ネパール国
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
終了時評価調査報告書

平成 21 年 11 月
（2009年）

独立行政法人国際協力機構

ネパール事務所

ネパール国
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
終了時評価調査報告書

平成 21 年 11 月

（2009年）

独立行政法人国際協力機構

ネパール事務所

序　　　文

　ネパール国（以下、「ネ」国と記す）は、2000年のダカールEFA World Forumの「万人のための教育（EFA）」にのっとって作成されたEFAアクションプラン（2004〜2009）において、2015年までの無償初等義務教育の完全普及を謳っています。国家計画上でも国づくりの重要分野として教育を位置づけ、これまでドナーの支援も受けながら各種政策を実施し、初等教育の就学率向上（1998年：70%→2004年：84%→2008年：92%）など、一定の成果を上げてきました。

　更なる就学率の改善のためには、教育へのアクセスが制限され、社会的に不利な立場におかれているコミュニティへの働きかけが不可欠であり、ノンフォーマル教育への支援が課題でした。

　かかる状況のもと、「ネ」国におけるコミュニティ主体型教育推進事業について、教育スポーツ省（現教育省）など関係機関と協議し、提案型技術協力プロジェクト（PROTECO）として2004年１月から「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（Community-based Alternative Schooling Project：CASP）」を開始することが合意されました。

　本プロジェクトは、子どもを対象にしたノンフォーマル教育プログラム（Alternative Schooling Program：ASP）の運用モデルを開発することを目的とし、①ASPの制度・組織強化、②パイロット地域でのコミュニティ主体型のASP教室の実施、③関係者間のネットワークの強化を主な活動として、プロジェクトを実施してきました。

　協力終了まで半年を迎えた2009年４月27日から５月15日、プロジェクト活動の進捗状況と成果、教訓・提言を「ネ」国側と共同で確認することを目的に終了時評価調査団を派遣しました。本報告書は、調査・協議結果を取りまとめたものであり、今後の技術協力実施にあたって、関係方面に広く活用されることを願うものです。

　ここに調査団の各位をはじめ、調査にご協力いただいた外務省、在ネパール日本大使館など、内外関係各機関の方々に深く謝意を表するとともに、引き続きいっそうのご支援をお願いする次第です。

　平成21年11月

<div align="right">

独立行政法人国際協力機構
ネパール事務所長　丹羽　憲昭

</div>

目　　　次

序　文

略語表

終了時評価結果要約表

略 語 表

ASP	Alternative Schooling Program	子どもを対象にしたノンフォーマル教育プログラム
ASPM	ASP Monitor	ASPモニター
CASP	Community-based Alternative Schooling Project	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
CBO	Community-based Organization	コミュニティ自治組織
CLC	Community Learning Centre	地域学習センター
CMC	Class Management Committee	教室運営委員会
C/P	Counterpart	カウンターパート
DANIDA	Danish International Development Agency	デンマーク国際開発庁
DBMM	District Bi-Monthly Meeting	郡隔月会議
DDC	District Development Committee	郡開発委員会
DEO	District Education Office	郡教育事務所
DEP	District Education Plan	郡教育計画
DMM	District Monthly Meeting	郡月例会議
DOE	Department of Education	教育局
EFA	Education for All	万人のための教育 （ネパール政府現教育セクタープログラム）
ESAT	Education Sector Advisory Team	教育セクターアドバイザリーチーム
EV	Educational Volunteer	教育ボランティア
FSP	Flexible Schooling Program	フレキシブル・スクーリング・プログラム （短縮型初等教育プログラム）
ID/OS	Institutional Development / Organizational Strengthening	制度開発／組織強化
JCC	Joint Coordination Committee	合同調整委員会
LDO	Local Development Officer	地方開発官
MOLD	Ministry of Local Development	地方開発省
MOE	Ministry of Education	教育省
NFEC	Non-Formal Education Centre	ノンフォーマル教育センター
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
PO	Plan of Operation	活動計画
PSDC	Program for School Dropout Children	中途退学児童復学支援プログラム
RC	Resource Centre	リソースセンター
RP	Resource Person	リソースパーソン
SIP	School Improvement Plan	学校改善計画

SOP	School Outreach Program	スクール・アウトリーチ・プログラム（短期的分校型プログラム）
SS	School Supervisor	スクールスーパーバイザー
SSR	School Sector Reform	学校セクター改革（ネパール政府次期教育セクタープログラム）
TTM	Technical Team Meeting	NFEC技官チーム会議
VDC	Village Development Committee	村落開発委員会
VEP	Village Education Plan	村落教育計画
WB	World Bank	世界銀行

終了時評価結果要約表

１．案件の概要

国名：ネパール連邦民主共和国	案件名：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
分野：基礎教育	援助形態：技術協力プロジェクト（PROTECO）
所轄部署：JICAネパール国事務所	協力金額（評価時点）：約4.5億
	相手国実施機関：教育省、ノンフォーマル教育センター
協力期間(R/D)：2004.1.19-2009.10.18	日本側協力機関：なし

１－１　協力の背景と概要

　ネパール国（以下、「ネ」国と記す）政府が実施している子どものためのノンフォーマル教育には、①主に初等・低学年（１〜３年生）に焦点を当てた正規教育から中途退学した子どもを対象とした中途退学児童復学支援プログラム（Program for School Dropout Children：PSDC）、②周辺に学校がない僻地の６〜８歳の児童を対象とし、３年間で正規の初等教育カリキュラムの１年生から３年生まで修了させ、正規４年生に編入させる短期的分校型プログラム（School Outreach Program：SOP）、③就学年齢に教育機会に恵まれなかった８歳から14歳の子どもを対象に５年間の小学校教育を３年間で凝縮して行う短縮型初等教育プログラム（Flexible Schooling Program：FSP）の３つのプログラムがあり、子どもを対象にしたノンフォーマル教育プログラム（Alternative Schooling Program：ASP）と総称されている。しかしながら、関係する機関の連携不足や既存マニュアルの不備等により、これらのプログラムの成果はいまだ十分にあがっておらず、既存のプログラムの強化およびNGOとの連携を通じたノンフォーマル教育分野への支援が緊急的課題となっている。

