

## 付属資料

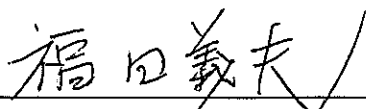
1. ミニッツ
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7. プロジェクトの進捗に支障を及ぼした要因と理由
8. 調査結果を踏まえたプロジェクトのAction Plan

**MINUTES OF MEETINGS  
BETWEEN  
THE JAPANESE MID-TERM EVALUATION TEAM  
AND  
MINISTRY OF EDUCATION AND SPORTS/THE GOVERNMENT OF NEPAL  
ON  
THE JAPANESE TECHNICAL COOPERATION  
FOR  
COMMUNITY-BASED ALTERNATIVE SCHOOLING PROJECT (CASP)**

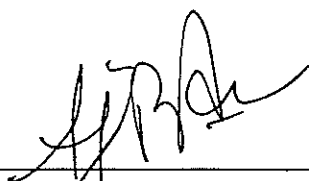
The Japanese Mid-term Evaluation Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Yoshio Fukuda, visited Nepal from 27 August to 16 September 2006 for the purpose of mid-term evaluation of the Project on “Community-based Alternative Schooling Project (CASP)” (hereinafter referred to as “the Project”).

During its stay in Nepal, the Team had a series of discussions with the Nepal authorities concerned, jointly evaluated the achievements of the Project, and exchanged views for further improvement of the Project. As a result of the discussions, both sides agreed upon the matters referred to in the document attached hereto.

Kathmandu, 14 September 2006



Mr. Yoshio Fukuda  
Leader  
Japanese Mid-term Evaluation Team  
Deputy Resident Representative  
Japan International Cooperation Agency  
Nepal Office



Mr. Arjun Bhadur Bhandari  
Joint Secretary  
Planning Division  
Ministry of Education and Sports  
Nepal

## ATTACHED DOCUMENT

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### List of Abbreviations and Acronyms

ASIP	Annual Strategic Implementation Plan
ASP	Alternative Schooling Programme
ASPM	ASP Monitor
CASP	Community-based Alternative Schooling Project
CBO	Community Based Organization
CMC	Class Management Committee
DDC	District Development Committee
DEO	District Education Office
DMM	District Monthly Meeting
DOE	Department of Education
EFA	Education for All
EP	Education Promoter
EV	Education Volunteer
ESAT	Education Sector Advisory Team
FACS	Foreign Aid Coordination Section
FE	Formal Education
FSP	Flexible Schooling Programme
ID/OS	Institutional Development / Organizational Strengthening
INGO	International Non-Governmental Organization
JCC	Joint Coordination Committee
KTM	Kathmandu
MOES	Ministry of Education and Sports
MTEV	Mid Term Evaluation
NEFC	Non-Formal Education Centre
NFE	Non-Formal Education
OSP	Out of School Programme
PDM	Project Design Matrix
PIM	Programme Implementation Manual
PO	Plan of Operation
PRSP	Poverty Reduction Strategy Paper
PSDC	Programme for School Dropout Children
RC	Resource Centre
RP	Resource Person
SIP	School Improvement Plan
SOP	School Outreach Programme
TOT	Training of Trainers
TTM	Technical Team Meeting
VDC	Village District Committee

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## 1. Introduction

### 1-1 Preface

The Project was launched on 19 January 2004 and will be completed on 18 October 2009. With the remaining project period of approximately three years, the Team dispatched by JICA visited the Nepal from 27 August to 16 September 2006 for the purpose of evaluating the achievements of the Project. The mid-term evaluation has been undertaken jointly by the Team and the Nepal authorities concerned.

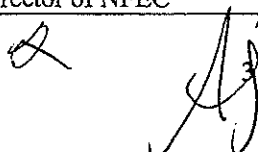
### 1-2 Objectives of Evaluation

Objectives of the mid-term evaluation are as follows:

- (1) To review and evaluate the inputs, activities and achievements of the Project;
- (2) To clarify the problems and issues to be addressed for the successful implementation of the Project for the remaining period;
- (3) To assess the rationale for the continuation of the Project based on review and evaluation; and
- (4) To make proposals for activities in the remaining period.

### 1-3 Schedule of the Evaluation Team

Date		Mission Team 1 (Y.Fukuda, K.Kobayashi, T.Masuda, M.Shibuya)	Mission Team 2 (K.Tanaka, K. Lamsal)
27-Aug	Sun	NRT-BKK (T.Masuda, K.Tanaka, M.Shibuya)	
28-Aug	Mon	BKK-KTM (T.Masuda, K. Tanaka, M.Shibuya) Meeting with JICA Nepal Office (JNO)	
29-Aug	Tue	(Discussion on JICA Education Programme)	Interview with <ul style="list-style-type: none"><li>• Director of NFEC</li><li>• former Director of NFEC</li><li>• former DEO of KTM</li><li>• former Joint Secretary of MOES</li></ul>
30-Aug	Wed	(Discussion on JICA Education Programme)	Interview with <ul style="list-style-type: none"><li>• Country Director of World Education</li><li>• former Officiating Secretary of MOES</li><li>• Director General of DOE</li><li>• Programme Officer of ESAT/DANIDA</li></ul>
31-Aug	Thu	(Discussion on JICA Education Programme)	Attending Technical Team Meeting and interview with Technical Team Members and Officer from DEO of Siraha
1-Sep	Fri	(Discussion on JICA Education Programme)	Interview with <ul style="list-style-type: none"><li>• former Director of NFEC</li><li>• former Deputy Director of NFEC</li><li>• former DEO of Siraha and staff of DEO Siraha</li></ul>
2-Sep	Sat	Internal sharing meeting among the Mission team	
3-Sep	Sun	Interview with <ul style="list-style-type: none"><li>• Joint Secretary, Planning Division of MOES</li><li>• Under Secretary of FACS</li></ul> Interview with <ul style="list-style-type: none"><li>• Director General of DOE</li><li>• Director of NFEC</li></ul>	



Date		Mission Team 1 (Y.Fukuda, K.Kobayashi, T.Masuda, M.Shibuya)	Mission Team 2 (K.Tanaka, K. Lamsal)
		<ul style="list-style-type: none"> <li>• Deputy Directors of NFEC</li> <li>• The CASP team</li> </ul>	
4-Sep	Mon	Internal sharing meeting Embassy of Japan	Move to Dhading Interview with Dhading DEO
5-Sep	Tue	Move to Dhading Visit to FSP and SOP classes, Dhading Interview with children, parents, community, and facilitator of those classes Interview and discussion with the partner NGO	
6-Sep	Wed	Visit to FSP and SOP classes, Dhading Interview with children, parents, community, and facilitator of those classes Back to KTM	
7-Sep	Thu	Visit to FSP and SOP classes, KTM Interview with children, parents, community, and facilitator of those classes Interview and discussion with the partner NGO	
8-Sep	Fri	Interview and discussion with Donors/NGOs <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Secretary of Norwegian Embassy</li> <li>• Counsellor and Education Advisor of Finland Embassy</li> <li>• Country Representative and Coordinator of Save the Children/Norway</li> <li>• Project officer of UNICEF</li> <li>• Resident Representative of UNESCO</li> </ul>	
9-Sep	Sat	Internal meeting and report writing Discussion with the CASP Team	
10-Sep	Sun	Report writing	
11-Sep	Mon	Joint Evaluation Meeting	
12-Sep	Tue	Discussion on M/M with NFEC and the CASP Team	
13-Sep	Wed	Discussion on M/M with NFEC and the CASP Team	
14-Sep	Thu	JCC and Signing M/M Reporting to JICA Nepal Office and Embassy of Japan	
15-Sep	Fri	KTM-BKK (T.Masuda, K. Tanaka, M.Shibuya)	
16-Sep	Sat	BKK-NRT (T.Masuda, K. Tanaka, M.Shibuya)	

#### 1-4 Joint Evaluation Team

##### (1) Nepal Side

Mr. Mukti P. Gyawali                      Deputy Director, NFEC  
Mr. Laxman Khanal                        Deputy Director, NFEC

##### (2) Japanese Side

Mr. Yoshio Fukuda                        Leader  
Ms. Tomoko Masuda                       Educational Evaluation  
Dr. Mia Shibuya                           Corporation Planning 1  
Mr. Kenichiro Kobayashi                Corporation Planning 2  
Mr. Kenichi Tanaka                        Evaluation Analysis  
Mr. Krishna Lamsal                        Programme Officer, JICA Nepal Office





## 1-5 Methodology of Evaluation

Major items to be evaluated were designed to verify Project Design Matrix (hereinafter referred to as "PDM"), implementation processes, and five evaluation criteria, based on the second version of PDM, and Plan of Operations (hereinafter referred as "PO") which was prepared in February 2006 (See, ANNEX 1 and 3). Following aspects were considered.

- 1) Achievements of the Project based on the PDM indicators
- 2) Implementation processes
- 3) Conceptual contents in the five evaluation criteria

The following table describes the viewpoints of the five evaluation criteria.

a. Relevance	Relevance of the project plan is reviewed in terms of the necessity of the project in connection with the development policy of the Government of Nepal, the aid policy of the Japanese government, and needs of the beneficiaries. Appropriateness of the project approach is also validated.
b. Effectiveness (prospects)	Effectiveness is assessed by forecasting to what extent the Project will achieve its objective by the end of the project period, and by examining whether project outputs are sufficient to achieve the project purpose. Factors constraining to achieve the project objective are also examined.
c. Efficiency	Efficiency of the project implementation is analyzed with the emphasis on the relationship between outputs and inputs in terms of timing, quality and quantity of inputs.
d. Impact (forecast)	Impacts of the Project are assessed by both positive and negative influences caused by the Project and by the forecast of the level of achievement of the overall goal.
e. Sustainability (prospects)	Sustainability of the Project is assessed mainly in technical and social aspects by examining the extent to which the achievements of the Project would be sustained or expanded during and after the Project.

The conclusion was drawn by the results of the study and the recommendations were proposed by the Team.

## 2. Outline of the Project

### 2-1 Background of the Project

In Nepal, various projects have been launched to change the current conditions and to accelerate educational development. The government of Nepal has developed a National Action Plan aiming to meet a goal that all children have access to and complete primary education by 2015. Although the government designed various programmes for out of school children, still many children remain with no access to education due to financial, physical, and social constraints.

The Community-based Alternative Schooling Project (CASP), which was launched in 2004, is to assist improvement of the existing Alternative Schooling Programmes (ASPs) for out of school children and to promote non-formal education through pilot activities with the

technical assistance of Japan International Cooperation Agency (JICA). Under the framework of Education For All (EFA), pilot activities are implemented by the Non-Formal Education Centre (NFEC), Ministry of Education and Sports (MoES), and District Education Office (DEO) in coordination with local NGOs. By the end of 2009 the CASP aims at developing an operational model of ASP to enrol all children in schools.

## **2-2 Summary of the Project**

The Project has been conducted based on the PDM. Its main points are as follows.

### **(1) Overall Goal**

The model developed by the Project is adopted in other areas in Nepal.

### **(2) Project Purpose**

An operational model of the community-based alternative schooling programme is developed.

### **(3) Outputs of the Project**

#### Output 1

Institutions and organizations to operate ASP are strengthened through the Pilot Activities and Development of Dropout Program.

#### Output 2

Children who participated in School Out reach Programme in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Programme in the Pilot Activities complete primary school level education equivalent to formal education through community mobilization and support.

#### Output 3

Network among stakeholder who are involved in NFE for children at the different levels\* is strengthened

\*Communities, relevant organization on ASP, donor agencies, NGOs and INGOs

## **2-3 Changes of the Project Design Matrix**

The original PDM was approved in December 2003 as a document attached to the Record of Discussions. The second version was prepared in February 2006 in order to accommodate the changes in the policy and security conditions. Major changes are (1) to drop OSP and add FSP in the Project, and (2) to add Kathmandu as a pilot site due to the security reasons in Siraha, and (3) to change indicators to measure the achievements.





### 3. Evaluation

#### 3-1 Achievement of the Project

##### 3-1-1 Project Outputs

There are some variations in the level of achievement, however, the progresses are being made. As for the level of institutional development (Output 1), those at the field level have accumulated practical knowledge. Networking and information sharing among institutions particularly at the different levels is still weak<sup>1</sup>. The data to measure the level of children's participation (Output 2) are not complete yet, however, the available attendance rate shows the effectiveness of the CASP ASP classes. Some good practices as a result of networking were identified (Output 3), but not yet sufficient. The details are shown in ANNEX 2-1.

##### 3-1-2 Project Purpose

The operation ASP model has been mostly developed at the field level, though the Project needs to assess the situation after three years of programme implementation and revise the model accordingly. Documentation and presentation of the replicable model has not been made, and it will be a major focus of the second half of the Project.

##### 3-1-3 Overall Goal

It is too early to judge that the overall goal will be achieved as the Project model has not yet been developed. Moreover, various factors influence the expansion of the CASP model to other areas such as financial resources, technical capacity of the concerned institutions, and the consensus among development partners. Therefore, it will be difficult to achieve the overall goal unless the Project makes efforts to influence stakeholders at the central level during the Project.

#### 3-2 Results of the Evaluation

##### 3-2-1 Implementation Process

Details of implementation process are shown in ANNEX 2-2.

##### 3-2-2 Evaluation by Five Criteria

Results of the evaluation by five criteria are summarized below. For details, please refer to ANNEX 2-3.

Criteria	Evaluation Result	Description
Relevance	High	- The overall goal and the project purpose are consistent with the national policy of Education for All in Nepal. The government places high priority to achieve 100% enrolment

<sup>1</sup> Please refer to the checklist of "Indicators for Institutional and Organizational Development" developed by the Project for more details.

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Criteria	Evaluation Result	Description
		<p>rate of primary education by 2015.</p> <ul style="list-style-type: none"> <li>- The government also recognizes the need to increase access to education through various modalities such as Non-formal education.</li> <li>- Supporting primary education in developing countries is one of the major policies of Japanese Government. Japan's Basic Education for Growth Initiative (BEGIN) is to challenge the realization of EFA. Education is one of the prioritized sectors in JICA support in Nepal as well.</li> <li>- ASP covers the most disadvantaged population such as religious and ethnic minorities and people of lower castes who are not easily included in the formal schooling system.</li> </ul>
Effectiveness (Prospects)	Fair	<ul style="list-style-type: none"> <li>- Output 1 (Institutional strengthening) is measured by the checklist. The achievement is 60% while the target for the mid-term evaluation is 70%.</li> <li>- Output 2 (Participation in ASP classes) is measured by the attendance rate of children. 80% of attendance rate is achieved while the target is 60%.</li> <li>- Output 3 (Networking) is measured by the number of cases to support ASP observed as a result of networking. So far, 3 cases were identified as compared with the target of 6 cases.</li> <li>- Some of the outputs did not meet the target and "Operational Guideline for the ASP" has not been developed yet; however, there are prospects to achieve them during the project period, and to contribute to achieve the project purpose. (See Annex 2-1-3 for details.)</li> <li>- There are some factors that have contributed and constrained the Project to achieve the project purpose. (Please refer to ANNEX 2-3 for more details.)</li> </ul>
Efficiency	Not Sufficient	<ul style="list-style-type: none"> <li>- There were many external factors affecting the Project to achieve outputs. They are: <ul style="list-style-type: none"> <li>• Cancellation of OSP in EFA made the Project to stop its activity and re-design to include FSP.</li> <li>• There was a period where no NFEC counterparts were assigned, which made the project implementation very difficult.</li> <li>• Security conditions went worse and the Project had to change a pilot site from Siraha to Kathmandu after one year's preparation at Siraha. This was a serious drawback for the efficient implementation of the Project.</li> <li>• Frequent personnel transfers of DEO slowed the Project's technical transfer and weakened efficiency of the project. The vacancy of RPs made the project</li> </ul> </li> </ul>

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Criteria	Evaluation Result	Description
		<p>difficult to conduct class monitoring.</p> <ul style="list-style-type: none"> <li>- Many members are appointed to form a Technical Team and counterparts but the roles and responsibilities are not clear, which made the Project operation inefficient.</li> <li>- According to the NFEC officers, the absence of the Japanese experts during March and April, and the short assignment of project manager made the communication between the Nepal side and the Japanese side difficult.</li> </ul>
Impact (Forecast)	Positive	<ul style="list-style-type: none"> <li>- It is too early to forecast that the model developed by the CASP is adopted in other areas in Nepal. The expansion of the CASP model depending on the commitment and the consensus among the government and developing partners.</li> <li>- Therefore, the development of an operational model of the CASP does not necessarily lead to replication of the model in other areas in Nepal.</li> <li>- Some positive impacts are observed: MoES and DOE have started discussion on how to link NFE and FE by using scholarship and Food for Education Programme, including NFE in the Flash Report, converting SOP to a branch school of a mother school, including SOP in SIP, and connecting FSP and secondary schools; and, at the field level, the people in Subedidanda village started an adult literacy class in the evening along with ASP classes.</li> </ul>
Sustainability (Prospects)	Not sufficient	<ul style="list-style-type: none"> <li>- The idea that ASP is needed to achieve the government goal of EFA is commonly shared among the stakeholders in the Ministry; however, this has not been reflected to the government policy and its resources yet.</li> <li>- The CASP model is well received by the <u>target communities</u> and the people at the community level (CMC, facilitator, and ASPM) have been empowered and acquired practical knowledge and skills in forming ASP classes and supporting them.</li> <li>- <u>DEO administration</u> on ASP has been hampered due to the frequent personnel transfers and lack of the staff. District Monthly Meetings (DMM) of the Project is utilized effectively to share issues and problems of ASP classes and mother schools by the district officers.</li> <li>- <u>NFEC</u> has also experienced frequent personnel transfers, which slowed down the process of capacity development. Information and experience shared in Technical Meetings of the Project are disseminated to other NFEC counterparts.</li> <li>- How to secure financial resources to sustain activities has not been a focus of discussion yet, however, this will be a key obstacle for the sustainability of the CASP ASP model.</li> </ul>

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### 3-2-3 Conclusions

ASP targets the “hard-core children” who can be hardly reached by the formal school system. However, the conventional ASP classes face problems of dropouts, the low quality of teaching, frequent absence of facilitators, and the lack of community support, according to the CASP’s initial survey. This indicates that the budget used for 1,700 ASP classes currently operated in the nation wide is not properly utilised. CASP aiming at developing an operational model of ASP is, therefore, significant and matches the needs of the Nepal education.

Up to now, the practical model is being developed at the field level, and there are prospects of showing effectiveness of the CASP model. However, the model will not be really “operational” unless it is actually adopted in the wider areas. There are many steps before the model to be promoted: for example, EFA places more attention to NFE for children; more budgets are allocated to NFE for children; and other development agencies are convinced to utilize the model. Concrete measures need to be taken to support these things to happen during the project period.

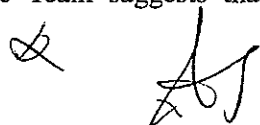
## 4. Recommendations and Lessons Learnt

### 4-1 Recommendations

The following recommendations were made that need to be discussed and followed with concrete actions by the Project. In order to develop the CASP model, the following recommendations are made.

1) **Clarifying strategies to sustain ASP classes in the CASP Model:** Both SOP and FSP are to end after three years, in spite of strong needs of communities to sustain the classes. ASP classes that are located far from the mother school need to be converted to a regular institution such as a community-based school, a branch school for lower grade students or an independent school. If a mother school is reachable to the ASP target population, ASP classes may be attached to the mother school. In the case of SOP, classes should be under the mother school so that they will benefit from the formal schooling system. Why and in what way ASP classes need to be sustained vary, and therefore, strategies to sustain them vary depending on the conditions and characteristics of each locality. The Team recommends the Project to support CASP targeted ASP classes to look for their strategies, and to clarify such processes as a part of the CASP model.

2) **Elaborating the CASP model by the characteristics of localities:** In order to make the CASP model replicable, differences of the localities need to be reflected in the model. Communities that require ASP face various difficulties. Some communities are physically isolated from the public services due to the mountainous location, and others are socio-psychologically isolated from the outside world due to the social and ethnic background of the communities. Some have stronger solidarity among the population, while others are newly formed communities such as those in the squatter areas. Depending on those situations, the measures to be taken and the priority activities are different. The Team suggests that the Project will describe such differences as case

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studies.

