

VDC Workshop for ASP implementation from CASP experience

Workshop Report



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| Activity: | VDC workshop on ASP Implementation from CASP Experience |
| Dates: | 21st June 2009 (7 ASAR 2066) |
| Venue: | WTC, Tripureshwor, Kathmandu |
| Hosted by: | NFEC/JICA/CASP/ DEO/DDC |

VDC workshop on ASP Implementation from CASP Experience

A REPORT

Background of the Workshop

Why Alternative Provision of Education is necessary in Nepal?

Despite 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 circumstances, 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.

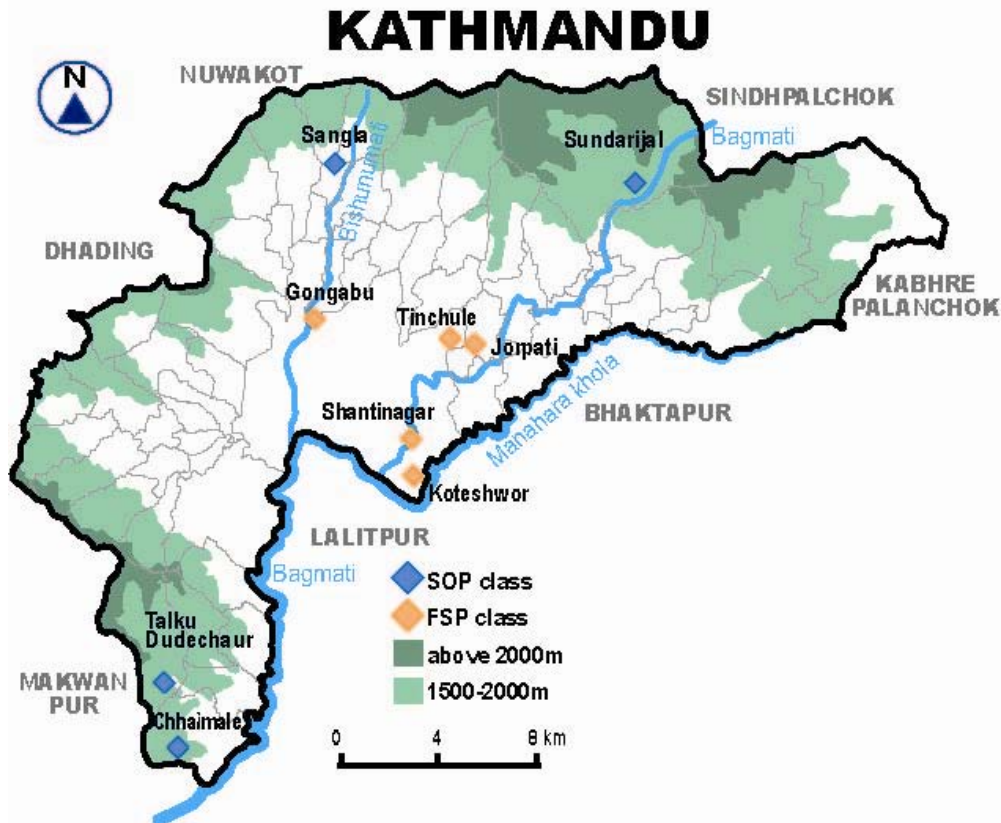
In the project, three approaches below were suggested to improve ASP

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 (Talku Dudechaur, Chhaimale, Sundarijal) and 5 FSP classes (Jorpathi, Gongabu, Bauddha Tinchule, Koteshwor, Shantinagar).



What are all about this Workshop?

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 VDC took very important roles. In this workshop, it was discussed widely to assess the module developed through CASP pilot activities and address needs of cooperation with VDC to reach Education for All goal as essential part of community development.

Objective of the Workshop

After the workshop participants will act positively toward implementation of the community-based alternative Schooling program in VDC level

Date, Duration and Venue

The workshop was held on 21st June, 2009 in World Trade Center Conference Hall in Kathmandu

Agenda and Schedule for the Workshop

The schedule for the Workshop was separately attached in Annex 1.

Methodology

The Workshop was conducted by applying various methodologies. The main methods were applying critical review presentation, anticipatory group discussion, brain storming and question/answering while some other Interaction were plan as a supportive methods. At the end of the day the evaluation had been done. The following table shows in detail methodology of FRM. The documentary on "**A way to Education For All; Through Alternative Schooling Program**" illustrated clear concept to all the participants of the workshop.

| Methodology Applied in WS | Equipments Applied in WS |
|--|---|
| <ul style="list-style-type: none">▪ Presentation▪ Participatory discussion▪ Questions and Answers▪ Group Discussion▪ Interaction▪ Video Documentary | <ul style="list-style-type: none">▪ Computer▪ LCD▪ Projector▪ News Print▪ White Board▪ Board and Permanent Markers▪ Boucher▪ Other necessary peripherals |

As a part of the workshop, the group presentation had displayed in different walls inside the conference hall which created clear vision of participants.

Participants

There were 95 participants from different sector likewise Government Organizations, VDCs Secretaries, Journalists, Community workers (NFE facilitators), Political leaders, Other Development workers and representatives of JICA in the workshop for the detail name list is attached in Annex 2.

The sessions were divided in two parts the first part was more formal inauguration session and the second part is discussion and sharing session which was facilitated sequentially by Mr. Madhav Raj Dahal (CASP) and Ms. Bunu Shrestha (Past Director of Non-formal Education Center). Also in additionally field experience was shared by Mr. Nir Kumar Lama and Mr. Basudev Regmi from Chaimale VDC and Mr. Kul Bahadur Tamang from Sundarijal VDC, Waiba Tole, Mulkharka SOP Class.

Workshop Process and outcome

The VDC on ASP workshop was start with welcomed by master of ceremony Mr. Madhav Raj Regmi to all the participants and people representing their area. In the process of formal programme was chaired by Mr. Gopal Prasad Parajuli (Local Development Officer, Kathmandu District) and one after the other representatives of political parties Mr. Biraj Nepali (Ne Ka Pa Moist Party), Mr. Rajan K C (Nepali Congress Party), Mr. Rameshwor Phynyal (NE KA PA Amale), Mr. Sanak Man Maharjan (Nepal Labor Union Party), Mr. Dipak Kaoirala (Sadbhawana Party), Mr. Rohit K C (Bammorcha Party) like wise Ms. Bunu Shrestha (Past Director, The Non-formal Education Center, Mr. Laxman Khanal (Deputy Director of the Non-formal Education Center), Mr. Dipak K C (Social Development Officer, DDO Kathmandu) and Mr. Gyani Yadav (District Education Officer,).



The people representing from different areas were chaired on the stage

Mr. Madav Dahal has requested to all the participants and the respective personals for short personal introduction session. Accordingly all have actively participated in personal introduction with their Name, address and affiliation with.