　これらの課題に対し、「ネ」国におけるコミュニティ主体型教育推進事業について、教育スポーツ省〔現教育省（Ministry of Education：MOE）〕など関係機関と協議し、提案型技術協力プロジェクト（PROTECO）として、2004年１月から「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（Community-based Alternative Schooling Project：CASP）」が開始された。本プロジェクトは、ASPの運用モデルを開発することを目的とし、①ASPの制度・組織強化、②パイロット地域でのコミュニティ主体型のASP教室の実施、③関係者間のネットワークの強化を主な活動としている。

１－２　協力内容

（１）上位目標

　　　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ASPの運用モデルが、「ネ」国の他の地域で適用される。

（２）プロジェクト目標

　　　子どものためのコミュニティ主体型ASPの運用モデルが開発される。

（３）成果（アウトプット）

　　　１）パイロット活動とPSDCを通じて、ASPの制度・組織が強化される。
　　　２）パイロット活動の対象地域でSOPを修了した子どもが、コミュニティの動員と支援によって正規教育にアクセスできるようになる。また、パイロット活動が対象とするFSPに参加した子どもが、コミュニティの動員と支援によって正規教育の小学校レベルと同等の課程を修了する。
　　　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。（コミュニティ、ASPに関わる組織、ドナー、NGO、INGO）

（4）投入（評価時点・一部確定した予定を含む）
　　1）日本側
　　　・短期専門家派遣：計10名（188.3人/月）
　　　・研修員受入れ（本邦）：計13名
　　　・機材供与：車両、視聴覚機材等約700万円程度を供与
　　　・現地業務費：約１億円
　　2）相手国側
　　　・カウンターパート：ノンフォーマル教育センター（Non-Formal Education Centre：NFEC）
　　　　　　　　　　　　　の技官を中心に、対象２郡の郡教育事務所（District Education
　　　　　　　　　　　　　Office：DEO）スタッフがプロジェクト活動に参加。プロジェクト
　　　　　　　　　　　　　実施期間を通して、中央のNFECに計32名、MOEに計６名、DEO
　　　　　　　　　　　　　に計６名、郡のDEOでは、ダディン郡計20名、カトマンズ郡計25
　　　　　　　　　　　　　名、シラハ郡計17名が、カウンターパート（Counterpart：C/P）と
　　　　　　　　　　　　　して活動した。
　　　・ローカルコスト等：プロジェクト事務所やASPの教室運営に必要な経常予算を拠出

２．評価調査団の概要

調査者	団長　　　　　増田　知子　JICA国際協力専門員 協力計画１　小野　康子　JICA人間開発部第１（基礎教育）グループ基礎教育第一 　　　　　　　　　　　　　課　ジュニア専門員 協力計画２　柴垣　葉　　JICAネパール事務所　所員 評価分析　　池田　悦子　株式会社オーピーシー　開発コンサルタント
調査期間	2009年４月27日～2009年５月15日　評価の種類：終了時評価

３．評価結果の概要

３－１　実績の確認（アウトプットの達成度）

（1）プロジェクトの成果（アウトプット）
　　1）成果１
　　　　本プロジェクトでは、パイロット活動で対象としたSOP/FSPおよびPSDCを通じて、
　　NFECのASP実施計画および実施能力強化、中央レベル（NFEC）、郡レベル、学校レベル
　　間の情報共有、各レベル間のプログラム実施および評価にかかる連携、モニタリングの
　　改善、データ管理、広報等に焦点を当てASPの制度・組織の強化に努めた。プロジェクト
　　が作成した上記の重点分野に沿った組織制度整備度を測る指標によれば、現時点でその
　　組織・制度整備度の達成値が88％に達しており、プロジェクト終了時までには目標値で
　　ある90％を達成する見込みである。なお、これまで特に強化された分野は以下のとおり
　　である。
　　　・NFEC、DEO、スクールスーパーバイザー（School Supervisor：SS）、リソースパーソン
　　　　（Resource Person：RP）等の各レベルの関係者間における政策やプログラムにかかる
　　　　情報共有
　　　・ASPおよびPSDCにおけるプログラム実施計画の評価、改訂
　　　・マザースクール（近隣の正規学校）制度によるモニタリング
　　　・SS、RP、ファシリテーターのASP活動への活用
　　　・教材配布の体制整備
　　　・広報用出版物の整備

２）成果２
　　本プロジェクトは、ASPの運用モデルの開発を目標として、対象コミュニティを積極的にASPの活動に参画（動員）させることにより、本成果の達成をめざした。指標はおおむね目標値に達したが、達していない指標（修了率）もある。

　　＜SOP＞
　　　・正規学校への編入率：ダディン、シラハ郡ともに達成
　　　・正規学校４年への編入率：ダディン、シラハ郡ともに達成
　　　・出席率：ダディン、シラハ郡、カトマンズ郡ともに達成
　　　＊カトマンズの編入率は2009年４月編入のため、データ分析中

　　＜FSP＞
　　　・３年次修了率は、ダディン、シラハ郡ともに達成せず
　　　・出席率：ダディン、シラハ郡、カトマンズ郡ともに達成
　　　＊カトマンズの修了率はデータ分析中

　　＜保護者の教育に対する意識、態度、行動の変容＞
　　プロジェクトが対象地域の保護者に対して実施した、就学に対するKAP（Knowledge,Attitude and Practice）調査によると、保護者の教育に対する意識、態度、行動が大きく変化した。
　　　・対象３郡とも、知識・意識、態度、行動のすべてにわたって向上した。
　　　・ダディンにおいて特に態度、および行動にかかる指標の伸びが高い。
　　　・ほぼすべての親や保護者たちが、子どもの教育、ジェンダー平等、育児、子どもを正規校に送ることに前向きな態度を持つようになった。
３）成果３
　　ネットワーク強化の事例は９事例報告されているが、それぞれが、関係者を集めた１回ごとのワークショップやミーティングであり、モデル開発と普及のためのネットワークの醸成はまだ十分とはいえない。