In order to promote the developed CASP Model, the following activities are suggested.

- 3) **Clarifying evidences of effectiveness of the CASP model:** This Project aims at making the government ASP programme functional. Therefore it is important to highlight how the CASP ASP model is working compared with the conventional ASP programme. The Team suggests NFEC with the collaboration of the local government and mother schools to take initiatives to collect such evidences by evaluating CASP targeted ASP classes and the sample of non CASP ASP classes using the same indicators. This will provide the policymakers with the whole picture of the CASP model, along with the results of baseline and end line surveys. The indicators may include those for the quality of management and the quality of teaching-learning processes such as the level of community support, the frequency of class supervision by others, teaching quality, facilitators' motivation, average attendance or drop out rates of students, prospects of sustainability, networking among stakeholders at the school level, and so on.
- 4) **Clarifying the costs of the CASP model:** In order to promote the CASP model, it is important to show how much additional costs are needed to operate one ASP class in the CASP model. The additional costs include those for community mobilisers, monitoring by mother schools, additional training for facilitators, and so on.
- 5) **Presenting a roadmap for promotion of the CASP model:** To further promote the CASP model to other areas, it is important to show other development partners how the operational model at the school level will be replicated to the wider areas. The Team suggests the Operational Guideline to be prepared by the Project to include such a roadmap for expansion, describing the necessary surveys and steps, costs, roles and responsibilities of the concerned institutions, capacity building of those institutions to implement the CASP model, and the time frame.
- 6) **Encouraging other development partners to experiment the CASP model:** To aim at expanding the CASP model, it needs to be recognized by other development partners who are working in NFE for children. For this purpose, more information sharing among development partners (including local and international NGOs) are necessary. This can be accelerated through the network of ASP. The Team suggests the NFEC to take initiatives to activate the network and the Project to support this.
- 7) **Exploring ways to secure financial resources to promote the CASP model:** The current budget for NFE programme is less than 1.5% of the total educational budget. This is extremely small considering that the target population for ASP is "hard-core children" who can be hardly reached by the formal schooling. The Team strongly suggests NFEC to utilize the Project's experience to promote awareness on such forgotten needs to achieve EFA goals among the policymakers and development partners. EFA Mid-term review starting from December 2006 will be a good starting point. The Team suggests the

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Project with other partners in ASP network to lobby to include the ASP component in the Mid-term review, so that ASP will be one of the agenda for discussion. This will be the first step for mainstreaming of CASP ASP model: inclusion in the next phase of EFA. At the same time, concrete strategies on how to utilize the available funds for schools for ASP need to be explored by NFEC and the Project. There are, for example, the inclusion of ASP classes in School Improvement Plan of mother schools, utilising scholarship and Food for Education Programme for ASP. District Education Plans and Village Education Plans should reflect this matter.

To increase the efficiency of the Project, the following recommendations are made.

**8) Utilizing existing experience of other development partners:** Some agencies such as UNICEF, Save the Children Norway, and Save the Children Japan are active in NFE for children. Some of them have already developed the government-approved materials. Such outputs need to be efficiently utilized in the Project to avoid duplicating efforts.

**9) Clarifying roles and responsibilities of the Technical Team and counterparts:** Though many members are appointed to form a Technical Team and counterparts, the roles and responsibilities are not clear, which made the Project operation inefficient. The Team suggests the NFEC to review the tasks and members of the Technical Team and counterparts to be more operational.

**10) Utilizing in/out of country counterpart training to policy formulation:** The Project has provided NFEC personnel and officials at the target DEO with various in and out of country training. The results of such training should contribute to the development of better policies of NFE in Nepal. The Team suggests NFEC to make sure that such experience is formally shared among stakeholders and is utilized in the NFEC policy formulation.


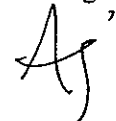
**11) Reconsidering demarcation of tasks and assignments of the Japanese experts:** In the second half of the project, the Japanese experts are required to support NFEC more at the policy level. To accommodate this need, the demarcation of the tasks and assignment of the Japanese experts need to be reconsidered.

#### 4-2 Lessons Learnt

The Project has demonstrated the effective procedures of making ASP functional. There are some lessons learnt from the Project experience.

**(1) ASP as an indispensable tool to achieve EFA:** ASP is to provide minimum basic education to the last 13% of the school-age children who cannot be reached by the formal schooling system. There are still visible and potential needs for ASP in the nation-wide.

**(2) The need for demand-side approach:** The conventional ASP focuses on supply-side interventions such as providing textbooks and appointing facilitators. The pilot

experience made it clear that the demand-side approach to dig out the needs of the community at the same time. Community mobilization to raise the community's awareness of education and schooling is necessary particularly in the remote and isolated communities.

- (3) **Measures to make ASP functional:** It has been proved that the following measures should be taken in making ASP functional: 1) community mobilisation; 2) establishment of class management committee (CMC); and 3) mother school-based monitoring system.
- (4) **Linkage of mother schools and ASP classes:** The Project has developed an effective mother school-based monitoring system. This ensures the quality of teaching-learning processes at ASP classes and strengthened relationship between ASP classes and mother schools. At the same time, this will contribute to make ASP institutionally sustainable.
- (5) **VDC's support for ASP classes:** A few ASP classes succeeded to get financial supports from VDC as a result of good relationship between CMC and VDC. This is a potential source to support education.
- (6) **Partnership with NGO/CBO:** The Project has an effective partnership with local NGOs/CBOs. They act as a liaison among stakeholders. For the "hard to reach" communities which has little communication with the outside, the NGO is the only window to the outside world. NGO/CBO can link the CMC to the mother school, DEO, or the local government bodies. Until the government is able to directly reach the communities, NGO/CBO will keep playing an important role in this sense. CLC developed by NFEC as well, may be able to play a role of community mobilisers in the future.

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## **Annexes**

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## ANNEX 1: CASP Project Design Matrix (PDM) Version 2

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumption
<b>Super Goal</b> Improved enrollment ratio in formal education for children who have no access to education system aged 6 -14.	Net Enrollment Rate and Gross Enrollment Rate in primary school are increased.	Reports and statistics of DEO, DoE, MoES, Education for ALL 2004-2009	HMG continues to promote the policy for "Education for All".
<b>Overall Goal</b> The model developed by the Project is adopted in other areas in Nepal	Number of ASP classes in which the model of community involvement developed by the Project is adopted by	Report and records of ASP at NFEC/DEO	HMG continues to promote the policy for "Education for All".
<b>Project Purpose</b> An operational model of the community-based Alternative Schooling Program is developed.	"Operational Guideline for the Alternative Schooling Program" based on the Pilot Activities is developed at the initiative of	"Operational Guideline for the Alternative Schooling Program". Process Monitoring Sheet (to be developed by the	NFEC continues to promote the model of community involvement into ASP developed by the
<b>Output</b> 1. Institutions and Organizations to operate ASP is strengthened through the Pilot Activities and Development of Dropout Program. 2. Children who participated in School Outreach Program in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Program in the Pilot Activities complete primary school level education equivalent to formal education through community mobilization and support. 3. Network among stakeholders who are involved in NFE for children at the different levels* is strengthened. *Communities, relevant organizations on ASP, donor agencies.	1. Degree of institutional strengthening of ASP, measured by the checklist developed by the project, exceeds 90% by the end of the Project. 2-1. (1) Enrollment rate of children after SOP in target sites rises to 75% by the end of the Project. (2) Enrollment rate of children after SOP to desired grade (Class 4) in target sites rises to 65% by the end of the (3) Average attendance rate of SOP classes in target sites for 3 years is retained at 60%. 2-2. (1) Completion rate of children after FSP rises to 75% in target sites by the end of the Project. (2) Average attendance rate of FSP classes in target sites for 3 years is retained at 60%. 2-3. The extent of Knowledge /Awareness, Attitude and Practice of children's schooling among parents measured by selected indicators of KAP Survey is enhanced by the end 3-1 10 cases are identified as a result of strengthening networking among stakeholders who are involved in NFE for children at the different levels.	1. Check list of institutional strengthening of ASP (developed by the Project), Project reports, Minutes of Working Group meetings, Results of ID/OS Workshop 2- (1) Result of Situation Analysis in Endline Study 1. (2) Result of Situation Analysis in Endline Study (3) Attendance record of the SOP classes 2- (1) Attendance record of the FSP classes, result of the examination 2. (2) Attendance record of the FSP classes 2- Comparison of results of baseline and endline KAP (Knowledge, Attitude and Practice) Survey 3. 3-1. Project reports, publication prepared by NFEC, DEO, and CASP	Frequent transfer of counterparts personnel does not occur.
<b>Project Activities</b> <b>1. Institutional development and Organizational</b> 1) Analyze the current ASP 2) Develop a strategy to improve current ASP 3) Establish an implementation system in the target areas 4) Implement ASP in the target areas (including M&E and revision) 5) Develop the PSDC (Program for School Dropout Children) 6) Compile the measures to improve the community-based ASP and recommendations based on the Pilot Activities <b>2. Community-based Pilot Activities</b> 1) Prepare community-based Pilot Activities 2) Implement community-based Pilot Activities <b>3. Networking</b> 1) Hold workshop among relevant organizations and stakeholders 2) Organize public relation activities	<b>Inputs</b> <b>&lt;Nepal side&gt;HMG</b> 1) Appropriate counterparts and administrative personnel assigned to ASP 2) Office Space and Facilities made available to ASP 3) Funding for Operational costs necessary for ASP	<b>&lt;Japanese Side&gt;JICA</b> 1) Experts (Chief Advisor, Information Education and Communication, Monitoring /Evaluation, Institutional Development/Organizational Strengthening, Community Development, Project Coordinator) 2) C/P Training 3) Equipment provision 4) Operational cost expenditure (Local Resource Person, Networking Workshop, Training cost )	Security condition in the target districts does not worsen. The current government structure related to ASP and ASP itself are not dramatically changed. Target communities understand and actively collaborate with the Pilot Activities. Election of local government bodies does not greatly affect the implementation of the Pilot Activities. Election of local government bodies does not greatly affect the implementation of the Pilot <b>Pre-condition</b> Security condition in the target districts does not worsen. DEO, Local bodies, CBO and community people in the target areas accept the Pilot Activities

Abbreviations : ASP: Alternative Schooling Program, DEO: District Education Office, ID/OS: Institutional Development/Organizational Strengthening, KAP: Knowledge, Attitude and Practice, NFE: Non-Formal Education, NFEC: Non-Formal

## ANNEX 2-1: Table of Achievement

Evaluation Items	Confirmation Items	Results
<b>Overall Goal</b> The model developed by the Project is adopted in other areas in Nepal	The number of CASP ASP classes adopted by DEO/NFEC	The target number has not been decided yet.
<b>Project Purpose</b> An operational model of the community-based alternative schooling program is developed.	The progress of development of "Operational Guideline for the Alternative Schooling Program" based on the Pilot Activities	Development of "Operational Guideline for ASP" has not been started. The target user, or contents of the Guideline are not yet clear.
<b>Output 1</b> Institutions and Organizations to operate ASP is strengthened through the Pilot Activities and Development of Dropout Program	The degree of institutional strengthening of ASP, measured by the checklist developed by the project, exceeds 90% by the end of the Project (Target at Mid-term: 70%)	43% (6-Feb-05) 57% (1-Feb-06) 60%(Aug -06) Source: <i>Checklist for institutional development</i> Networking and information sharing among different institutions are still weak, while the field level institutions have gained practical knowledge.
<b>Output 2</b> Children who participated in School Out reach Program in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Program in the Pilot Activities complete primary school level education equivalent to formal education through community mobilization and support.	2.1 1) The enrolment rate of children after SOP in target sites rises to 75% by the end of the Project.	Before the Project Dhading 57% Siraha 77% *The number in Siraha including children not originally registered.
	2) The enrolment rate of children after SOP to desired grade (Class 4) in target sites rises to 65% by the end of the Project.	Before the Project Dhading 42% Siraha 61%
	3) The average attendance rate of SOP classes in target sites for 3 years is retained at 60%.	Apr – Dec 05                      Aug 06 Dhading 87%                      92% Siraha no data                      - Kathmandu -                      76%
	2.2 1) The completion rate of children after FSP rises to 75% in target sites by the end of the Project.	Before the Project Dhading 70% Siraha no data
2) The average attendance rate of FSP classes in target sites for 3 years is retained at 60%.	Apr – Dec 05                      Aug-06 Dhading 87%                      86% Siraha no data                      - Kathmandu -                      80%	

Evaluation Items	Confirmation Items	Results																																																																																																										
	2.3 The extent of Knowledge/Awareness, Attitude and Practice of children's schooling among parents measured by selected indicators of KAP Survey is enhanced by the end of the Project.	<p>[Baseline data and Target* data] * Target set for both Dhading and Siraha</p> <p>1. Knowledge (%) <span style="float: right;">*Target for KTM has not decided.</span></p> <table border="1" data-bbox="1249 293 1980 596"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Dhading</th> <th rowspan="2">Siraha</th> <th rowspan="2">Target</th> <th colspan="2">Kathmandu</th> </tr> <tr> <th>SOP</th> <th>FSP</th> </tr> </thead> <tbody> <tr><td>1</td><td>14.8</td><td>43.3</td><td>70</td><td>70.3</td><td>84.7</td></tr> <tr><td>2</td><td>47.4</td><td>70.1</td><td>80</td><td>75.5</td><td>91.4</td></tr> <tr><td>3</td><td>51.5</td><td>73.9</td><td>70</td><td>83.6</td><td>92.8</td></tr> <tr><td>4</td><td>36.2</td><td>67.2</td><td>70</td><td>72.8</td><td>90.9</td></tr> <tr><td>5</td><td>29.6</td><td>42.5</td><td>70</td><td>78.6</td><td>82.4</td></tr> <tr><td>6</td><td>34.7</td><td>62.7</td><td>70</td><td>78.9</td><td>92.9</td></tr> <tr><td>7</td><td>82.7</td><td>81.3</td><td>85</td><td>80.3</td><td>95.0</td></tr> </tbody> </table> <p>2. Attitude</p> <table border="1" data-bbox="1249 660 1957 995"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Dhading</th> <th rowspan="2">Siraha</th> <th rowspan="2">Target</th> <th colspan="2">Kathmandu</th> </tr> <tr> <th>SOP</th> <th>FSP</th> </tr> </thead> <tbody> <tr><td>1</td><td>82.7</td><td>85.8</td><td>85</td><td>83.9</td><td>91.3</td></tr> <tr><td>2</td><td>82.1</td><td>79.1</td><td>85</td><td>68.5</td><td>62.4</td></tr> <tr><td>3</td><td>68.9</td><td>68.7</td><td>75</td><td>-</td><td>-</td></tr> <tr><td>4</td><td>63.8</td><td>53.7</td><td>70</td><td>-</td><td>-</td></tr> <tr><td>5</td><td>74.5</td><td>79.9</td><td>80</td><td>-</td><td>-</td></tr> <tr><td>6</td><td>92.9</td><td>96.3</td><td>95</td><td>-</td><td>-</td></tr> <tr><td>7</td><td>89.3</td><td>98.5</td><td>90</td><td>85.1</td><td>91.6</td></tr> <tr><td>8</td><td>82.6</td><td>66.1</td><td>85</td><td>70.5</td><td>64.6</td></tr> </tbody> </table>		Dhading	Siraha	Target	Kathmandu		SOP	FSP	1	14.8	43.3	70	70.3	84.7	2	47.4	70.1	80	75.5	91.4	3	51.5	73.9	70	83.6	92.8	4	36.2	67.2	70	72.8	90.9	5	29.6	42.5	70	78.6	82.4	6	34.7	62.7	70	78.9	92.9	7	82.7	81.3	85	80.3	95.0		Dhading	Siraha	Target	Kathmandu		SOP	FSP	1	82.7	85.8	85	83.9	91.3	2	82.1	79.1	85	68.5	62.4	3	68.9	68.7	75	-	-	4	63.8	53.7	70	-	-	5	74.5	79.9	80	-	-	6	92.9	96.3	95	-	-	7	89.3	98.5	90	85.1	91.6	8	82.6	66.1	85	70.5	64.6
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<p><b>Output 3</b>  Network among stakeholders who are involved in NFE for children at the different levels* is strengthened</p> <p>*Communities, relevant organization on ASP, donor agencies, NGOs and INGOs</p>	<p>The number of cases identified as a result of strengthening networking among stakeholders who are involved in NFE for children at the different levels (target: 10 cases).</p>	<p>3 cases were identified.  [Case 1]  PSDC Implementation Manual and Training manual for Educational Promoter (EP) of PSDC were developed after the PSDC workshops in central level and field level were conducted by the CASP/NFEC.</p> <p>[Case 2]  DoE Planning Officer was invited to the TTM held in January 06, for discussion with TTM members regarding SOP/FSP issues such as alternative facilitators and scholarship. The Officer and TTM members agreed to have an intensive discussion for the collaboration and coordination for SOP/FSP among MoES, NFEC, DoE, and concerned DEO staff in FY 2006.</p> <p>[Case 3]  ASP classrooms were prepared, equipped and conducted as a result of networking/coordination among community, VDC and Partner NGO.</p>																																						
<p><b>Activities</b>  1. Institutional development and Organizational Strengthening</p>	<p>1) Analyze the current ASP</p> <p>2) Develop a strategy to improve current ASP</p> <p>3) Establish an implementation system in the target areas</p>	<ul style="list-style-type: none"> <li>• Programme Implementation Manual (PIM) was revised without intervention by CASP. Some suggestions by CASP were adopted in the new PIM.</li> <li>• ID/OS Workshops were conducted in Dhading, Siraha and Kathmandu. Some strategies were developed.</li> <li>• The working Group was formed and the Monthly Meeting Guideline was developed in Dhading, Siraha and Kathmandu.</li> </ul>																																						

Evaluation Items	Confirmation Items	Results
		<ul style="list-style-type: none"> <li>• TTM has been conducted on a monthly basis.</li> <li>• "Mother School-based Monitoring System"</li> <li>• In Dhading, the system has been operated since SOP/FSP started. Follow-up meetings were held.</li> <li>• In Siraha, monitoring visits to SOP/FSP were conducted from Sep. to Dec. 2005.</li> <li>• In Kathmandu, the introduction of the system was discussed and agreed by the DEO Kathmandu.</li> </ul>
	4) Implement ASP in the target areas (including M&E and revision)	<ul style="list-style-type: none"> <li>• The Manual for CASP pilot activities (first version) was completed in English. The draft of the Nepalese version was completed as well.</li> </ul>
	5) Develop the PSDC (Program for School Dropout Children)	<ul style="list-style-type: none"> <li>• The PSDC implementation manual and the training manual for Educational Promoter (EP) of PSDC were developed.</li> <li>• TOT was conducted in the field.</li> <li>• The orientation for PSDC was conducted in 1 pilot district.</li> </ul>
	6) Compile the measures to improve the community-based ASP and recommendations based on the Pilot Activities	<ul style="list-style-type: none"> <li>• This activity is planned in 2008.</li> </ul>
2. Community-based Activities	Pilot 1) Prepare community-based Pilot Activities	<p>[CMC]</p> <ul style="list-style-type: none"> <li>• The Class Management Committee (CMC) was established for SOP and FSP in Siraha, Dhading and Kathmandu.</li> </ul> <p>[Community mobilization and participation activities]</p> <ul style="list-style-type: none"> <li>• In Dhading, activities were undertaken as planned.</li> <li>• In Siraha, activities were undertaken partially. (Activities in Siraha were stopped because of the security reasons.)</li> <li>• In Kathmandu the activities were undertaken as planned.</li> </ul>
	2) Implement community-based Pilot Activities	<ul style="list-style-type: none"> <li>• In Dhading, 5 SOP and 4 FSP classes have been operated.</li> <li>• In Siraha, 4 SOP and 4 FSP classes have been operated.</li> <li>• In Kathmandu, 4 SOP and 5 FSP classes have been operated.</li> </ul>
3. Networking	1) Hold workshop among relevant organizations and stakeholders	<ul style="list-style-type: none"> <li>• The study and the workshop of PSDC were conducted.</li> </ul>
	2) Organize public relation activities	<ul style="list-style-type: none"> <li>• Newsletters were published.</li> <li>• The catchphrase competition was conducted.</li> <li>• CASP Newsletter, NFEC Newsletter, and Dhading Newsletter were</li> </ul>