Just behind the personal introduction session Mr. Gyani Yadav (District Education Officer, Kathmandu) was invited to give the welcome speech. He has hearty welcomed to all the participant of CASP workshop and expressed his experience on field visit in SIRAHA, DHADING and KATHAMDNU districts. He told that the pilot project of CASP is going to complete in September

2009 with so many achievements which could be guideline for coming days.

He added on his speech that the objective of the workshop is to make responsible to Nepal Government through empowering the local government. Only this type of activities can cover the 9% of children who are still not cover in educational campaign. The local authorities have to take active initiation to find out the real data of children who are still missing in EFA programme. He has requested to the VDCs secretaries to take part to fulfill the objective of EFA. We most have to cover each child under the EFA programme by 2015, thus need our won commitment and take action for it to support the Nation. This forum is the place where we can share our problems and take the active solution for it.



Mr. Sanak Man Maharjan, representative from political parties was invited to articulate his views on workshop. First he told that always waiting for International support for all kind of activities for state is going bad practice among us. We should have to take some own initiation for such kind of programme. Political parties have also responsibilities to support in EFA campaign, so they should have informed from the beginning of any kind to programme in county. The government school shouldn't reduce due to any reason because the geographical difficulty of the County is main problem to cover the

each child in EFA campaign. I believe that this pilot programme gave us one clear direction to make a national campaign on education. We need to better preparer and our party is always ready to put hands together



He has expressed happily his reaction on CASP which was started in 2004 where he could take role of direct focal person from community. Being focal person working on it there is

- On the glance of 9 percentage seems low coverage in figure but if go through the number we will 2, 80,000 which is not small. So, only school is not alternative to enroll each child in education campaign.
- We should create barrier free environment for children according to their interest and time
- We need to plan from earlier where they will continue their education after ASP
- We are agree to continue this programme

and also coordinate with all agencies

- Our own local resource should be maximum utilized
- Build school in every where is expensive so, CASP is best solution for substitute

At the end of the first formal session Mr. Gopal Parajuli, Local Development Office (Kathmandu District) gave a remark speech on this workshop. Mainly he focused on following points

- In Kathmandu district there are some education programme is running by Nepal government, so we can't say that without donor support we couldn't do any thing
- It is appreciated that VDCs secretaries have so many work load even they are actively supporting on educational campaign
- Exit is always important part of the programme, so this is really good achievement of CASP which can't be replicate in other part of EFA programme
- Still so many infrastructure support needed in Kathmandu and other district as well, therefore we need more fund
- Out of Kathmandu district the government providing physical support in amount Rs. 1LAKH for secondary schools. Total we had supported Rs. 50 LAKH
- Still we don't have any dada on investment of local authorities but we are preparing to present that on our upcoming conclusion workshop
- Also need to invest in urban schools equally
- We should have to take ownership to support on education



After closing remark of chair person of inauguration session Mr. Gopal Parajuli the first formal session was completed.

Beginning of the second session the chair person was requested for chairing Mr. Gyani Yadav (District Education Officer, Kathmandu District).



Ms. Bunu Shrestha has formally started the session with its objective. She told that Education For All should change in Education For Each because when we think about all there will be possibility of missing some child. So, take initiation for each child instead of all children. She also point out some following remarks:

- Think how we can provide quality education for Children
- All the VDC secretary are not educational field but their commitment is key motivation factor for us
- The pilot project of CASP in Kathmandu was very successful results which we could feel after presentation of field representative.
- Here we have to get best practices of CASP to replicate in coming programme

She has requested to Mr, Madhav Dahal (CASP), for his presentation on Achievement of EFA goal and community development including CASP experience. He gave a presentation from power point slides which were very effective to learn. Here is some key points from the presentation are as follows: for the detail presentation go through in annex 3.

- Why alternative schooling is necessary
- The 280,000 children are still out of school because of Social/Economic and Geographic condition
- What kinds of Children are out of school?
- How could be accessible to education towards sustainable schooling
- Clear picture of Community-based Alternative Schooling Project (CASP)
- Success of Community-based Alternative Schooling Project (CASP)
- Why community mobilization should be included in ASP
- What are essential for community mobilization
- Why education support should be improved?



After this presentation all participant clearly understood the importance of CASP. Just after Mr Laxman Khanal, Deputy Director NEFC gave further presentation from power point slides on CASP suggested sharing budget and ASP in Kathamdu. Key points are as following: The detail presentation is in annex 4

- An overview and statistical summaries of Alternative School Education
- Alternative School Education
 - School Outreach Programme (SOP)
 - Flexible Schooling Programme (FSP)
- Essential material for SOP and FSP
- Clear vision on government supporting for SOP and FSP

Sharing from field worker

To give the real scenario of field invited people from working areas who have shared their piratical experiences which are following:



Mr Nir Kumar Lama from Chaimale VDC, Ward No 4, Kerabari told that even Nepal government has signed in EFA programme campaign since long back, still so many children are out of schooling in our VDC.

This is an opportunity to organize this CASP programme in our VDC which helped us to cover those children who were out of education.

When we realize the important of community building we started collect crone from each house in community every month. ODA SAN has given us 6000 rupees personally and 25 thousand from VDC. Collectively we build our community building where CASP class in running.

Finally 24 children attended in final exam and enrolled in mother school which is 2 hours walking distance from our village. In rainy season it is very difficult to reach over there.

To add some internal view invited Mr. Basudev Regmi (Resource Person) Chaimale VDC.

He told that this VDC is in poor condition at bank of Bagamati River. Only 34 HH were living there, and children were out of schooling programme. After the pilot programme on CASP the changes can see on face of each child.

18 students are regularly studying and now there is need on teacher to continue their study. It is difficult to reach in mother school because of geographical settlement. SOP class also in vulnerable condition.



If we didn't create the barrier free environment for children there is big possibility to loss those children again. Being so closer from Kathmandu it is backward enough. Only education can support to make changes in their community.



Mr Kul Bahadur, from Sundarijal VDC, Waiba Tole, Mulkharka SOP Class was invited to share his experience. The community is full of Tamang ethnicity. Because of there is not SLC graduate women, he was selected as a facilitator. There is still 5 to 8 year will not be SLC graduate women. I think the DEO and JICA and CASP team selected the best site. I'm working since last 3 years and now significant changes can see in community.

People are aware and they can raise their voice. Now no one can cheat them. He had shared that how Ms. Sarita Gautam cheated them. He told that local facilitator can do the best facilitation in their community. Language is main thing to communication, so the local facilitator can express better. Community is trying to build on community building but corrently they are using community building which was build by women group. Political parties are not very supportive in their area. He told that students are requesting for basis essential for education like wise book, pencil and note books. If we couldn't manage the basic things there will be possibility of dropout. 16 students are already enrolled in

mother school in class 3. CMC fond supported for school dress to 17 students who are continuing mother school. Because of school dress they feel equality.