（２）プロジェクト目標
　　パイロット活動を基に、C/Pの主体的な参加による「ASP運用ガイドライン」のドラフトが開発され、完成に向け現在も作業が進んでおり、プロジェクト終了時までに目標は達成される見込みである。2009年２月には、CASPの経験からの政策提言ワークショップが開催され、教育省（MOE）、教育局（Department of Education：DOE）、NFEC、DEOや他ドナーを招いてガイドラインの内容が共有された。ただし、中間評価時に提言された、CASP普及のためのNFECによるガイドライン普及に向けての取り組みやDEOによるガイドライン活用の促進、他郡／他組織によるガイドラインの活用への働きかけなどがまだ十分行われているとはいえない。

３－２　評価結果の要約

項目	評価結果の要約
妥当性 高い	・「ネ」国および日本ともEFA達成に向けた政策を打ち出しており、「ネ」国の次期教育セクタープログラムである（School Sector Reform：SSR）においてもEFA達成におけるASPの重要性が明記されている。

	・ニーズ・ベースト・アプローチによるプロジェクト設計が行われているため、対象グループのニーズは十分に反映されている。コミュニティの動員によって、親や保護者の教育意識を変革するとともに、コミュニティの協力によって子どもが学校に通いやすい環境を整えたCASPのアプローチは地域のニーズに沿ったものであった。 ・モデル開発のためのパイロット地域の選定は、安全上の制約および地域の多様性への反映から妥当であった。
有効性 高い	・「ASP運用ガイドライン」はプロジェクト終了時までに完成見込みである。今後、このガイドラインを活用しながらASPにかかる政策提言およびCASPモデル普及にかかる道筋の検討が行われることになっており、プロジェクト目標は達成されると判断できる。
効率性 やや低い	・成果の指標であるターゲット地域FSPによる修了率、ネットワーキング形成とも達成が不十分であり、投入量と成果・目標の達成度を比較すると、効率性はやや低いと評価される。 ・CASPによるASPの運用モデルは開発されたが、今後その普及の担い手となるNFECの普及にかかる能力強化は十分ではない。 ・専門家派遣、本邦および第三国研修にかかる投入コストにおいて、その投入量や内容等をかんがみると効率性が低いと評価される。その理由として、治安悪化によりシラハ郡での活動が中止され、カトマンズ郡での活動を新たに追加したこと、治安状況により日本人専門家の現地入りが困難であった際に本邦および第三国研修をC/Pの能力強化のツールとして活用したことがあげられる。 ・ASP分野で活動する他ドナー（DANIDA、UNESCO、UNICEF）とパイロット現場での経験を共有し、ノンフォーマル教育における情報集積システムを共同で開発するなどの連携を行っている。
インパクト 中程度	・SSR計画書にはASPの重要性は明記されているが、その具体的な実施方法の記載はなく、ASPの方向性は明らかになっていない。 ・地方開発省（Ministry of Local Development：MOLD）、パイロット対象地以外の郡開発委員会（District Development Committee：DDC）や村落開発委員会（Village Development Committee：VDC）に対しての政策的インパクトは少ない。 ・既に中央においてはコミュニティの動員およびマザースクールによるモニタリングがASP政策に取り込まれ、CASPのモニタリングシステムがASPモニタリングマニュアルに適用されるなど、CASPモデルの制度化に向けた活動が進んでいる。 ・CASPの経験は、UNESCOの案件形成の参考とされた。 ・パイロット地域では、SOP教室が正規のコミュニティ学校として認められたケースがあった。 ・親や保護者のエンパワーメントによるアドボカシー活動から、親が識字教室の開催を行政に求めて実現するなどのインパクトもみられる。
自立発展性 やや低い	・ASPおよび正規学校との連携のための政策レベルの戦略は、現在MOEおよびNFECで協議中であり、今後の具体的な計画はいまだ示されておらず、地方分権化の進捗に伴うMOLDとの連携も明らか

	になっていない。 ・CASPで開発したモデルについては、必要とされる追加予算はそれほど大きいものではないが、絶対量が不足しているASPクラスの数の拡大および継続実施については、現在のノンフォーマル教育への予算配分（教育予算全体の1.6％）では不十分である。 ・CASPモデル運営における計画、予算、モニタリングにかかるC/Pの技術的能力は、研修やプロジェクト実施によって向上した。しかし、モデルの普及にかかる能力はいまだ十分ではない。

３－３　効果発現に貢献した要因

（１）計画内容に関すること

　　　パートナーNGOは、３郡において現地の社会経済的な事情を十分に把握し、ASPの児童や家族、教師、校長たちと連携しながら、コミュニティの動員とクラスの活性化に大きく貢献した。

（２）実施プロセスに関すること

　　　中央レベルではNFECの技官チームが、郡レベルでは郡月例会議（District Monthly Meeting：DMM）メンバーが、プロジェクトを運営する主体として任命され、定期的な会合においてプロジェクトの進捗を共有し、課題の解決策を練り、意志決定を行った。

　　　パイロット地域では、コミュニティの動員により教室運営委員会（Class Management Committee：CMC）の親や地域の住民などがASP教室のための資金援助を行ったり、DEOに対して予算措置を要請したりして、自助努力により教室の環境整備、児童の学習用品の確保に努めた。

３－４　問題点および問題を惹起した要因

（１）計画内容に関すること

　　　プロジェクト目標が「モデルの開発」であったことから、当初、パイロット地域におけるモデル開発のための活動にのみ限定されていた。この点については、中間評価調査で、普及を念頭においたモデルづくりと普及につなげるための政策提言も活動に組み入れるよう提言がなされた。

