience?”

Under this topic, she discussed following main points in her presentation:

- Significant Outcomes of CASP
- Importance of doing Needs assessment
- Essential for community Mobilization
- Things to be included during community mobilization for ASP

- Reasons to be improved the educational support
- Essential for education supports
- Effective activities
- ASP Guidelines”

Third topic discussed by Ms. Mutsumi was Direction towards ASP Extension: (Suggestion from CASP experience). Under this heading, she discussed:

- Challenges for target groups SOP
- Model of Need-based ASP implementation
- Challenges for target group FSP
- Recommendations for future extension.

Chairperson thanked to the presenter Ms. Mutsumi for her excellent presentation. After this, the Chairperson opened the forum for further discussion. The major points/issued raised by the participants of this seminar is recorded as below:

Participants	Major Points/issues raised/ disused
Mr. Subash C. Shibakoti, SO, MoLD	<ul style="list-style-type: none"> • ASP is local base and social program. How it is implementing in local level? Is it running on the basis on priority? • Now lack of the local body it is difficult to backstopping. In the grassroots level CBOs, NGOs and CLC are the major hands to implement the program. Now a day, generally budget made on unit cost basis, What CASP has developed unit cost for this program?
Mr. Gyani Yadav, DEOr, Kathmandu	<ul style="list-style-type: none"> • CASP was lunched for in districts. Certainly it helps us to decrease the dropout and increase the enrollment. It has developed different kind of monitoring mechanism. For example, mother school, Educational Volunteers (EVs), local supervisor, mother school head teacher, Resource Person (RP), School Supervisor (SS), SO and DEO personnel are monitoring the program. • Mr Yadav shared his experience of Siraha, where CASP was lunched, FSP/SOP program was very successful. They were demanding school after completing ASP program, before that in that area there was no schools. He added that in his experience it is little bit expensive than government program

Ms. Mutsumi Tsubouchi, CASP: She requested to all participants to see the attached budget sheet, there is clearly mention about regular budget, additional cost and budget

coordination part. She added if we do not coordinate with local bodies it might be difficult otherwise there is no problems of budget.

Mr. N. B. Thapa, MoLD • Ministry of Local Development is providing block grants to the local bodies. If we see the data, most of the local bodies are supporting in educational activities like building, teacher recruitments, toilets for school, compound walls etc. Government has some mechanism and guidelines but it can't follow them. To implement the ASP program we have to develop guidelines from the MoLD.

Ms. Mutsumi Tsubouchi, CASP



She requested to see the ASP suggested budget package to the participants. She mentioned in detail about this suggested budget, she also present Key concept of ASP guidelines, suggested change in ASP Guidelines and point of discussion made between MoLD, MoE and NFEC on ASP Guidelines Implementation /extension.

Mr. Subash C. Shiwakoti, MoLD: • This guideline is clearly mentioned about the program modality. We can understand it easily if this guideline translated in Nepali. Each VDC can manage this program, if we coordinate among the stakeholders and we made an effective management team.
• VDC/DDC has sufficient budget and resources, but they have no technical human resources and our policy is also not clear for that we have need good coordination.

Ms. Munaka Neaupane NPC: • CASP has made good guidelines for ASP. However, NPC do not involve directly in implementing the program in local level, but it helps in monitoring and coordination of this program.
• NPC always ready to support such kind of programs. We needs to have lots of productive discussion on coordination between

the MoE and MoLD, which is very important for this program.

Mr. Man Bdr. Chhetri DEOr, Dhading CASP program going to phase out from the Dhading, we



have still some challenges like some schools have very less students but 4-5 teachers working there. He added we invest very few budget in non -formal education but hope good result. Achievement always related with investment. Still ASP/NFE program is necessary for Dahding district and all over the country to meet the EFA goals.

Mr. Gyani Yadav, DEOr, Kathmandu

- Mr. Yadav mentioned from his own experience that the guideline is very useful, it will helps us for coming days.
- In his view, ff MoLD, DDC, VDC and municipality are ready to help to implementation this guideline, ASP will be success in future.

Final Remarks:

Mr. Arjun Bhandari, Joint Secretary, MoE

- ✓ He concluded the session.
- ✓ He thanks to the organizer for giving that opportunity to chair this seminar. He thanks to Japan government/ JICA for valuable contribution for education sector in Nepal. CASP's contribution is also visible to make this guideline and success the project. He also thanks to the participants from different agencies namely Japanese Embassy, JICA, NPC, MoLD, NFEC and other invitee.
- ✓ He requested to MoLD to make some guideline and policies to support the education sector. MoE is starting distance education program; this program also support to NFE Program.
- ✓ He mentioned that MoE has been thinking critically the ways to support to local bodies. For this, MoE has to discuss with MoLD to find the effective ways to perform better in future.
- ✓ Regarding the worries on Kathmandu DEO, if we collaborate with MoLD, there will be no problem of budget to implement ASP program.
- ✓ We need work together to fulfill the EFA goal.
- ✓ At the end, Mr. Bhandari thanked to all the delegates and closed the session.