At the end of the sharing some remarks was expressed by bellow listed personals.

- **Mr. Khil Pd Subedi, Secretary, Manamaiju VDC**
- **Mr. Rajan Timalisina, Gongabu VDC**
- **Mr. Chiranjib Khanal professor University and Junelist**

Group work

Facilitator has given some guidance for group work; based on it all four groups will work in team and come back with results. For detail see attached annex 4.

Group Work: (1.Problem and possible solution of Out-of-School Children that faced each VDCs)

Group 1

| Problem | Solution |
|---|--|
| <ul style="list-style-type: none"> ▪ School is faraway from Village ▪ Lack of regular source ▪ Poverty ▪ Geographical difficulties ▪ Poor Economic condition ▪ Lack of government policy in Education ▪ Lack of equal opportunity in Education ▪ Lack of monitoring in Educational campaign run by government ▪ Lack of coordination between authorities | <ul style="list-style-type: none"> ▪ Establishment of quality schools ▪ Raise awareness campaign ▪ Create equal education opportunity ▪ VDC should organize educational campaign ▪ Scholarship fund should be separated ▪ Volunteer mobilization actively ▪ Clear education policy should be prepared ▪ Some motivation reward for parent need to organize |

Group 2

| Problem | Solution |
|--|--|
| <ul style="list-style-type: none"> ▪ Lack of awareness ▪ Geographical difficulties ▪ Lack of economic security ▪ Poverty ▪ Uneducated parents ▪ Lack of employment ▪ High migration problem ▪ Dalit are mainly discriminated ▪ Early child marriage | <ul style="list-style-type: none"> ▪ Awareness raising campaign ▪ Food for work programme to build the road in the villages ▪ Skill development activities ▪ Separate budget from VDC for educational campaign ▪ Use local club for campaign ▪ Establish child learning center ▪ Economic growth programme for marginalized community |

Group 3

| Problem | Solution |
|--|--|
| <ul style="list-style-type: none"> ▪ Lack of commitment in politician | <ul style="list-style-type: none"> ▪ Awareness campaign on gender |

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Lack of established political situation ▪ Gender discrimination ▪ Schools are faraway from villages ▪ Hesitation to go to school because age ▪ Poor Economic condition ▪ Lack of budget in education them in VDC ▪ Poor economic situation of parents ▪ Poverty | <ul style="list-style-type: none"> and gender equity ▪ Create environment and time according to children ▪ Create employment opportunity ▪ Political commitment ▪ Stable political situation ▪ Awareness campaign for target group ▪ Media advocacy and awareness ▪ National education policy in VDC ▪ Coordination between agencies ▪ Build schools in villages ▪ Support in livelihood activities ▪ Create fund for scholarship |
|--|---|

Group 4

| Problem | Solution |
|---|---|
| <ul style="list-style-type: none"> ▪ Lack of coordination in between education authorities and in grassroots level as well ▪ Scatter community ▪ Geographic difficulties ▪ Low salary for teacher and NFE facilitators ▪ Poor economic condition ▪ Child labor to survive family ▪ Basic needs of school ▪ Narrow minded community ▪ Lack of space for CLC | <ul style="list-style-type: none"> ▪ ASP should be organized with coordination with local communities ▪ ASP is most essential for all ▪ Organize campaign for school enrollment ▪ Proper selection of SOP center ▪ Make barrier free environment in school ▪ Get available basic need for children to get o school ▪ Use any community building for CLC ▪ Good preparation in VDC level for ASP |



After first group discussion groups were involved to make tentative action plan how they can support to implement in their area. The topics for group work was given bellow.

Group Work: (2.How to implement community-based alternative schooling programme successfully in each VDCs?)

There was a sample of budget format for reference which was mention bellow:

**Policy Recommendation from Community-based Alternative Schooling Project (CASP) Experience
Suggestion from working group DRAFT**

| GL STEP No. | ASP Guideline Activity | Regular Budget | Additional Cost Estimate | Priority | 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 (CMC) | | NPR 770.00 | | |
| 5 | Facilitator selection | | | | |
| 6 | Education Volunteer selection | | NPR 570.00 | | |
| 7 | Arrangement of learning environment (management cost) | NPR 2,000.00 | NPR 10,000.00 | | when class established (only for first year) |
| | (management cost) | NPR 6,000.00 | NPR 27,920.00 | | Additional for stationeries, uniform, bag and tin box for class |
| | (educational materials) | NPR 3,000.00 | | | <i>total for SOP NPR 5,000/year FSP NPR 3,000/year</i> |
| 8 | Community mobilization (Child club activities) | | NPR 2,705.00 | | |
| | (Incentives and awards for ASP children) | | NPR 1,000.00 | | |
| | (Mass communication and education campaign) | | NPR 1,000.00 | | |
| | (Interactive between ASP children and mother school students) | | NPR 1,400.00 | | |
| 9 | Providing textbooks (educational materials/SOP) | NPR 2,000.00 | | | <i>total for SOP NPR 5,000/year</i> |

| | | | | | |
|----|--|---------------|---------------|--------------|------------------------------|
| | (educational materials/FSP) | NPR 0.00 | | | total for FSP NPR 3,000/year |
| 10 | Monitoring system (regular monitoring/month) | | NPR 4,800.00 | | |
| | (ASPM Workshop) | | NPR 1,000.00 | | |
| 11 | Facilitator support (Pre-service training) | NPR 28,050.00 | | | 15 days for 1st year |
| | (In-service training) | NPR 9,350.00 | | | 5 days for 2nd and 3rd year |
| | (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 50,400.00 | NPR 76,590.00 | Total | NPR 126,990.00 |

Group No. 1

| Suggestion from working group | | | | | | | |
|-------------------------------|---|--|-----------------------|------------------------|--------------------|-----|---------|
| S. NO | Activity by DVC | Possible Supporter/ Partner in VDC level | Possible Contribution | | | | Remarks |
| | | | Total Amount | Type of contribution | Contribution | % | |
| 1 | Establishment of New class | According to need base | 20,000 | Place for CLC | VDC & other org. | 100 | |
| 2 | Awareness campaign | According to need base | 1000 | Door to door programme | VDC | 100 | |
| 3 | Regular Monitoring | participatory with club | 24,000 | VDC | VDC and other org. | 100 | |
| 4 | Volunteer selection | Club | 1000 | Volunteer and observer | VDC | 100 | |
| 5 | Interaction Programme | | 7000 | Volunteer and observer | VDC | 50 | |
| 6 | Educational Volunteer selection | VDC | 7000 | VDC | VDC | 50 | |
| 7 | Reward announcement for social mobilization | VDC | 5000 | VDC and CBOs | VDC | 35 | |
| 8 | Training for different level | VDC and other authorities | 20,000 | financial help | VDC | 35 | |