Evaluation Items	Confirmation Items	Results									
		published.									
Input (Japan)	1) Experts (Chief Advisor, Information Education and Communication, Monitoring/Evaluation, Institutional Development/Organizational Strengthening, Community Development, Project Coordinator)	101M/M (At the end of August 06) For details, see ANNEX 5-1 (List of Japanese experts).									
	2) C/P Training	<ul style="list-style-type: none"> <li>7 NFEC officers, 2 MoES officers and 2 DEO officers participated in the Technical Exchange Trip to Thailand.</li> <li>2 NFEC officers participated to Training in Japan.</li> </ul>									
	3) Equipment provision	<ul style="list-style-type: none"> <li>The equipment necessary for activities such as computers, photocopier, and projector were procured. For details, see ANNEX 5-2 (List of Equipment Provided by JICA)</li> <li>The total amount of equipment provided as of Feb 2006 is 3,725,000 Japanese Yen.</li> </ul>									
	4) Operational cost expenditure (Local Resource Person, Networking Workshop, Training cost)	<ul style="list-style-type: none"> <li>The Japanese side has allocated necessary budgets for the Activities of the Project as of Feb 2006 as shown in the following table.</li> </ul> <p style="text-align: center;">Unit: Thousand Japanese Yen</p> <table border="1"> <thead> <tr> <th>Japanese Fiscal Year</th> <th>2003</th> <th>2004</th> <th>2005</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>Local Operating Cost</td> <td>3,907</td> <td>13,995</td> <td>10,831</td> <td>28,733</td> </tr> </tbody> </table>	Japanese Fiscal Year	2003	2004	2005	Tot	Local Operating Cost	3,907	13,995	10,831
Japanese Fiscal Year	2003	2004	2005	Tot							
Local Operating Cost	3,907	13,995	10,831	28,733							
Input (Nepal)	1) Appropriate counterparts and administrative personnel assigned to ASP	<ul style="list-style-type: none"> <li>The number of NFEC staff was cut by the Nepalese government.</li> <li>Because of personnel transfers, retirements, and etc, counterparts changed frequently. The stability rates of counterparts are 11/16 in central (NFEC), 7/15 in Siraha, 10/16 in Dhading and 15/18 in Kathmandu.</li> </ul>									
	2) Office Space and Facilities made available to ASP	<p>[Central] The office space has been provided.</p> <p>[Dhading] The office does not need to be provided.</p> <p>[Siraha] The office does not need to be provided.</p> <p>[Kathmandu] The office does not need to be provided.</p>									
	3) Funding for Operational costs necessary for ASP implementation	<ul style="list-style-type: none"> <li>The Nepalese side has allocated necessary budgets for the Project as follows.</li> </ul> <table border="1"> <thead> <tr> <th>Japanese Fiscal Year</th> <th>2004</th> <th>2005</th> <th>2006</th> </tr> </thead> <tbody> <tr> <td>Local Operating Cost</td> <td>0</td> <td>239,000Rs</td> <td>330,000Rs</td> </tr> </tbody> </table> <p>* Cost allocated for CASP's 26 ASP class at Dhading, Siraha and KTM</p>	Japanese Fiscal Year	2004	2005	2006	Local Operating Cost	0	239,000Rs	330,000Rs	
Japanese Fiscal Year	2004	2005	2006								
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Evaluation Items	Confirmation Items	Results
<b>Important Assumption at Overall Goal Level</b>	Government continues to promote the policy for "Education for All".	<ul style="list-style-type: none"> <li>According to EFA 2004-2009, OSP Program changed to a new program called "PSDC". The Project cancelled OSP pilot activities and decided to support the PSDC development accordingly.</li> </ul>
at Project Purpose Level	NFEC continues to promote the model of community involvement into ASP developed by the Project.	<ul style="list-style-type: none"> <li>The project has developed a mode of ASP with community involvement and NFEC tries to promote the model, and DEOs try to utilize the model in non-pilot areas.</li> </ul>
at Output Level	Frequent transfers of counterparts personnel do not occur.	<ul style="list-style-type: none"> <li>The number of NFEC staff was cut by the Nepalese government.</li> <li>The Directors of DEO in Dhading and Siraha transferred.</li> </ul>
	NFEC continues to promote the policy and strategy of community involvement in ASP.	<ul style="list-style-type: none"> <li>Restructuring of ASP has been in progress based on the policy of EFA 2004-2009. Pilot Activities for OSP was cancelled.</li> </ul>
at Activity Level	The security condition in the target districts does not worsen.	<ul style="list-style-type: none"> <li>Due to the incident between rebels and security forces in Siraha District, activities in this district were scaled down. Some activities were terminated such as visits by the Japanese experts for the District Monthly Meetings and the community mobilization activities through the partner NGO.</li> <li>Kathmandu was added as pilot sites.</li> </ul>
	The current government structure related to ASP and ASP itself are not dramatically changed.	<ul style="list-style-type: none"> <li>Restructuring of ASP has been in progress based on the policy of EFA 2004-2009. Pilot Activities for OSP was cancelled.</li> <li>The Resource Centre (RC) System has changed. The number of RCs was reduced and new RPs were appointed. Some RP posts were vacant for a half year, which negatively affected implementation of pilot activities.</li> </ul>
	Target communities understand and actively collaborate with the Pilot Activities.	<ul style="list-style-type: none"> <li>Community were willing to donate the land for the ASP classes, and the labour for the construction of the classrooms.</li> </ul>
	The results of the election of local government bodies do not greatly affect the implementation of the Pilot Activities.	<ul style="list-style-type: none"> <li>It did not have serious affects.</li> </ul>
Pre-conditions	The security condition in the target districts does not worsen.	<p>[Dhading] There was a difficult period for the Japanese experts and NFEC to go to the Dhading.</p> <p>[Siraha] In December 2005, the security situation became the worst, and CASP scaled down pilot activities.</p> <p>[Kathmandu] There was no serious impact.</p>
	DEO, Local bodies, CBO and community people in the target areas accept the pilot activities.	<ul style="list-style-type: none"> <li>The pilot activities were well received by the community and DEO.</li> </ul>

## ANNEX 2-2: Implementation Process

Implementation Process	Necessary Information	Result
Management and implementation of the Project	<ul style="list-style-type: none"> <li>• Is the management system of the Project established?</li> <li>• How did the Project overcome problems?</li> </ul>	The Technical Team is established at NFEC. Two teams (core members and members) are established at district level. These teams are to discuss various problems and issues and overcome them. JCC established at the national level is to control all the process of the project.
Progress of activities	<ul style="list-style-type: none"> <li>• How did activities of the Project make progress compared to the initial plan (PO)?</li> </ul>	Some activities were not progressed as planned in the original PO. The delay was due to the addition of one more district (KTM) after security situation went worse.
Communication within the Project	<ul style="list-style-type: none"> <li>• Was communication within the Project satisfactory?</li> <li>• How did the Project overcome problems?</li> </ul>	NFEC started the Technical Team meetings consisting about 15 NFEC staff, since the original counterpart for the project was dismissal (He was a temporary staff). The Technical Team has provided all the concerned personnel with a opportunity to share the process of CASP.
Monitoring Process (Whether monitoring has been implementing properly)	<ul style="list-style-type: none"> <li>• Was the Monitoring Tool to monitor the whole Project developed?</li> <li>• Was the Monitoring Tool to grasp the progress of ASP implementation developed?</li> </ul>	The project developed two monitoring tools. One is the Technical Team Meeting and the District Monthly Meeting for the field level monitoring. A process monitoring sheet has been developed as well based on project's PO.
Ownership of Nepal side	<ul style="list-style-type: none"> <li>• Is ownership of MoES and NFEC firm?</li> <li>• The state of the cost sharing by Nepal side</li> </ul>	PSDC has been operated with the initiative of NFEC, though it is new and developed with the support of CASP. Ownership of the NFEC is high, but financial ownership is not so high.
Technical transfer	<ul style="list-style-type: none"> <li>• Were the approaches and strategies of the technical transfer appropriate?</li> </ul>	The technical transfer is made through meetings and discussion in the TTM or DMM. NFEC and DEO officer learned IDOS through learning by doing in the workshop.
Involvement of Beneficiaries	<ul style="list-style-type: none"> <li>• Did beneficiaries (counterparts, DEO, ASP people concerned) change by the Project?</li> <li>• Record of participation to the Project</li> </ul>	Because of community mobilization through CMC, Parents of the CASP children became active and constructive. Facilitator became friendly to the children. Mother school monitoring has also contributed to record keeping system.



**ANNEX 2-3: Evaluation by Five Criteria**

**1) Relevance**

Evaluation Items	Necessary Information	Result
1-1 Consistency with the Nepal's policy	Whether the Overall Goal and Project Purpose are appropriate to Nepal's National Development plan, and Education Plan.	<ol style="list-style-type: none"> <li>1. The Overall goal and the project purpose are consistent with the national policy of Nepal. Importance of education for all has high priority in the 10<sup>th</sup> five year plan (2002-2007) that is PRSP in Nepal.</li> <li>2. National Plan of Action for EFA set a target to have 100% enrolment rate of primary education by 2015.</li> <li>3. Also Ministry of Education &amp; Sport's the EFA core document (2004-2009) stress on having wider access to primary education by using various modalities such as Non-formal education.</li> <li>4. Therefore the overall goal, project purpose and the results of CASP are consistent with government policy.</li> </ol>
1-2 Consistency with the needs of the target group	Whether ASP children and their parents positively understand the activities of CASP.	<ol style="list-style-type: none"> <li>1. In Siraha CASP help traditional family (Muslims, minority and lower caste people) to be familiar with schooling system.</li> <li>2. At Dhading, almost all children in SOP &amp; FSP classes supported by CASP are lower caste and minority group background.</li> </ol>
1-3 Consistency with Japan's foreign aid policy	Whether the Overall Goal is appropriate to Japan's policy	<ol style="list-style-type: none"> <li>1. Supporting primary education in developing countries is one of the major policies of Japanese Government. Japan's Basic Education for Growth Initiative (BEGIN) is to challenge the realization of EFA.</li> <li>2. JICA Nepal office's country program emphasis on supporting EFA in Nepal.</li> <li>3. Thus, the overall goal, project purpose, and results of this project are definitely consistent with the Japanese ODA policy.</li> </ol>

## 2) Effectiveness

Evaluation Items	Necessary Information	Result
3-1 Achievement of the Project Purpose		
<p><b>Project Purpose</b> An operational model of the community-based alternative schooling program is developed.</p>	<ul style="list-style-type: none"> <li>• What is the level of the achievement of the project purpose?</li> </ul>	<ol style="list-style-type: none"> <li>1. "Operational Guideline for the ASP" has not developed yet. At the present stage, the project has proceeded to form a model for functional ASP class in the field level by working on the three outputs. The next stage to achieve the project purpose is to document the field experience into the "Operational Guideline". The three outputs are likely to be achieved and contribute to the achievement of the Project Purpose</li> <li>2. All activities in the Process Monitoring Sheet are proceeding as planned except one activity for PSDC.</li> </ol>
Factors contributing to the achievement of the Project Purpose		
<p>Factors contributing to the project purpose by outputs</p>	<ul style="list-style-type: none"> <li>• Whether the Outputs sufficient to achieve the project purpose</li> <li>• Whether important assumptions affect to the Project</li> </ul>	<ol style="list-style-type: none"> <li>1. The project designed to have the mother school monitoring system by achieving the output 1 (Strengthening institutions and Organizations), to have the community participation for ASP classes by achieving output 2 (community mobilization), to have sustainability by achieving output3. Therefore, outputs are considered to sufficient to achieve the project purpose.</li> <li>2. NFEC set up technical team that has strongly supported the progress of the project by challenging various problems such as changes in important assumptions.</li> <li>3. DEO organizes a monthly meetings including NGO, facilitators, RPs. From the meeting, CASP district level counterparts are able to share the information and discuss issues. DMM is an effective monitoring tool at district level.</li> </ol>
Factors constraining to the achievement of the Project Purpose		
<p>Factors constraining the effective implementation of activities</p>	<ul style="list-style-type: none"> <li>• Political affairs, public security</li> <li>• Management</li> <li>• Budget</li> <li>• Counterparts</li> <li>• Commitment by the Nepalese Government</li> </ul>	<p>Some of important assumptions to implement the project were changed.</p> <ol style="list-style-type: none"> <li>1. At the beginning, the project was designed to support OSP that was one of the activities in BPEPII (former education development plan). But the OSP was cancelled from EFA program (present education development plan). The project had to re-design the PDM to adjust the EFA.</li> <li>2. Security situation went worse to be forced for Japanese experts to not be able to go to Siraha. The project started pilot activities at Kathmandu from the beginning.</li> <li>3. The original counterpart who was not a permanent staff was dismissal.</li> <li>4. The RPs were transferred and not appointed for several months. As a result, all activities of the project were delayed.</li> </ol>

### 3) Efficiency

Evaluation Items	Necessary Information	Result
<b>Efficiency of Outputs</b>		
Appropriateness of the methods to accomplish Outputs	<ul style="list-style-type: none"> <li>• Are the achievement of the outputs are appropriate?</li> <li>• Are the outputs actually achieved worth the inputs?</li> <li>• The state of important assumptions</li> </ul>	<ol style="list-style-type: none"> <li>1. The indicator for the output 1 is relied on the checklist developed by the CASP. The projects target was set for 70% for the output 1. At the time of mid-term evaluation (MTEV), It was 60%.</li> <li>2. The indicator for the output 2 is average attendance rate for three (3) years. The target was set at 60 % for three (3) year. At the time of MTEV, the attendance rate is 86% for Dhading and 80% for Kathmandu (no data for Siraha).</li> <li>3. For the output 3, 3 cases are identified (target was 6). The definition of the "case" was not clear in the beginning, and therefore, some cases may not have been included in the output.</li> </ol>
<b>Quality, Quantity, Timing and appropriateness of Inputs</b>		
Experts	<ul style="list-style-type: none"> <li>• Number of experts</li> <li>• Expertise of experts</li> <li>• Length of placement</li> </ul>	<ol style="list-style-type: none"> <li>1. Japanese experts contributed for setting guidance and feedback system, sharing idea for community mobilization and linkage between formal and non-formal schooling.</li> <li>2. The NFEC officers pointed out that the needs for "educational specialist" in the Japanese expert team. They also pointed out the needs for small number of long-term experts rather than many short-term experts.</li> </ol>
Equipment	<ul style="list-style-type: none"> <li>• Category</li> <li>• Quantity</li> <li>• Timing</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment provided by JICA was sufficient, however, the utilization of the facility needs to be carefully monitored.</li> <li>• Computers provided were crucial to keep monitoring data at DEOs.</li> <li>• Photocopy, tables provided for a resource centre is used for producing examinations for ASP children, also meetings at the Resource Centre.</li> </ul>
Appointment and assignment of counterparts	<ul style="list-style-type: none"> <li>• Number</li> <li>• Expertise</li> </ul>	<ol style="list-style-type: none"> <li>1. For several months, there was no counterpart appointed, because the original counterpart (he was a temporary staff) was cut off due to the policy change for temporary staff. At the time of MTEV, One permanent staff is allocated to ASP unit. He is a counterpart of the CASP</li> <li>2. NFEC's technical team for supporting the CASP contributed to satisfactory progress of all activities.</li> </ol>
Building and facility	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Scale</li> <li>• Present Condition</li> </ul>	Physical facilities provided for the project activities are sufficient.
Budget allocation by Nepal side	<ul style="list-style-type: none"> <li>• Amount/Contents</li> <li>• Timing</li> </ul>	ASIP allocates planned resources for 26 CASP classes. Facilitators salary (2000Rs), textbooks (3000Rs for FSP, 5000Rs for SOP), Class establishment expense (2000Rs first year only), Class management expense (6000Rs).

Evaluation Items	Necessary Information	Result
Training abroad	<ul style="list-style-type: none"> <li>• Number of trainees</li> <li>• Contents of the training</li> <li>• Period of the training</li> <li>• Timing of the training</li> </ul>	<ol style="list-style-type: none"> <li>1. Two (2) counterparts had training in Hokkaido, Japan for two weeks and technical exchange program for eleven (11) counterparts in Thailand for 6 days were implemented to study non-formal education system in Thailand.</li> <li>2. The trainees planed an action to utilize the experience of the trainings, but the plan has not yet practiced.</li> </ol>
Cost efficiency of the Project	<ul style="list-style-type: none"> <li>• Has the project applied any cost efficient approach of project implementation?</li> </ul>	Due to insurgency, the project had to change its pilot site. Also policy change made the project to re-design PDM. These change in important assumption caused to extend the period of the project for 9 month.
<b>Efficiency of the supporting system to the Project</b>		
The role of the Technical Team in NFEC	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Member (Number, Expertise)</li> <li>• Agenda, suggestion, etc.</li> <li>• Frequency</li> <li>• Relation with the JICA Team (Japanese Experts and national staff)</li> </ul>	<ol style="list-style-type: none"> <li>1. NFEC organized technical team. The members consist of NFEC experts. Technical team meeting (TTM) is regularly organized once a month to share the progress and discuss issues and problems with Japanese experts</li> <li>2. Each of the CASP activities and monitoring in DEOs are discussed in the district monthly meeting.</li> <li>3. Both sides maintain the good relation to share issues and problems.</li> </ol>
The role of JCC	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Member (Number, Expertise)</li> <li>• Agenda, suggestion, etc.</li> <li>• Frequency</li> <li>• Relation with the Project Team (Experts and counterparts)</li> </ul>	The members of the JCC are representative from the Ministry of Education & Sports, Ministry of Finance, National Planning Commission and JICA. Reporting of the activities and recognition of issues were major topics in the JCC meeting. The last JCC held at February 2006 approved the change of PDM. Through good representation and close consultation among JCC members, the project obtains strong support.
Factors constraining the efficiency		
Factors constraining efficient Project implementation		<ol style="list-style-type: none"> <li>1. The important assumptions in PDM are changed due to insurgency. This affected the smooth implementation of the project. CASP Japanese experts were stopped for monitoring activities at Siraha. Nepalese counterparts also had constrained to have monitoring in both pilot sites.</li> <li>2. The policy change on ASP from BPEPII to EFA cancelled OSP affected to smooth implementation of the project.</li> <li>3. Frequent changes of counterparts such as district level and central level working for CASP affected smooth implementation of the project</li> </ol>

#### 4) Impact

Evaluation Items	Necessary Information	Result
<b>Project Purpose</b> An operational model of the community-based alternative schooling program is developed.	Whether the overall goal is projected to achieve	CASP has not completed to set an operational model at the time of evaluation. It is too early to tell that the model of the CASP is adopted in other areas in Nepal.
Contribution to achievement the Overall Goal by the Project Purpose	Whether the Project Purpose is appropriate to contribute to the Overall Goal	The development of an operational model of the CASP does not necessarily lead to be adopted in other area in Nepal.
Other Impacts	<ul style="list-style-type: none"> <li>• Effect to the government policy</li> <li>• Effect to other Donor Agencies and INGO/NGOs which implement projects related to NFE</li> <li>• Any effect to equity of access (gender and caste disparity)</li> </ul>	<ol style="list-style-type: none"> <li>1. Many officers realized the relationship between NFE and FE through CASP, and started discussion on supporting ASP children by scholarship, food for education program, and inclusion of the number of ASP children in Flash Report, application of SIP through the idea for the system of branch school for SOP, and connection with FSP and secondary schooling.</li> <li>2. At the field level, some impacts have been observed. For example, after the implementation of CASP, a community people in Subedidanda village started adult literacy class in the same ASP classes in the evening. They finished basic adult literacy course.</li> </ol>

5) Sustainability

Evaluation Items	Necessary Information	Result
<b>Policies and systems</b>		
Future Vision of ASP	<ul style="list-style-type: none"> <li>• Prospective policy about ASP</li> <li>• Whether ASP will be conducted by NFEC or other organizations</li> <li>• Whether the budget distribution will not change</li> </ul>	The idea that ASP is needed to achieve the government goal of EFA is commonly shared among the stakeholders in the Ministry+ however, this has not been reflected to the government policy and its resource (i.e. only 1.2% of educational budget is allocated to NFE program)
<b>Institutional and technical sustainability</b>		
CMC of ASP classes	Whether CMC of ASP has been empowered.	Most of CMC have acquired practical knowledge and skills in forming ASP classes and supporting them. However, they still require some support from NGOs in solving problems and communicating with other institutions.
DEO	Whether DEO has enough capacity	DEO administration on ASP has been hampered due to the frequent personnel transfer and lack of the staff. The person currently in charge of ASP was appointed by the DEO in the ad hoc base. The supervisor irregularly monitors the classes but delegates the most of monitoring work to resource person; however, the intensity of monitoring by the resource person varies. There is a discussion of setting up a NFE section at DEO, which is expected to contribute to strengthening NFE administration at the level of DEO
NFEC	Whether NFEC has enough capacity to sustain CASP model.	NFEC has also experience frequent personnel transfers, which slowed down the process of capacity development. On the other hand, it is expected that the establishment of ASP and PSDC unit in NFEC with a permanent staff will strengthen the management of ASP. The Project supported NFEC to organize Technical Team and to conduct monthly meetings with CASP experts to share monitoring results and issues faced in the Project. The knowledge and skills are disseminated to other NFEC counterparts.
<b>Financial sustainability</b>		
Financial resources available for extension of the programme.		How to secure financial resources to sustain activities has not been a focus of discussion. In the second half of the project, the intensive discussion should be made to analyze how much additional resources are required and how those can be secured to operate the CASP ASP model in the current 1,7000 classes.