Annexes: 1

Final Seminar of Community-based Alternative Schooling Project

2^{gate}-3^{gate} Asoj 2066 (18th-19th September 2009)

DAY 1

Program	
15:30 - 16:00	Registration Tea/coffee
-Opening-	
16:00 - 16:30	<i>Self Introduction by participants</i>
	<i>Welcome by NFEC Director</i>
	<i>Introduction of Workshop by CASP</i>
	<i>Remarks of workshop</i>
	<i>Opening speech by Chairman</i>
- Starting session-	
16:30 - 16:50	Presentation by Mr. Pramod Sharma (NFEC) - Achieving EFA goal and ASP
16:50 - 17:10	Presentation by Ms. Mutsumi Tsubouchi (CASP) - CASP Experience and “ASP Guideline”
17:10 - 17:30	<i>Sharing Field Experience-feed-back from field experience</i>
17:30 - 17:50	Question and Answer
17:50 - 18:30	Key points of Extension of “ASP Guideline” towards National Policy of Education for All and Social Inclusion
18:30 - 18:50	Concluding of Day1
19:00 - 20:00	Dinner/ Informal Discussion

DAY 2

Program	
8:00 - 8:30	Registration Tea/coffee
8:30 - 9:00	Continuuous of previous day’s discussion on Extension of “ASP Guideline”
9:00 - 9:15	Remarks
9:15 - 10:30	<i>Japan/Nepal Joint Coordination Committee (JCC) the 12th Meeting</i>
-Closing-	
10:30 - 11:00	<i>Remarks of JICA Resident Representative Mr.Noriaki NIwa</i>
	<i>Remarks by Nepal side</i>
11:00 - 12:00	Lunch/Informal discussion

Annexes: 2**GoN/ JICA Community-Based Alternative Schooling Project (CASP)****Final Seminar of CASP****At Godavari Village Resort, Godavari****Participant Attendance list**

No.	Name	Title	Organisation
1	Dr. Ram Swarup Sinnha	Secretary	MoE
2	Mr. Arjun Bhandari	Joint Secretary	MoE
3	Mr. Laxman Khanal	Dy. Director	NFEC
4	Dr. Lekhanath Paudel	Under Secretary	MoE
5	Mr. Babu Kaji Karki	Under Secretary	MoE
6	Mr. Ram Pd. Bhandary	Dy. P. Coordinator	JICA/ SMES*
7	Mr. Subash C. Shiwakoti	Section Officer	MoLD
8	Mr. Madhu Rajbhandari	Program Manager	Embassy of Japan
9	Ms. Asami Nakabai	Secretary	Embassy of Japan
10	Mr. Mahendra Mahato	DEO	DEO, Siraha
11	Mr. M B Chhetri	DEO	DEO, Dhading
12	Ms. Munaka Neaupane	Program officer	NPC
13	Mr. N B Thapa	Under Secretary	MoLD
14	Mr. Krishna Lamsal	Program officer	JICA
15	Ms. Maiko Takeuchi	Representative	JICA
16	Mr. Khagendra Subba	NPC	JICA/SISM
17	Ms. Masmi Watanabe	Expert	GeMSIP
18	Ms. Yoko Ishida	Team Leader	JICA/SISM
19	Mr. Duttatray Dahal	Section Officer	NFEC
20	Mr. Pramod Sharma	Section Officer	NFEC
21	Mr. Jibachh Mishra	Director	NFEC
22	Mr. Gopal Regmi	Account Officer	NFEC
23	Mr. Shree Krishna Paudel	Freelancer/ Reporter	RCCWD
24	Ms. Mutsumi Tsubouchi,	Chief Advisor	CASP
25	Ms. Keiko Kotani,	Project Coordinator	CASP
26	Mr. Madhav Dhahal	OD/ OS Consultant	CASP
27	Ms. Bindu Dhakal	Office Administration	CASP

SMES: Strengthening the Monitoring and. Evaluation System, NPC

Annexes: 3

Presentations:

- ✓ Alternative Schooling Program (NFE-National Perspective)

*See Attachment (Handout3)

- ✓ Final Seminar of CASP

*See Attachment (Handout4)

Annexes: 4

Presentations:

Roles of VDC/ Municipality

It is very important to understand the role of local authorities while formulating plans for the development of the village. So the Non-formal Education Program shall be concluded with the help of VDC/ Municipality in the following roles

1. Data collection of household literacy
2. Selection of venue for class conduction
3. Selection of facilitators
4. Arrangement of physical infrastructure
5. Overseeing and Supervision
6. Forming Non Formal Education Consumers and Management Committees (NFECMCs)
7. Solving problems as they arise
8. Regulating classes and participants
9. Involve local government and non government organizations working in the program organization.
10. Extended publicity of the program with the cooperation of local community.
11. Preparing the description of literate and illiterate participants of the program
12. Organize the program within given budget limit using own resource materials also.
13. Encourage the woman/ backward groups who didn't have the opportunity to study but have keen interest to study.
14. Organize awareness Symposiums
15. Keep the status/ records of the participants up dated and also maintain the record also with the connected war and send the monthly progress report to the VDC, DEO and NFEC.
16. Seek cooperation from district Education Office for technical and other assistance.
17. Form Literacy Campaign Committee at VDC/ Municipality level and assist in the formation and conduction of regular meetings of NFEMC.
18. Approve and allow any NGOs who are working in a particular area for alleviating illiteracy for conducting literacy classes. Also make necessary steps for assisting them financially.
19. Arrange for the regular meeting of progress of classes with the assistance of NFECMC
20. Coordinate with the Governmental or Non-governmental units organizing Non-formal Education Program in their area.
21. Can organize Non-formal Education Program with the help of local NGOs.

22. Plan and demand the same with DDC/DEO and class/center.
23. Classes should be selected on the basis of status presented by giving due preference to the number of illiterate women in the ward of place.