Group No. 2

| Suggestion from working group | | | | | | | |
|-------------------------------|----------------------------------|--|-----------------------|---------------------------------------|--------------------------------|----------------|---------|
| S. NO | Activity by VDC | Possible Supporter/ Partner in VDC level | Possible Contribution | | | | Remarks |
| | | | Total Amount | Type of contribution | Contribution | % | |
| 1 | NFE programme | VDC, NGOs, DDO | 1,00,000 | Data collection and education support | VDC, NGOs, DDO | 70 30 10 | |
| 2 | Infrastructure development | School building & toilet | 3,00,000 | Building construction | School building & toilet | 50 | |
| 3 | Self employment programme | VDC, DDO and CA fund | 2,00,000 | Training, WS, Seminar | VDC, DDO and CA fund | 30 70 | |
| 4 | Coordination with GO & NGOs | VDC & NGOs | 1,00,000 | Drama, IEC, awareness programme | VDC & NGOs | 25 75 | |
| 5 | Activities for real target group | VDC, DDO, NGOs & local support | 1,00,000 | Drama & other awareness activity | VDC, DDO, NGOs & local support | 60 25 15 | |

Group No. 3

| Suggestion from working group | | | | | | | |
|-------------------------------|------------------------------|--|-----------------------|----------------------|---------------|-----|----------------------|
| S. NO | Activity by VDC | Possible supporter/ partner in VDC level | Possible Contribution | | | | Remarks |
| | | | Total Amount | Type of contribution | Contribution | % | |
| 1 | Need Assessment | Local club VDC | 1000 | Data analysis | VDC | 100 | |
| 2 | Fund selection for programme | Local club Women group | 500 | CASH | VDC | 100 | |
| 3 | Awareness | School Resource | 5725 | CASH | school | 100 | |
| 4 | Committee formation | School Club | 700 | CASH | VDC | 100 | |
| 5 | Facilitator selection | School VDC | 500 | CASH | VDC | 100 | |
| 6 | Volunteer selection | Local club School | 570 | CASH | VDC | 100 | |
| 7 | Establish New class | Club school Resource center | 1200 | Partnership | VDC, DDO, DEO | | 2000 5000 5000 |
| 8 | Regular Monitoring | Local club VDC | 4800 | Partnership | VDC, DDO, | | 2000 1300 |

| | | | | | | | |
|---|-------------------|--------------|-------|-------------|---------------|--|-----------------------|
| | | RP | | | DEO | | 1500 |
| 9 | Internal Training | RP Principal | 18700 | Partnership | VDC, DDO, DEO | | 10000 5000 3700 |

Group No. 4

| Suggestion from working group | | | | | | | |
|-------------------------------|------------------------|--|-----------------------|---------------------------------------|--|-----------|---------|
| S. NO | Activity by VDC | Possible supporter/partner in VDC level | Possible Contribution | | | | Remarks |
| | | | Total Amount | Type of contribution | Contribution | % | |
| 1 | Target group selection | club, women group, school, political leader, social worker | 2000 | gathering, awareness, data collection | club, women group, school, political leader, social worker | 100 | |
| 2 | Awareness campaign | VDC, DDC | 5000 | Door to Door campaign | club, women group, school, political leader, social worker | 100 | |
| 3 | Management cost | VCD, DDC | 10000 | selection & management | local authorities and political parties | 50 50 | |
| 4 | Community Mobilization | club, women group, school, political leader, social worker | 7000 | Gathering/ Workshop/ Seminar | local authorities & social organization | VDC 10 | |
| 5 | Interaction | VDC & Social organization | 20000 | Monitoring & Training | VDC | VDC 10 | |

Handover the microphone to facilitator Mr Madhav Dahal

After group work presentation for all four group, facilitator expressed her remarks. She told that the out come from the group work is result of this workshop. It is indicat that all the participant s were seriously taking this issue. Even all the VDC secretaries are not directly from education sector but participating in such forum they will learn it. It is really good that JICA is giving addition effort to achieve the goal. Now Ministry of Education and Ministry of Local Development should be taken further initiation and

need more collective effort from all sector equally. Than we could educate each children through Education For All.

Closing Remarks

So, Ms. Bunu Shrestha has handover the microphone to Mr. Madhav Dahal for further session. The last session was closing remarks from different personal of workshop. This session was chaired by Mr. Divakar Awosti (District Education Officer). The following were the individual remarks at the end of the programme.

Mr. Khil Prasad Subedi from Manamaiju VDC had expressed hearty thank to JICA and entire CASP team. He had expressed so many positive things form workshop. Also some points which he has highlighted

- In KTM there is so many problem
- I request JICA to continue support for this progarmme
- All VDC should know about all information
- Political parties should also take initiation for CASP
- Only EFA can give 100%
- Government policy should be strict

Mr. Dipak Koirala representative from political party (SADVABANA Party) has added that over the entire workshop was successfully completed. I got lot of information personally. I don't think to add any point because everything was discussed clearly in group. Just I would like to say that take political parties as a supportive role.

Ms. Mutsumi Tsubouchi (IC Net for CASP of JICA)

- First I would like to congratulate to all the personal who has given their valuable time to make successful workshop. I was very much impressive by participation from each level. Now I can see the output of the workshop on the wall. I'm very happy to heart complain why we didn't informed before on this regards. It shows your serious interest which is very much necessary to achieve the goal. Here we had listen that success story from field. The percentatge shows low figure but 280,000 is not small number. We can send all these children to school, for that we need our commitment and participation. It is difficult to give them all an opportunity but education we can provide. So now we have solution with us and need to act on it.

Mr. Dipak K C (Social Development Officer, DDO Kathmandu)

- Thankful to organizer for this wonderful workshop
- I think there is more than 280,0000 children who is out of schooling programme. So we need to work for those children
- Village Education Committee can play vital role in VDC
- VDC should utilized their budget for education campaign
- I'm thankful to all VDC secretaries for their active participation even in short notice

Ms. Yo Shibagaki (Residential Representative of JICA)

Thank you for speech. I was late in workshop because of meeting with ministry on important issue. I think changes is always happening in grassroots level. I think today we all were clear on CASP and its challenge. So, all we have big responsibility. Your presentation is your commitment, I'm happy to see that all. DDO can't move in each of your villages, so you should have to act on coordination and networking. I think we have fruitful results with us.

