

A narrative overview
of
VDC Workshop on ASP implementation
-from CASP experience-



18th - 19th June, 2009

Venue
Red Cross Hall
Dhading Bensi, Dhading

This is the Narrative overview of the Workshop. It tends to compile everything that went on while workshop. More than summative, this document is narrative.

In this document, attempts have been made to narrate the whole workshop process than making it colorful adding various details. Attention has not been given to load the document with the annex materials like; copy of the paper presented, details of participants, program schedule etc. **Attempts have been made to draw the theme, the core matter of the workshop.** Thinking that the hot and live expressions during the discussion process can be important, a column in ANNEXTURE part has been allocated for '**Notable remarks during the workshop processes**'. Under the heading **summary of the discussion**, the discussion of the groups and their findings has been summarized. The next heading is '**Agendas raised in discussion**'. Under this heading, those agendas which an individual has very much focused but probably not be the finding of the group have been included. These agendas might or might not have been agreed by the participants. '**A core finding**' of the discussion is not only the finding of a particular group on the topics but the finding of overall discussion process.

And, as the reporter might not have known the technical terminologies and nature of Community-based Alternative Schooling Program (CASP), slight deviations on sense perception might have occurred.

Next, this is not the final report but only the narration of the workshop process.

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A. Introduction

The purpose of this report is to document two days long workshop entitled "VDC workshop on ASP implementation -from CASP experience" organized on 18th -19th June, 2009. The venue of the programme was Red Cross hall Dhading Bensi. The participants were Village Development Committee (VDC) secretaries from different VDCs, Resource Persons (RPs) from different Resource Centers (RCs), media personals, District Development Committee (DDC) representatives, District Education Office (DEO) Dhading representatives, CASP experts, representatives from different political parties and representatives from Non Formal Education Center (NFEC).

The major focus of the workshop was sharing the CASP experience and discussing what the next step is when the technical support of Japan International Cooperation Agency (JICA) to the CASP ends. And, how can the CASP be best implemented in VDC on the days to come.

The workshop aimed at accomplishing the following objective:

To accomplish the objectives, different paper presentation were made with field experience sharing followed by remarks and group discussion.

Group work process

(For the group work, for both days' entire participants had been divided in to four groups. Every group contained participants from different field. The participants seemed to be very active and the group work session seemed very live.)

The entire session was facilitated by Mrs. Bunu Shrestha, ex- director, NFEC.

B. Core finding of the workshop

CASP's contribution to achieve Education for All (EFA) goal is noteworthy but the program is very expensive. Its community mobilization aspect is highly recommendable. Still, some attention has to be paid while selecting School Outreach Program (SOP)/ Flexible Schooling Program (FSP) center and while giving quotas to confirm that it reached to the target group. The local level; VDC/ community/ ward etc should be made more responsible for its efficient running on the days to come.

The major problem of out of school children are poverty and the financial problems. These problems do not have sort term solutions. Others are the secondary problems. Apart from VDC, they need financial assistance from government institution like DDC, DEO etc. to attract them towards study and to continue their study. The support of some donating agencies is also necessary. Mobilizing local community for non budgetary support can achieve lots.

To run the CASP classes successfully on the days to come VDC should take leading responsibility. And it's possible too. VDC should coordinate well with other agencies like DDC and community forest to support especially for construction; DEO, RC, and Mother School to support human resource, reference materials and monitoring; and local clubs and community for various purpose.

EFA is effective enough and it should be strictly implemented not only to the children but also to the women and adults to increase the literacy rate. The group work finding of implementation of CASP in each VDC is more practical while the finding of the possible solutions of problems of out of school children that faced each VDC is rather more theoretical.

C. Narrative description of the Workshop (The details of written record of the events)

Day -1 **(Morning Session)**

1. Pre opening: Registration and Breakfast

Before the formal opening of the workshop the participants registered their names viewing the video clips of CASP activities that were carried out during the programme years.

2. Inaugural Session

The formal inaugural session of the program began with the background speech of Mr. Krishna Kumar Shrestha, an officer from DEO, under the chairmanship of Mr. Ramesh Kumar Adhikari, Local Development Officer (LDO) Dhading. The programme was chaired by representatives of different political parties, CASP expert, DEOr, journalists, NFE representatives etc.

Man Bdr. Chhetri, District Education Officer (DEOr) welcome the participants and Mr. Pushpa Bikram Malla, an Member of Parliament (MP), inaugurated the program by reading the Banner. After the introduction of the participants, Mr. Arjun Raimajhi, NFEC section officer, introduced the workshop.