Roles of Non Governmental Organization (NGOs), Community Based Organizations (CBOs) and Community Learning Center (CLC)

- Assist VDC for the publicity of the program.
- Demand concerned units for the conduction of Non-formal Education
- Work in partnership with the VDC for the class conduction.
- Regular reporting to the concerned authorities/ VDC/ Municipality/ District Education Office) regarding the progress of the Non-formal Education program

Annexes: 5

Presentations:

Several Key Notes on Social Survey of CASP ASP in Dhading, Siraha, and Kathmandu

From Situation Survey

1. Completion ratio of CASP ASP students and Enrollment ratio of CASP ASP graduates to mother schools and their grades

- A: Completion ratio of CASP SOP students in Dhading: 69% (baseline)→67% (endline)
- B: Completion ratio of CASP FSP students in Dhading: 80% (baseline)→68% (endline)
- C: Completion ratio of CASP SOP students in Siraha: 73% (baseline)→75% (endline)
- D: Completion ratio of CASP SOP students in KTM: 79% (endline)
- E: Completion ratio of CASP FSP students in KTM: 35% (endline)
- F: Enrollment ratio of CASP SOP graduates to mother schools in Dhading: 84% (baseline)→109% (endline)
- G: Enrollment ratio of CASP FSP graduates to mother schools in Dhading: 75% (baseline)→100% (endline)
- H: Enrollment ratio of CASP SOP graduates to mother schools in Siraha: 76% (baseline)→58% (endline)
- I: Enrollment ratio of CASP SOP graduates to mother schools in KTM: 104% (endline)
- J: Enrollment ratio of CASP FSP graduates to mother schools in KTM: 92% (endline)
- K: Enrollment ratio of CASP SOP graduate to desired grade (class 4) in mother schools in Dhading: 74% (baseline)→57% (endline)
- L: Enrollment ratio of CASP FSP graduate to desired grade (class 6) in mother schools in Dhading: 39% (baseline)→25% (endline)
- M: Enrollment ratio of CASP SOP graduate to desired grade (class 4) in mother schools in Siraha: 80% (baseline)→100% (endline)
- N: Enrollment ratio of CASP SOP graduate to desired grade (class 4) in mother schools in KTM: 66% (endline)
- O: Enrollment ratio of CASP FSP graduate to desired grade (class 6) in mother schools in KTM: 57% (endline)

2. Physical facilities and service

Lack of facilities and enough service for school environment (e.g. class in small rent house) have negative impact on children's development and their motivation. Community support and cooperation is necessary.

3. Textbooks and school materials

Provision of school dress and school bag has positive impact on economically poor children's and parent's motivation.

4. Curriculum

FSP curriculum is so difficult to teach for facilitators and understand for children. There needs more teaching time (e.g. current average time 4hours/day is not enough). Examination system is not confirmed yet.

5. Extracurricular activities

CASP ASP graduates are good at doing recreational activities such as singing and dancing more than ordinary students in mother schools (86% of respondents answered CASP ASP graduates are better).

6. Management system

A: CMC involved by many parents has positive impact on school management and enlightenment of attitude of parents.

B: Involvement of mother schools to ASP monitoring and management can facilitate the enrollment of ASP graduates to mother schools.

C: Monthly meeting conducted in each pilot area has positive influence on the further understanding of related stakeholders to the problems and their solving.

7. Networking and community contribution

A: Please refer the analysis of KAP survey.

B: Monthly meeting conducted in each pilot area has positive influence on the further understanding of related stakeholders to the problems and their solving.

8. Cost

Government budget for ASP operation is not sufficient and the cooperation of NGOs, communities and donor agencies is still necessary.

9. Teaching aspects

A: The quality of CASP ASP facilitators is better than the ordinary ones (around 60% to 90% of the respondents answered better). Also, over 60% of the respondents answered the attitude of CASP ASP facilitators is better than ordinary ones. However, their knowledge and teaching skills are worse than the ones of mother school teachers.

B: The salary of the facilitators should be increased more. The female facilitators are important.

C: There are enough facilitator's trainings in CASP ASP.

D: The function of Educational Volunteers (EVs) is effective for the support of facilitators.

10. Academic performance of children

Around 50% of the respondents answered that academic achievement of CASP ASP graduates to enter the mother schools is better than ordinary students.

From KAP Survey

1. Data in general

A: In Dhading and Kathmandu, all KAP indicators became higher comparing baseline status and satisfied with the target figures by the end of CASP.

B: All KAP indicators in Dhading improved more than in Siraha.

Average KAP indicators are as follows;

Dhading: 64.2% (baseline) →90.1% (endline)

Siraha: 72% (baseline) →86.8% (endline)

Kathmandu: 74% (baseline) →90.7% (endline)

2. Data in specific area

KAP indicators in Sangla and Sundarijal in KTM where the partner NGOs couldn't work effectively couldn't reach the target level.

3. Community activities which have positive influence on KAP indicators

A: Dhading

Provision of incentives for best students, Organization of interactive program between community people and children, and Provision of physical infrastructure by the community

B: Siraha

Provision of door-to-door visits encouraging parents to send children to schools

C: SOP area in KTM

Provision of contribution in labor, provision of contribution in cash and kind, and Organization of orientation meetings

D: FSP area in KTM

Organization of sensitization meetings on child rights, Formation of child club, and Organization of CMC

E: Community where NGO worked in three years completely in KTM

Provision of incentives for best students, Provision of door-to-door visits encouraging parents to send children to schools, and Organization of parent's visiting day

F: Community where NGO conducted comprehensive activities in KTM

Provision of contribution in labor, Provision of contribution in cash and kind, and Provision of incentives for best students

G: Community where other NGOs worked in KTM

Provision of incentives for best students, Provision of door-to-door visits encouraging parents to send children to schools, and Organization of parent's visiting day

Annexes: 6

Presentations:

Summary of Discussion between MoLD, MoE and NFEC “ASP Guideline” implementation/extension

At JICA office
13th September

Suggestion/Comments on “ASP Guideline” implementation

- Clear implementation structure (organizational diagram) should be indicated
- Solution to Out of School children/non-schooling children issues have to be addressed more holistic and community development point of view
- MoLD role should be addressed on suitable and clear manner
- Suggested role of MoLD line agencies in the field level implementation in ASP
 1. Planning-Data collection/analysis and Needs assessment /target setting (site selection)
 2. Coordination including financial/material/human resource (local school head-teachers/teachers/retired educationist etc) management, networking with related organization such as NGO/CBO
 3. Financial Arrangement especially un-conditional fund (20% of VDC fund should be utilized in social sector, but depending on local needs)
 4. Monitoring (for example situation of out-of-school/non-schooling school children)
 5. Recording/reporting
- Role of MoE
 1. Technical support from RC/ Schools related to educational development
 2. Financial arrangement especially education related “Conditional fund” (ASP program is one of them)
- MoLD projects such as Local Government Community Development Project (LGCDP) resource should be utilized