Mr. Gyani Yadav ((District Education Officer, Kathmandu))

So, today we got a lot of information on ASP and EFA. The presented presentation will guided us to go forward. Even we all are not from educational section, we are serious on challenge which is really good. The 3 years of piloting programme in Terai to Hill reason was successful. We can replicate that in our area. We need to support those missing children and support to Nation to achieve the goal. In urban area labor child & street child should be in priorities. Also we need to cover dropout children.

Feedback Programme

For feed back session organizer have prepared feedback sheet which was given to all participants where they expressed their feed back. The sample of feed back form was attached in annex 5.

The bellow mention points are compiled feed back from participants. Out of 95 participants only 56 participants provided their filled sheet.

VDC Workshop on ASP implementation
- from CASP experience -

Feedback Sheet

Please feel free to write in Nepali

1. What is your opinion about Education for All (EFA - all children have to go to school)
 - The EFA is important campaign
 - Because of its importance, the programme should be continued
 - It helps to aware all rural parents about the importance of education
 - Education is every one's fundamental rights of each child
 - The programme helpful for awareness raising programme
 - Separate budget should be allocated for sustainability of the concept
 - Local authorities can play vital role to promote the EFA in community otherwise it will be almost unsuccessful
 - Parents should be convinced that the children should be treated in friendly environments
 - EFA is best programme but implementation part is very poor
 - Without strengthening the local authorities the programme can't be

- sustainable
- The programme is suitable for countries like Nepal
- Each and every stakeholders should take initiation in EFA
- To support the EFA needs additional other educational campaign and programme
- The government should make strict law to send each children to school

2. What do you think about activities of the workshop(please put ✓)

| | | | |
|--|-------------------------|--------------------|--------------------|
| <ul style="list-style-type: none"> ■ Presentation by Mr. Madhav Raj Dahal (CASP) <ul style="list-style-type: none"> - Achieving EFA goal and community development - CASP Experience | Irrelevant 2% | Fair 39% | Good 59% |
| Comment <ul style="list-style-type: none"> ▪ The meaning and objective of EAP is clear | | | |
| <ul style="list-style-type: none"> ■ Presentation of CASP Suggested sharing budget | Irrelevant 9% | Fair 57% | Good 34% |
| Comment <ul style="list-style-type: none"> ▪ Difficult to understand ▪ Need more clear concept for participants | | | |
| <ul style="list-style-type: none"> ■ <i>Example from ex-Facilitator, - Sharing Field Experience</i> | Irrelevant 3% | Fair 51% | Good 46% |
| Comment <ul style="list-style-type: none"> ▪ <i>Techniques of counseling and presentation is clear for all participants</i> | | | |
| <ul style="list-style-type: none"> ■ <i>Example from Partner NGO- Sharing Field Experience</i> | Irrelevant 2% | Fair 51% | Good 47% |
| Comment <ul style="list-style-type: none"> ▪ <i>The field experiences are more appreciable</i> | | | |
| <ul style="list-style-type: none"> ■ <i>Example from Resource Person - Sharing Field Experience</i> | Irrelevant 2% | Fair 39% | Good 59% |
| Comment <ul style="list-style-type: none"> ▪ <i>The field experiences are more appreciable</i> | | | |
| <ul style="list-style-type: none"> ■ Problems and possible solution of Out-of-School Children that faced each VDCs (Group Work) | Irrelevant 8% | Fair 46% | Good 46% |
| Comment <ul style="list-style-type: none"> ▪ | | | |
| <ul style="list-style-type: none"> ■ How to implement community-based Alternative Schooling program successfully in each VDCs? (Group Work) | Irrelevant 5% | Fair 46% | Good 39% |
| Comment <ul style="list-style-type: none"> ▪ Some special child education fund needed in VDC level | | | |

3. What is the most appreciated activity/topic above in this workshop?

- Appreciated participation and interaction
- Field experience sharing programme
- Presentation are effective and good for replication
- Presentation of partner NGOs and sharing field experiences

- Documentary shows real scenario of community
 - Experience from Sundarijal VDC is very effective
 - Examples from partner NGOs
 - Concentration on practical area
4. What is the least appreciated activity/topic above in this workshop?
- Presentation of CASP suggested sharing budget was not so relevant
 - Sharing on budget
5. Any comments about the workshop
- This type of workshop should be organized 2 – 3 times in a year
 - In practical field NGOs look experienced
 - Data from group work looks hypothetical
 - Before starting any project all the stakeholders should informed, not only at the end
 - It is successful workshop
 - Need more participatory methods in workshop
 - Time is too short for group discussions
 - Need follow-up workshop to monitor how all have taken initiation
 - Need some action oriented activities together with workshops and training
 - Time limitation during group interaction
 - The workshop should be of 2 days

Recommendations

- The experience and learning from such programme experiences should be shared among the political parties by the very beginning not only at the end to get their maximum support.
- The programme has very good impact initially, so this programme should be taken to the mainstream for some more time by JICA itself in stead of handing it over to the government.
- Women participation should be encouraged in the programme not only at the facilitators level but also in decisive level.
- This sort of workshops and sharing should be organized time to time not only at the end so that the learning could be incorporated to the programme as it goes.
- There should be a separate budget heading at each VDC level to ensure the education for all programmes.

Conclusion

The Workshop was successfully conducted and able to attain its objectives. All the participants were familiar with the Education for All and Community-based Alternative Schooling Project (CASP) and practically prepared the necessary budget for their respective schools along with the locally available resources.

VDC Workshop on ASP implementation
- from CASP experience -
 Schedule

7^{gate} Asar 2066 (21st June 2009)

| Program | |
|---|--|
| 8:00 - 8:30 | Registration Breakfast |
| 8:30 - 8:35 | <i>Welcome by DEOr</i> |
| 8:35 - 8:45 | <i>Opening speech by LDO</i> |
| <i>- Starting morning session chaired by LDO-</i> | |
| 8:45 - 9:00 | Introduction of Workshop by Mr. Arjun Rayamajhi, NFEC Section Officer |
| 9:00 - 9:20 | Presentation by Mr. Madhav Raj Dahal (CASP) - Achieving EFA goal and community development - CASP Experience |
| 9:20 - 9:50 | <i>Example of cooperation from VDC- Sharing Field Experience by ex-Partner NGO, ASPM and ex-Facilitator</i> Mr. Nir Kumar Lama, PIRE-center, Talkhu Dudechour VDC and Mr. Kul Bahdadur Tamang, Waiba Tole/Mulkharka SOP class, Sundarijal VDC, RP of CASP pilot arias |
| 9:50 - 10:20 | Presentation of CASP Suggested sharing budget and ASP in Kathmandu Preliminary discussion by Mr. Laxman Khanal, NFEC Deputy Director |
| 10:10 - 10:20 | Tea/coffee |
| 10:20 - 10:30 | Brief Discussion on Presentation Facilitated by Ms. Bunu Shrestha |
| 10:30 -12:30 | Problems and possible solution of Out-of-School Children that faced each VDCs (Group Work) Facilitated by Ms. Bunu Shrestha |
| 12:30 - 13:30 | Lunch break |
| <i>- Starting afternoon session chaired by DEO-</i> | |
| 13:30 - 15:00 | How to implement community-based alternative schooling program successfully in each VDCs? (Group Work) Facilitated by Ms. Bunu Shrestha |
| 15:00 - 15:40 | Presentation of Group work |
| 15:40 - 15:50 | <i>Remark by LDO</i> |
| 15:50 - 15:55 | <i>Conclusion by Facilitator</i> |
| 15:55 - 16:00 | <i>Closing by DEOr</i> |