Well wishing the participants to draw a solid conclusion, Mr. Pushpa Bikram Malla, an MP from Dhading and leader of Communist Party of Nepal (CPN) (Maoist) vowed his commitment to implement the finding of the workshop to fight against illiteracy in the district. He also thanked CASP/JICA for the contribution they made.

After the declaration of ending of inaugural session by Mr. Ramesh Kumar Adhikari, the LDO Dhading, the workshop process began.

3. Workshop Session

PART I Presentation and Experience Sharing

Presentation Topics: 1. Achieving EFA goal and community development
2. CASP experience
3. Sharing field experience

By: Madhav Raj Dahal

The presentation had been made in two different topics:

*** Presentation topic 1: Achieving EFA goal and community development**

Summary of the presentation:

In this topic, Mr. Dahal insisted on the role of Alternative Schooling to achieve EFA goal and development of the community. Only the FE couldn't achieve the goal of EFE to provide the education for all by the year 2015. He presented the Department of Education (DoE) statistics that 280,000 children being out of school due to their social, economic and geographical condition.

The FE couldn't include them in education system. The SOP and FSP classes running under Alternative Schooling Program (ASP) have been very fruitful to bring out of school children to the stream of education. He presented that these classes have been quick solution and it is cost effective too for achieving the EFA goal.

However, soon it was realized that ASP hadn't made sufficient impact and it needed to be improved. Thereafter, CASP was launched with three approaches of Community mobilization, Institutional strengthening and Networking to improve ASP. Unlike ASP, CASP focused on the role of community to build a sense of ownership, harness their commitment and also to identify and utilize local resources.

* Presentation topic 2: CASP experience

Summary of the presentation:

CASP experience shows that the activities like mobilizing children to form 'Children Club'; community to conduct different campaigns, to develop infrastructure and to form and monitor Community Learning Center (CLC)/ Educational Volunteers (EVs) and parents to door to door visit and other field work are very effective.

In addition, CASP experience shows certain improvement to be made in support system. It is to make ASP as good as primary education. It has sought the support in various ranges tracing the ways to improve. Institutional support from Formal Education (FE) sector like RP's involvement, role of Mother Schools etc. Community support, support of NGOs and other possible supports can make the ASP institutionally strong. Community support in various local activities can be effective and efficient.

In the same way, CASP experience has come up with the idea of providing educational service like establishing frequent monitoring system, regular monthly meetings between different stakeholders, providing incentives for children by providing them uniform etc, improving teaching learning/classroom activities with Mother School support and additional training for facilitators.

At the same time, for the further extension of ASP, CASP has made some suggestions from its experience. It has suggested prioritizing site after finding the number of Out of School Children on the basis of Base line Survey data. Then have to be sought coordination /possibility of support from community. Only then effective ASP implementation can be made which may achieve sustainable education for all.

CASP experience has suggested some challenges too. Immigrant families, dropouts from FSP classes, students not being regular in class, heterogeneous age group in a class from various interests and background are big challenge to some extent.

For the sustainable running of ASP classes', CASP experience says that our national support has not been sufficient. So, community mobilization to get communal support is crucial and VDC's help is essential.

- * Sharing field experience: An experience from Hekrang

Narrative:

(An experience from Hekrang, Chapang community of Jogimara VDC.)

"Before CASP launched they had to go 3 hrs walk for school. When we tried to launch CASP there was no building, no furniture and nothing but only some few students. At first we made the CLC of 9 persons from community and told them about their roles and responsibility. Being encouraged with the idea of school nearby, Govinda Bahadur Chepang contributed land for the building. CASP had support of NRs. 10,000 and this was not sufficient. Some VDC personals supported 10,000 rupees. The people from community contributed as labor support. They all were very much encouraged and positive. Soon we had rooms and furniture. There was the pressure of the students then. 20 students enrolled and now they all go to Mother School."

PART II Discussion on Presentation

- * Summary of discussion

The success of CASP piloting and the step after the support of JICA ends consumed the considerable time of discussion. Almost all of the participants agreed on CASP contribution to achieve EFA goal and that CASP has really been a successful story in the field of Non formal education. There was an instance of SOP center not reached to target group, instead Mother School using the quota. Regarding the further running of CASP without technical support of JICA, all anonymously agreed that the VDC/ local community should have leading role.

- * Core finding of discussion

CASP's contribution to achieve EFA goal is noteworthy but the program was very expensive. Its community mobilization aspect is highly recommendable. Still, some attention has to be paid while selecting SOP/FSP center and while giving quotas to confirm that it reached to the target group. The local level; VDC/ community/ ward etc should be made more responsible for its efficient running on the days to come.