Recognized Challenges

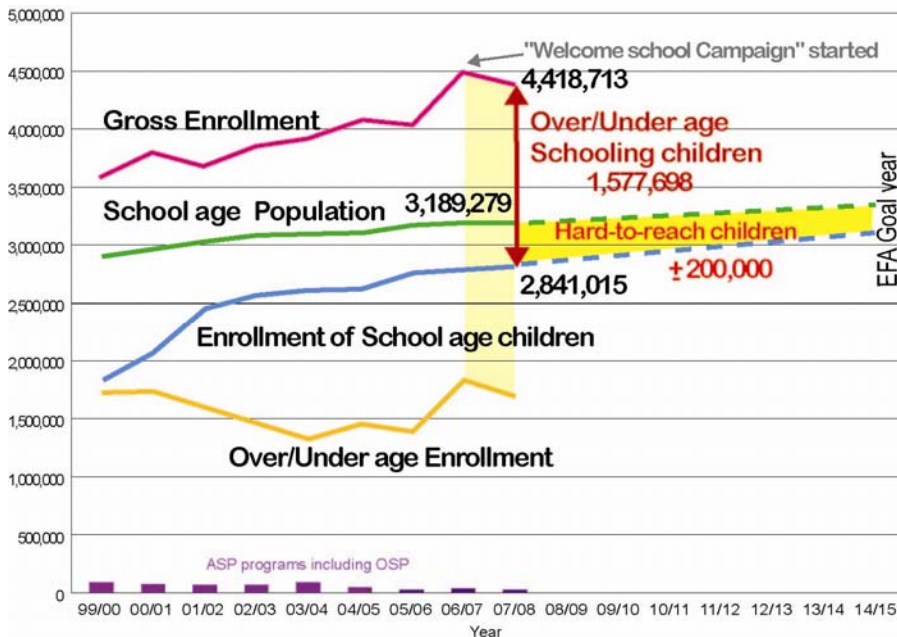
- Planning should be integrated in VDC planning term starting in January
- Planning should be structuralized Village Education Plan should be developed in each VEP and VEP must be compiled in DEP (Eventually DEP should be compiled in National Plan – it is still challenging).
- Out of School children/non-schooling children issues are not taken very seriously sometimes in the field level, therefore more advocacy is necessary.
- Till local election VDC is not fully functional.

Final Seminar of Community-based Alternative Schooling Project (CASP) - toward effective ASP implementation from CASP experience -

1. Why Non-formal Education for Children is necessary

Key figures

- 2007-2008 about 280,000 children are out of school in Nepal (DoE statistics)
- If no special intervention estimated about 200,000 children would remain Out of School due to their Social/Economic or/and Geographic condition



Why Non-formal Education (NFE) is the choice for “hard to reach”

- Special intervention is necessary for this “hard to reach” >> Non-formal/alternative form of education is necessary
- Non-formal education is more cost effectiveness for responding to those special needs (See the attached sheet of *Formal and Non-formal Education Comparison of Cost of Primary Education per class*)

Comparison of Non-formal Education (NFE) and Formal Education (FE)

- NFE
 - **Alternative Schooling Opportunity (e.g. ASP)**
 - **More cost effective to “bring children to schooling”**
 - **Quick solution**
- FE
 - **Sustain children in school**
 - **Quality education keeps children in School**
 - **Permanent**

Type of Non-formal Education

- Children live in the isolated areas where there are no schools nearby and Community is not empowered to help out of school children spontaneously
 - ➔ School Outreach Program (SOP; 3 year’s grade 1-3 program) is allocated to these isolated areas
- Working children/street children who cannot have opportunity to access education and dropout children
 - ➔ Flexible Schooling Program (FSP; 3 year’s condensed program grade 1-5) is targeting mainly in urban/suburban areas

2. Why CASP Started and what CASP concluded

- ASP hadn't made sufficient impact needed to be improved
- CASP three approach to improve ASP
 1. Community Mobilization to involve the community in their local ASP classes
>>Important for disadvantaged children to get understanding/support from community for sustainable schooling
 2. Educational improvement >>Improving quality of ASP education
 3. Improving Networking >>Maximizing resources for ASP
- The ideas are piloted and Effective methods/ activities found in pilot activities are compiled in "ASP Guideline". See also "Suggested Budget Package"
- Independent research results show the effectiveness/efficiency of CASP pilot activities

• ASP practiced in CASP pilot activities is more effective than ASP regularly practiced in regarding various educational aspects and have positive influence on the completion of ASP and the enrollment to mother schools of children.

e.g. Enrollment ratio of SOP and FSP graduates to mother schools in Dhading 84% (baseline) → 109% (endline) and 75% (baseline) → 100% (endline)

Moreover every stakeholder including children and their parents gave positive comments to CASP pilot activities. [by TESON]

• All KAP (Knowledge, Attitude, and Practice) indicators regarding child education among parents in target communities developed after implementation of CASP pilot activities namely community mobilization. [by IIDS]

- "Community Mobilization" to get communal support for ASP is crucial to help Out-of School children
- Community-based Alternative Schooling compiled in "ASP Guideline" is proved to be effective to help the hardest to reach group (most disadvantaged social group children) to access educational system
- It has shown that cooperation at the community level cooperation with stakeholders in MoLD line agencies take very important roles.
- To reach "Education for All" goal as essential part of community development, it should be discussed widely to assess the module developed through CASP pilot activities and address needs of cooperation among policy level stakeholders
- For further extension of Community-based ASP it is essential to build consensus on cooperation between Ministry of Education, Ministry of Local Development and concerning Agencies to implement community-based ASP to reach EFA goal