ANNEX 3: Plan of Operation (PO) (Updated in February 2006)

Annex 3

		J. FY 2003				J. FY 2004				J. FY 2005				J. FY 2006				J. FY 2007				J. FY 2008				J. FY 2009			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	<b>OUTPUT 1: Institutional development and Organizational strengthening</b>																												
1-1.	Revise the current Programme Implementation Manual																												
1-2.	Conduct ID/OS workshops targeting Dhading DEO, Siraha DEO, and Kathmandu DEO in order to identify the issues of ASP																												
1-3.	Prioritize and make a checklist regarding measures to strengthen ASP in terms of its institution and operation.																												
1-4.	Establish working groups to monitor pilot activities comprising NFEC and Dhading DEO, Siraha DEO and Kathmandu DEO																												
1-5.	Conduct Technical Team Meeting regularly																												
1-6.	Prepare a Manual for CASP Pilot Activities																												
1-7.	Identify the target VDCs for pilot activities																												
1-8.	Conduct a study of dropout children in the target Districts																												
1-9.	Conduct a situation analysis (Baseline survey) of ASP in the target districts																												
1-10.	Review and revise the selection process of the implementation site and facilitators for ASP																												
1-11.	Identify the sites for pilot activities for ASP																												
1-12.	Select partner NGOs/CBOs respectively																												
1-13.	Conduct orientation meeting of ASP from Non-Formal Education Center to DEOs, partner NGOs/CBOs, and other stakeholders																												
1-14.	Review the current TOT																												
1-15.	Develop a "facilitators supporting system for ASP" as supplement to the current TOT system																												
1-16.	Develop a "monitor school-based monitoring system for ASP" to strengthen the monitoring																												
1-17.	Conduct District Monthly Meetings for pilot activities at Dhading DEO, Siraha DEO, and Kathmandu DEO																												
1-18.	Manage information and data regarding results of monitoring and examination for ASP at Dhading DEO, Siraha DEO, and Kathmandu DEO																												
1-19.	Conduct a situation analysis (Endline survey) in the target sites of pilot activities																												
1-20.	Conduct ID/OS workshops targeting NFEC/DEO in order to review the progress of pilot activities																												
1-21.	Compile the measures to improve each stage of the program cycle of ASP (Planning, Implementation and Monitoring, Feedback and make recommendations based on the pilot activities																												
1-22.	Develop the "Guideline (guidebook) for Community-based Alternative Schooling" based on "Manual for CASP pilot activities"																												
1-23.	Update the "process monitoring sheet" and complete the Bi-annual and Annual reports.																												
1-24.	Support development of dropout program (Program for School Dropout Children)																												

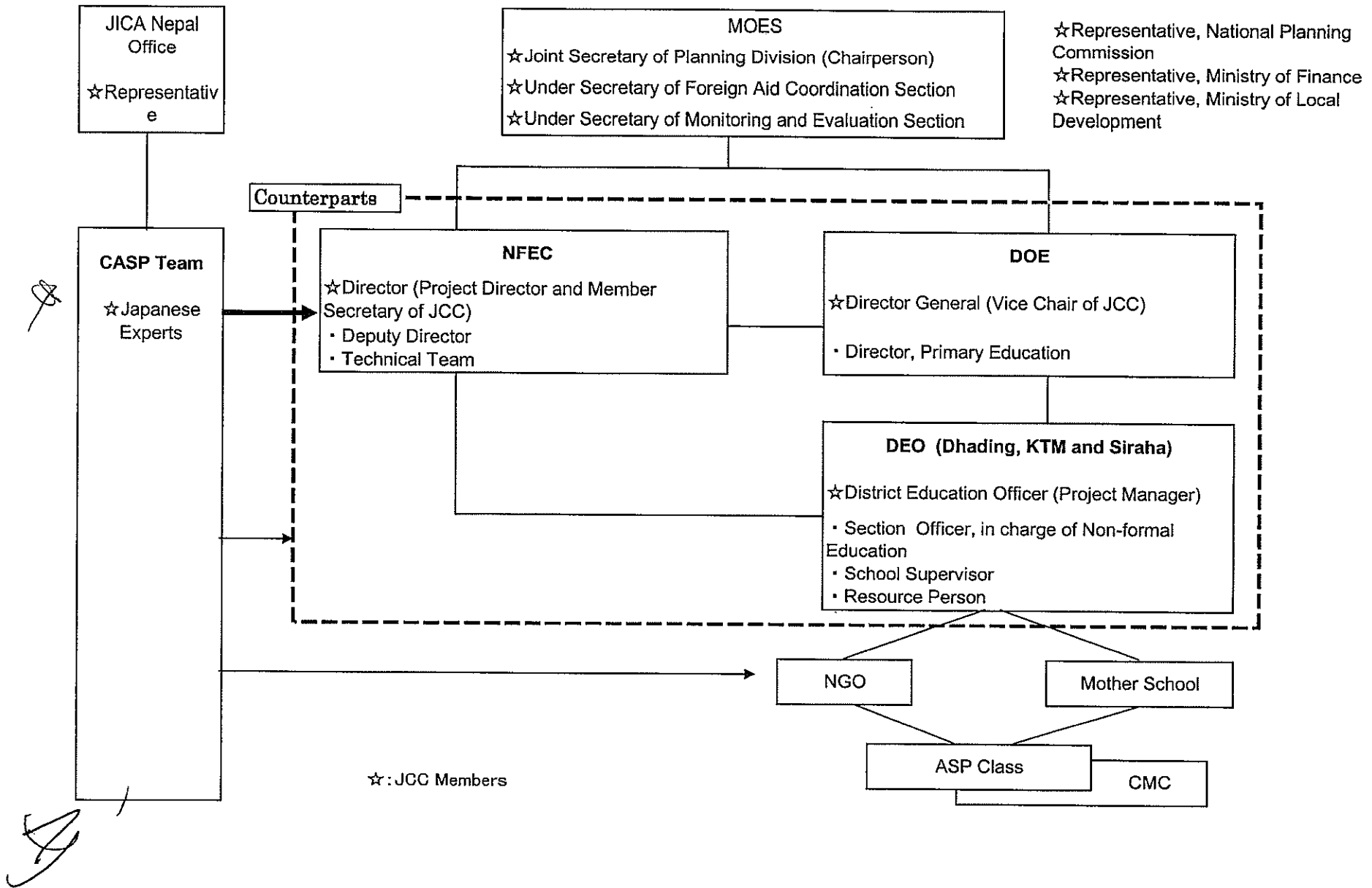
		J. FY 2003	J. FY 2004				J. FY 2005				J. FY 2006				J. FY 2007				J. FY 2008				J. FY 2009		
		IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
<b>2</b>	<b>OUTPUT 2: Community-based Pilot Activities</b>																								
2-1	Conduct orientation of the pilot activities in the target areas and implementation sites																								
2-2	Conduct KAP (Knowledge, Attitude, and Practice) survey (baseline survey) targeting parents who send their children to ASP																								
2-3	Establish the Class Management Committee in the implementation sites for SOP in each community																								
2-4	Implement the community mobilization and participation activities in implementation sites for SOP																								
2-5	Conduct the SOP in the implementation sites																								
2-6	Establish the Class Management Committee for FSP in each target community																								
2-7	Implement the community mobilization and participation activities in implementation sites for FSP																								
2-8	Conduct the FSP in the implementation sites																								
2-9	Compile the measures to promote community mobilization and participation for ASP, and make recommendations based on the pilot activities																								
2-10	Conduct KAP (Knowledge, Attitude, and Practice) survey (Endline survey) targeting parents who send their children to ASP																								
<b>3</b>	<b>OUTPUT 3: Networking</b>																								
3-1	Conduct workshops on relevant themes on Non-formal Education targeting relevant organizations (donor agencies NGO and INGO)																								
3-2	Compile the measures to strengthen network among stakeholders and recommendations based on pilot activities																								
3-3	Update the progress of ASP at Dhading DEO, Siraha DEO, and Kathmandu DEO through development of IEC (information /education/ communication) materials.																								
3-4	Conduct study tours to learn good practices of NFE program in nearby districts once in a year																								
3-5	Conduct technical exchange to learn good practices of NFE program in third country																								
3-6	Prepare an annual report on ASP																								
3-7	Conduct P.R. activities																								
3-8	Conduct Sharing Workshops on Pilot Activities for nearby districts																								
3-9	Conduct sharing workshops for District Education Officers on Pilot Activities at the central levels																								
3-10	Conduct workshops on "Guideline (guidebook) for Community-based Alternative Schooling" at district and central levels.																								
JCC																									
Submission of outputs																									

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# ANNEX 4: Project Organization Chart



### ANNEX 5-1: List of Japanese Experts

	Name	Field	MM*
1	Ms. Mutsumi Tsubouchi	Chief Advisor/Educational Plan	12.0
2	Ms. Yasuko Oda	Information, Education and Communication	26.6
3	Mr. Takehiro Iwaki	Institutional Development and Organizational Strengthening	12.0
4	Ms. Toshiko Shimada	Community Development	8.8
5	Mr. Hirokazu Takei	Monitoring and Evaluation	22.0
6	Mr. Shigenobu Handa	Project Coordinator	14.6
7	Ms. Mayumi Kobayashi	Project Coordinator	
8	Ms. Keiko Kotani	Project Coordinator	
9	Mr. Shigenobu Handa	Social Situation Study	2.5
10	Ms. Ayako Namura	Workshop Support	2.5
		Total	101

\* Total MM by September 2006 (include in Japan)



**ANNEX 5-2: List of Major Equipment Provided by JICA**

	Item	Main Specifications	Quantity	Unit Price (NRS)	Amount (NRS)	Place	Frequency of Use
1	Motorcycle	Honda CD DAWIN	3	81,000	243,000	N, D, S	Always
2	Digital Camera	Canon IXUS400	4	34,000	136,000	O, N, D, S	Always
3	OHP	A+K 350VF	4	63,500	254,000	O, N, D, S	Frequently
4	OHP Screen	A+K Tripod	2	29,000	58,000	D,S	Frequently
5	OHP Screen	A+K Tripod	2	19,000	38,000	O,N	Always
6	Projector	Canon LV-S3E	2	125,995	251,990	D, K	Sometime
7	PC	Intel Pentium IV 2.4 or 2.6 GHz	3	119,000	450,000	N, D, K	Sometime
8	Printer	Canon MF3110	3	31,000		N,D,K	Always
9	Video	NV-SJ200AM	2	10,500	21,000	D, K	Sometime
10	Motorbike	YAMAHA CRUX-S	1	93,900	93,900	K	Always
11	Digital Camera	Canon IXY60	1	26,900	26,900	K	Always
	Total			633,795	1,572,790		

O=Project Office, N=NFEC, D=Dhadin DEO, S=Silaha DEO, K=KTM DEO

1NRS=¥1.59 (September 9, 2006)

**ANNEX 5-3-1: Counterpart Training in Japan**

No.	Name of counterpart	Responsibilities on CASP	Present Position	Period
1	Mr. Hari Bole Khanal	R/D Signer	Executive Director, Caliculum Development Center, MOE	2005.9.23-10.8
2	Mr. Purna Bdr Shrestha	TTM	Section Officer, Population Education, PSDC Incharge, NFEC	2005.9.24-10.8

TTM: Technical Team Member

**ANNEX 5-3-2: Counterpart Training in Thailand**

No.	Name of counterpart	Responsibilities on CASP	Present Position	Period
1	Mr. Ram Prasad Pandey	TTM	Section Officer, Planning and Program, Adult Literacy, NFEC	2005.8.7-8.12
2	Ms. Meena Thapa	TTM	Section Officer, Administration and Women Education, NFEC	2005.8.7-8.12
3	Mr. Ram Prasad Adhikari	TTM	Section Officer, Population Education, PSDC in charge, NFEC	2005.8.7-8.12
4	Mr. Binod Devkota	<i>joined technical exchange</i>	Deputy Director, Account Section, MOES	2005.8.7-8.12
5	Mr. Madhav Prasad Dahal	TTM	Section Officer, Monitoring, Adult Literacy, NFEC	2006.8.6-8.12
6	Mr. Maheshwor Sharma	TTM	Section Officer, Networking Coordination and CLC, NFEC	2006.8.6-8.12
7	Mr. Chiranjibi Poudel	TTM	Section Officer, Women Literacy, NFEC	2006.8.6-8.12
8	Mr. Navaraj Khatiwada	DMM Core member	Section Officer, DEO Dhading	2006.8.6-8.12
9	Mr. Rudrahari Bhandari	DMM Planning Group member	Section Officer, In charge of Primary Education, DEO Kathmandu	2006.8.6-8.12
10	Mr. Ramhari Das Shrestha	<i>joined technical exchange</i>	Section Officer, Policy Analysis and Program Section, MOES	2006.8.6-8.12

TTM: Technical Team Member



## ANNEX 5-4: List of CASP Counterparts

as of 2006.8.24

Non-Formal Education Center														
No.	Name of counterpart	Responsibilities on CASP	Present Position		Reasons on position change	Period (JFY) of post related to CASP					Training experience			
			Position in terms of CASP			From	To	2003	2004	2005	2006	JFY	Type	Period
1	Ms. Bunu Shrestha	Director of the Project	Director, NFEC		Recently joined in NFEC	2006.08	Till date							
2	Mr. Hari Bole Khanal	ex NEFC Director (RD Signer)	Executive Director, CDC Director, Non-Formal Education Center		Transferred	2004.01	2006.08	-	-	-	-	2005	Japan	2005.9.23-10.8
3	Mr. Kedar Chandra Khanal	Technical Team Member	Director, Food for Education Project Deputy Director, Planning and Management		Transferred	2004.01	2006.08	-	-	-	-			
4	Mr. Laxman Khanal	Technical Team Member	Deputy Director, NFEC Deputy Director, Planning and Management		recently joined but he is ex-DEOR, Kathmandu	2006.08	Till date				-	2006	Japan	2006.9.23-10.8
5	Mr. Shubha Darshan Acharya	Technical Team Member	Deputy Director, Curriculum, Textbooks and Training		Retired	2004.02	2005.04	-	-	-	-			
6	Mr. Mukti Prasad Gyawali	Technical Team Coordinator	Same as below Deputy Director, Curriculum, Textbooks and Training			2005.08	Till date				-	2006	Japan	2006.9.23-10.8
7	Mr. Bikash Sharma	Technical Team Member	Section Officer, Basic Education (ASP&OSP)		Terminated by end of BPEP II	2004.01	2004.07	-	-	-	-			
8	Ms. Muna Regmi	Technical Team Member	Section Officer, Woman Literacy		Terminated by end of BPEP II	2004.01	2004.07	-	-	-	-			
9	Mr. Madhusudhan Tripathi	Technical Team Member	Section Officer, Adult Literacy		Terminated by end of BPEP II	2004.01	2004.07	-	-	-	-			
10	Mr. Ram Prasad Pandey	Technical Team Member	Section Officer, Planning and Program, Adult Literacy Section Officer, Planning			2004.01	Till date	-	-	-	-	2005	Thailand	2005.8.7-8.12
11	Mr. Madhav Prasad Dahal	Technical Team Member	Section Officer, Monitoring, Adult Literacy Section Officer, Monitoring and Evaluation			2004.01	Till date	-	-	-	-	2006	Thailand	2006.8.6-8.12
12	Mr. Maheshwor Sharma	Technical Team Member	Section Officer, Networking Coordination and CLC Section Officer, CLC		TTM since June 2006	2006.06	Till date	-	-	-	-	2006	Thailand	2006.8.6-8.12
13	Ms. Meena Thapa	Technical Team Member	Section Officer, Administration and Women Education Section Officer, Coordination/Material Distribution		TTM since June 2006	2006.06	Till date	-	-	-	-	2005	Thailand	2005.8.7-8.12
14	Ms. Pramod Kumar Sharma	Technical Team Member	Section Officer, ASP and EMIS In charge Section Officer, Research, Monitoring and Evaluation			2004.07	Till date	-	-	-	-	2006	Thailand	2006.9.4-22
15	Mr. Rajendra Sijapati	Technical Team Member	Same as below Section Officer, Income Generating and CLC		TTM since Aug. 2006	2006.08	Till date	-	-	-	-			
16	Mr. Ram Prasad Adhikari	Technical Team Member	Same as below Section Officer, Population Education, PSDC In charge, NFEC		UNFPA Assignment	2004.01	Till date	-	-	-	-	2005	Thailand	2005.8.7-8.12
17	Mr. Purna Bdr Shrestha	Technical Team Member	Same as below Section Officer, Population Education, PSDC In charge, NFEC		UNFPA Assignment	2004.03	Till date	-	-	-	-	2005	Japan	2005.9.24-10.8
18	Mr. Chiranjibi Poudel	Technical Team Member	Same as below Section Officer, Women Literacy		TTM since Aug. 2006	2006.08	Till date	-	-	-	-	2006	Thailand	2006.8.6-8.12

District Education Office, Dhading													
No.	Name of counterpart	Responsibilities on CASP	Present Position	Reasons on position change	Period (Japanese Fiscal Year) of post related to CASP					Training experience			
			Position in terms of CASP		From	To	2003	2004	2005	2006	JFY	Type	Period
1	Mr. Dhruva K C	DMM Core member	District Education Officer, Pyuthan (as of mid-Aug) District Education Officer, Dhading	Transferred	2004.01	2004.08	—						
2	Mr. Krishna Prasad Kapri	DMM Core member	District Education Officer, Mahottari District Education Officer, Dhading	Transferred	2004.09	2005.07		—					
3	Mr. Kamaleshwor Sinha	DMM Core member	District Education Officer, Rautahat District Education Officer, Dhading	Transferred	2005.07	2005.10			—				
4	Mrs. Divyakala Shrestha	DMM Core member	Same as below District Education Officer, Dhading		2005.11	Till date			—		2006	Japan	2006.9.23-10.8
5	Mr. Yoga Raj Bhattarai	DMM Core member	District Education Officer, Sankhuwasabha (as of mid-Aug) Section Officer, In charge of Primary Education	Transferred	2004.01	2004.11	—						
6	Mr. Ram Krishna Shinkhada	DMM Core member	Same as below Section Officer, In charge of Primary Education		2004.11	Till date		—	—				
7	Mr. Navaraj Khatiwada	DMM Core member	Same as below Section Officer		2005.05	Till date			—		2006	Thailand	2006.8.6-8.12
8	Mr. Prakash Sapkota	DMM member	School Supervisor, In charge of Benighat School Supervisor		2004.01	Till date		—	—				
9	Mr. Dinesh Ghimire	DMM member	School Supervisor, DEO Kathmandu School Supervisor, In charge of Jogimara & Dhussa	Transferred	2004.01	2005.05		—	—				
10	Mr. Shiva Raj Regmi	DMM member	School Supervisor, In charge of Jogimara & Dhussa School Supervisor		2004.01	Till date		—	—				
11	Mr. Lal Bahadur Pandey	DMM member	School Supervisor, In charge of Gajuri School Supervisor, In charge of Jogimara & Dhussa		2005.04	Till date			—				
12	Mr. Kamal Raj Kandel	DMM member	Resource Person, Gajuri, In charge of Gajuri Resource Person, Richoktar, In charge of Benighat		2004.01	Till date		—	—				
13	Mr. Babu Ram Nepal	DMM member	Resource Person, Adamtar, In charge of Adamtar Resource Person, Gajuri, In charge of Gajuri	Transferred by Gov	2004.01	2005.07		—	—				
14	Mr. Basanta Silwal	DMM member	Resource Person, Richoktar, In charge of Benighat Resource Person, Adamtar, In charge of Adamtar		2004.01	Till date		—	—				
15	Mr. Indra Bahadur Shrestha	DMM member	Same as below Resource Person, Majhimtar, In charge of Jogimara & Dhussa		2006.01	Till date			—				
16	Mr. Krishna Shrestha		Same as below Technical Assistant	Attend as DMM Secretary/Manager	2004.01	Till date		—	—				