- * Agendas raised on discussion

"The CASP has been very expensive." -LDO

"Village Education Committee (VEC) has not been activated. The first thing to be done is to make VEC strong. And VEC should strongly monitor SOP and FSPs." - Dilli R. Koirala, VDC secretary

"There is a big provision of scholarship and free ship in formal sector but why NFE not getting any?"

"Now we are talking about handing ASPs to VDC. Many ASPs are running in a village but VDC secretaries are unknown. How can we proceed?"

- VDC secretary

"Mother Schools are taking SOP/FSPs as burden. Even it has been neglected at VDC level. So how about handing the responsibility to ward level?"

- Bunu Shrestha

"CASP has been very expensive but small amount has been allocated for ground level. The salary for facilitator/ EV is not so encouraging. This must be improved"

-RP

"The quotas and centers should be approved by 'Gaun Prishad', grand meeting of village for allocating budget. Then all will have the feeling of own ness."

PART III Sharing Field Experience: An experience form Bungpung FSP class

(By Krishna Bdr. Shurkheti, Bungpung FSP class, Dhussa VDC)

Narrative:

"Bungpung is a Chepang village with 40/45 household. It has a school but closed later on. On B.S. 2065 FSP launched. There was an old building. We began the FSP class with some students of 8-14 yrs. As there was already a school there became more students. We took 25 students as there was more pressure. The local parents contributed to make desk/benches, CASP/JICA made us doors and windows and we had new rooms then. Our Mother School was 2hrs walk. But head sir frequently monitored us with some suggestions. The visit of RPs and support of ICDC/CASP/JICA encouraged us very much. They helped us to form child clubs and encouraged with many exposure programs.

The students got pen, pencils and everything. Still, there was a big challenge that more children wanted to get enrolled but we had limited quotas. I contributed my leisure time for them. I enrolled more than 30 students in Mother School. Let me tell, out of 25 FSP students only 5 were drop out on 3rd year. My student from FSP became first even in Mother School. We all were excited. We became first in Logo and Slogan writing competition too. We were even more excited.

Now we have got quotas in the center. I got great help from my community. ICDC also had very great contribution."

* Remarks to the Experience:

"The story indicates that we have to handover to VDC" -LDO

"No, we can't fully depend on VDC. We should make them more responsible but we should have shared responsibility." - Bunu Shrestha

"We are not handing them total package. The regular program should be made effective giving them more responsibility" -LDO

"I think the story form Bungpung is very interesting. Well, 25 children got opportunity to go to Mother School but what about other 200,000 out of

school children? I hope, we will have fine cooperation. Let's bring them on education system. Community also has its responsibility for those who have not access to education. VDC also has a big role for both formal and informal education. DEO is also responsible.

If we all go together we can continue it. If the 200,000 out of school children can't be in education system or if our SAP children dropout, there will be no meaning. We should try to continue them. For this we should go together coordinating to each other. Our success lies there."

- Mutsumi Tsubouchi, chief Advisor , CASP

Day -1 (Afternoon Session)

PART IV Group Work

on

Problem and possible solution of out of School Children that faced each VDCs

(Facilitated by Bunu Shrestha)

* **Group work process**

(In course of finding the solution to the problems of out of children, the participants have become vague. They were not coming up with clear and practical ideas. For example, the problem was poor economic condition. The solution for this problem was 'modernization of agriculture'. The solution was not practical and applicable. Mutsumi was trying to find practical and to the point answer.)

* Problems of out school children that faced each VDC as concluded by the participants of the workshop:

Presentation Table: 1

S.N	Nature of the problems					
	Social/political	Financial	Geographical	Physical	Educational	Others
1	Social discrimination	Use of children to earn	School/center far from lives	Toilet	Lack of child friendly environment.	
2	Gender discrimination	Poverty	rivers/cliffs on the way	Building	More participants in a class	Physically challenged students
3	No feeling of ownness by Mother School	Frequent migration to earn	No bridges in river	Furniture	Lack of scholarship	Weak management system
4	Religious belief and cast system	Fear of expenses	Difficulty to reach school		Not placed in apt class in MS	Lack of policy
5	Borden of house hold	Child labour	Narrow path		No educational	Lack of awareness
6	Fear of conflict/		Fear of wild animal		Educated	No fix policy of VDC
7	Having more children		Seasonal farming: migration		No compulsory education	Lack of commitment
8	Child marriage				Language problem	Lack of coordination
9	Political interference				Untrained teachers	No future guarantee

(This sheet has been presented in annex part too since it has not clearly been shown in the table)

* **Summary of the problems:**

Financial and geographical problems seem to be major problems of out of school children. Their primary problem is that they have to be engaged in household work to support their family for day to day livelihood. Fighting against their poverty, they get no excess to education. On the other hand, their

isolated and remote lives also have big role to prevent them from education. Long hours walk, rivers without bridge on the way, high cliffs, narrow paths, risk of wild animals have immensely distracted them from education. In case they manage to go school, they soon drop out as they have to migrate for seasonal farming. Moreover, they are not aware of education.