3. Objective of the seminar

- To build consensus towards effective/efficient "ASP Guideline" implementation on collaboration /coordination between MoLD and MoE line agencies

4. Expected outputs of the seminar

- Final version of "ASP Guideline"
- Confirmation of further extension strategies

Formal and Non-formal Education Comparison of Cost of Primary Education per class

		Formal School				Non-formal Class			
S. N.	Items	Rate	No.	Total	Remark		No.	Total	Remark
Initial Cost									
1	Teacher/facilitator training				(10 month, in 3 stage, salary is not included)	Facilitator Training (Pre-service training trainer)	1	28,125.00	
1.1	First stage training (2.5 month)	12,650.00	1	12,650.00		(Pre-service training facilitator)		3,985.00	
1.2	Second stage training (5 month through distance education system)	3,500.00	1	3,500.00		(In-service training trainer)		6,875.00	
1.3	Third Stage training (2.5 month)	12,650.00	1	12,650.00		(In-service training facilitator)		1,535.00	
2	Class Establishment Cost							2,000.00	
	Total			28,800.00				42,520.00	
Running Cost									
						Rate			
3	Teacher salary	6,280.00	13	81,640.00		2,000.00	13	26,000.00	
4	Administrative cost (per year)	16,900.00	1	16,900.00	For approved school only				
5	Miscellaneous cost (per teacher per year)	300.00	1	300.00				-	
6	EMIS cost					500.00	1	500.00	
7	Educational Material Cost *Textbook and other educational material total	The child must be purchased one set of text book and educational materials				5,000.00	1	5,000.00	(SOP)
						3,000.00	1	3,000.00	(FSP)
8	SIP fund (per student per year) ASP Management cost	300.00	40	12,000.00	For Hill (for terai= 275 and for Himali = 325)			6,000.00	(for 20 students)
	Total			110,840.00				37,500.00	SOP
								35,500.00	FSP
	Grand Total			139,640.00				80,020.00	SOP
								78,020.00	FSP

What is “Education for All (EFA)”?

Education for All (EFA) is an international commitment first launched in Jomtien, Thailand in 1990 to bring the benefits of education to “every citizen in every society.” Partners comprised a broad coalition of national governments, civil society groups, and development agencies such as UNESCO UNICEF and the World Bank. In response to slow progress over the decade, the commitment was reaffirmed in Dakar, Senegal in April 2000 and then again in September 2000, when 189 countries and their partners adopted the six EFA goals as follows:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- **Ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.**
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- Achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.



Alternative Schooling Program (ASP)

Presented by :
Pramod Sharma
Non-Formal Education Centre
Sanothimi, Bhaktapur
18 September, 2009

Non-formal Education: national perspective

Education for All National Plan of Action (EFA NPA) 2001-2015:

- Regarded basic education as a fundamental human right through formal as well as non-formal means of education.
- An indispensable aspect of basic education.
- Focus on appropriate strategies and reliable programmes with adequate resources.
- Emphasis on the role of governmental, non-governmental organizations and the donor community.

- **Tenth Plan 2002- 2007:** focuses on pro poor approach for achieving the objectives of universal primary education and reducing illiteracy.
- **Education for All Programme 2004-2009:** highlights the importance of literacy in poverty reduction as well as achieving the goal of providing basic education of good quality to all.

SSR Core Document :

- Emphasis on Literacy and lifelong learning programs through utilizing the knowledge and experiences for the optimum use of available resources through partnerships at national and local levels for the attainment of EFA goals.
- The neo-literacy program as a complementary intervention to the National Literacy Campaign aimed at attaining the EFA and MDG goals on UPE/literacy, with special emphasis on targeted groups and areas including women, marginalized populations, Dalits, endangered communities, internally displaced people, people with disability and people living with HIV/AIDs.

Three Year Interim Plan (2008-10)

- Arrangement will be made to enter into formal education from Non-formal, technical and vocation stream or Vice-versa. Policy will be formed to provide equivalency between both the streams.
- Non-formal education will be integrated with IG and life skills by accommodating IT and NFE will be made contextual, flexible and content centered
- Emphasis will be given in using local and modern technology in NFE with expansion of CLCs.
- Policy will be adopted to gradual expansion of Open and Alternative Schooling.

In line with the above objectives, the SSR Plan intends to achieve the following at goal, objective and impact levels:

Goal

- To ensure equitable access to quality education through a rights-based approach and promotion of a child friendly environment in schools.

Objective

- To ensure equitable access to quality basic education for all children in 5-12 age group.

Impact

- Improved quality of life leading to prosperity expansion of Open and Alternative Schooling.

An Overview of ASP

- ❖ **Children live in the isolated areas where there are no schools nearby and Community is not empowered to help out of school children spontaneously**
- ❖ **School Outreach Program (SOP; 3 year's Age Group 6-8 years grade 1-3 program)**
- ❖ **Working children/street children who cannot have opportunity to access education and dropout children**
- ❖ **Flexible Schooling Program (FSP; 3 year's Age Group 8-14 years condensed curriculum grade 1-5) is targeting mainly in urban/suburban areas**