（２）実施プロセスに関すること

　　　2008年の政権交代後開始された大々的な「識字キャンペーン」は、２年間で全国の非識字者を対象（成人・未成年含む）に３か月の識字教育を行うものであり、NFECの人員、予算ともに、このキャンペーンの実施に大きく割かれることになった。このため、NFEC内のASPに充てる時間と予算が減り、CASPの開発と普及に関しても影響を与えた。

　　　また、C/Pの頻繁な異動がプロジェクトの効率性に大きな影響を与えた。特に、NFEC所長と対象３郡のDEOが数度にわたって異動したことで、プロジェクトへの理解とコミットメントが変化した。

　　　加えて安全上の理由により、シラハ郡でのパイロット活動は縮小され、日本人専門家やC/Pによるモニタリングや訪問もままならなかった（これにより、パイロット活動地として、シラハの代わりにカトマンズが選定された）。ダディン郡のパートナーNGOにとっても、同郡における治安状況の悪化がコミュニティの動員活動の阻害となった。

３－５　結　論
　プロジェクトはシラハ郡、ダディン郡、カトマンズ郡でのパイロット活動を通して、コミュニティ主体型のASPモデルの開発を行い、その成果は755名のSOPの児童、720名のFSPの児童へ裨益した。パイロット地域では３年の学習期間終了後、ほとんどのSOP児童が正規学校へ編入することができた。また、パイロット教室の運営を通して、パイロット地域におけるDEO、SS、RPやASPモニター（ASPM）の組織・制度は強化された。このように、ASPの現場での実施プロセスについてはモデルが開発された。このパイロット活動で開発されたCASPモデルを他地域に普及するにあたって、MOE、DOE、NFEC、DEOという関係機関の政策的、財政的コミットメントは十分とはいえず、将来的に財政面でのパートナーになる可能性のあるMOLDラインとのネットワーク構築もいまだ困難である。
　一方、プロジェクト実施により、ASP制度自体の問題点も明確になり、これが今後のモデル普及のインパクトを妨げる要因になり得ると想定される。

３－６　教　訓
＜CASPモデルの有効性＞
（１）ASP教室の教育の質を確保するには、正規学校との連携が重要である。CASPでは近隣の正規学校をマザースクールとし、その正規学校によるASP教室の効果的なモニタリングの仕組みを開発した。正規学校からのモニタリングが行われることで、ASP教室の最低限の授業の質が保たれるとともに、正規学校とASP教室の関係が強化されるようになった。
　　　また、SSやRPの定期的なモニタリングも、ファシリテーターの質の向上および動機付けに貢献している。

（２）社会的に不利な立場にあるグループに対しては、教科書配布やファシリテーターの任命などの供給側からの支援と同時に、需要側のニーズを重視し、コミュニティの意識改革やエンパワーメントを図ることが持続性のある教室運営を実現するために必要である。

（３）ASP卒業生が正規学校に編入した際やその後の特別な支援が必要である。例えば、ASPでは徴収されない入学一時金が正規学校では徴収されることが、正規学校への編入の妨げになっていたが、RPが編入先の正規学校に働きかけ、入学金免除による編入が実現した。また、ASP在籍中に、マザースクールとの交流を持つことで、正規学校編入への不安をなくし、円滑な編入が実現した例もあげられている。また正規学校に馴染み、学業についていけるような教育面での支援も必要である。

（４）ファシリテーター支援のために、教育ボランティア（Educational Volunteer：EV）の活用は効果的である。ファシリテーターはコミュニティの外から採用されることが多いが、EVは同じコミュニティ、つまり同じ民族やカースト、同じ言語を話すグループから選ばれるため児童とより近く接することが可能であり、児童とファシリテーターの調整役として機能しやすい。

（５）ASP教室の質を確保するためには、ファシリテーター研修の充実が必要である。ASPのファシリテーターは、困難な状況の、しかも年齢や学年の異なる子どもに対して、全教科を教えなければならないという点で高度な技術・能力を要する。また、ファシリテーターのバックグラウンドは多様であることから、CASPで実施したような経験に応じてその内容を取捨選定できるようなニーズベースの研修が有効である。

＜CASPモデルの普及の可能性＞
（６）CASPでVEP開発の支援を行った結果、スクールマッピングや世帯調査によって、需要側
のニーズを反映させたVEPの重要性が改めて明らかになった。また、VEPの開発過程で、
コミュニティの教育に対する意識が高まり、教育開発に関する目標がより明確になるとい
う効果も示された。しかしながら、VEPを作成しているVDCが限られる中では、VEPの内
容を県の計画に反映させることができないために、結局VEPに基づく適性な予算申請や予
算確保が困難な状況にあり、現状ではVEPのみでASPを計画・実施していくことには限界
があると言わざるを得ない

（７）モデルの普及のためには、①汎用性のあるモデルの開発、②モデルの制度化、③普及に
関する関係者の能力強化が必要である。この中で、①と②については進みつつあるが、③
についてはプロジェクトで十分に取り組んでこなかった。CASPでは当初のプロジェクト・
デザイン・マトリックス（Project Design Matrix：PDM）の普及にかかる活動が含まれてい
なかったが、モデル開発を目標とするプロジェクトにおいては、プロジェクトの進捗やC/P
の動きに応じて、普及に関するこれらのステップをプロジェクトの中で実施していくこと
が望ましい。

（８）CASPは、現行のASPの枠組みの中で、その実施メカニズムの強化を行うための協力であ
り、現場レベルで様々な改善策を生み出したが、ASPの枠組みの課題が大きいために、実
施レベルの改善策のインパクトが限定的にならざるを得ない状況が生まれた。プロジェク
トの前提としている部分の問題が大きい場合には、その問題に何らかの形で対処していく
取り組みも必要であった。