Annex 1
Name list of the participants

GoN/JICA Community-based Alternative Schooling Project CASP
VDC Workshop on ASP Implementation from CASP Experience at DECC Hall, Kathmandu
Attendance List

Date: 21 June 2009 (7 Asar 2066)

| S.N | Name | Organization | Title | Signature |
|-----|-----------------------|-------------------------|------------------|-----------|
| 1 | Gopal Prasad Parajuli | DDE Kathmandu | LDO | |
| 2 | Bunee Shrestha | Free Lamer | Facilitator | |
| 3 | Ayani Yadav | D.E.O KTM | D.E.O | |
| 4 | Laxman Khanal | Dy. Director | NFEC | |
| 5 | Dipak Kumar K.C | DDE Kathmandu | S.D.O | |
| 6 | Lila Mani Pokharel | Dist. Ed. Office KTM | S.O | |
| 7 | Debak. Koirala | N.S. P.A. A. | P. | |
| 8 | Krishna Bhakta | DEO. | R.P. | |
| 9 | Sita Kumari Karki | DDC, KTM | Computer op. | |
| 10 | Dattatray Dahal | NFEC | Section officer | |
| 11 | R.B.S. Dhakal | Mahadev | Secretary | |
| 12 | | गौरीगढ | तालिम | |
| 13 | Chiranjibi Khanal | NPI | Director | |
| 14 | Ram Kumar Budathoki | DDC KTM | Office Assistant | |
| 15 | Shree Krishna | " | " | |
| 16 | Lameshwar Dahal | Gothatar V.D.C | Ass. sec | |
| 17 | Ismaah Acharya | VDC Mata Hatha | VDC Secretary | |
| 18 | Shivram Poudel | D.D.C.KTM. | Secretary | |
| 19 | Ramesh Prasad Jaiswal | VDC Sairajogini | " | |
| 20 | Uttam Phuyal | Image T.V. | Reporter | |
| 21 | Bira Panta | " | Camera man | |

GoN/JICA Community-based Alternative Schooling Project CASP
 VDC Workshop on ASP Implementation from CASP Experience at DECC Hall, Kathmandu
 Attendance List

Date: 21 June 2009 (7 Asar 2066)

| S.N | Name | Organization | Title | Signature |
|-----|----------------------|---------------------|----------------------------------|-------------|
| | Rohit K.C. | M. L. | P. M. 980152596 | [Signature] |
| | RAJENDRA K.C | DDCKM | Nepali Congress Parliamentary | [Signature] |
| | Ram Prasad Rissal | Safungyal SEC | | [Signature] |
| | Shridhar Bhushal | VDC Setidehi | Secretary | [Signature] |
| | Darshi Ram Bhattarai | VDC Chubakhet | " | [Signature] |
| | Ram Prasad Achary | V.D.C. | " | [Signature] |
| | Lokhanath Bhattarai | V.D.C. Ichau | secretary | [Signature] |
| | Ram Prasad Achary | V.D.C. Timothana | secretary | [Signature] |
| | Govinda Adhikari | V.D.C. Vindhung | Secretary | [Signature] |
| | Lokhanath Achary | V.D.C. Sreshnarayan | " | [Signature] |
| | Sharanath Achary | V.D.C. Mulpani | " | [Signature] |
| | Lekh Nair Poudel | V.D.C. Sec. Damsen | " | [Signature] |
| | Lok Nath Tiwari | V.D.C. Thapa | secretary | [Signature] |
| | Dil Bahadur Bopati | V.D.C. Sangla | Sec. | [Signature] |
| | R. Shukya | Laganbale | Sec. | [Signature] |
| | Chiranjiv Khadka | DDCKM | Computer operator | [Signature] |
| | Basudev Regmi | Pharpiang R.C. | R.P. | [Signature] |
| | Madhav Khatiwada | VDC Naya Nakat | Secretary | [Signature] |
| | Pradhumna Pokuikel | Lapsephadi VDC | " | [Signature] |
| | Amrita Bajracharya | Khadka Bhad | " | [Signature] |

GoN/JICA Community-based Alternative Schooling Project CASP
 VDC Workshop on ASP Implementation from CASP experience at DECC Hall, Kathmandu
 Attendance List

Date: 21 June 2009 (7 Asar 2066)

| S.N | Name | Organization | Title | Signature |
|-----|------------------------|------------------------|------------------|---------------|
| | Sitarajun Guisingre | Bishu | secretary | |
| | Hari Bamsa Karki | Chapali | " | |
| | Tara Nath Regmi | Mechunkal | " | |
| | Laxman Baid. | Jaspali | " | Laxman Baid. |
| | Raju Pd. Timilsina | Goldhunge | office Asst. | |
| | Hira Prasad Pokhrel | Ramakot | secretary | |
| | RAMESHWOR KUIKEL | Gogabe | " | |
| | DINESH SINGH | Consultant Kapatig. | Consultant | |
| | Pratad Karki | Inarayani | Secretary | |
| | Matthew Clark | | Consultant | Matthew Clark |
| | Khadka Bahadur KC. | Runkot | V.D.C. Secretary | |
| | Prigna Prad. Rajal | Syechukar. | " " | |
| | Jaranath Nepal | obal Naikap | " " | |
| | Jyoti Raj Bhattarai | KyDam | " " | |
| | Shiva Prasad Timilsina | Mechunkal | " | |
| | Ek Rajon Jyoti | Sitapaila | secretary | |
| | Khil Prasad Subedi | Manamaju | officer | |
| | Laba Bahadur K.C | Satumgal | Sec. officer | |
| | Jadu Nath Sharma | Deok | Rp | |
| | Krishna Bahadur Ma | Jugal Phadiker | Secr. | |
| | Sankar Man Mahajal | NWPP. | C.M. | |

GoN/JICA Community-based Alternative Schooling Project CASP

VDC Workshop on ASP Implementation from CASP experience at DECC Hall, Kathmandu
Attendance List