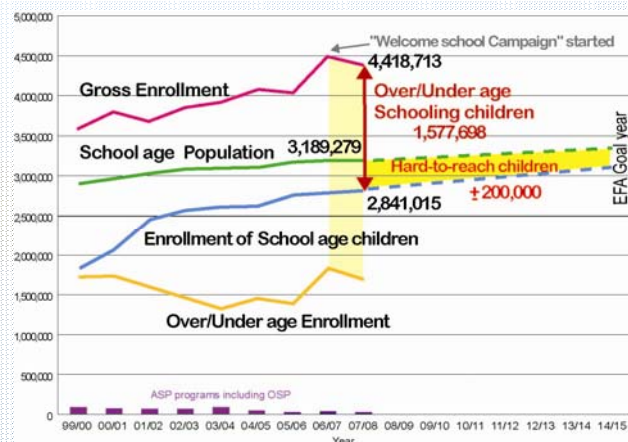
An Overview of ASP

- ASP started from 1999
- 755 School outreach Program (SOP) Centre has been Phase out till April 2009.
- 15,100 Children (aged 6-8 year) has benefited.
- 674 SOP centre will continue in grade 2 and 3 and 13,480 Children (aged 6-8 year) are benefited.
- No new SOP from Fiscal Year 2065/066

An Overview of ASP

- 720 Flexible schooling Program (FSP) Centre has been Phase out till April 2009.
- 14,400 Children (aged 8-14 year) has benefited.
- 731 FSP centre will continue in level 1, 2 and 3 and 14,620 Children (aged 8-14 year) are benefited.

Present Situation of Out-of-school Children



Key Figure

- 2007-2008 about 280,000 children are out of school (DoE statistics)
- If no special intervention estimated about 200,000 children would remain Out of School due to their Social/Economic or/and Geographic condition

Strategic Point why ASP

- **“Hard-to-reach” group of children need alternative type of schooling**
- **Cost-effectiveness**
- **Easy to establish**
- **More accessible**
- **Flexible time/less time taking**

Future direction of ASP

- ❖ **ASP will be for those who are not attending primary school**
- ❖ **To ensure access to basic education**
- ❖ **extend non-formal mode of education to both school age children and adults.**

Intervention on ASP

- ❖ **ASP class allocation based on data in database and demand from communities.**
- ❖ **Community mobilization for community ownership**
- ❖ **Partnership with Local Government/ NGO/CBO/CLC**
- ❖ **Mother School-based monitoring system.**
- ❖ **Provision of Education Volunteer**
- ❖ **Needs-based training**

Recommendations for incorporating into education policy

- ❖ **Scholarship for ASP Children (per child funding/food for education).**
- ❖ **Quality assurance (mention in Education Act, certification/equivalency)**
- ❖ **Partnership with local Government/CLC/NGO/CBO**
- ❖ **Systematic monitoring system (Mother School-based monitoring, regular system monitoring)**
- ❖ **Community Ownership**
- ❖ **Extension of ASP**
- ❖ **Adequate financing in basic activities**

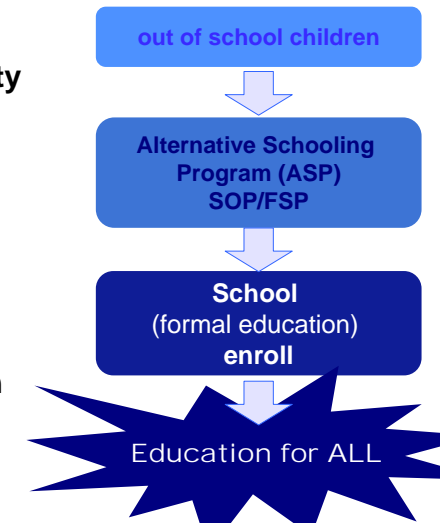


Final Seminar of CASP

September 18-19, 2009
(2-3 gate Asoj, 2066)
Godavari Resort

Access to Education towards Sustainable Schooling

- NFE
Alternative Schooling Opportunity (e.g. ASP)
More cost effective to “bring children to schooling”
Quick solution
- FE
Sustain children in school
Quality education keeps children in School
Permanent



2

Community-based Alternative Schooling Project (CASP)

Community-based Alternative Schooling Project (CASP) -Why the project started?

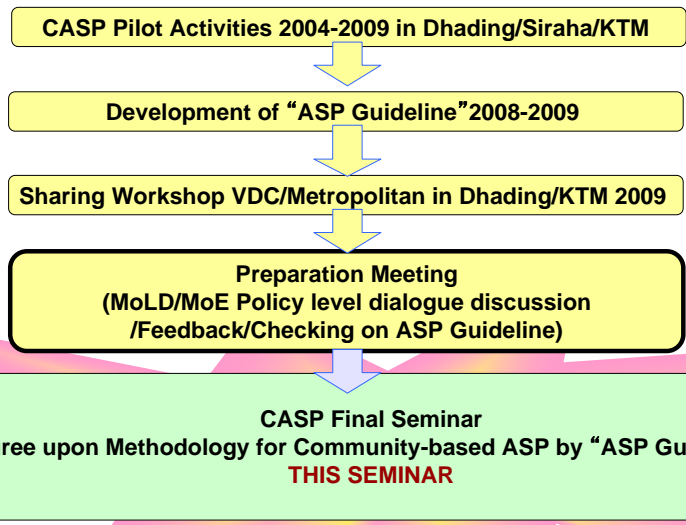
- ASP hadn't made sufficient impact → **needed to be improved**
- CASP approaches to improve ASP
 1. **Need assessment/suitable site selection** to distribute ASP program where ASP classes are really needed → **For effective /efficient distribution of limited resources**
 2. **Community Mobilization** to involve the community in their local ASP classes → **Important for disadvantaged children to get understanding/support from community for sustainable schooling**
 2. **Educational improvement** → **Improving quality of ASP education**
 3. **Improving Networking** → **Maximizing resources for ASP**

The ideas are piloted and practices are compiled to
“ASP Guideline”

3

4

Process toward the CASP Final Seminar



What have been Successful in CASP

- Cases from CASP Experience -

Significant Outcome of CASP

Management system

- CMC involved by many parents has positive impact on school management and enlightenment of attitude of parents.
- Involvement of mother schools to ASP monitoring and management can facilitate the enrollment of ASP graduates to mother schools.
- Monthly meeting conducted in each pilot area has positive influence on the further understanding of related stakeholders to the problems and their solving.