**District Education Office, Siraha**

No.	Name of counterpart	Responsibilities on CASP	Present Position	Reasons on position change	Period (Japanese Fiscal Year) of post related to CASP					Training experience			
			Position in terms of CASP		From	To	2003	2004	2005	2006	JFY	Type	Period
1	Mr. Mukti Nath Chaudhary	DMM Core member	/	Transferred	2004.05	2004.11	-	-					
2	Mr. Umakanta Mishra	DMM Core member	District Education Officer, Siraha District Education Officer, Kapilbastu	Transferred	2004.11	2005.06		-					
3	Mr. Mukti Nath Chaudhary	DMM Core member	/	Retired	2005.06	2005.09			-				
4	Mr. Dilliram Rimal	DMM Core member	District Education Officer, Siraha Higher and Technical Education Section, MoES	Transferred	2005.09	2006.07			-				
5	Mr. Ram Niwas Thakur	DMM Core member	Same as below District Education Officer, Siraha	Recently joined	2006.08	Till date				-			
6	Mr. Ram Ashish Thakur	DMM Core member	School Supervisor, Saptari	Transferred	2004.05	2005.11	-	-	-				
7	Mr. Khula Nath Regmi	DMM Core member	Section Officer, In charge of Primary Education Section Officer, In charge of Primary Education		2004.05	Till date	-	-	-				
8	Mr. Mahendra Mahato	DMM member	School Supervisor School Supervisor		2004.05	Till date	-	-					
9	Mr. Chandeshower Psd. Shah	DMM member	School Supervisor, In charge of CASP/ASP School Supervisor, Bhojpur	Transferred	2004.05	2006.02	-	-	-				
10	Mr. Patasi Yadav	DMM member	/	Terminated	2004.05	2005.05	-	-					
11	Mr. Shyam Kumar Yadav	DMM member	Resource Person, Kabilasi, In charge of Vidhyanagar, Tenuwapatti & Bidhyanagar	Terminated	2004.05	2005.05	-	-					
12	Mr. Deo Narayan Yadav	DMM member	Resource Person, Sukhipur, In charge of Kushaha Laxminiya		2006.02	Till date			-				
13	Mr. Mohit Narayan Yadav	DMM member	Resource Person, Kafara Jijaul, In charge of Tenuwapatti & Bidhyanagar		2006.02	Till date			-				
14	Mr. Upendra Psd. Mahato		Same as below Technical Assistant	Attend as DMM Secretary/Manager	2004.01	Till date	-	-	-				
15	Mr. Diwakar Subedi		Same as below Accountant	Partially attend DMM	2004.01	Till date	-	-	-				

**District Education Office, Kathmandu**

No.	Name of counterpart	Responsibilities on CASP	Present Position Position in terms of CASP	Reasons on position change	Period (Japanese Fiscal Year) of post related to CASP					Training experience			
					From	To	2003	2004	2005	2006	JFY	Type	Period
1	Mr. Jiwan Sharma Paudel		Deputy Director, Secondary Education, DoE DEO Officer, Kathmandu		2004.07	2005.07							
2	Mr. Laxman Khanal	DMM Planning Group member	Deputy Director, NFEC DEO Officer, Kathmandu	Transferred	2005.12	2006.08					2006	Japan	2006.9.23-10.8
3	Mr. Durga Nath Gautam	DMM Planning Group member	Same as below DEO Officer, Kathmandu	be new to his post	2006.08	Till date							
4	Mr. Rudrahari Bhandari	DMM Planning Group member	Same as below Section Officer, In charge of Primary Education		2005.12	Till date					2006	Thailand	2006.8.6-8.12
5	Ms. Muna Sapkota	DMM Implementation Group member	Same as below Technical Assistant		2005.12	Till date							
6	Mr. Ram Psd. Dhungana	DMM Implementation Group member	Same as below School Supervisor, In charge of Talkududechour & Chaimale		2005.12	Till date							
7	Mr. Dinesh Khanal	DMM Implementation Group member	Same as below School Supervisor, In charge of Sangla		2005.12	Till date							
8	Ms. Pramila Adhikari	DMM Implementation Group member	School Supervisor School Supervisor, In charge of Jorpati & Sundarjal		2005.12	Till date							
9	Mr. Dipeshwar Thapa	DMM Implementation Group member	Same as below School Supervisor, Bouddha, In charge of Bouddha Tinchule		2005.12	Till date							
10	Ms. Rebika Amatya	DMM Implementation Group member	Same as below School Supervisor, In charge of Gongabu		2005.12	Till date							
11	Mr. Laxmi Psd. Bhattarai	DMM Implementation Group member	Same as below School Supervisor, In charge of Koteshwar & Baneshwor		2005.12	Till date							
12	Mr. Basudev Regmi	DMM Implementation Group member	Same as below Resource Person, Pharping, In charge of Talkududechour &		2005.12	Till date							
13	Mr. Ram Bhakta Sigdel	DMM Implementation Group member	Same as below Resource Person, Sukhipur, In charge of Sangla		2005.12	Till date							
14	Mr. Surya Bdr. Gurung	DMM Implementation Group member	Resource Person, Gokarna, In charge of Jorpati & Sundarjal	Resigned	2005.12	2006.06							
15	Mr. Yadu Nath Sharma	DMM Implementation Group member	Same as below Resource Person, Gokarna, In charge of Jorpati & Sundarjal		2006.06	Till date							
16	Mr. Ram Narayan Shah	DMM Implementation Group member	Same as below Resource Person, Sukhipur, In charge of Bouddha Tinchule		2005.12	Till date							
17	Mr. Ram Bdr. Bhandari	DMM Implementation Group member	Same as below Resource Person, Gongabu, In charge of Gongabu		2005.12	Till date							
18	Mr. Siddha Raj Mishra	DMM Implementation Group member	Same as below Resource Person, Koteshwar, In charge of Koteshwar &		2005.12	Till date							



Ministry of Education & Sports														
No.	Name of counterpart	Responsibilities on CASP	Present Position		Reasons on position change	Period (Japanese Fiscal Year) of post related to CASP					Training experience			
			Position in terms of CASP			From	To	2003	2004	2005	2006	JFY	Type	Period
1	Mr. Balananda Paudel	JCC Member	Same as below Act. Secretary		Recently appointed	2006.08	Till date							
2	Mr. Ram Sarober Dubey	JCC Member	Act. Secretary Satarkata Kendra Officiating Secretary		Transferred	2004.03	2006.08	--	--	--				
3	Mr. Chuman Singh Basnet	JCC Member	Secretary Same as below		Retired	2004.03	2006.02	--	--					
4	Dr. Lava D. Awasthi	JCC Member	Under Secretary, Foreign Aid Coordination Same as below			2004.03	Till date	--	--	--				
5	Mr. Diwaker Dhungel	JCC Member	Under Secretary, Monitoring and Evaluation Same as below			2004.03	Till date	--	--	--				
6	Mr. Binod Devkota		Deputy Director, Account Section Same as below									2005	Thailand	2005.8.7 - 8.12
7	Mr. Ramhari Das Shrestha		Section Officer, Planning Section Same as below									2006	Thailand	2006.8.6-8.12

Department of Education

No.	Name of counterpart	Responsibilities on CASP	Present Position		Reasons on position change	Period (Japanese Fiscal Year) of post related to CASP					Training experience			
			Position in terms of CASP			From	To	2003	2004	2005	2006	JFY	Type	Period
1	Mr. Satya Bdr. Shrestha	JCC Member	Director General Same as below		Retired	2004.01	2004.02	--						
2	Mr. Janardhan Nepal	JCC Member	Director General Executive Director, NCED		Acting DG (-2005.08), Full DG from (2006.01)	2005.08	Till date		--	--				
3	Mr. Ramswarup Sinha	Primary Education Dev., DOE	Director, DoE		Transferred	2004.03	2006.08	--	--	--				
4	Mr. Ram Balak Singh	Planning and Monitoring Sec., DOE	Deputy Director, Planning Same as below		Retired	2004.01	2006.02	--	--					
5	Mr. Mahashram Sharma	Planning and Monitoring Sec., DOE	Deputy Director, Planning Same as below			2005.03	Till date		--	--				
6	Mr. Krishna Dhungana	Technical Team Member	Planning Officer, DoE			2005.11	Till date			--				

評価グリット 子どものためのコミュニティ主体型ノンフォーマル教育プロジェクト中間評価

評価の視点：実績と実施プロセスの検証 (PDM Ver.2 2006/2)

評価項目	必要な情報及びデータ	結果												
上位目標の達成見込み														
[上位目標] プロジェクトにより開発された CASP の運用モデルが、ネパールの他の地域で適用される。	プロジェクトで開発された CASP の運用モデルによって他の地域で実施されている ASP の数	CASP の運用モデルを開発段階であるため、モデルの適用数は現段階では決定されていない。												
プロジェクト目標の達成状況														
[プロジェクト目標] CASP 運用モデルが開発される。	CP の主体的な活動による「CASP 運用ガイドライン」の開発	内容や使用対象者は明確でなく、「CASP 運用ガイドライン」の開発は開始されていない。												
プロジェクト成果の達成状況														
[成果] 1. パイロット活動を通じて、ASP 制度運営が強化される。	プロジェクトによって開発されたチェックリストにより検討される ASP の制度・組織強化の度合い (チェックリストの評価が最終時に 90%となる)。	<p>制度・組織強化のチェックリストの結果</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">目標値</th> </tr> </thead> <tbody> <tr> <td>43% (2005年2月6日)</td> <td></td> <td></td> </tr> <tr> <td>57% (2006年2月1日)</td> <td>中間評価時</td> <td>70%</td> </tr> <tr> <td>60% (2006年8月)</td> <td>終了時点</td> <td>90%</td> </tr> </tbody> </table> <p>現場レベルでは実践的知識の蓄積がなされているが、ASP 関係機関のネットワークや情報共有が弱い。</p>		目標値		43% (2005年2月6日)			57% (2006年2月1日)	中間評価時	70%	60% (2006年8月)	終了時点	90%
	目標値													
43% (2005年2月6日)														
57% (2006年2月1日)	中間評価時	70%												
60% (2006年8月)	終了時点	90%												
[成果] 2. パイロット活動の対象地域でコミュニティ動員と支援により、SOP に参加した児童が学校教育課程に進み、また FSP に参加した児童が学校教育課程と同等の教育を修了する。	2-1 1) プロジェクト終了までに対象地域での SOP 修了児童の 75%が正規学校に就学する。	<table border="1"> <thead> <tr> <th>就学率</th> <th>プロジェクト前 (2005)</th> <th>プロジェクト後 (2009)</th> </tr> </thead> <tbody> <tr> <td>ダディン</td> <td>57%</td> <td>—</td> </tr> <tr> <td>シラハ</td> <td>77%</td> <td>—</td> </tr> <tr> <td>カトマンズ</td> <td>調査中</td> <td>—</td> </tr> </tbody> </table> <p>*シラハの就学率の数値は、初期に登録しなかった子供も含</p>	就学率	プロジェクト前 (2005)	プロジェクト後 (2009)	ダディン	57%	—	シラハ	77%	—	カトマンズ	調査中	—
就学率	プロジェクト前 (2005)	プロジェクト後 (2009)												
ダディン	57%	—												
シラハ	77%	—												
カトマンズ	調査中	—												

	<p>2.) プロジェクト終了までに対象地域の SOP 修了児童の 65%が 4 年生に就学する。</p>	<table border="1"> <thead> <tr> <th>就学率</th> <th>プロジェクト前 (2005)</th> <th>プロジェクト後 (2009)</th> </tr> </thead> <tbody> <tr> <td>ダディン</td> <td>42%</td> <td>—</td> </tr> <tr> <td>シラハ</td> <td>61%</td> <td>—</td> </tr> <tr> <td>カトマンズ</td> <td>調査中</td> <td>—</td> </tr> </tbody> </table>	就学率	プロジェクト前 (2005)	プロジェクト後 (2009)	ダディン	42%	—	シラハ	61%	—	カトマンズ	調査中	—
就学率	プロジェクト前 (2005)	プロジェクト後 (2009)												
ダディン	42%	—												
シラハ	61%	—												
カトマンズ	調査中	—												
	<p>3) SOP の 3 年間の平均出席率が 60%</p>	<table border="1"> <thead> <tr> <th>出席率</th> <th>2005 年 4-12 月</th> <th>2006 年 8 月 (中間評価時)</th> </tr> </thead> <tbody> <tr> <td>ダディン</td> <td>87%</td> <td>92%</td> </tr> <tr> <td>シラハ</td> <td>データなし</td> <td>—</td> </tr> <tr> <td>カトマンズ</td> <td>—</td> <td>76%</td> </tr> </tbody> </table>	出席率	2005 年 4-12 月	2006 年 8 月 (中間評価時)	ダディン	87%	92%	シラハ	データなし	—	カトマンズ	—	76%
出席率	2005 年 4-12 月	2006 年 8 月 (中間評価時)												
ダディン	87%	92%												
シラハ	データなし	—												
カトマンズ	—	76%												
	<p>2-2 1) プロジェクト終了時までに対象地域で FSP 完業率が 75%</p>	<table border="1"> <thead> <tr> <th>完業率</th> <th>プロジェクト前 (2005)</th> <th>プロジェクト後 (2009)</th> </tr> </thead> <tbody> <tr> <td>ダディン</td> <td>70%</td> <td>—</td> </tr> <tr> <td>シラハ</td> <td>データなし</td> <td>—</td> </tr> <tr> <td>カトマンズ</td> <td>調査中</td> <td>—</td> </tr> </tbody> </table>	完業率	プロジェクト前 (2005)	プロジェクト後 (2009)	ダディン	70%	—	シラハ	データなし	—	カトマンズ	調査中	—
完業率	プロジェクト前 (2005)	プロジェクト後 (2009)												
ダディン	70%	—												
シラハ	データなし	—												
カトマンズ	調査中	—												
	<p>2) 対象地域での 3 年間の平均出席率が 60%</p>	<table border="1"> <thead> <tr> <th>出席率</th> <th>2005 4-12 月</th> <th>2006 年 8 月 (中間評価時)</th> </tr> </thead> <tbody> <tr> <td>ダディン</td> <td>87%</td> <td>86%</td> </tr> <tr> <td>シラハ</td> <td>データなし</td> <td>—</td> </tr> <tr> <td>カトマンズ</td> <td>—</td> <td>80%</td> </tr> </tbody> </table>	出席率	2005 4-12 月	2006 年 8 月 (中間評価時)	ダディン	87%	86%	シラハ	データなし	—	カトマンズ	—	80%
出席率	2005 4-12 月	2006 年 8 月 (中間評価時)												
ダディン	87%	86%												
シラハ	データなし	—												
カトマンズ	—	80%												

2-3 対象地域での父母の子供の就学に対する知識、意識、態度に関するKAP調査の指標が向上する。

[ベースラインデータと目標値] Unit:%

1. Knowledge

	ダディン	シラハ	目標値	カトマンズ	
				SOP	FSP
1	14.8	43.3	70	70.3	84.7
2	47.4	70.1	80	75.5	91.4
3	51.5	73.9	70	83.6	92.8
4	36.2	67.2	70	72.8	90.9
5	29.6	42.5	70	78.6	82.4
6	34.7	62.7	70	78.9	92.9
7	82.7	81.3	85	80.3	95.0

2. Attitude

	ダディン	シラハ	目標値	カトマンズ	
				SOP	FSP
1	82.7	85.8	85	83.9	91.3
2	82.1	79.1	85	68.5	62.4
3	68.9	68.7	75	—	—
4	63.8	53.7	70	—	—
5	74.5	79.9	80	—	—
6	92.9	96.3	95	—	—
7	89.3	98.5	90	85.1	91.6
8	82.6	66.1	85	70.5	64.6

3. Practice

	ダディン	シラハ	目標値	カトマンズ	
				SOP	FSP
1	73.5	88.1	75	83.6	84.3
2	54.6	59.0	60	59.7	73.5
3	71.4	73.1	75	52.2	67.5
4	64.3	64.2	70	50.7	36.1
5	78.6	64.9	80	—	—

		<p>*カトマンズにおいて Attitude のデータは適切に収集されなかった。</p> <p>*指標の詳細は KAP 調査報告書参照</p> <p>*ダディンとシラハにおいては、2005 年に調査が実施され、カトマンドゥでは 2006 年に実施された。</p>
<p>[成果]</p> <p>3. 子どものためのノンフォーマル教育に携わる様々な関係者（コミュニティ、ASP に関わる組織、ドナー、INGO、NGO）のネットワークが強化される。</p>	<p>子供のためのノンフォーマル教育の様々な関係者のネットワーク強化活動の 10 事例が確認される。（毎年 2 事例程度が確認され、5 年で 10 事例が確認される。中間評価時では 5～6 事例が確認される。</p>	<p>3 事例が確認された。【第 1 事例】 PSDC 実施マニュアルおよび教育プロモーター用トレーニングマニュアルがワークショップ後に開発された。</p> <p>【第 2 事例】 教育局技官がテクニカルミーティングに出席し、SOP/FSP に係る議論を交わした。今後も同様のミーティングに参加していくことを合意した。</p> <p>【第 3 事例】 コミュニティ、VDC、NGO の協力の結果、ASP 教室が準備され、クラスが行われた。</p>
活動の達成状況		
1. 制度・組織強化	1-1 現行 ASP の分析	プロジェクトの協力なしで NFEC によりプログラム実施マニュアル（PIM）が見直されたが、プロジェクトからの提案が取り入れられた。
	1-2 現行 ASP 改善のための戦略開発	制度・組織強化ワークショップがダディン、シラハ、カトマンドゥで行われ、ASP 改善のための戦略が開発された。
	1-3 対象地域で実施システムを設立する	<ul style="list-style-type: none"> <li>・ダディン、シラハ、カトマンドゥでワーキンググループが組織され、月例ミーティングガイドラインが開発された。</li> <li>・NFEC において月例技官チーム会議が実施されている。</li> </ul> <p>【マザースクールモニタリングについて】</p> <ul style="list-style-type: none"> <li>・ダディンでは SOP/FSP が始まった当初から機能している</li> <li>・シラハでは 2005 年 9 月～12 月にモニタリングが行われた。</li> <li>・カトマンドゥではマザースクールモニタリング制度が DEO に紹介され同意を得られた。</li> </ul>
	1-4 対象地域で ASP を実施する	CASP パイロット活動マニュアル（第 1 版）英語版が完成し、ネパール語のドラフトが完成している。