Besides these, other socio-political factors like gender/cast discrimination, religious beliefs, political interference are also the problems. In the same way, the lack of policy/ commitment/co-ordination from government side to bring them to the main stream also has become problem.

- * Core finding of the problem
The poverty and the financial problems are the basic and primary problems. These problems do not have short term solution. Others are the secondary problems.
- * Possible solution of the problems of out school children that faced each VDC as concluded by the participants of the workshop:

Presentation Table: 2

Possible solutions for the problems of the following sectors:

Social/political	Financial	Geographical	Physical	Educational	Others
*Strict legal provision against unsociability	*Manage donation for necessary aids	*Manage centers in isolated areas too.	*Provision of separate toilet for	*Train the teachers	*Make propagation effective
*Clear govt policy and implementation	*Encourage cash crops system	*Manage branch and sub branch of centers	*Construction and use of public places	*Appoint mother language community	*Efficient school management
*Strict legal implementation	*Enforce 'Sajivan' farming: low invest,	*Mobile school system	*Furniture and infrastructure by local	*Make teaching learning child friendly	*DEO should provide quotas necessary
*Stop child marriage	*Launch cooperative system for saving	*Widen the path in local initiative with		*Women/adult education to aware	*Maintain peace
*Stop child labour	*Modernize the agriculture system	*Manage helper to drop and pick		*Provide free education up to class	*DEO should add the center if demanded
*Different awareness camp	*Identify needy children and take	*Run ASP by local in coordination with		*Make education practical/employment	*Regular awareness and propagation in
*Aware about gender equality	*Launch income generation program			*Students number be made flexible in ASP	*DEO/DDC should make fine coordinate
*Mother school be child friendly	*Create 1house, 1 employment system			*Should have flexibility on time of	
*Learning Centers be changed in formal	*Provide food in school			*Increase the facility of Facilitator and Evs	
*Aware about family planning				*Provide enough materials to the	
				*Provide scholarship	
				*Community should	
				*Door to door visit	
				*Education should be	
				*ASP should end limit quots of stds in a	

(This table has been presented in annex part since it has not clearly been shown in the table)

- * Summary of the possible solution presented:

The participants have come up with various solutions to the problems of out of school children. For the financial problem they suggest to go in coordination with NGOs and local clubs for various activities like some income generation activities, for necessary aids and to manage breakfast for the children. They have prescribed 'Mobile school concept' for the seasonal migrants and suggested to make the excess of learning centers easy by making

the path wide, keeping a helper to pick and drop the children and by establishing CLC branches in remotest part.

For social/political problems they suggest strict legal implementation against unsociability, child labor and child marriage. They insist on social awareness about importance of education and urge government to come up with clear policy. So far as physical infrastructure, they suggest for local initiative in coordination with various agencies possible.

For the educational problem, they request DEO, DDC and government of Nepal for fine coordination between the stakeholders. They suggest training the teachers to make teaching learning child friendly. Providing enough materials for teaching learning, making ASP classes flexible regarding the time and number of students, providing scholarship for ASP students are other solutions they suggest for educational problem.

- * Core finding of the possible solution
Mobilizing local community for non budgetary support and attracting Donor agencies and taking financial assistance from government institution like DDC, DEO is the ultimate solution. Run mobile school for seasonal migration.

Day -2

PART V Presentation of CASP suggested sharing budget

- * Preliminary discussion (by Laxman Khanal, NFEC Deputy director)

Mr. Khanal began the session with some warm up activities. Then he introduced the programme running under NFEC: ASP classes like SOP, FSP, Open school education classes, VEP (village education plan) and CASP. Later on, he presented CASP suggested sharing budget. This was the estimated budget to run an ASP class.

- * **Group Work**

How to implement CASP successfully in each VDC?

- * Group work process

The participants didn't seem to be clear regarding the budget presented. Even after the group work began the participants were not clear whether the budget presented has already been approved by government or that have to be fulfilled by the local level. They were very much confused whether the support sought from local level was budgetary or it was non budgetary. Even the facilitator seemed confused many times.

When the participants came up with the conclusion, it too seems to be different. Some participants came with net amount that needs while others with percentage).