３－７　提　言
＜プロジェクト終了までに実施されるべきこと＞
（１）これまでの経験を踏まえ、現在NFECが検討している10郡での普及計画策定をプロジェク
トが支援する。

（２）プロジェクト対象郡において、他地域でのCASPモデル普及にかかる支援を行う。

（３）郡の開発予算（DDF）のASPへの活用を促進するため、DEOによる、DDCや地方開発官
（Local Development Officer：LDO）への働きかけを支援する。また、アドボカシー活動に
活用できるパンフレット等の資料を作成する。

（４）すべてのDEOが参加するDEO会議の場を活用し、ASPガイドラインの普及、経験共有を
行う。

（５）明らかになったASP政策自体の課題について、プロジェクトとしての分析を加え、政策
提言を取りまとめる。教育省関係者および開発パートナーとの協議を行う。

＜プロジェクト終了後に中長期的に取り組むべきこと＞
（６）正規学校として、その責任範囲は現在学校内に限定されている。CASPが提案した正規学
校によるモニタリングを制度化していくには、正規学校の責任範囲やまた反対にその制約
要因を明らかにしたうえで、正規学校が果たすべき責任や役割について明文化していくこ
とが求められる。

（7）プロジェクトからの政策提言を活用して、「ネ」国政府が今後ASP制度そのものや実施プロセスの見直し・改訂を行っていくことが強く期待される。NFECは、本来ノンフォーマル教育にかかる研究開発を担うことになっており、このプログラムの見直しにおいても、その役割を十分に果たすことが期待される。

Summary of the Evaluation

I. Outline of the Project	
Country：Nepal	Project Title：Community-based Alternative Schooling Project
Issue / Sector：Basic Education	Cooperation scheme：Technical Cooperation Project （PROTECO）
Division in charge：JICA Nepal Office	Total cost：about 450 million yen
	Partner Country's Implementing Organization：Ministry of Education,Non formal Education Center
Period of Cooperation(R/D)： 2004.1.19-2009.10.18	Supporting Organization in Japan：None

1. Background of the Project

In Nepal, various projects have been launched 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 alternative schooling 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 Center (NFEC), Ministry of Education (MOE), and District Education Office (DEO) in coordination with local NGOs. Aiming at developing an operational model of ASP to enroll all children in schools, CASP conducted pilot activities in Dhading and Kathmandu (Siraha was also the pilot district at the beginning, but due to security situation, Siraha was replaced by Kathmandu).

2. Project Overview

(1) Overall Goal

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

(2) Project Purpose

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

(3) Output

  1) Institutions and organizations to operate ASP are strengthened through the Pilot Activities and Development of Dropout Program.
  2) Children who participated in School Outreach Programme in the Pilot Activities have access to formal education and children who participated in Flexible Schooling Programme in the Pilot Activities complete primary chool level education equivalent to fomal education through community mobilization and support.
  3) Network among stakeholders who are involvedin NFE for children at the different levels is strengthened .

(4) Inputs (as of this final evaluation) Japanese side：		
No. of short term experts: 10 persons （188.3M/M）	Provision of equipment : vehicle, audio-visual equipment and so on (Approximately JPY 7 million)	
No. of trainees received in Japan: 13persons	Local Activity Cost: Approximately JPY 100 million	

Nepalese Side ：

Counterparts ： 32 major counterparts in NFEC,6 in MoE, 6 in DoE, 20 in Dhading 25 in Kathmandu and 17 in Siraha district officers and JT/JTAs in five project districts

Local cost ： For the project office space and ordinary budget for operating ASP classes

II. Evaluation Team

Members of Evaluation Team	Leader	Tomoko Masuda
	Cooperation Planning 1	Yasuko Ono
	Cooperation Planning 2	Yo Shibagaki
	Evaluation Analysis	Etsuko Ikeda
Period of Evaluation	April 27, 2009～May 15, 2009	Type of Evaluation: Final Evaluation

III. Results of Evaluation

1. Achievements

(1) Project Purposes

Project purpose is achievable if further measurement on policy recommendation is taken to extend CASP model, which was suggested in the mid-term evaluation.

The ASP guideline is in the process of finalization. The Draft February 2009 version was disseminated among the C/Ps. It will be modified by integrating the lessons learnt from the pilot activities in Dhading and Kathmandu. The ASP Guideline was formulated by intensive discussion among C/Ps. The ideas and opinions of NFEC,DEO,SS, RP facilitator ,ASPM,CMC and ASP center had been reflected in the contents of the ASP Guideline. The workshop on policy recommendation from CASP experiences was held on February,2009 by inviting stakeholders from MOE,DOE,NFEC,DEO and donors. The key point of the ASP Guideline was presented in the workshop. By the end of the Project, the road map to extend CASP model to other area will be presented in the policy level.

(2) Outputs

Output 1 :

The target seems to be achievable by the end of the Project, according to the indication for Institutional and Organizational Development set by the Project. The achievement rate is 88% by the checklist. The strengthened area is sharing of policy, regulation and program among NFEC,DEO,SS,RP,ASPM and facilitator, review and revision and development of PIM, mother school-based monitoring system application, collaboration with stakeholders to share CASP information, development of capacity of NFEC and DEO for CASP Project management. By the completion of the Project, collaboration among stakeholders, monitoring, data analysis will be further strengthened to achieve the target.

Output 2:

＜SOP＞

According to ASP monitoring report from RPs, the average rate of transfer and attendance in Dhading and Siraha met the target. Regarding the average of transfer to formal schools, All of children who were enrolled

at the 3rd year of SOP were able to transfer to formal school. However,64％ of them entered G4 while others entered G2 and G3.

＜FSP＞

According to ASP monitoring report from RPs, the average rate of completion did not meet the target because many students dropped out: 62% in Dhading and 51%:Siraha. The average attendance to FSP centers in Dhading and Siraha is high: 77% in Dhading and 86%:Siraha and 71％ in Kathmandu.

