



GoN/jICA

CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना



JICA Visits Sundarijal Class

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are predominantly of Tamang descent. This ethnic group has historically had little contact with other groups.

The new school year had just kicked off. Unfortunately textbooks were yet to arrive. There, however, is already something to do. In the English period, the children took this opportunity to go over alphabets.

The officers and volunteers of JICA Nepal Office visited a School Outreach Program (SOP) class in Sundarijal on April 30, 2008. It is one of the classes that CASP is piloting.

The Sundarijal Village Development Committee (VDC) is located in the northeastern part of the Kathmandu Valley. The JICA officers and volunteers got to the classroom after two-hour scenic trekking. It was just before the class began. Almost all children were there in their uniforms and with bags given by CASP, ready to study for the day. In the third year of the program, the ASP participants are now 8 to 10 years of age.

Ms. Yo Shibagaki, Assistant Resident Representative, noted more nice features about this class: it is bilingual in Nepalese and Tamang as the EVs are Tamang, too, and the children are allowed to express themselves freely.

The officers and volunteers were impressed how caring the EVs were and how much the children were enjoying the class.

2008-2009 is the final year for Kathmandu pilot classes. Participants are expected to enroll in formal school upon completing the program. CASP will continue to monitor progress in conjunction with NFEC*, District Education Office and partner NGOs.

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CASP thanks Ms. Shibagaki and all concerned officers and volunteers for their generous contribution to this article.



This visit coincided with a training program for facilitators, so a couple of Education Volunteers (EVs) substituted for the facilitator who was at the training. The first EV began by calling the roll. The officers observed a practice that was unique about this class: the EV had children name an animal in Nepalese when their names were called and they answered. The children initially seemed shy in the presence of the special guests, but with time they became used to it. The participants

New CASP Consultant - Mr. Madhav Raj Dahal

CASP has been fortunate to welcome another dedicated member to our team. Mr. Madhav Raj Dahal began working with CASP in April as a consultant to assist with and advise on developing Non-formal Education Management System (EMIS), mother-school



based ASP monitoring system, and performing ASP situation analysis and Knowledge, Attitude and Practice (KAP) surveys, critical activities for this year in order for CASP to solidify the CASP model. Mr. Dahal already has a long history with CASP. Prior to his current post, Mr. Dahal was involved with CASP as Program Coordinator of Integrated Community Development Campaign (ICDC), one of the partner NGOs of CASP based in the Dhading district.

* FSP: Flexible Schooling Program, ASP: Alternative Schooling Program, NFEC: Non-Formal Education Center, SOP: School Outreach Program

Meet the CASP Family!

- Ms. Radha Pradhananga, Program Coordinator

Ms. Radha Pradhananga joined CASP in November 2005. She has been instrumental in involving local NGOs and communities in the management of Alternative Schooling Program (ASP). CASP has been working with 26 ASP classes, 8 in Siraha, 9 in Dhading and 9 in Kathmandu. Each community in which these classes occur has unique demographics, characteristics and conditions. In a close and culturally sensitive manner, Ms.

coordination among NGOs, line agencies, Village Development Committees (VDCs) and District Development Committees (DDCs) and strengthening capacity of the communities. Owing greatly to her tireless efforts, some of the pilot communities have taken initiative to build and run their own ASP classrooms. You will see how popular and loved she is in the community, and why. She helps ASP children with study, teaches songs to them and gives practical advice to facilitators. She is full of care and compassion that she is delighted to give to the community every time she is in one. Here is more to get to know Ms. Pradhananga:

- Is CASP the first project for you in the area of non-formal education (NFE)?

No, I have worked in the area of NFE before. When I worked with Department for International Development (DFID), I was involved in several integrated programs that had a component of NFE. One of them was called the "rural access program" for which I prepared

a package of adult literacy.

- How has been your experience with CASP?

I am lucky because I have been able to enhance my skills and knowledge. Specifically, I find it interesting working for out-of-school children. CASP is relevant to my academic background as I hold master's degree in education.

- What do you think about working for a Japanese project?

This is the first time I work with a Japanese team. I find it interesting. Japanese experts are supportive and provide a familiar environment. I have learned the Japanese language, too. I would like to work with more JICA projects in the future.

- Please send any message to the children of ASP you have worked with:

Children and communities are at the heart of our project. Children should attend formal school after completing ASP. It is my sincere hope that they will continue their study and become good citizens of Nepal.



Radha with Jorpari FSP children

Pradhananga works with local NGOs, increasing residents' awareness on education for children and sense of ownership in these communities. Her contribution has been significant in improving

Latest CASP Publications



CASP Calendar
2065/2008-
2009



CASP Diary
2065/2008-
2009



CASP
Brochure

More information

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"Sabailai Sikchako Awasar, Dinalai Narakhoun Kasar"
means " Do not hesitate to provide education opportunity for all people"