- * The participants came up with following supporters, resources and contribution to implement CASP successfully in each VDC:

Presentation Table: 3

Activities by VDCs	Possible supporter; Partner in VDC	Possible resources Types of resources	Type of other contribution possible
Choosing the partner agencies	Mother group/ local community	Cash/stationary - VDC/ necessary suggestions	
CMC formation/ regular management	RC/ Mother Schools/ local community	Cash (meeting expenses) - VDC	
Selecting and appointing facilitators	CMC (Class Management Committee)	Cash (for exam conduction) -VDC	
Construction of class rooms/ Furniture management etc	Community forest/ local community	Woods- forest/ Labour-local community / Cash-DDC	Aids form NGOs/ DDC's support
Forming Child club	local schools	Cash -VDC	support from NGOs
Prize/ encouragement/ Scholarship	RC (Resource centers)	VDC- Cash/RC- materials	Scholarship from DEO
Need identification	CMC/Mother group/ local community	CASH - VDC	
Spot selection	Local community/ CMC	Public places	Some local may donate land
Interaction programme	Mother School/ RC	amount- VDC/ space	
propagation/ awareness	local medias/ Local community	cash	Political representative
Additional wedges for facilitators	Local community	Cash -VDC	Local clubs with Deusi and Bhailo
Collecting data	Local clubs/schools	VDC - cash	
Regular class conduction		VDC/ Donor agencies -stationary expenses	
Regular monitoring	VDC/ DEO/ RC/ Mother School	VDC - Cash	DEO

* Summary of presentation of group work:

Except for the budget allocated by NFEC for ASP, the participants sought the role of various local and nearby institution. DDC should take the responsibility in case big cash needed like construction of buildings and furniture. In the same way, DEO/RC and Mother School should help VDC for resource materials, scholarship and regular monitoring. Community forest should provide the woods necessary. No doubt VDC has the leading role, it should bear the small expenses of meetings, data collection, additional wedges for Facilitators and EVs, forming child club etc. The mobilization of local community, local clubs and mother group can make a lot of other non budgetary contribution to run ASP at local level.

* Core finding of Group work

VDC taking the central role to coordinate and manage small amount; DDC and community forest with support especially for construction; DEO, RC, and Mother School with human resource, reference materials and monitoring; and local clubs and community with various labor and other support CASP can be successfully implemented in each VDC.

Feed back session:

After the feedback of Mrs. Bunu Shrestha, there was experience sharing from participants. They expressed that the workshop was so wonderful that they should have done it in the beginning of CASP for fruitful result. They said that they were too glad to share their ideas direct with policy making level.

Formal closing session:

Speaking on closing session, participants esp. VDC secretaries showed their commitment to implement the ASP in their village. Mutsumi Tsubochi, the Chief Advisor of CASP, commented the workshop as great success and she congratulated participants for their creativity. Laxman Khanal, Deputy Director of NFEC wished the participant all the success and Ramesh Kumar Adhikari, LDO Dhading formally ended the workshop appreciating the creative innovation of participants.

End of the workshop

D. Summary of the Feedback Sheet

* Detail analysis of the feedback sheet

1. Opinion about education for All (EFA)

- With SOP and FSP there should be even the women/adult education.
- This is not the responsibility of guardians and local level but of national level.
- NFE is very good but the implementation is not strong. The education must be made compulsory for children and optional for others.
- Education is the right of all. So all should get education.
- Education for all is most needed program.
- NFE is most relevant program in contest of Nepal. There must be well coordination between the stakeholders.
- Everything must be done collecting data and analyzing them well.
- For the EFA goal 2015, this program is most essential.
- Government should have very clear policy, local level should be well instructed and the budget allocation should be fix and fine.
- EFA has great contribution to increase the literacy rate of Nepal.
- EFA is some how effective only for children but for others it's limited only on the slogan.

2. Presentation of Madhav Raj Dahal

Most of the participants ticked that it was good. They commented that it was good enough but the paper could have been presented in Nepali. One commented it was a exaggeration.

3. Example from ASPM, sharing field experience (Mr. Krishna Bdr. Shurkheti)

Most of the participants ticked that it was good. Some said it was direct form heart so it touched their heart.

4. Problems and possible solutions of Out of school children that faced each VDC (Group Work)

Most of them ticked that it was good. One ticked it was irrelevant but he could not prove with his comment. Most of them commented that these theoretical findings should have practical implementation.

5. VEP haring, field experience

Most of them ticked it was fair. These topics got very less comment.

6. Presentation of CASP sharing suggested sharing budget.

Most of them ticked that it was good. This topic also got very less comment. A comment was that it was not so clear and participants were puzzled while doing group work.

7. Implementing community based ASP successfully in each VDCs (Group Work)

Almost all of them ticked that it was good. Only five people commented on the topics. Out of five four commented that this sort of workshop should be launched before the implementation of any program. One commented, "This

group work was very much fruitful and the finding can be implemented as the group work suggested."