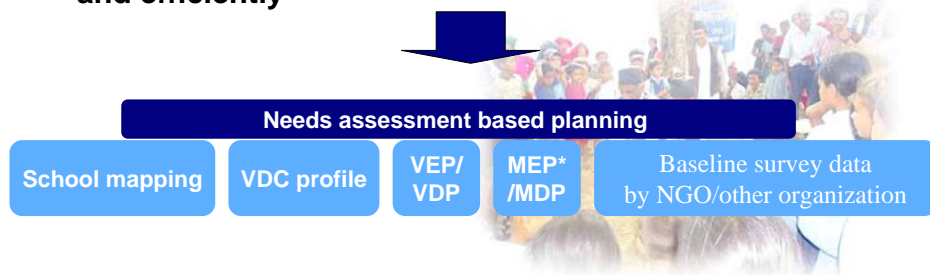
Significant Outcome of CASP

- The quality of CASP ASP facilitators is better than the ordinary ones (around 60% to 90% of the respondents answered better). Also, over 60% of the respondents answered the attitude of CASP ASP facilitators is better than ordinary ones.
- Several children show notable academic/extra-curricula performance
- Parents Knowledge Attitude Practice toward Education for children changed all positive in CASP pilot area (From Independent KAP Survey)



Why need assessment is important?

- Resource is limited so it must be allocated proper way
- “Educational Fund” namely for ASP is conditional fund but it is “core” fund.
- If “core” fund is allocated properly supportive fund for example VDC fund, NGO fund can work more effectively and efficiently



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Why Community Mobilization should be included in ASP?

- When community people are mobilized to support ASP
- Providing sustainable/quality education for children
- Building a sense of community ownership, harnesses their commitment and also helps to identify and utilize local resources.
- Attitude of parents and guardians towards education have the greatest influence on their children’s motivation to learn and performance in class
- Raising willingness to support ASP financially

10

What are essential for Community Mobilization

- External “catalysts” are necessary because a change in the awareness and behavior does not occur in the community spontaneously.
- Working with partner NGOs or/and CLC (Community)

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Educational Support

Why Educational Support should be improved?

- EFA goal → quality education.
- ASP should be as good as formal primary education
- Expected outcome of curriculum is equivalent
- A facilitator alone cannot maintain the quality education (less experience and qualification and receive far less training)

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What are essential for Educational Supports

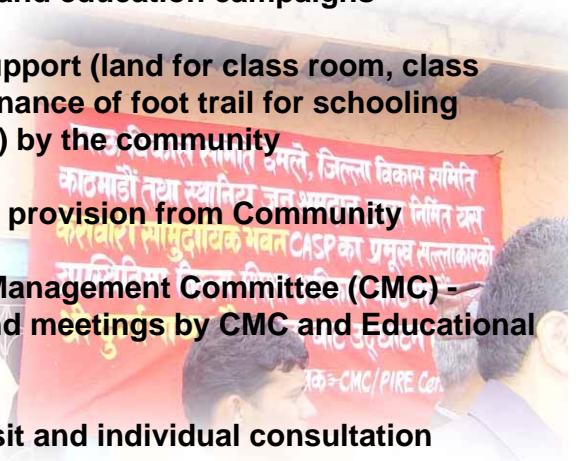
- Institutional Support from Formal Education sector such as **Resource Centers** and **Mother Schools** play crucial role to maintain quality education
- Community support such as **Educational Volunteer (EV)** and class management support is also very effective and efficient



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What types of activities are effective?

- Needs assessment with VDC level stakeholders
- Mass communication and education campaigns
- Provision of facility support (land for class room, class room building, maintenance of foot trail for schooling table, blackboard, etc.) by the community
- Educational Volunteer provision from Community
- Strengthening Class Management Committee (CMC) - Regular monitoring and meetings by CMC and Educational Volunteers
- Door-to-door home visit and individual consultation



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What types of activities are effective?

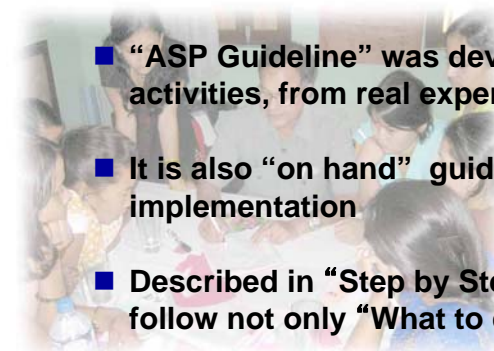
- Mother School Support - Monitoring System
- Additional training for facilitators
- Distribution of Stationary/School Uniform
- Formation and mobilization of the Children's Club
- Interactive program between ASP children and students of Mother school
- Provision of incentives and awards for ASP children



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All compiled in "ASP Guideline"

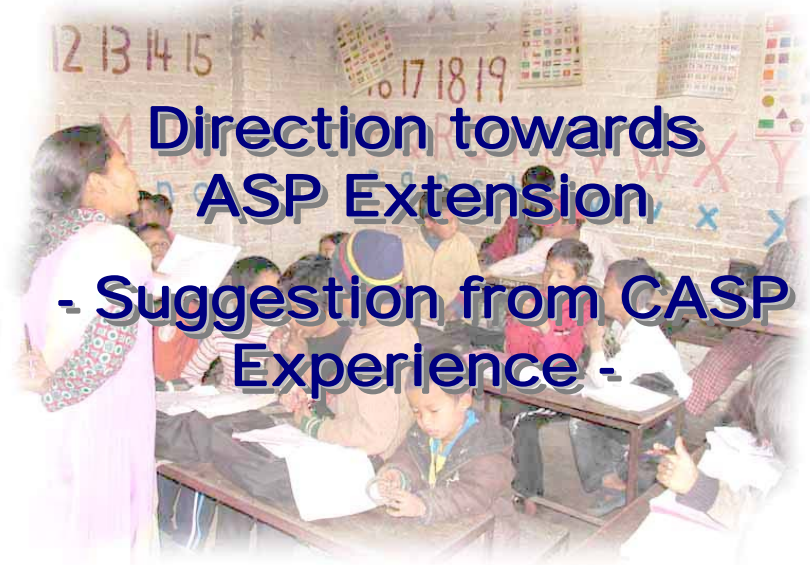
- "ASP Guideline" was developed through CASP pilot activities, from real experience
- It is also "on hand" guidebook for the field level implementation
- Described in "Step by Step" approach so that easy to follow not only "What to do" but also "How to do"
- Concrete examples/cases would be included