	1-5 PSDCを開発する	<ul style="list-style-type: none"> <li>PSDC 実施マニュアルと教育プロモーター (EP) マニュアルが開発された。</li> <li>TOT が実施された。</li> <li>PSDC オリエンテーションが 1 パイロット郡で終了し、5 郡へ拡大されている。</li> </ul>
	1-6 パイロット活動に基づき教訓の蓄積	<ul style="list-style-type: none"> <li>この活動は 2008 年に計画されている。</li> </ul>
2. コミュニティベースのパイロット活動	2-1 パイロット活動準備	<p>【CMC について】</p> <p>シラハ、ダデインカトマンズでは SOP/FSP 双方において CMC が設立された。</p> <p>【コミュニティ動員・参加活動について】</p> <ul style="list-style-type: none"> <li>ダデインでは計画通り。</li> <li>シラハでは部分的に行われている（治安の悪化により日本人による活動は中止されている。</li> <li>カトマンドゥでも計画通り実施された。</li> </ul>
	2-2 活動実施	<p>合計 26 教室が実施されている。</p> <ul style="list-style-type: none"> <li>ダデインでは SOP5 教室、FSP4 教室</li> <li>シラハでは SOP4 教室、FSP4 教室</li> <li>カトマンドゥでは SOP4 教室、FSP5 教室</li> </ul>
3. ネットワーキング	3-1 関係機関、関係者間でワークショップを実施する	PSDC の調査とワークショップが実施された。
	3-2 広報活動を実施する	<ul style="list-style-type: none"> <li>二ニュースレターが発行された。</li> <li>キャッチフレーズキャンペーン実施</li> <li>CASP、NFEC、ダデインニュースレターの発行</li> <li>CASP 紹介 DVD が作成された。</li> </ul>
投入の達成状況		
日本側の投入	・ 専門家	101M/M (2006 年 8 月末時点) 詳細は別添 5-1 (List of Japanese Experts)
	・ カウンターパート研修	<ul style="list-style-type: none"> <li>NFEC から 7 名、MoES から 2 名、DEO から 2 名が技術交換でタイ研修に参加</li> <li>NFEC から 2 名が本邦研修に参加</li> </ul> <p>詳細は別添 5-3-1 及び 5-3-2 参照</p>
	・ 機材供与 (携行機材)	詳細は別添 5-2 (List of Equipment Provided by JICA) 参照

	<ul style="list-style-type: none"> <li>・現地業務費</li> </ul>	<p>2006年2月時点の額は以下のとおり (単位:千円)</p> <table border="1"> <thead> <tr> <th>予算年度(日本)</th> <th>2003</th> <th>2004</th> <th>2005</th> <th>合計</th> </tr> </thead> <tbody> <tr> <td>現地業務費</td> <td>3,907</td> <td>13,995</td> <td>10,831</td> <td>28,733</td> </tr> </tbody> </table>	予算年度(日本)	2003	2004	2005	合計	現地業務費	3,907	13,995	10,831	28,733
予算年度(日本)	2003	2004	2005	合計								
現地業務費	3,907	13,995	10,831	28,733								
ネパール (NFEC と DEO) 側の投入	<ul style="list-style-type: none"> <li>・カウンターパート</li> </ul>	<ul style="list-style-type: none"> <li>・2004年7月にNFECの専任スタッフは解雇されたが、その後NFECによりASPユニットが新設され専任スタッフが配置されている。</li> <li>・異動や退職によりカウンターパートは頻繁に交代した。定着率は中央(NFEC)で11/16、シラハで7/15、ダディンで10/16、カトマンドゥで15/18</li> </ul>										
	<ul style="list-style-type: none"> <li>・事務所スペースおよび施設</li> </ul>	<p>【中央】十分な広さの事務所と会議室の提供あり  【ダディン】必要性なし  【シラハ】必要性なし  【カトマンドゥ】必要性なし</p>										
	<ul style="list-style-type: none"> <li>・ローカルコスト</li> </ul>	<ul style="list-style-type: none"> <li>・CASPプロジェクト事務所の電気・水道代</li> <li>・26CASPパイロット教室の必要経費</li> </ul> <table border="1"> <thead> <tr> <th>年度</th> <th>2004年</th> <th>2005年</th> <th>2006年</th> </tr> </thead> <tbody> <tr> <td>26教室運営費</td> <td>0</td> <td>239,000Rs</td> <td>330,000Rs</td> </tr> </tbody> </table> <p>*ファシリテーター月給、SOPとFSPの教科書代、新設経費、教室運営費(文具、ほうき、チョーク等)  (2006年9月9日: 1NRS=¥1.59)</p>	年度	2004年	2005年	2006年	26教室運営費	0	239,000Rs	330,000Rs		
年度	2004年	2005年	2006年									
26教室運営費	0	239,000Rs	330,000Rs									
外部条件の達成状況												
上位目標レベル	<ul style="list-style-type: none"> <li>・ネパール政府が「万人のための教育」に関する政策を引き続き促進する。</li> </ul>	EFA 2004-2009に基づき、子どものための識字対策OSPが廃止され学校からのドロップアウト対策PSDCが新設されたため、プロジェクトはOSPに変わりFSPをパイロットに取り入れ、PSDCについてもその開発を支援した。										
プロジェクト目標レベル	<ul style="list-style-type: none"> <li>・NFECが引き続きプロジェクトで開発するCASPの運用モデルを推進する。</li> </ul>	プロジェクトは地域住民参加によるASPのモデルを開発しており、NFECはCASPモデルの促進を支援している。また郡レベルでも対象以外の地域でCASPモデルの利用の試みが見られる。										
成果レベル	<ul style="list-style-type: none"> <li>・CPの頻繁な異動が起きない。</li> </ul>	<ul style="list-style-type: none"> <li>・NFECのASP専任担当技官が解雇されたが、数ヶ月間C/P不在の時期が続いた。</li> <li>・対象3郡の教育事務所長の異動が頻繁におこっている。</li> </ul>										

	<ul style="list-style-type: none"> <li>・NFEC が引き続き、コミュニティ参加型 ASP に関与することを推進する政策や戦略をとる。</li> </ul>	EFA2004-2009 により OSP のパイロット活動がキャンセルされた。
活動レベル	<ul style="list-style-type: none"> <li>・対象郡の安全状況が悪化しない。</li> </ul>	<ul style="list-style-type: none"> <li>・ シラハ郡での反政府組織と治安部隊の衝突による治安悪化にともない、活動の制限がでた。日本人専門の月例会議主出席や NGO による地域住民動員活動が中止された。</li> <li>・ カトマンズがパイロットサイトそして加えられた。</li> </ul>
	<ul style="list-style-type: none"> <li>・ 現行の ASP に関連している政府行政組織体制や ASP 自体が、急激に変化しない。</li> </ul>	<p>EFA 2004-2009 に基づき、OSP のパイロット活動がキャンセルされた。</p> <p>リソースセンター制度が変更になり、RC 数が削減、RP が新たに任命されたが、任命過程に混乱が生じ、空席となった。その結果半年あまりプロジェクトの進捗が遅れることとなった。</p>
	<ul style="list-style-type: none"> <li>・対象コミュニティがパイロット活動を理解し、積極的に協力する。</li> </ul>	コミュニティは教室の土地を提供したり、修理・修繕のための労務提供をして協力している。
	<ul style="list-style-type: none"> <li>・地方選挙の実施が、パイロット活動に対して悪影響をおよぼさない。</li> </ul>	選挙が実施され外出禁止令がだされたものの、大きな影響はなかった。
前提条件の達成状況		
前提条件	<ul style="list-style-type: none"> <li>・対象郡の安全状況が悪化しない</li> </ul>	<p>【ダディン】日本人専門家と NFEC スタッフがダディンの会議出席に困難な時期があった。</p> <p>【シラハ】2005 年 12 月に治安状態が最悪にありパイロット活動を休止した。</p> <p>【カトマンズ】大きな影響はなかった。</p>
	<ul style="list-style-type: none"> <li>・対象郡の郡教育事務所、地方自治体、コミュニティ自治組織、コミュニティの住民が、パイロット活動の実施を受け入れる</li> </ul>	パイロット活動は地域住民や郡教育事務所では肯定的に受け入れられている。



実施プロセス

評価項目	必要な情報・データ	結果
プロジェクトのマネジメント体制	<ul style="list-style-type: none"> <li>プロジェクトのマネジメント体制は確立しているか。</li> <li>問題が発生した場合どのように対処したか。</li> </ul>	<p>NFEC に技官チームが、郡レベルではコア委員会と委員会が設立されている。このプロジェクトはチームや委員会で様々は問題や課題を議論し、解決策を検討している。教育省での JCC はプロジェクト全体を監理監督している。</p>
活動の進捗状況	<ul style="list-style-type: none"> <li>プロジェクト活動は当初計画(PO)と比べてどのように進捗したか。</li> </ul>	<p>幾つかの活動は当初の活動計画から遅れがでている。この理由は治安悪化の外部条件により、カトマンドゥ郡を新たに追加したことによるものである。</p>
プロジェクト関係者のコミュニケーション	<ul style="list-style-type: none"> <li>関係者のコミュニケーションは良好であったか。</li> <li>問題が発生した場合どのように対処したか。</li> </ul>	<p>当初の C/P が臨時雇いであったため解雇され不在となったが、NFEC 内で 15 名からなる技官チームを発足し、NFEC 内の関係技官全員が CASP について情報を共有できるようにした。</p>
モニタリングプロセス (モニタリングは適切におこなわれているか)	<ul style="list-style-type: none"> <li>モニタリングツールは開発されたか? (プロジェクト全体)</li> <li>ASP 実施状況のモニタリングツールの開発 (ASP のモニタリング)</li> </ul>	<p>プロジェクトは二つモニタリングツールを開発している。NFEC 内にテクニカルチームが構成され郡レベルや中央レベルのすべての情報を共有し、郡レベルではワーキンググループによる月例会議により、現場レベルの情報を共有し、プロジェクトのモニタリングをおこなっている。</p> <p>またプロジェクト全体のモニタリングには、実施過程モニタリングシート (Process Monitoring Sheet) が開発されており、プロジェクトの目標の達成の進捗状況がモニタリングされている。</p>
対象国のオーナーシップ	<ul style="list-style-type: none"> <li>教育省および NFEC のオーナーシップは確立されたか。</li> <li>プロジェクト実施に対する費用分担状況</li> </ul>	<ul style="list-style-type: none"> <li>NFEC 内で ASP ユニットが開設されるなどオーナーシップは高いといえるが、予算面でのオーナーシップは低い。</li> <li>EFA2004-2009 で新設された PSDC は NFEC が主体となって行われている。</li> </ul>
技術移転の手法	<ul style="list-style-type: none"> <li>技術移転アプローチ/戦略は適切であったか。</li> </ul>	<ul style="list-style-type: none"> <li>中央レベルでは NFEC の「テクニカルチーム」また郡レベルでは郡教育事務所、NFEC 技官、パートナー NGO からなる「ワーキンググループ」による郡定例会議と各種研修を通じ、特に参加型が取り入れられ、技術移転がなされている。</li> <li>NFEC と DEO スタッフは制度・組織分析手法をワークショップから学んでいる。</li> </ul>

受益者の関わり方	<ul style="list-style-type: none"><li>・プロジェクトに対する受益者（CP、DEO、ASP 関係者）の変化はあったか。</li><li>・CASP への参加実績</li></ul>	CMC による地域住民動員により CASP の子どもや親達は教室に積極的に参加している。ファシリテーターは子ども達に優しく接しており、マザーズスクールモニタリングにより子ども達の記録保管能力が高まっている。郡教育事務所では月例会議により現場の状況把握がより深まっている。
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評価の視点：妥当性

評価項目	必要な情報・データ	結果
1-1 政府政策との整合性	<ul style="list-style-type: none"> <li>・上位目標及びプロジェクト目標が、国家開発計画、教育セクター計画、その他の関連政策に照らして妥当であるか。</li> </ul>	<ol style="list-style-type: none"> <li>1. ネパール国の PRSP である第 10 次五ヵ年計画(2002-2007)では基礎教育の拡充による就学率向上は最優先となっている。また住民参加手法も戦略となっている。</li> <li>2. EFA 国家行動計画は 2015 年までに初等教育の 100%就学率を目指している。</li> <li>3. 教育省では初等教育の開発を最重点課題としており、EFA 計画書(2004-2009)では ASP は就学機会拡張の活動として挙げられている。</li> <li>4. したがって上位目標、プロジェクト目標、CASP の結果は政府政策と整合性がある。</li> </ol>
1-2 対象グループのニーズとの整合性	<ul style="list-style-type: none"> <li>・ASP 参加児童のニーズの意向</li> </ul>	<ol style="list-style-type: none"> <li>1. シラハでは CASP は少数民族(ムサル族やマイタリ族等)、低カーストまたモスリムの子ども達が対象となっている。</li> <li>2. ダーデインでは全員が低カーストや少数民族(チェパン族)の子ども達である。</li> </ol>
1-3 日本 ODA 政策との整合性	<ul style="list-style-type: none"> <li>・上位目標が日本の援助政策に照らして妥当であるか</li> </ul>	<ol style="list-style-type: none"> <li>1. またわが国の ODA 政策では「成長のための基礎教育イニシアティブにおいて基礎教育の意義と「万人のための教育」実現に向けた取り組み、地域社会の参画促進が強調されている。</li> <li>2. 基礎教育分野は、ネパールにおける JICA の優先セクターであり、国別事業実施計画でも「万人のための教育を支援する。」とある。</li> <li>3. したがって日本の政策とも整合性があるといえる。</li> </ol>

評価の視点：有効性

評価項目	必要な情報・データ	結果
プロジェクト目標の達成度		
<p>[プロジェクト目標] CASP 運用モデルが開発される。</p>	<ul style="list-style-type: none"> <li>・プロジェクト目標の達成見込みはあるのか。</li> </ul>	<ol style="list-style-type: none"> <li>1. 「ASP 運用ガイドライン」は開発されていない。現時点でプロジェクトは 3 つの成果を実現することにより現場レベルでの機能する ASP のモデルを開発している。プロジェクト目標を達成するための次の段階はこの現場での経験を「ASP 運用ガイドライン」へ文証化することである。3 成果は今後の活動により達成されプロジェクト目標達成に貢献する。</li> <li>2. プロセスモニタリングシートの活動は PSDC における活動をのぞき計画通りである。</li> </ol>
プロジェクト目標達成への貢献要因		
<p>プロジェクト目標達成へのプロジェクト成果の貢献</p>	<ul style="list-style-type: none"> <li>・プロジェクト目標に照らしてプロジェクト成果は産出されているか。</li> <li>・プロジェクト目標に至るまでの外部条件の影響はあるか。</li> </ul>	<ol style="list-style-type: none"> <li>1. 成果 1 はマザースクール・モニタリングの強化、成果 2 は地域住民動員により ASP 教室へ住民参加を促し、成果 3 は ASP 関係者のネットワークによる CASP の自立発展性を確保するようにプロジェクトはデザインされており、プロジェクト目標を達成するには十分である。</li> <li>2. NFEC 内でテクニカルチームとプロジェクトの情報を共有し、外部条件の変化による問題とその解決にとりくんでいる。</li> <li>3. 郡レベルでは郡教育事務所、NFEC 技官、パートナー NGO、ファシリテーターや RP による郡月例会議 (DMM) により情報を共有し課題解決を行っており、DMM は有効なモニタリングツールとなっている。</li> </ol>
プロジェクト目標達成を阻害した要因		
<p>有効なプロジェクト実施を阻害した要因</p>	<ul style="list-style-type: none"> <li>・政治・治安</li> <li>・運営体制</li> <li>・財源</li> <li>・CP</li> <li>・政府のコミットメント</li> <li>・実施のニーズと提供したサービスの乖離</li> </ul>	<ol style="list-style-type: none"> <li>1. プロジェクトは BPEPII (1999-2004) の OSP 活動 (子どもの識字) を支援していた。しかし EFA (2004-2009) では OSP が削除され、それに伴いプロジェクトの PDM も変更された。</li> <li>2. 治安の悪化により日本人専門家がシラハでの月例会議に出席できなくなった。またカトマンドゥ郡を追加したことで、プロジェクト期間を延長することとなった。</li> <li>3. プロジェクト開始当初の C/P が臨時雇いであったために解雇された。</li> <li>4. RP 制度が変更になり、RP のポストが数ヶ月にわたり空席となった。この結果プロジェクト活動に遅れが生じた。</li> </ol>

評価の視点：効率性

評価項目	必要な情報・データ	結果
<b>成果の効率性</b>		
プロジェクト成果の達成に向けた方法の適切性	<ul style="list-style-type: none"> <li>・ 成果の達成度の適切性</li> <li>・ 投入と成果達成度</li> <li>・ 外部上件の状況</li> </ul>	<ol style="list-style-type: none"> <li>1. 成果1の指標はプロジェクトにより作成された制度・組織強化のチェックリストである。中間評価時の目標は70%であったが60%に留る。</li> <li>2. 成果2の指標は3年間の平均出席率が60%である。中間評価時ではダインの平均出席率は86%でカトマンズでは80%であった。</li> <li>3. 成果3の指標はネットワーキング活動の結果による成果の事例である。中間評価時の目標値は5~6事例であったが、3事例となっている。しかし事例の定義が明確でなかったため、成果として挙げられなかった事例がある。</li> </ol>
<b>投入の質・量・時期・適切性</b>		
専門家	<ul style="list-style-type: none"> <li>・ 派遣者数</li> <li>・ 専門家の専門領域</li> <li>・ 派遣期間</li> </ul>	<ol style="list-style-type: none"> <li>1. 日本人専門家は技術指導やフィードバック体制を構築し、住民動員やフォーマルとノンフォーマル教育の関連性の明確化について高く評価されている。</li> <li>2. NFECのスタッフは教育の専門家の必要性和多くの短期専門家よりより密な人間関係のために少人数の長期専門家の必要性を指摘した。</li> <li>3. 日本とネパールの財務年度の違いによる不備も指摘された。</li> </ol>
資機材	<ul style="list-style-type: none"> <li>・ カテゴリー・量・導入時期(タイミング)</li> </ul>	<ol style="list-style-type: none"> <li>1. 機材は導入時期や量は適切である。しかし利用については注意深いモニタリングが必要である。</li> <li>2. DEOに供与されたコンピューターはモニタリングのデータ保管のために必要不可欠である。</li> <li>3. リソースセンターに供与されたコピー機や椅子机はASPの試験作成とRCでの会議に利用されている。</li> </ol>
CP配置	<ul style="list-style-type: none"> <li>・ 数</li> <li>・ 能力</li> </ul>	<ol style="list-style-type: none"> <li>1. 臨時雇いの職員に対する政策変更により数ヶ月間専任のC/Pが不在となった。中間評価時にはNFECにASPユニットが設立され、専任のスタッフが配置されていた。このスタッフはCASPのC/Pとなっている。</li> <li>2. NFEC内で技官チームが発足しCASPの活動に貢献している。</li> </ol>
建物・設備	<ul style="list-style-type: none"> <li>・ 質</li> <li>・ 規模</li> <li>・ 利便性</li> <li>・ 現状</li> </ul>	中央ベルの執務室はプロジェクトメンバーにとってスペース・質ともに十分である。
ローカルコスト	<ul style="list-style-type: none"> <li>・ 量</li> <li>・ ローカルコスト負担の内容</li> </ul>	CASPの26教室にプール資金がASIP(プール資金使用のための年間計画)で計画され負担されている。ファシリテーター月給(2000Rs)、教科書(FSPに対し3000Rs、SOPでは5000Rs)、教室新設費(2000Rs)、教室運営費(6000Rs)