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

- The way the participants tried their best on group discussion.
- The issues raised by VDC secretaries.
- Finding of problems and possible solutions.- 1+1+1
- Overall conduction of the programme.
- Game of Mr. Laxman Khanal 1+1+1+1
- Presentation of Mr. Krishna Surkheta 1+1
- Presentation of Madhav R Dahal

9. What is the least appreciated topics/activity in this workshop?

This question got less attention of the participants.

- The program without preparation.
- Informing about program only after 3 years for the local level
- The solution of the out of school children that faced each VDC. Because it was vague and difficult out draw conclusion. Less specific and practical.
- Very important topics but less time.
- Miss use of the time talking about out of matter.

* Summary of the feedback sheet analysis

EFA is very much effective program. For the better implementation, the government should come with clear policy. This should not be concentrated only on children but also extended up to women and adult. Anyhow, the education should be made compulsory for the children.

For most of them the warming up of Mr. Laxman Khanal was the most appreciated aspect of the program. At the same time, the group work of implementation of CASP in each VDC was more appreciated. They also liked the experience sharing of Krishna Surkheta.

The possible solution of problems of out of school children that faced each VDC should be more practical and applicable rather than giving big theoretical solution.

* Core finding of the feedback sheet analysis

EFA is effective enough and it should be strictly implemented not only to the children but also to the women and adults to increase the literacy rate. The group work finding of implementation of CASP in each VDC is more practical. But the group work finding of the possible solution of problems of out of school children that faced each VDC is more theoretical.

Feedback to the workshop

The program was successful enough. It came up with lots of practical solutions. All of the participants seemed to be cheerful and they took part on the group work with perfect interest.

But, the participants seemed to be confused what actually they had to and how they had to present the finding of their group work. There should have been very clear instructions before they begin the workshop. Even the facilitator seemed to be confused. The facilitator should have been well prepared.

Presentation documents should have been participants friendly. It should have been developed in Nepali since many participants could not understand English.

If the group work topics had been in questionnaire form, it would have been easier to get the 'to the point' answers and solutions instead of vague one.

The time allocation was not sufficient since many presentation were passed in hurry with out enough discussion.

This sort of workshop should have been conducted before launching the program.

ANNEXTURE PART

ANNEXE 1 Noteworthy remarks during the discussion:

- "The literacy percentage has increased. The symptom shows that we are improving. Now we should think what next after we stop getting aid from JICA "

- "The less drop outs have proved the effectiveness of the CASP piloting"

-LDO

- "The CASP has been very expensive. When JICA gives up it will be very difficult for us"

-LDO

-" Education is not only the responsibility of DEO or Moe. We, ourselves have to do something for our children."

-DEOr

"We have made a serious mistake while choosing the location to run CASP classes. Formal Schools and SOP are running together in the same building also. These SOP quotas have been misused."

- Dilli R. Koirala, VDC secretary

"Now VDC should take the responsibility of ASP classes"

- LDO

"Village Education Committee (VEC) has not been activated. The first thing to be done is to make VEC strong. And VEC should strongly monitor SOP and FSPs."

- Dilli R. Koirala

"DEO has given quotas for some SOP/FSP centers. It's a very good example of success"

-Kamal R. Pandey , RP

"Now we are talking about handing ASPs to VDC. Many ASPs are running in a village but VDC secretaries are unknown. How can we proceed?"

- VDC secretary

"Getting a space is more important than getting a center. So, we should think about this at first"

-RP

"The near by institution should be more responsible. VDC is the nearest institution of people. So, the VDC should have leading role"

-LDO

"There is a big provision of scholarship and free ship in formal sector but why NFE not getting any?"

" I am sure NFE has got very less attention from the nation. Even the donors tend to invest on formal education since its easy to monitor for them"

- Bunu Shrestha, ex-director, NFEC

"Mother Schools are taking SOP/FSPs as borden. Even it has been neglected at VDC level. So how about handing the responsibility to ward level?"