Date: 21 June 2009 (7 Asar 2066)

| S.N | Name | Organization | Title | Signature |
|-----|-----------------------|----------------------|-----------------|-----------|
| | Salik Ram Misra | Chaimale | Secretary | |
| | Bimala Mahat (Gantow) | Dharmasthali | Section officer | Bimala |
| | Ram Prasad Sanjal | sundarjal | Secretary | |
| | Dipak Kumar Pokharel | Gokarna | " | |
| | Keishna Prasad | Sunderjal | " | |
| | Bal Krishna Malla | Barlaungia | " | |
| | Bashu Dev Phuyal | Jitpurgeoli S1 | " | |
| | Jagannath Karki | Phukhulaemi | " | |
| | Chandrarani Adlunga | Machhaga | " | |
| | Rameshwar - | Nayapati | " | |
| | Ram Saran Phuyal | A Lalpat | " | |
| | Rajko Mishra | Batanku | " | |
| | Rajko Mishra | Bahachauk | " | |
| | Prakash Poudel | golchunga | " | |
| | Keshub Aryal | Phutung | " | |
| | Pooja Poudel | Talku V.D.C. | Asst. Secy | |
| | Kul Bahadur Tamang | sundarjal | Facilitator | |
| | Mir Kumar Lama | PIRE | F.P. | |
| | Prakash Maharjan | DDC Kath | Secretary | |
| | Shari Bhat Thapa | " | " | |
| | Bachchu Fami | Chapagan Khaurethali | Secretary | Bach |

VDC Workshop for ASP implementation - from CASP experience -

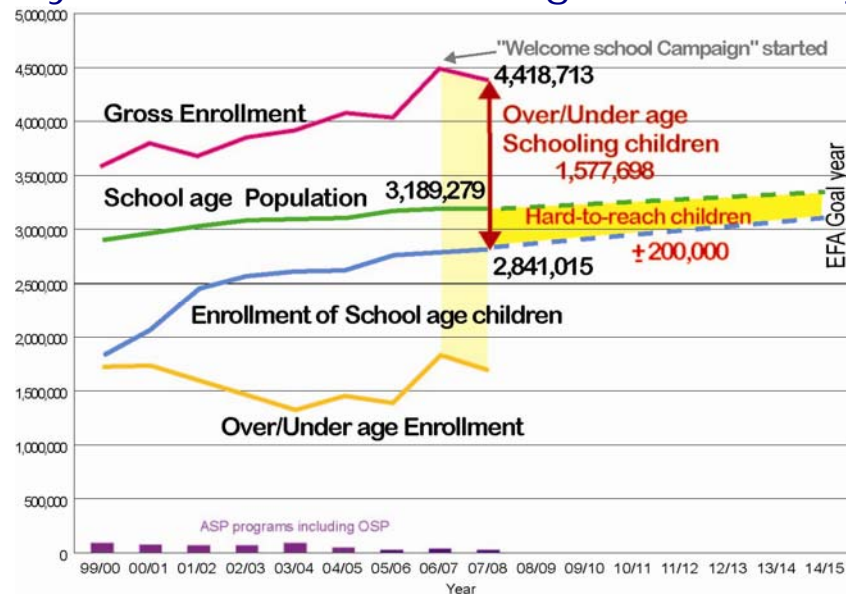
June 21, 2009
 (7 gate Asar, 2066)
 UWTC, KTM

Education for All (EFA) and Alternative Schooling Program



2

Why Alternative Schooling is necessary



3

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

Alternative type of Schooling opportunity is required

Same as half of the 6-18 years population of Kathmandu district

Same as one-fifth of the population of Kathmandu M.N.P.

4

What kind of children are out of school?

- 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

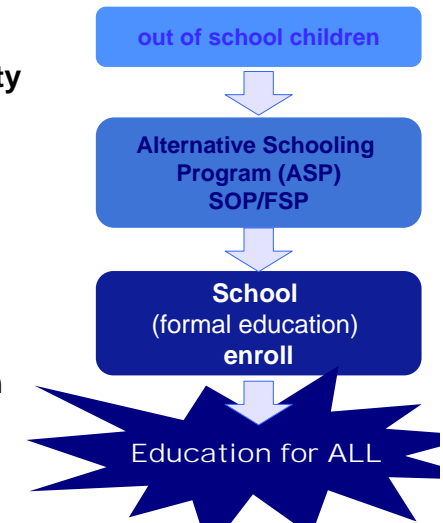
→ Flexible Schooling Program (FSP; 3 year's condensed program grade 1-5) is targeting mainly in urban/suburban areas



5

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



6

Community-based Alternative Schooling Project (CASP)



7

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

- ASP hadn't made sufficient impact → **needed to be improved**
- CASP three approach to improve ASP
 - Community Mobilization to involve the community in their local ASP classes → **Important for disadvantaged children to get understanding/support from community for sustainable schooling**
 - Educational improvement → **Improving quality of ASP education**
 - Improving Networking → **Maximizing resources for ASP**

The ideas are piloted and practices are compiled to "ASP Guideline"

8



What have been Successful in CASP

- Cases from
CASP Experience -

9

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)

11

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

12

What are essential for Educational Supports

- A facilitator alone cannot maintain the quality education (less experience and qualification and receive far less training)
- 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

13

What types of activities are effective?

- 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

14

What types of activities are effective?

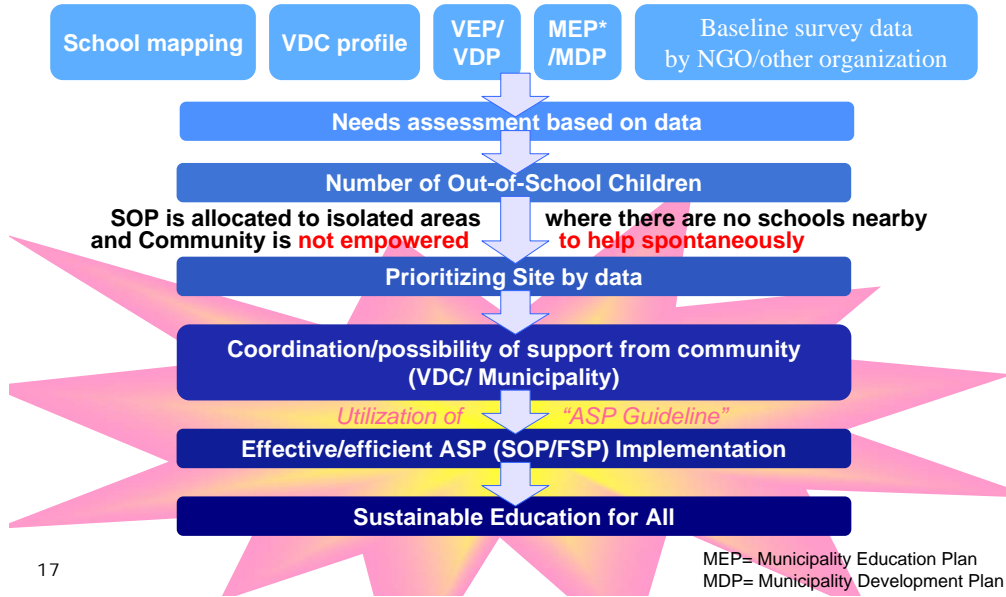
- Mother School Support - Monitoring System
- Additional training for facilitators
- Distribution of Stationary/School Uniform
- Formation and mobilization of the Children's Club
- Interactive program between ASP children and students of Mother school
- Provision of incentives and awards for ASP children