海外研修	<ul style="list-style-type: none"> <li>・派遣者数</li> <li>・研修内容</li> <li>・派遣期間</li> </ul>	<ol style="list-style-type: none"> <li>1. 本邦研修 2 名が JICA 札幌センターと北海道大学岩見沢キャンパスの協力を得て実施された。この研修の一部は PSDC（ドロップアウト児童対策）の研修のカウンセリング事例に反映された。6 日間の技術交換研修にて 11 名がタイのノンフォーマル教育センターと地方の CLC の研修をうけている。</li> <li>2. 技術交換の経験を利用するために行動計画が策定されているが、中間評価時では計画はまだ実施されていない。</li> </ol>
プロジェクト支援体制の効率性		
NFEC テクニカルチームの役割	<ul style="list-style-type: none"> <li>・活動</li> <li>・委員メンバー（人数・能力）</li> <li>・議題・提言等・会開催の頻度</li> <li>・JICA チームとの関係</li> </ul>	<ol style="list-style-type: none"> <li>1. NFEC は CASP 支援のため職員の技官によるチームを発足した。メンバーは NFEC の専門家と月例会議が実施され日本人専門家とプロジェクトの進捗状況を把握し問題点や課題を議論し解決を図っている。</li> <li>2. 現場レベルの CASP 活動は郡の月例会議にて議論されている。</li> <li>3. 日本人専門家とネパール側スタッフは問題や課題を共有するために友好的な関係を築いている。</li> </ol>
合同調整委員会の役割	<ul style="list-style-type: none"> <li>・活動</li> <li>・委員メンバー</li> <li>・議題・提言等</li> <li>・委員会開催の頻度</li> <li>・JICA/CP との関係</li> </ul>	<p>JCC のメンバーは教育・スポーツ省、大蔵省、国家計画委員会と JICA の代表者である。活動報告と承認が会議の主な内容である。前回 2006 年 2 月に開かれた会議では PDM の変更が承認されている。各省庁からの代表による情報共有はプロジェクトにとって強い協力となっている。</p>
効率性の阻害要因		
<p>効率的なプロジェクト実施を阻害した要因</p>		<ol style="list-style-type: none"> <li>1. PDM にある外部条件が治安の悪化により変化した。日本人専門家はシラハへの月例会議に出席不可能となる。NFEC の C/P もシラハとデザインでのモニタリングに困難を生じ、プロジェクトの円滑な実施に悪影響を及ぼした。</li> <li>2. 政策変更により BPEPII (1999-2004) から EFA (2004-2009) における ASP の変更でプロジェクトの活動対象としていた子どものための識字対策の OSP が削除されたため新たに PDM をデザインすることになった。</li> <li>3. 中央レベルや郡レベルでの CASP に関係している C/P の頻繁な異動はプロジェクトへ非効率的な影響を及ぼした。</li> </ol>

評価の視点：インパクト

評価項目	必要な情報・データ	結果
インパクト		
[プロジェクト目標] CASP 運用モデルが開発される。	・上位目標達成のための実績と期待された達成度	中間評価の時点では、運用モデルが開発されていない。したがって上位目標の CASP の運用モデルがネパールの他の地域へ普及されるかどうかを判断するのは時期尚早である。
上位目標に向けたプロジェクト目標達成の貢献	・プロジェクト目標の達成が上位目標に貢献するのに適切であるか。	CASP の運用モデルが開発されることがネパールの他の地域へ普及されるとは言い難い。
その他のインパクト	<ul style="list-style-type: none"> <li>・政策への影響</li> <li>・類似プロジェクトを実施している他ドナーや INGO/NGO への影響</li> <li>・就学率へのアクセスの機会均等 (性差、カースト間) への影響</li> </ul>	<ol style="list-style-type: none"> <li>1. CASP の活動を通じて政府の職員はフォーマルとノンフォーマル教育の関係性について議論を始めるようになった。具体的な例では SOP をマザースクールの分校とし、SOP の子ども達を教育統計に取り入れる。これにより、SOP の児童にも奨学金や昼食おやつ (Food for Education) の提供や学校改善計画 (SIP) による財源の確保また FSP と中等教育との関連性などである。</li> <li>2. 現場レベルでも CASP による波及効果がでている。例えば、ダディンのスベデイダング村では CASP により設置された ASP 教室で地域の人々が教室終了後、夕方から女性を中心とした成人識字教室を始め、基礎識字コースを修了している。</li> </ol>

評価の視点：自立発展性

評価項目	必要な情報・データ	結果
政策・制度面		
ASP の将来展望（CASP プロジェクト終了後何がどのようになっていれば、プロジェクトの効果が持続すると考えるのか）	<ul style="list-style-type: none"> <li>・ ASP に関する将来的な政策</li> <li>・ ASP は NFEC で実施されるか</li> <li>・ ASP 実施財源の配布方法は変わらないか</li> </ul>	教育省での ASP 関係者の間では ASP は EFA 達成のために必要な施策であると共通に認識されている。しかしこの共通認識は政府の政策、特に財政面で反映されていない（NFE に対して 1.2%の予算配分がなされている。）。
組織・技術面		
CMC	<ul style="list-style-type: none"> <li>・ ASP の CMC は強化されたか？</li> </ul>	CMC は ASP 教室を組織し支援するための実務知識や技能は獲得している。しかし問題解決や他の制度や組織との情報共有方法については未熟で NGO の支援が必要である。
DEO	<ul style="list-style-type: none"> <li>・ DEO は強化されたか？</li> </ul>	DEO の ASP 担当は頻繁な人事異動と人材不足また ASP 担当は制度として任命されているのではないので強化されにくい状況になっている。ASP 教室のモニタリング担当は主に RP であるが、モニタリングの質は RP によって異なっている。DEO において NFE 担当部署の設置が議論されているが、これにより NFE 人事の強化が期待される。
NFEC	<ul style="list-style-type: none"> <li>・ NFEC は CASP モデルの自立発展性のために強化されたか？</li> </ul>	NFEC でも頻繁は人事異動があり、組織の強化に不の影響となっている。一方で ASP ユニットと PSDC ユニットの設立と正職員の配置により ASP の運営管理の強化につながる。プロジェクトは NFEC 内に技官チームを発足させ月例会議において地方でのモニタリング状況や問題点を共有している。この月例会議は NFEC の他の C/P にも知識や技能の経験が共有され蓄積されている。
財政面	<ul style="list-style-type: none"> <li>・ 財源の確保は？</li> </ul>	これまでの活動を維持するための財源の確保についてはまだ議論されていない。プロジェクトの後半は CASP モデルを運用するにあたりそのコスト及び現在の 1700ASP 教室に対してモデルを普及するための財源確保の議論が必要である。



## インタビュー結果

C/P 機関名	要旨
前教育省計画局長 Mr. Ram Sarobar Dubey	<ul style="list-style-type: none"> <li>・日本は技術協力で日本人の専門家がネパール側にノウハウを伝えてくれているので感謝している。ネパール側はこれに対して十分に対応しなければならない。</li> <li>・ネパールは子ども達全員の初等教育就学を目指しているので ASP は 2015 年までは必要である。</li> </ul>
現教育省計画局長 Mr. Arjun Bhandari	<ul style="list-style-type: none"> <li>・ASP はネパールの子どもの就学促進にとって重要な施策である。</li> </ul>
教育局長 Mr. Janarjan Nepal	<ul style="list-style-type: none"> <li>・ネパールでは非就学の子どもたちがまだ多く残っている。したがって ASP は次期教育開発計画の活動にも取り入れられる。そして NFEC で実施されるのがよい。フォーマルとノンフォーマル教育の連携が重要であるので教育局での可能な支援はしていきたい。</li> <li>・CASP との会議で提案された ASP の子ども達への奨学金と SIP はまだ決断されていない。SOP はサテライト学校とみて通常の学校と考えることができると奨学金や SIP 資金が利用できるようになる。これについては NFEC から教育省へ強く提案してほしい。</li> <li>・他ドナーや他 INGO への波及効果はまだ見られていない。</li> </ul>
前 NFEC 所長 Mr. Hari Bole Khanal	<ul style="list-style-type: none"> <li>・CASP では地域住民活動とマザースクールモニタリングによる新しい ASP のモデル作りがなされている。モデル作りの過程でなされた調査や会議は NFEC のスタッフにとって新しい知識や技術を習得する良い機会である。</li> <li>・自立発展性のためにはモデルが通常予算に組み込まれることが必要である。また地域住民の支援が ASP クラス持続のカギである。</li> <li>・日本人専門家は十分に活用されているが、ネパールと日本の会計年度のずれで、計画時と活動時のずれができていたので短期より数少ない長期派遣が望ましい。</li> </ul>
現 NFEC 所長 Ms. Bunu Shrestha	<ul style="list-style-type: none"> <li>・Technical Team Meeting はプロジェクト状況把握のよりツールである。</li> <li>・Non-formal 教育の重要性については中央レベルでも郡レベルでもまだ認識されておらず、学校教育へお金が流れている。例えば学校では奨学金や Food for Education からお昼のおやつがでたり、父母には料理用油が供与される。</li> <li>・また郡教育事務所はまだ ASP を OSP と認識しており</li> </ul>

	<p>ASP を「子どものための識字クラス」と思っている。ASP は EFA 達成のために重要な活動である。</p> <ul style="list-style-type: none"> <li>・ ASP は EFA 達成のための重要な施策であるので、プロジェクト終了後はモデルが他の地域に広がるように努力をする。しかしモニタリングにはお金が必要である「機能するモニタリング体制」を実現したい。</li> </ul>
NFEC カウンターパート	<ul style="list-style-type: none"> <li>・ CASP では活動経験から学びながらモデル作ることがなされている。特に CASP の地域住民活動は非就学の子供達や通学困難な地域の子供達のために有効な活動である。地域住民と CMC の活動により、クラスの出席率は向上している。</li> <li>・ CASP と仕事をして様々なことを学んだ、コンピューターやプレゼンの方法はこれからの仕事でも使える。</li> <li>・ マザースクールモニタリングの自立発展性については財源の確保が必要である。</li> </ul>
前 DEO (カトマンズ)	<ul style="list-style-type: none"> <li>・ カトマンズ郡では去年から CASP が始まったが、IDOS の研修で CASP のことが短期間で理解できた。CASP の地域住民動員活動は CMC を活性化させ、子供達をクラスに通わせるための有用な活動である。</li> <li>・ カトマンズでは CASP によるニーズ調査により FSP の必要性が高いということが理解できた。NFEC には SOP より FSP の要請を行っていく。</li> <li>・ またマザースクールモニタリングは、将来マザースクールに就学する子供達を監督することになるのでその子供の就学態度や学習態度の向上は子供達にとってもマザースクールにとっても利点となる。</li> </ul>
前 DEO (シラハ)	<ul style="list-style-type: none"> <li>・ 通常の ASP はニーズの調査がされないのが必要な村に設置されることが多いが、CASP はニーズの高い地域に ASP クラスを設置している。シラハに住んでいる少数民族やモスリムの子供達は集落の外にでていけないので、就学の機会がなかった。CASP による ASP は彼らの集落の中に設置されており、子供達は安心してクラスに通えるようになっていく。</li> <li>・ シラハでは CASP の方法を利用して郡全ての ASP のモニタリングを始めた。</li> <li>・ 子供たちがクラスに通うようになったが、子供達から奨学金や制服等の要求がでて困っている。</li> <li>・ 郡教育事務所で実施される月例会議 (DMM) は様々な課題や問題点が理解できて、有効なモニタリングツールであり、解決の場となっていた。しかし月例会議の回数を減らして、その財源で他の ASP クラスの支援も考えられる。</li> </ul>
DEO (ダディン)	<ul style="list-style-type: none"> <li>・ ダディンに住んでいるチェパン族の村には学校がこ</li> </ul>

	<p>れまでなかったが、NGO による住民動員により ASP クラスが設置された。また CMC が活性化したおかげで子供たちの出席はよい。</p> <ul style="list-style-type: none"><li>・ダディンでは 32ASP クラスがあるが、CASP の対象クラスは9クラスと少ないので CASP 追加希望がある。</li><li>・ダディン郡は FSP より SOP が必要であることが理解できた。そしてマザースクールモニタリングは ASP の運営と学習の質改善に有効である。</li><li>・ファシリテーターであるチェパン族の村ではファシリテーターの基準を満たす学歴資格を持つ人材はみつからない。NGO と住民が協力して、歩いて 2 時間程度の村の女性にお願いし、クラスが成立している。ファシリテーターの給料を増やすか、政府に小学校設置の要請をしたい。</li></ul>
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## 質問票回答

子ども達 (12名)	<ul style="list-style-type: none"> <li>・子ども達がクラスに毎日通ってくるのは NGO や CMC による地域住民と父母に対する啓発活動による。</li> <li>・教科書や文具は郡教育事務所は定員の 20 名分しか配布していない、定員 20 名をこえるクラスでは教科書の不足が出ている。マザースクールとの連携ができていないクラスではマザースクールが教科書やノートを寄付している。</li> <li>・子ども達がドロップアウトすることなしにクラスに通うためにはファシリテーターの役割は大きく、ファシリテーターが子ども達に体罰を加えることなしに、優しく、愛情を持って接することが重要である。</li> <li>・子ども達が自分のクラスに誇りをもてるようにクラス環境の整備も必要である。</li> </ul>
CMC (18名)	<ul style="list-style-type: none"> <li>・小学校が設立されなかった理由は地理的・距離的に遠く行政サービスとの関係が希薄で、見放された寒村であった。親達も学校教育の経験はなく、子どもの就学に対してあまり自覚がなかった。CASP により NGO や CMC の働きかけにより親達が教育の重要性にめざめ、さらに住民参加によりクラスが近くに完成し、安心して子ども達をクラスに送ることができるようになった。</li> <li>・クラスに子ども達が通うようになり子ども達の身なりや規律に変化がでている。集中して授業を受けるようになった。</li> <li>・クラスは 3 年後には郡からの支援が終了するため、クラスの自立発展性は CMC を含め地域住民や DEO や NGO により一層の議論が必要である。</li> </ul>
ファシリテーター (9名)	<ul style="list-style-type: none"> <li>・共通な課題は 5 教科を担当しなければならず、特に英語を教えることの困難さを訴えている。</li> <li>・ダディンでは SOP のファシリテーターが地域から見つからず、徒歩 1~2 時間程離れた村から通っており、困難な職務であるが手当てが少ないことをもらしている。DEO は小学校が設立されるべき地域に小学校がないことが問題であるとダディン郡の状況を説明する。小学校を新設するのか SOP として続けるのか、DEO や教育局レベルでの議論が必要である。</li> <li>・マザースクールモニタリングは、ファシリテーター自身の自信に繋がることと、子ども達が本校へ就学する心の準備になると指摘している。</li> </ul>
ASPM (8名)	<ul style="list-style-type: none"> <li>・マザースクールモニタリングについては、CASP クラスと本校の関係がより深くなっており、CASP の子供たちは将来本校に就学するので、CASP の支援は本校の質の向上につながると評価している。</li> <li>・一方で本校内での先生達の仕事の分担などの支援の必要性やモニタリングのため郡教育事務所からの支援（出張命令書等）の必要性が指摘されている。</li> </ul>
NGO (2名)	<ul style="list-style-type: none"> <li>・カトマンズとダディン共に CASP モデルにおける地域住民動員の重要性を指摘している。地域住民の動員により CMC が活性化され、</li> </ul>

	<p>活性化された CMC が子ども達をクラスに通わせるように説得し、さらに地域住民がクラス設置のための土地の提供や労働力の提供を行った。また住民側ではこれまで教育行政サービスとの接点が無かったが CASP の NGO を通じて教育行政との接点をもつ機会ができています。NGO では今後地域住民が自分達で行政サービスと連携するノウハウを伝えることを考えています。</p>
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## PDM の確認事項

2006年12月 CASP

<p>&lt;上位目標&gt; 「プロジェクトにより開発された、子どものためのコミュニティ主体型ノンフォーマル教育プログラムの運用モデルが、ネパールの他の地域で適用される」</p>
<p>【CASP の解釈・解説】</p> <p>＝本プロジェクトの形成の趣旨は現在の ASP の運営に問題があり思ったような効果を上げていないことから、プロジェクトにより、①中央において関係機関の役割や責任、関係性等を明らかにし、②パイロット活動郡で郡レベルの既存の組織・制度を強化、保護者・コミュニティへの啓発活動等を通じてプログラムの改善（運営）モデルを提供、さらに③ノンフォーマル教育に携わる政府・援助関係者のネットワークを構築・維持することにより郡・中央レベルでこれらの知見、経験を共有するということであった。CASP でこれらの活動がなされたあとには、ASP の必要性・重要性・緊急性や CASP で開発したモデルの効果・有効性等が政府・援助関係者の間で広く共有され、NFEC が行う他の ASP 教室あるいは、ASP に相当するプログラムにもモデルが反映されることで、上位目標につながると考える。</p> <p>＝中間評価では特に指摘がなかった点ではあるが、懸案となっていた本プロジェクトの上位目標の指標「モデルが導入された ASP の数」について、カウンターパートである NFEC と話し合った。現在、NFEC は VEP(Village Education Plan)によって ASP を含むノンフォーマル教育の現場ニーズを把握し、これから投入数を決定するという政策を検討している。中央レベルの統計では、ニーズは把握しきれず、有効な投入計画が立てられないからである。プロジェクト終了（2009年）の事後評価調査の行われる約3年後（2012年頃）までに作成を予定している VEP 中で少なくとも ASP1000 教室が行われると予測する。VEP ではコミュニティのニーズをベースにしたサイト選択基準など CASP の手法を応用することになっており、VEP の中で採択された ASP 教室のすべて（少なくとも 1000 教室）に CASP のモデルが適応されるという目標値が現時点ではもっとも適当である。ただし、EFA2005-2009 終了後に ASP を含むノンフォーマル教育のプログラム変更などの政策的な外部要因の影響を受ける可能性も大きいため、変更があった時点で現在の形の ASP の教室数として目標値を設定することが妥当かどうか、妥当でない場合代替となる指標は何を設定すべきか、見直しを行う必要がある。</p>
<p>&lt;プロジェクト目標&gt; 「子どものためのコミュニティ主体型ノンフォーマル教育プログラムの運用モデルが開発される」</p>
<p>【CASP の解釈・解説】</p> <p>＝本プロジェクトはプロテコという提案型スキームで計画・実施されており、提案時点から、「モデルの開発」が本プロジェクトの目標である、と捉えている。プロジェクト期間中にモデルを普及すること自体は目標とは考えていないが、上位目標につながるという論理の元、モデル開発においては「より普及性の高いものを開発」することとし、更にプロジェクトにより、「中央において関係機関の役割や責任、関係性等を明らかにし」、「ノンフォーマル教育に携わる政府・援助関係者のネットワークを構築・維持することにより郡・中央レベルでこれらの知見、経験を共有する」ことによりモデルが普及するための環境づくりに努める必要があると認識している。</p>

＝「普及性の高いモデルの作成」については、中間評価後にカウンターパートとの間でも協議し明確化したようにパイロット活動マニュアルの精査と追加情報（コスト面、人材などの実施体制面を含める）により、全国展開を視野にいたした実践的な内容になる。現在のパイロット活動マニュアルにおける対象者層（DEO 以下、ASP の運営管理に携わる実践者）は継承される。

＝中間評価で提案があった、ASP 修了後戦略（After ASP Exit Strategy）の検討についても、正規学校への編入だけではなく、DoE のスキームであるコミュニティ学校への移行や NFEC のプログラムである CLC との連携などを通じて、ASP 修了後の就学（または学習継続）を含むモデルができると考える。今後 ASP 自体が DoE のプログラムに移管される可能性もあり、より現実的で政策的にも調和のとれた ASP 修了後戦略となるように NFEC や DoE と引き続き協議していく。

＝プロジェクト期間内で直接的なモデル普及活動は計画されていないが、プロジェクトの成果の持続や上位目標につなげるためにも、プロジェクト終了後に開発したモデルが効果的に活用されるように、可能な限り普及の道筋をつけておくことは重要である。まずは普及に関わる関係者によって「運用モデル」すなわち「運用ガイドライン」が有用で効果的であると認知してもらえるように、積極的にプロジェクトの効果をネットワーキング活動などによって発信していくことに努める（後述）。また普及方法については、NFEC がパイロット郡を設置して行うことや NFEC の現行プログラムとの統合を試験的に行う、また自発的に手を挙げる郡教育事務所が実施できるような枠組みにすることなど、プロジェクト期間中の取り組みを NFEC や DoE と協議しく予定である。

### <成果 3.>

「子どものためのノンフォーマル教育に携わる様々な関係者間のネットワークが強化される」

#### 【CASP の解釈・解説】

＝成果 3 は、より有効で、普及可能なモデルを開発するためにはネットワークを利用すべきである、という考えに基づいている。提案時点から、既存の ASP がうまくいっていない主な原因の 3 つのうち 1 つを「ネットワーク強化によって情報や経験の交換が十分にされていない」と課題を分析しており、この課題に対応する形で打ち出された成果であった。具体的には、モデル作りのための情報の収集・CASP のモデルを改善・精査するためのフィードバックを得るとともに、点の成功に留まった過去の失敗を繰り返さないためにパイロット活動の知見・経験を（行政機関、援助機関と）共有するためのものである。