- Bunu Shrestha

"The example of Hekrang has proved that the mobilization of community very fruitful and it's a big success story of CASP piloting"

ANNEXE 2

Summary of the problems presented

S.N.	Nature of the problems					
	Social/political	Financial	Geographical	Physical	Educational	Others
1	Social discrimination	Use of children to earn	School/center far from lives	Toilet	Lack of child friendly environment.	
2	Gender discrimination	Poverty	rivers/cliffs on the way	Building	More participants in a class	Physically challenged students
3	No feeling of ownness by Mother School	Frequent migration to earn	No bridges in river	Furniture	Lack of scholarship	Weak management system
4	Religious belief and cast system	Fear of expenses	Difficulty to reach school		Not placed in apt class in MS	Lack of policy
5	Borden of house hold work	Child labour	Narrow path		No educational Materials.	Lack of awareness
6	Fear of conflict/ kidnapping		Fear of wild animal		Educated unemployment	No fix policy of VDC
7	Having more children		Seasonal farming: migration		No compulsory education	Lack of commitment
8	Child marriage				Language problem	Lack of coordination
9	Political interference				Untrained teachers	No future guarantee

Possible solutions for the problems of the following sectors:

Social/political	Financial	Geographical	Physical	Educational	Others
Strict legal provision against unsociability	Manage donation for necessary aids	Manage centers in isolated areas too.	Provision of separate toilet for girls/boys	Train the teachers	Make propagation effective
Clear govt policy and implementation	Encourage cash crops system	Manage branch and sub branch of centers	Construction and use of public places at local	Appoint mother language community teacher	Efficient school management committee.
Strict legal implementation against	Enforce 'Sajwan' farming: low invest, high	Mobile school system	Furniture and infrastructure by local	Make teaching learning child friendly	DEO should provide quotas necessary
Stop child marriage	Launch cooperative system for saving habit	Widen the path in local initiative with labour contribution		Women/adult education to aware them	Maintain peace
Stop child labour	Modernize the agriculture system	Manage helper to drop and pick students		Provide free education up to class 10	DEO should add the center if demanded
Different awareness camp	Identify needy children and take help from GOs/NGOs and also from	Run ASP by local in coordination with other agencies		Make education practical/employment based	Regular awareness and propagation in local level
Aware about gender equality	Launch income generation program in coordination with			Students number be made flexible in ASP classes	DEO/DDC should make fine coordinate with related stake holders
Mother school be child friendly	Create 1 house, 1 employment system			Should have flexibility on time of class	
Learning Centers be changed in formal school	Provide food in school			Increase the facility of Facilitator and Evs	
Aware about family planning				Provide enough materials to the classes	
				Provide scholarship for ASP stds.	
				Community should mang bus facility	
				Door to door visit	
				Education should be made practical	
				ASP should end limit quots of stds in a class	

VDC Workshop for ASP implementation - from CASP experience

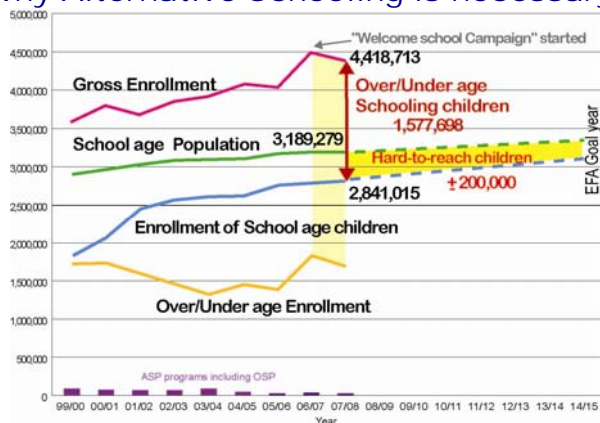
18-19 June, 2009
(4-5 gate Asar, 2066)
NRCS hall, Dhadingbesi, Dhading

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



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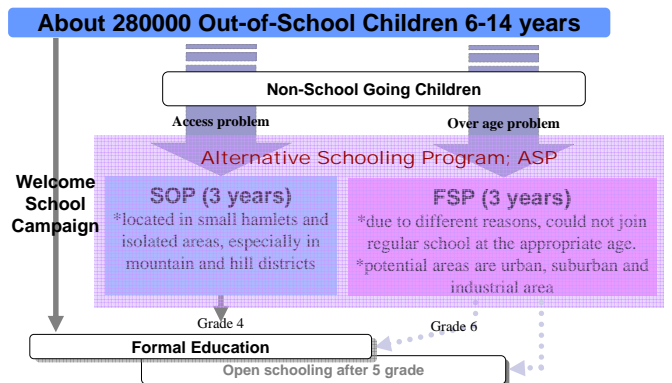
What kind of children are out of school?