15

Direction towards
ASP Extension
- Suggestion from CASP
Experience -

16

Needs-based ASP implementation



17

Challenges for target group SOP

- Share School mapping data with VEC
- How to allocate to scattered house hold area (under 20 number's target)
- How to put the data (school mapping/House hold survey of VEP) of Seasonal migration e.g. stonebreaker, children of brick factory worker, grazing area



18

Challenges for target group FSP

- More Dropouts from FSP classes.
- Immigrant families
- Communal tie (relationships among people in communities) is weak
- Irregular attendance due to working/domestic situation



19

- Community Mobilization to get communal support for ASP crucial to help Out-of-School children
- VDC's help is essential



Thank you

20

वैकल्पिक विद्यालय शिक्षा

१. प्राथमिक शिक्षा विस्तार कार्यक्रम School Outreach Program

- क) ६ देखि ८ वर्ष उमेरका
- ख) विद्यालयको दुरीको कारणबाट विद्यालय जान नसकेका
- ग) विद्यालय खोल्न संख्या नपुग्ने
- घ) दैनिक ४ घण्टा पढाईने
- ङ) स्थानीय सहयोगी कार्यकर्ता
- च) समुदायले व्यवस्थापन गर्ने
- छ) औपचारिक विद्यालय शिक्षाका पा.पुस्तक
- ज) ३ वर्षमा कक्षा ३ उत्तिर्ण

२. अनौपचारिक प्राथमिक शिक्षा कार्यक्रम Flexible Schooling Program

- क) ८ देखि १४ वर्ष उमेरका बालबालिका
- ख) प्राथमिक शिक्षा उमेर नाघेका
- ग) स्थानीय समुदायले अनुकूल समय तोक्ने
- घ) दैनिक ४ घण्टा सञ्चालन
- ङ) १-५ कक्षाको समायोजित पाठ्यपुस्तक
- च) ३ वर्षमा कक्षा ५ उत्तिर्ण
- छ) वैशाख देखि शै.स. प्रारम्भ
- ज) स्थानीय सहयोगी कार्यकर्ता

प्राथमिक शिक्षा विस्तार SOP र अनौपचारिक प्राथमिक शिक्षा FSP का लागि सामग्रीहरू

| क्र.सं. | मसलन्द सामग्री | प्रतिकक्षा | कैफियत |
|---------|---------------------------|---------------|-------------------|
| 1 | पाठ्यपुस्तक | एकपटकमात्र | केन्द्रबाट पठाइने |
| 2 | शिक्षक निर्देशिका | " | |
| 3 | पाठ्यक्रम | " | |
| 4 | प्रश्नपत्र निर्माण र छपाइ | एकपटकमात्र | |
| 5 | गुन्द्री वा चटाई वा सुकुल | आवश्यकतानुसार | |
| 6 | कालोपाटी | " | |
| 7 | कुर्सी | " | |
| 8 | टेबल | " | |
| 9 | साइनबोर्ड | " | |
| 10 | घन्टी | " | |

प्राथमिक शिक्षा विस्तार SOP र अनौपचारिक प्राथमिक शिक्षा FSP का लागि सामग्रीहरू

| क्र.सं. | मसलन्द सामग्री | प्रतिकक्षा | कैफियत |
|---------|-----------------------------|------------------------|----------------|
| 1 | कापी | प्रतिमहिना प्रतिसहभागी | कम्तीमा एक ओटा |
| 2 | पेन्सिल | प्रतिमहिना प्रतिसहभागी | एक ओटा |
| 3 | इरेजर | " | " |
| 4 | चक | आवश्यकतानुसार | |
| 5 | डस्टर | " | |
| 6 | हाजिरकपी | " | |
| 7 | अनुगमन पुस्तिका | " | |
| 8 | बैठक पुस्तिका | " | |
| 9 | लेटर प्याड, स्ट्याम्प प्याड | " | |
| 10 | वाल्टिन, मग, कुचो आदि | " | |

子どものための
ノンフォーマル(代替的学校型)教育プログラム

1. 仮設分校型プログラム School Outreach Program; SOP

- a. **6歳から8歳の子ども**
- b. 学校が周辺にない僻地
- c. 学校開設の所定生徒数を満たさない集落など
- d. 1日4時間
- e. 地域からファシリテーター選定
- f. コミュニティが運営
- g. 正規教育の教科書使用
- h. 3年間で3年生まで

子どものための
ノンフォーマル(代替的学校型)教育プログラム

2. 短縮型初等教育プログラム

Flexible Schooling Program; FSP

- a. **8歳から14歳の子ども**
- b. 小学校就学年齢に就学できなかった
- c. 地域コミュニティで参加者の都合のつく時間に
- d. 1日4時間
- e. **1～5年生の(初等教育)カリキュラム(を3年間で)**
- f. **3年間で5年生まで**
- g. 4月から(正規カリキュラム変更に伴い)教材改訂
- h. 地域からファシリテーター選定

SOP と FSP の諸経費・教材 (中央からの予算)

| SN | 諸経費・教材 | 各教室 | 備考 |
|----|------------|-------|--------|
| 1 | 教科書 | 1 | センターから |
| 2 | 教員指導書 | " | |
| 3 | 教育要綱 | " | |
| 4 | 学年末試験用紙印刷費 | 1 | |
| 5 | マットなど座具 | 必要により | |
| 6 | 黒板 | " | |
| 7 | 椅子 | " | |
| 8 | 机 | " | |
| 9 | 看板 | " | |
| 10 | 鐘 | " | |

SOP と FSP の諸経費・教材 (中央からの予算・続)

| SN | 諸経費・教材 | 各教室 | 備考 |
|----|-----------|--------|------|
| 1 | ノート | 参加者/各月 | 最低 1 |
| 2 | 鉛筆 | 参加者/各月 | 1 |
| 3 | 消しゴム | " | " |
| 4 | チョーク | 必要により | |
| 5 | 黒板消し | " | |
| 6 | 出席簿 | " | |
| 7 | 訪問者芳名帳 | " | |
| 8 | 議事録メモ帳 | " | |
| 9 | レターパッド・公印 | " | |
| 10 | バケツなど清掃具 | " | |