＝ネットワークの特性から他の組織が CASP のモデル、またはモダリティを利用することにより、ネットワーキングが結果的にモデル普及というインパクトを与える、という効果が考えられる。

PDM の変遷

① Ver. 0→Ver. 1.5

付属資料 6

PDM Ver. 0 (2003.12)		PDM Ver. 1.5 (2005.8)		改訂理由等
プロジェクト目標	指標	プロジェクト目標	指標	
An operational model of the community-based Alternative schooling Program is developed.	Operational Guideline for the ASP based on the pilot Activities is developed at the initiative of counterparts	変更無し	変更無し	
成果 1	指標	成果 1	指標	指標を設定した
Institutional model of the community-based ASP is developed	Extent of institutional strengthening of ASP	変更無し	Extent of institutional strengthening of ASP measured by the checklist developed by the project.	
成果 2	指標	成果 2	指標	EFA 開始に伴い OSP が廃止され、対象とするプログラムを OSP と SOP から SOP と FSP に変更した
Children who participated in OSP and SOP in the pilot activities can get access to formal education through community mobilization and support.	2-1 Net Enrolment Rate by primary level in the catchments area is improved. 2-2 Awareness of children's schooling among parents and communication is enhanced	Children who participated in School Outreach Program in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Program in the Pilot Activities complete primary school level education equivalent to formal education through community mobilization and support	2-1 Comparison of number of children enrolled in formal school after School Outreach Program before intervention and after intervention in the target areas 2-2 Comparison of number of children complete Flexible School Program before intervention and after intervention in the target areas 2-3 Comparison of 'awareness' of children's schooling among parents and communities is measured by KAP Survey	



PDM Ver.0 (2003.12)		PDM Ver.1.5 (2005.8)		改訂理由等
成果3	指標	成果3	指標	指標の改訂
Networking among stakeholders who are involved in NFE for children at the different level* is strengthened. * Communities, relevant organization on ASP, donor agencies, NGOs and INGOs	3-1 Number of action NFE and DEO take for strengthening network among stakeholders. 3-2 Improvement of the quality of networking among NFE stakeholders	変更無し	3-1 Number of (Type & Qualitative)actions taken by NFEC and DEO for strengthening the network among stakeholders 3-2 Improvement of the quality of network reports among NFE stakeholders	

② Ver. 1.5→Ver. 2

PDM Ver. 1.5 (2005.8)		PDM Ver. 2 (2006.2)		改訂理由等
プロジェクト目標	指標	プロジェクト目標	指標	
PDM Ver. 0と同じ	PDM Ver. 0と同じ	変更無し	変更無し	
成果 1	指標	成果 1	指標	指標の設定
PDM Ver. 0と同じ	Extent of institutional strengthening of ASP measured by the checklist developed by the project.	変更無し	Degree of institutional strengthening of ASP, measured by the checklist developed by the project, exceeds 90% by the end of the Project	
成果 2	指標	成果 2	指標	指標の明確化
Children who participated in School Outreach Program in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Program in the Pilot Activities complete primary school level education equivalent to formal education through community mobilization and support	2-1 Comparison of number of children enrolled in formal school after School Outreach Program before intervention and after intervention in the target areas 2-2 Comparison of number of children complete Flexible School Program before intervention and after intervention in the target areas 2-3 Comparison of 'awareness' of children's schooling among parents and communities is measured by KAP Survey	変更無し	2-1 (1) Enrollment rate of children after SOP in target sites rises to 75% by the end of the Project (2) Enrollment rate of children after SOP to desired grade (Class 4) in target sites rises to 65% by the end of the Project (3) Average attendance rate of SOP classes in target sites for 3 years is retained at 60% 2-2 (1) Completion rate of children after FSP rises to 75% in target sites by the end of the Project (2) Average attendance rate of FSP classes in target sites for 3 years is retained at 60% 2-3 The extent of Knowledge /Awareness, Attitude and Practice of children's schooling among parents measured by selected indicators of KAP Survey is enhanced by the end of the Project.	

PDM Ver. 1.5 (2005. 8)		PDM Ver. 2 (2006. 2)		改訂理由等
成果 3	指標	成果 3	指標	
PDM Ver. 0 に同じ	3-1 Number of (Type & Qualitative) actions taken by NFEC and DEO for strengthening the network among stakeholders 3-2 Improvement of the quality of network reports among NFE stakeholders	変更無し	10 cases are identified as a result of strengthening networking among stakeholders who are involved in NFE for children at the different levels	指標の改訂

## 付属資料 7

## プロジェクトの進捗に支障をおよぼした要因と理由

1. 政策により支援活動対象の変更があり、PDM・POの変更が必要となった。	
影響を受けた期間	プロジェクト事前調査で 2003 年 9 月から支援活動の対象として準備をしていた BPEPII (1999-2004)における OSP (子どものための識字プログラム) が EFA(2004-2009)で削除され、ドロップアウト児童対策となったため 2004 年 7 月以降から協力活動対象プログラムの再考と PDM・PO の変更が必要であった。またドロップアウト対策である PSDC の開発を新たに支援することとなる。
2003 年 11 月～2004 年 7 月	
具体的な影響	
OSP 活動を取りやめ。新たに FSP を対象とし、PDM・PO の変更	
2. NFEC の C/P が不在となる	
影響を受けた期間	プロジェクト開始時には NFEC の基礎識字ユニットの ASP 担当官が C/P となっていた。この C/P は BPEPII のプールファンドの予算で雇用されていた臨時雇いの職員であった。BPEPII (1999-2004) 終了に伴い、この C/P は解雇された。EFA (2004-2009) では国家レベルで人員削減の方針に従がい臨時雇いは再雇用しないこととなり、C/P が不在となった。その後 ASP ユニットが新設されるもコンピュータ一統担当官が ASP と兼任している。また技官チームが他ユニットと業務が兼任であるが発足 (2004 年 6 月 7 日) され、ASP ユニット担当官を含め技官チームが C/P となっている。
2004 年 7 月～現在	
具体的な影響	
プロジェクトに対するコミットメントが低下する。郡レベルでのオリエンテーション、パイロットマニュアルの作成、ASP 年刊、EMIS 運営の遅延となる。	
3. リソースセンター(RC)のリソースパーソン(RP)の不在期間が続く	
影響を受けた期間	RC は EFA プログラム実施する教育局による訓練やオリエンテーションをおこなうセンターであった。ところが ADB が支援し国立教育開発センターで実施している教員訓練プロジェクトが初等・中等教員訓練の統一化を図る。これに伴い RC 制度の見直しがあり、RC の数が削減され、RP が新たに任命されることとなったが、新 RP 任命過程に混乱があり、政府と摩擦が生じ半年あまり空席が生じた。2005 年 12 月に新しく RP が配置されるまでプロジェクトの進捗に支障をきたした。
2005 年 7 月～2005 年 12 月	
具体的な影響	
現場教室と ASPM のモニタリングに支障またプロジェクトの進捗に支障をきたした。	

4. 治安によりパイロット活動対象郡の変更（シラハ郡の縮小とカトマンズ郡の追加）	
影響を受けた期間	シラハ郡での2005年5月の治安の悪化に伴い日本人専門家によるモニタリング活動が規制され、直接監督責任のあるNGOの活動も2005年6月で終了された。その後2005年12月からカトマンズ盆地3郡からカトマンズ郡が追加郡として選定され2006年4月から教室が開始された。2006年2月ではカトマンズ郡の追加によってプロジェクトの進捗が遅延していたが、2006年4月からカトマンズ郡の教室が開始され中間評価時には遅延を取り戻している。
2005年5月～現在	
具体的な影響	
POの遅延（2006年2月の報告書では32活動中13活動に遅れが出ているが、10活動がカトマンズ追加にともなう遅延となっている。	
5. 郡教育事務所長の頻繁な異動があった。	
具体的な影響	2004年1月からシラハDEOが3回、ダデインDEOは3回、交代している。カトマンズDEOは2004年12月から1回交代している。この交代は定期的なものではなく、治安状況や政治状況によるものである。
DEO交代の度にプロジェクトについて説明が必要。	

8. 調査結果を踏まえたプロジェクトのAction Plan

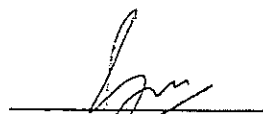
Note of Discussion

With regard to the recommendations of Japan International Corporation Agency (hereafter referred to as "JICA") Mid-term Evaluation Mission in September 2006, the Community-based Alternative Schooling Project (hereafter referred to as "CASP") Chief Advisor and Director of Non-Formal Education Center (hereafter referred to as "NFEC") agreed on the Action Plan as attached.

Kathmandu, Dec 25, 2006



Mutsumi Tsubouchi  
Chief Advisor  
CASP/JICA



Mrs. Bunu Shrestha  
Director  
NFEC

Action plan proposed after MTE

	MTE recommendation	Counter Strategy/measure (Already discussed with TTM)	Time	Activities	Responsibility	Note
1)	Clarifying strategies to sustain ASP classes in the CASP Model:	This will be "Exit Strategy" for CASP model. Therefore it is necessary to consider the government policy and strategy on "what will come after ASP", especially by considering EFA goal.	Done Dec 2006	Discuss ASP as a strategic tool for EFA and concrete the idea of "ASP and after ASP" to reach EFA goal in Thematic Group of EFA	NFEC/(CASP)	
			Dec 2006	Discus "after CASP strategy" as including into VEP (Village Development Plan)	CASP/NFEC	
			Jan-Feb 2007	Make plan to develop VEP after April 2007 in Dhading/KTM (each 4 VDC)		
			April 2007	Share with DoE in the Intensive Workshop	CASP/NFEC	
			June 2007	Develop VEP (Village Development Plan) in Dhading(CASP Pilot area)/KTM (4 VDC)	CASP/NFEC	
			Aug 2007	Complete the report of VEP CASP implemented	CASP/NFEC	
			Oct 2007	Explain to concerned at Central level	CASP/NFEC	
			Nov 2007	Explain to concerned at district level	CASP/NFEC	
			Dec 2007	Explain to concerned at EFA	CASP/NFEC	
2)	Elaborating the CASP model by the characteristics of localities:	List up the case studies from different communities and categorize those cases for practical application of the model	Dec 2006 - Mar 2007	List up the case studies as of March 2007 from the reports of partner NGOs, DMM, TTM and workshops and categorize them	CASP/NFEC	
			Apr 2007 - Jun 2008	Maintain the record of case studies after March 2007 from the reports of partner NGOs, DMM, TTM and workshops and categorize them	CASP/NFEC	
3)	Clarifying evidence of effectiveness of the CASP model:	Compare and analyze the effects of CASP target ASP classes and sample of non-CASP ASP	April 2007	Action Research to compare CASP and non-CASP ASP classes in Dhading	NFEC/DEO/CASP?	

*M/ro*

*[Signature]*

		classes through the monitoring to get more concrete evidence of effectiveness	Nov 2006 - Oct 2007	Monitor CASP 10 classes and other ASP classes (10- 20 classes)		
			May 2007	Make a interim report to show effectiveness of CASP model	CASP?	
			Nov 2007	Make a final report show effectiveness of CASP model	CASP?	
4)	Clarifying the costs of the CASP model:	Calculate extra costs compared to other ASP and find the possible components to extend to other areas	By Jan 2007	Calculate the extra cost	CASP	
			By May 2007	Discuss what activities are feasible for ASP in other areas with concerned persons of NFEC and DoE	CASP/NFEC	
			Jun 2007	Make a budget plan for 8 experimental classes ASP	NFEC	
5)	Presenting a roadmap for promoting the CASP model	Discus in the TTM about CASP model promotion roadmap contributing EFA goal and make proposal	By Jan2007	Make strategy to promote CASP model (though VEP)	CASP	
			Jan 2007 - April 2007	Discuss and coordinate the proposal with TTM and concerned persons of DoE and MOES	CASP/NFEC	
			April 2007	Present to EFA mission	NFEC	
6)	Encouraging other development donors to experiment the CASP model:	Promote CASP model through Networking	Done Nov 2006	Decide in TTM about 1) what to present from CASP project experience and, 2) who will present in the networking meeting in Dec.	NFEC/CASP	
			Done Dec 2006	Start to invite participants for the networking meeting in Dec. who are involved in NFE for children	NFEC	
			Done Dec 2006	Organize the networking meeting, make inventory for the networking, and farther decide what activities are possible in the networking	NFEC/CASP	

*NAO*

*[Signature]*



## Action plan proposed after MTE

CASP Dec 2006 (page 3)

7)	Exploring ways to secure financial resources to promote the CASP model:	Making scenarios to ensure the finance including EFA budget and Japanese fund	By Jan 2007	Present CASP experience in the donor meeting (suggested by Mr. Juho, focal person of EFA donor coordination). Discuss and decide who and how to present with JICA Nepal Office	CASP/JICA Nepal Office/ NFEC	
			By Apr 2007	Present a proposal of the roadmap made in 5)	CASP/NFEC (Collaboration with ESAD)	
8)	Utilizing existing experience of other developing partners:	Use the Networking	Done Dec 2006	Organize the Networking meeting. (See 6)		Other donors' experience have been already used in CASP model and PSDC development
9)	Clarifying roles and responsibilities of the Technical Team and counterparts:	Assign at least one TT member to be in charge of each "Output"	Done Sep 2006	One counterpart from TT members is assigned to be in charge of Output 2, so each "Output" has at least one TT member to be in charge (list as attached)	NFEC	
			Done Dec 2006	Present the experience of CASP in the networking meeting (each output)		
10)	Utilizing in/out of country counterpart training to policy formulation:	Form policy level recommendation to utilize the experience of "Counter-part Training in Japan"	Done Dec 2006	Form policy level recommendation to utilize the experience of "Counter-part Training in Japan, especially regarding education for children in remote/disadvantaged area and community cooperation	Counter Part involved in C/P training in Japan	
			April 2007	Discuss with DoE and MOES at the Intensive Workshop		
		Utilize the experience of "Technical Exchange Training" in Thailand in policy level	Done Dec 2006	Discuss and consider the coordination between CLC and ASP as a part for future strategy of ASP and CASP model.	NFEC	

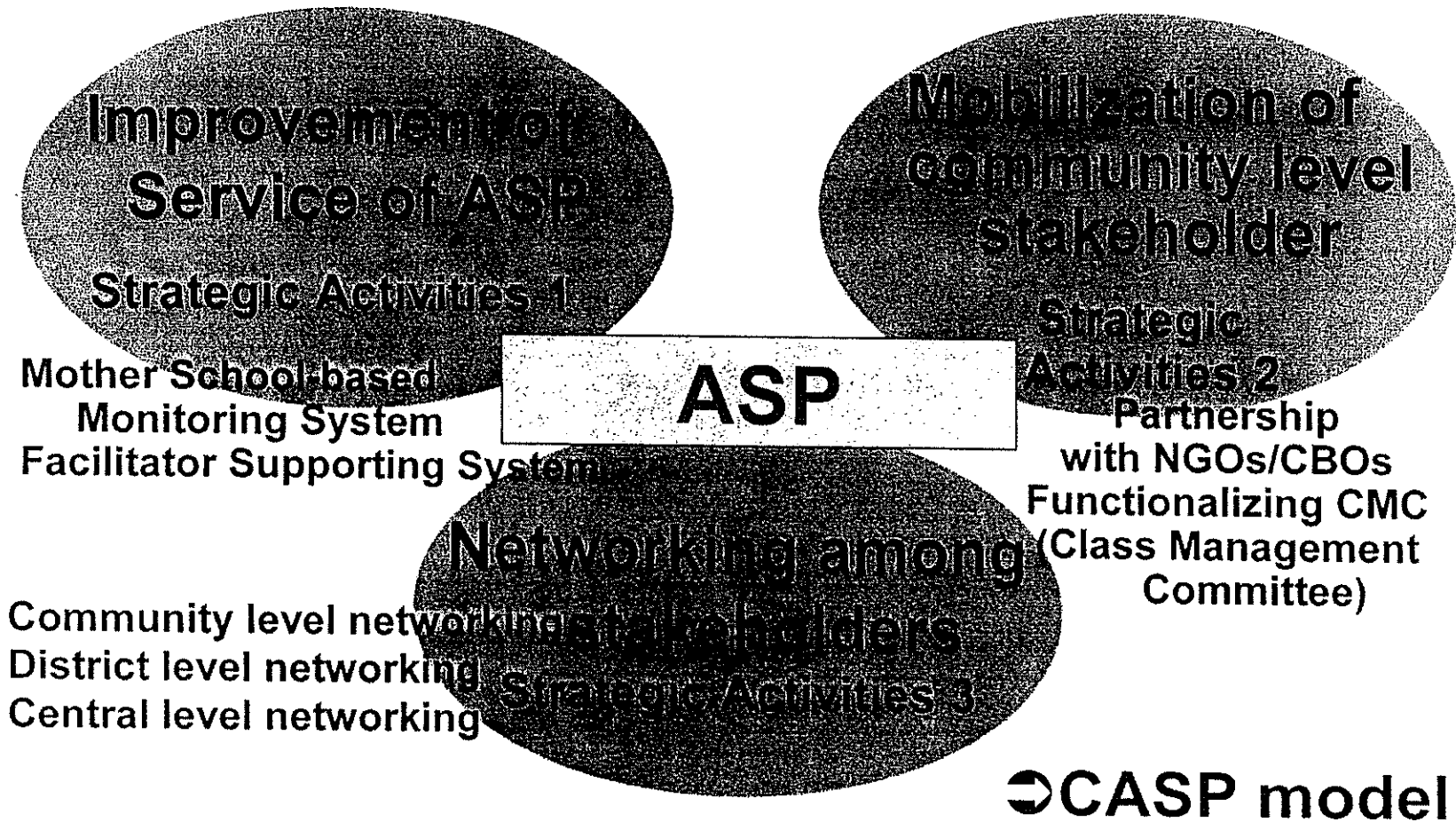
Action plan proposed after MTE

			April 2007	Discuss with DoE and MOES at the Intensive Workshop	NFEC/CASP	
		Conduct "Technical Exchange Training" nearby countries where we can find similar situation and practice	By Dec 2006	Discuss Technical Exchange Training for next year	NFEC/CASP	
			By May	Making detailed plan	NFEC/CASP	
			Jul - Aug 2007	Technical Exchange Training	NFEC/CASP	
			By Dec 2006	Discuss the training in Japan in 2007 with NFEC/JICA	CASP	
		Conduct C/P Training in Japan more policy level influence person for farther extension of CASP model as strategic tool for EFA goal	Sep 2007	C/P Training in Japan		
11)	Reconsidering demarcation of tasks and assignments of the Japanese experts:	Discuss in Japanese team and confirm with NFEC	Done Dec 2006	Discuss the policy level strategy (especially considering 1)-8)) and define the tasks		
			By Feb 2007	Discuss with NFEC and decide the schedule for Japanese experts and local staffs according to the discussion above for Apr 2007 to Feb 2008		
			Dec 2007	Review above and adjust schedule for Japanese experts and local staffs for April 2008-Feb 2009		
	<Additional Result 1> Defining CASP model	CASP model had been not clearly understood. That was also a discussion with MTE team. Therefore TTM discussed "what is the CASP model" especially difference between conventional ASP and CASP model.	Done Sep 2006	CASP model was defined as attached		
	<Additional Result 2> Clarifying what the "ASP operational guideline" and the procedure to make it	"ASP operational guideline" should be based on CASP pilot activities experience and procedure was agreed as modifying "Manual for CASP Pilot Activities"	Done Sep 2006			

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# So ASP has to be improved with three main components



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Attachment 2  
C/P Focal person for each subject (as of Dec 2006)

CASP Dec 2006 (page 6)

Name	Position in NFEC	Related Subject in CASP
Mr. Ram Prasad Adhikari	Section officer (Planning, Population Education, PSDC)	Planning/PSDC Development
Mr. Purna Bhahadur Shrestha	Section officer (Population Education, Networking, PSDC)	Networking on NFE for Children /PSDC Development
Ms. Pramod Kumar Sharma	Section officer (ASP and EMIS)	Facilitator Supporting System, EMIS, Publication
Mr. Dattatray Dahal	Section officer (Monitoring)	Mother School Based Monitoring
Mr. Chiranjibi Poudel	Section officer (Women Literacy)	Community Mobilization

14/10