Though target rate is achieved in average, it is observed that there are some centers that have lower rate, and the reason of the poor performance needs to be analyzed.

＜Changes of Parents＞

Knowledge,Attitude and Practice among parents have enhanced judging by selected indicators of the KAP （Knowledge,Attitude and Practice:KAP） Survey.

Output3 :

Although networking workshop and meeting have been sufficiently conducted in number, the continuous networking and follow-up of each workshop are needed for the model extention and policy recommendation.

2. Summary of Evaluation Results

Criteria	Evaluation Result
(1) Relevance High	・Achieving EFA Goal is addressed in policy documents of both Nepal government and Japanese government. The importance of ASP for EFA is clearly mentioned in SSR which is in the process of appraisal in this year in Nepal. ・The needs of the target group were filled as the Project took need-based approach and strengthened community mobilization and participation. ・ASP and promoted common understanding of the importance of ASP to achieve EFA in Nepal. ・The target areas of the Project were appropriately selected considering security condition and social-cultural diversities.
Effectiveness High	・The ASP Guideline is going to be finalized and the road map for the policy recommendation for ASP and CASP model extension will be presented in the policy level by the end of project period.
Efficiency Relatively Low	・Efficiency is rather low considering the size of Input and degree of achievement of Outputs. ・The strategy of the model expansion has not sufficiently focused during the project implementation, because of the Project intensively supported the pilot area for the model formulation. ・In terms of cost performance, assignment period and timing experts cost and relevance of C/P training are also questioned. Some of those are due to security reason. ・The project shared experiences to develop CASP pilot activities and with collaborated to develop EMIS on for ASP with other donors .
Impact Fair	・Though ASP policy in SSR is clear, implementation process and modality is not yet developed.

	・The positive impact is observed in the central level. Community mobilization and mother school-based monitoring of CASP model is included in the ASP policy. The CASP facilitator training manual was distributed in all 75 districts in 2007 and 2008. And CASP monitoring format was adopted in NFEC Monitoring Guideline. ・UNESCO utilized the CASP model for their program design on ASP. ・In the pilot areas ,positive impact such as community solidarity, formation of literacy classes for mothers, parents' attitude change toward formal education ,CMC empowerment was observed.
Sustainability <u>Relatively Low</u>	Policywise ,strategy to link ASP to the formal education is on discussion in DOE and NFEC. The future strategy for SOP and FSP planning process is still on the process of development. VDC's involvement for formulation of VEP and community mobilization is not sufficient because of the absence of elected representatives, ・Financially ,the budget allocation for non-formal education is scarce, which is about 1.6% of the education budget. ・Technical capacity of C/Ps on planning, budgeting and monitoring has been developed. However capacity building of NFEC for model expansion has not been intended yet.

3. Factors that promoted realization of effects

<u>Factors concerning the planning</u>

The partner NGO understood the social economic condition of pilot areas and actively contributed to community mobilization and activation of ASP classes by closely working with ASP students, parents, teachers and head teachers .

Partner NGOs worked effectively in community-mobilization and activation of ASP classes by closely working with ASP students, parents, teachers and head teachers as they knew the local situation and difficulties.

During DMM held in the DEO, progress and problem of Project implementation were shared and discussed among SS, RP, Partner NGO, ASPM, and DEO. The communication among stakeholders in the district level was effective to improve pilot activities in target areas. The commitment and ownership of C/Ps at the district level was higher than central level because they recognized the positive influence of CASP pilot activities in their own districts. All and all, approach of capacity development is process oriented and C/P can develop capacity in all the cycle of Project management.

<u>Factors concerning the implementation process</u>

TTM members in NFEC at center level and DMM members in districts revel were appointed as the core management body of the project and progress and problem of project implementation were shared and discussed for making decision.

・At the district level, DEO provided facilitators' additional salary, management cast for CMC, scholarship, uniforms, and stationeries for ASP students.

4. Factors that impeded realization of effects

<u>Factors concerning the planning</u>

The project purposes had been set as" Capacity building of model development ", and capacity building for model extension had not focused in the Project at beginning. the recommendation to add the policy recommendation for model expansion was suggested in the mid-term evaluation

Factors concerning the implementation process

The Literacy Campaign by GON (2008-2009) has influenced the Project activities to extend CASP model, because most officers at NFEC had to be involved in the big campaign for adult literacy. On the other hand, the NFEC officers leant how to collaborate with local bodies through the campaign.

Frequent transfer of C/Ps has continuously occurred during the Project period. Director of NFEC and DEOr changed several times. NFEC members also transferred frequently. Their understanding and involvement to CASP to achieve EFA differs and affected the process of CASP model development.

Due to the security condition, pilot activities in Siraha district had to be scaled down. Japanese experts and C/P's follow up in the district was not possible. Partner NGOs in 3 target districts also experienced the difficulties to work in the field because of insecurity and unpredictable situation.

5. Conclusion

The Project has achieved to develop community-based ASP model by conducting the intensive pilot activities in Siraha, Dhading and Kathmandu districts, formulating the ASP Guideline and strengthening networking among related agencies on ASP. 755 SOP students and 720 FSP students were benefited from the pilot activities in total. Among the developed CASP model, mother school-based monitoring, community mobilization, facilitator's additional trainings, assignment of EVs, formation of Child Club, and NGO partnership were identified as effective to encourage children to continue study. After three years, most SOP students entered in the formal schools and most FSP students completed class in the pilot centers. DEO, SS, RP and ASP's organizational and institutional capacity has been strengthened to manage ASP in the target districts.