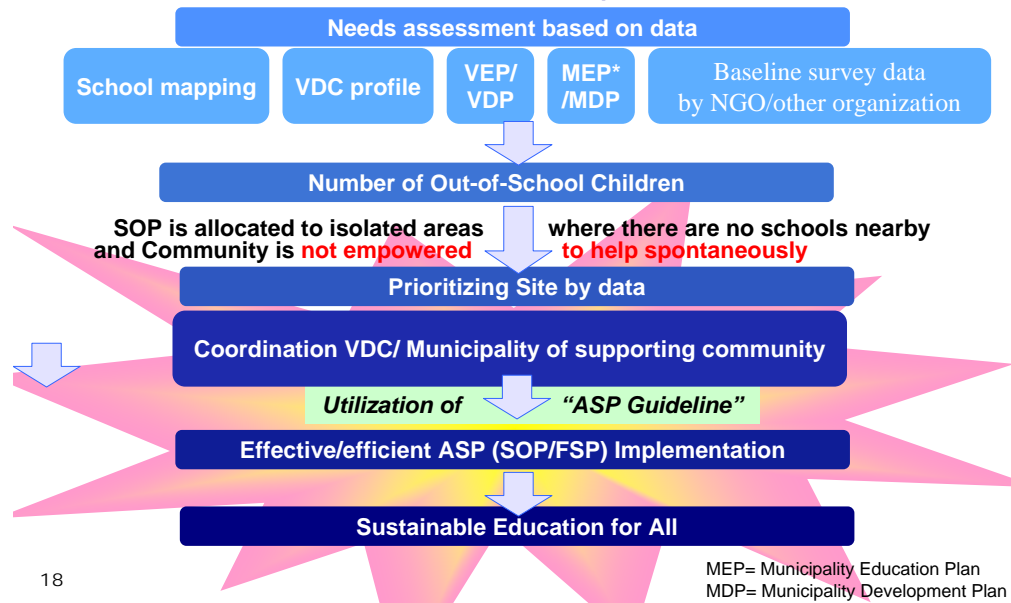
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Direction towards ASP Extension

- Suggestion from CASP Experience -



Needs-based ASP implementation



Challenges for target group SOP

- Sharing Out of School Children data with VDC and coordinate with VDC annual plan
- How to allocate to scattered house hold area (under 20 number's target)
- Transition to permanent schools after 3 years program



Challenges for target group FSP

- Community Supports due to weak communal tie (relationships among people in communities)
- Irregular attendance due to working/domestic situation
- The data collection in urban area (school mapping/House hold survey) of migration
- Many Dropouts from FSP classes due to frequent migration
- More difficult curriculum for facilitators



For Farther extension

- Community Mobilization/holistic approach to get communal support for ASP is crucial to help Out-of School children
- MoLD/ MoE line agencies coordination is essential



Thank you

Alternative Schooling Programme Suggested Budget Package

GL STEP No.	ASP Guideline Activity	Regular Budget	Additional Cost Estimate	Budget Coordination	Remarks
-	Needs assessment		NPR 1,000.00		
1	Site selection				
2	Partner NGO/CBO selection				
3	Orientation program		NPR 5,725.00		only for first year
4	Formation Class Management Committee		NPR 770.00		
5	Facilitator selection				
6	Education Volunteer		NPR 570.00		
7	Arrangement of learning environment (management cost)	NPR 2,000.00	NPR 10,000.00	MoLD Line Agencies	when class established (only for first year)
	(management cost)	NPR 6,000.00	NPR 27,920.00	MoLD Line Agencies	Additional for stationeries, uniform, bag and tin box for class
	(educational materials apart from Textbook)	<i>NPR 3,000.00</i>			<i>total for SOP NPR 5,000/year ESP NPR 3,000/year</i>
8	Community mobilization (Child club activities)		NPR 2,705.00	MoLD Line Agencies	
	(Incentives and awards for ASP children)		NPR 1,000.00	MoLD Line Agencies	
	(Mass communication and education campaign)		NPR 1,000.00	MoLD Line Agencies	
	(Interactive between ASP children and mother school)		NPR 1,400.00	MoLD Line Agencies	
9	Providing textbooks (educational materials/SOP)	<i>NPR 2,000.00</i>			<i>total for SOP NPR 5,000/year</i>
	(educational materials/FSP)	<i>NPR 0.00</i>			<i>total for ESP NPR 3,000/year</i>
10	Monitoring system (regular monitoring/month)	NPR 500.00	NPR 4,800.00		
	(ASPM Workshop)		NPR 1,000.00		
11	Facilitator Training (Pre-service training)	NPR 28,125.00			15 days for 1st year (for training)
		NPR 3,985.00			15 days for 1st year (for Facilitator)
	(In-service training)	NPR 6,875.00			5 days for 2nd and 3rd year (for
		NPR 1,535.00			5 days for 2nd and 3rd year (for
	(Additional training)		NPR 18,700.00		2 times each year
12	Preparation for post ASP				
	Facilitator remuneration	NPR 26,000.00			NRP2,000/m × 13
	Regular Budget if any				
		NPR 80,020.00	NPR 76,590.00	Total	NPR 156,610.00