- 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) is allocated to these isolated areas
- Working children/street children who cannot have opportunity to access education
- Flexible Schooling Program (FSP) is targeting these mainly in urban/suburban areas



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Present Educational Policy for Out-of-School Children



6

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

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Community-based Alternative Schooling Project (CASP)



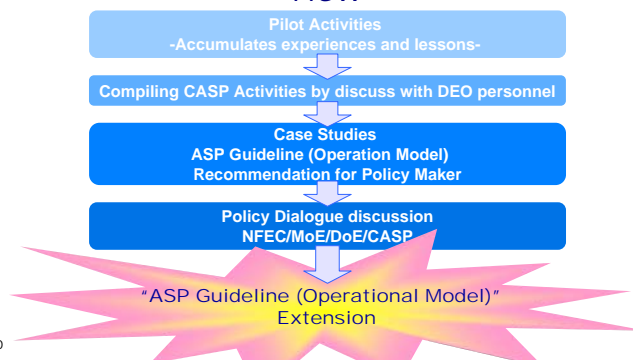
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Community-based Alternative Schooling Project (CASP) -Why the project started?

- ASP hadn't made sufficient impact → needed to be improved
- CASP three approach to improve ASP
 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
- Operational Model “ASP Guideline” Development

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Community-based Alternative Schooling Project (CASP) -How



10

What have been Successful in CASP

- Cases from
CASP Experience



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Why Community Mobilization should be included in ASP?

- When community people are mobilized to support ASP
- Providing sustainable/qualitative 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

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How do we conduct 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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What types of activities are effective?

Community to be more mobilized to support ASP classes

- Mass communication and education campaigns
- Strengthening Class Management Committee (CMC)
- Provision of support on physical infrastructure by the community

Parents to be more aware of importance of ASP

- Mass communication and education campaigns
- Strengthening 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?

Mobilizing children

- 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

Educational Support

- Education Volunteer (EV) provision from Community
- Class management support



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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

However ASP has more challenges than most of formal schools has

- Facilitator working as teachers get less “INPUTS” (training, leaves, etc.)
- Only one facilitator in a “class”

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How can we improve

- 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 **Education Volunteer (EV)** and class management support is also very effective and efficient

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What types of educational service in ASP should be provided?

Improving Teaching/Learning and Classroom activities

- Mother School Support - Monitoring System
- Additional training for facilitators

Support from community

- Education Volunteer (EV) provision from Community
- Class management support



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What types of educational service in ASP should be provided?

ASP grassroots information utilization and feed-back

- Establishing Monitoring System
- District Monthly Meeting (to discuss issues in ASP classes)

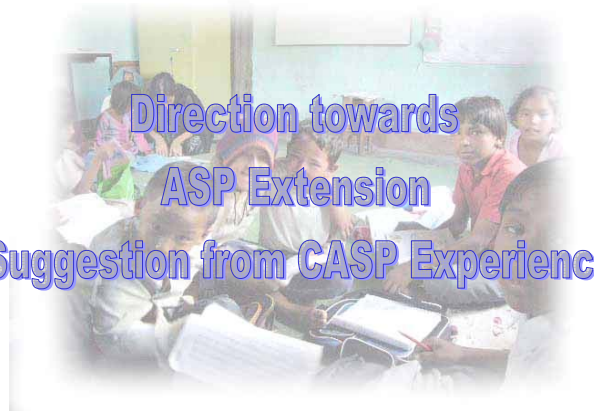
Incentive for children

- Distribution of School Uniform



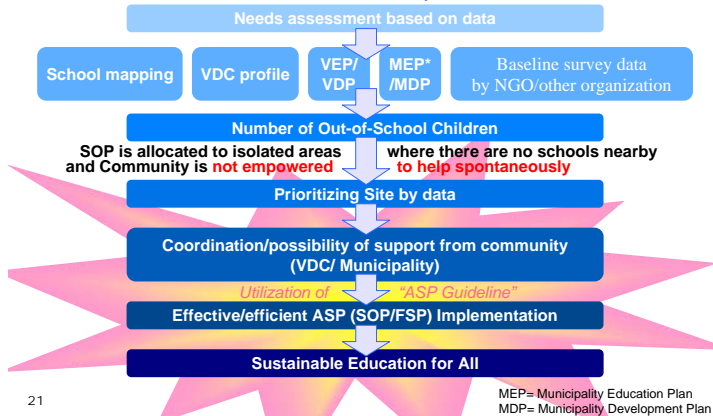
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Direction towards ASP Extension - Suggestion from CASP Experience-



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Needs-based ASP implementation



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Challenges for target group SOP

- Remote/isolate area also covered by School mapping (SIP) among Mother Schools according coordination by RC/RP (from SISIM experience in Dhading SIP workshop)
- 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

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Challenges for target group FSP

Urban area's problem

- More Dropouts from FSP classes.
- Immigrant families
- Communal tie (relationships among people in communities) is weak

Teaching

- More difficult for facilitators
 - 8-14 years (adolescent) different age groups/social backgrounds children including dropout children
 - not attend regularly by working/domestic situation

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- Community Mobilization to get communal support for ASP crucial to help Out-of School children

- VDC's help is essential



Thank you

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