The developed CASP model needs to be replicated in other areas of Nepal in order to strengthen existing ASP for achieving EFA. Though the ASP Guideline is useful for implementation at the field level, further policy recommendation and preparation of the road map for the CASP model extension is necessary to institutionalize the CASP model in MOE, DOE, NFEC and MOLD. To achieve the institutionalization, many challenges are seen in current Nepal. Even though the ASP policy is clearly mentioned in SSR, implementation and modality process is not yet developed. NFEC has an organizational weakness on policy recommendation, pilot development, research and dissemination. Common understanding of importance and needs of ASP among development partner is still lacking. In the district level, the system to integrate ASP into DEP planning process is on the process of development and the DEP and National education plan is not linked effectively. VDC's involvement for formulation of VEP and community mobilization is not taken because of the lack of elected representatives. Considering these factors, further steps for policy intervention need to be taken by the Project.

6. Lessons Learned
6-1 Lessons Learned
<Effectiveness of CASP Model>
(1) Linking ASP centers with regular schools is effective in ensuring quality of ASP centers

The Project has developed an effective mother school-based monitoring system. This ensures the basic quality of teaching-learning processes at ASP centres and strengthened relationship between ASP centres and regular schools. At the same time, this will contribute to make ASP institutionally sustainable. Follow-up by not only ASPM of regular schools but also SS and RP was also found effective for encouraging and technically assisting facilitators. FSP program requires examination items based on the condensed curriculum. In CASP, mother schools also helped FSP centres develop examination items as well. Such supports encourage facilitators despite of their low salary.

(2) Demand-side approach is needed for the disadvantaged group

Conventional ASP centres focus on supply-side interventions such as providing textbooks and appointing facilitators as regular schools do.   CASP employed the demand-side approach to dig out the needs and raise awareness of the community at the same time and has shown that community mobilization is particularly essential in the remote and isolated communities.

(3) Intervention is needed for smooth bridging between ASP and regular schools

CASP considered special supports for ASP graduates was necessary to continue their education in regular schools.   For example, RP negotiated with regular schools not to charge fees for ASP graduates. Promoting communication between ASP students and regular students during the Project has also contributed to diminishing fear and hesitation of ASP students for entering regular schools.   CASP distributed school bags, uniforms, and stationary to those who progressed to regular schools.   This was highly appreciated by the students, however, may be worth reconsidering from the viewpoint of financial sustainability.

(4) Assigning Educational Volunteers (EV) was effective to support facilitators

EVs were selected within the community to support facilitators.   Even when facilitators are absent, ASP centers were kept open with the support of EVs.   They also contributed to paying more attention to individual students by visiting students houses and meeting with their parents.   Another positive aspect of EVs was that they are from the same community and the same ethnicity so that they can easily link students and facilitators, many of whom need to be invited from other communities.

(5) Additional Facilitators' training is necessary for quality ASP

Facilitators of ASP are required to have various skills.   They have to teach all subjects in multi-grade and multi-age setting, and they have to be friendly and supportive to students who are at risk of dropping out of schools.   The Project found that the current level of training is still too short to prepare them to respond to all these needs, and developed system of 15 days' needs based training since their backgrounds also vary. This requires some additional costs, however, the investment is minimum requirement for the quality point of view.

<Prospects for model extension>

(6) Utilization of VEP for ASP planning

The Project supported development of VEP in 4 VDCs and found that VEP is an important needs-based plan with the thorough survey and school mapping. Through the development process, the community raised awareness and developed clearer visions for education development in the community.   However, the current difficulty is that VEP exists in only some 600 VDCs and that is why VEP cannot be integrated into DEP to get funding for ASP classes.   It will be a long way to go before VEPs are really functioning.

(7) More capacity building for model extension was needed along with model development

For a model to be extended, the following three steps are required: 1) operational model is developed; 2) the model is institutionalized; and 3) stakeholders are equipped with technical capacity to implement the model or to provide technical support to implementers.   The Project identified approaches and activities for more effective operation of ASP centers through intensive piloting in 9 centers of Dhading and 9 centers of Kathmandu (currently 8 centers).   The Project also supported institutionalization of the model through policy recommendation workshop.   Capacity building for model development was focused, however, capacity building for model extension was not intended in the Project.   According to interviews with Japanese experts, NFEC's initiatives to CASP model extension to Sindhupalchok and Sarlahi districts were

not very successful.　If so, there might have been much room for the Project to support NFEC's efforts and that might have further accelerated the extension of the CASP model.　Capacity building of stakeholders for model extension was not the Project focus in the PDM; nonetheless, it should have been more targeted as the Project progressed.

(8) Macro viewpoint to examine the fundamental problems should not be forgotten
The Project aimed at improving the government ASP programs within the existing framework.　It tried to explore the room for improvement at the field level focusing on implementation mechanism.　As a result, the Project was able to produce a variety of means for improvement, and practices at the district and the field level were conducted successfully.　From the early stage of the Project, however, it was found that there are some difficulties and pitfalls in the current ASP modalities and that the whole ASP programs need to be reviewed, taking into consideration of involvement of formal schools and/or local governments.　Yet, the Project maintained the originally planned tasks and seemed to limit itself within the existing framework of ASP programs.　Instead, the Project could have raised those issues of and suggestions for the difficulties and pitfalls of the ASP modalities that the Project was based on and adjust activities with more flexible project management.

7. Recommendations
7-1 During the rest of the Project period
(1) Supporting NFEC's efforts to extend the CASP model
As mentioned earlier, according to interviews with Japanese experts, NFEC's initiatives to CASP model extension to Sindhupalchok and Sarlahi districts were not very successful.　Factors that affected the results of the efforts should be more clearly identified and be taken into considerations when NFEC develop the extension plan for 10 districts.

(2) Supporting districts' efforts to extend the CASP model within the district
The Project conducted dissemination workshops within Dhading district and Kathmandu district, and the support to districts' efforts for dissemination to other areas within the district should be further continued. This includes development of a dissemination plan and provision of technical support to DEO if the implementation starts before the Project ends.

(3) Strengthening networks with DDC
Some ASP centres succeeded to get financial supports from VDC as a result of good relationship between CMC and VDC.　Considering the current budget limitation for ASP centres from MOE, resources need to be sought from other channels.　DDC has started receiving District Development Fund, 25% of which is to be spent for social sector.　This can be considered one of the possible sources of funding.　MOLD has been already in the central network of ASP, however practical coordination has not been made.　Making MOLD aware of the needs of ASP is important, but at the same time, direct advocacy to DDC is necessary. The Project is expected to further support DEO in advocating LDO at least in the pilot 2 districts.　As the ASP guideline may not be appropriate to advocate personnel in DDC for orientation, development of ASP leaflet may be necessary.

(4) Dissemination of ASP guideline through annual DEO workshops conducted by DOE
The Project plans to distribute the final version of ASP guideline to all the districts.　The team strongly suggests that distribution should be followed by face-to-face introduction of CASP experience and discussion.　Experience of advocacy to LDO in pilot 2 districts can be also shared. DEO meetings

conducted by DOE may be good occasions for this activity. The number of guidelines to be distributed needs to be examined as well to make dissemination effective.

(5) Developing policy suggestions regarding overall ASP program

The Project has completed the draft operational guideline for ASP implementation. During the development of the guideline, the Project has identified weaknesses of the ASP program that should be rectified at the same time of application of the CASP model, since they may be preventing the applied CASP model from producing good impacts. The team suggests that the Project articulates the issues and policy suggestions for those issues, followed by sharing with NFEC, DOE, MOE and other development partners. Issues to be discussed may include the followings:

- How to support FSP students who face complex difficulties to continue schooling such as poverty, family problems (single parenting, child neglect, child abuse, and etc.), child labor, and frequent transfer due to seasonal migration of the family. Experience of CASP approaches used in the rural FSP and the urban FSP may be helpful.
- What kinds of support should be continued after ASP graduates progressed to regular schools including financial support such as scholarships and educational support such as tutoring, and how that should be ensured. ASP graduates are still at high risk of dropping out due to poverty and social constrains..
- How to ensure equivalency of ASP programs to formal schooling. Regular schools often conduct a placement test to check levels of ASP graduates, and register them accordingly.   Being registered in the lower grade than the grade they are supposed to be makes ASP children discouraged and this eventually downgrades credibility of ASP centers.   What kind of mechanism to sure equivalency at the ASP side and what kind of support such as remedial teaching needs to exist in mother schools can be identified from the CASP experience. For equivalency point of view, conditions, qualification and salary of facilitators need to be examined as well.
- How to increase the number of ASP to cover those left behind.   Coordination with various stakeholders needs to be discussed such as collaboration with private companies to ensure provision of education to employees and their facilities.
- How to institutionalize the linkage with regular schools.

7-2 After the completion of the Project

(6) Clarification of limitations and responsibilities of regular schools for out-of-school children

Regular schools are to serve those who come to school and take care of students as long as they are enrolled. Currently responsibility of formal schools is limited to issues within schools.   CASP experience has shown that quality of ASP centers improves when they are linked with regular school nearby (mother school).   If this practice is to continue, responsibilities of regular schools need to be listed and enforced for institutionalization through education regulations.

(7) Revision of ASP program

MOE makes it clear that alternative provision of education is necessary. Using the above described CASP's policy suggestions as reference, the Nepal side is expected to review modalities and implementation processes of ASP program.   NFEC's lead role in policy and research development is strongly expected in this matter, however, all stakeholders need to commit to this issue since ASP is the matter of formal education as well.

第１章　終了時評価調査の概要

１－１　終了時評価調査の背景・目的

　ネパール国（以下、「ネ」国と記す）政府が実施している子どものためのノンフォーマル教育には、①主に初等・低学年（１～３年生）に焦点を当てた正規教育から中途退学した子どもを対象とした中途退学児童復学支援プログラム（Program for School Dropout Children：PSDC）、②周辺に学校がない僻地の６～８歳の児童を対象とし、３年間で正規の初等教育カリキュラムの１年生から３年生まで修了させ、正規４年生に編入させる短期的分校型プログラム（School Outreach Program：SOP）、③就学年齢に教育機会に恵まれなかった８歳から14歳の子どもを対象に５年間の小学校教育を３年間で凝縮して行う短縮型初等教育プログラム（Flexible Schooling Program：FSP）の３つのプログラムがあり、子どもを対象にしたノンフォーマル教育プログラム（Alternative Schooling Program：ASP）と総称されている。しかしながら、関係する機関の連携不足や既存マニュアルの不備等により、これらのプログラムの成果はいまだ十分にあがっておらず、既存のプログラムの強化およびNGOとの連携を通じたノンフォーマル教育分野への支援が緊急的な課題となっている。

　これらの課題に対し、「ネ」国におけるコミュニティ主体型教育推進事業について、教育スポーツ省〔現教育省（Ministry of Education：MOE)〕など関係機関と協議し、提案型技術協力プロジェクト（PROTECO）として2004年１月から「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（Community-based Alternative Schooling Project：CASP)」が開始された。

　本プロジェクトは、ASPの運用モデルを開発することを目的とし、①ASPの制度・組織強化、②パイロット地域でのコミュニティ主体型のASP教室の実施、③関係者間のネットワークの強化を主な活動としている。

　今回の終了時評価調査団は、プロジェクトの終了を2009年10月に控え、プロジェクト目標の達成状況等を「ネ」国政府関係者と確認し、評価５項目（妥当性、有効性、効率性、インパクト、自立発展性）の観点から評価を行うとともに、残り期間および終了後に向けた活動に関する提言や得られた教訓を取りまとめることを目的として派遣された。

１－２　プロジェクト概要

（１）上位目標

　　　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ASPの運用モデルが、「ネ」国の他の地域で適用される。

（２）プロジェクト目標

　　　子どものためのコミュニティ主体型ASPの運用モデルが開発される。

（３）成果

　　１）成果１

　　　　パイロット活動とPSDCを通じて、ASPの制度・組織が強化される。

　　２）成果２

　　　　パイロット活動の対象地域でSOPを修了した子どもが、コミュニティの動員と支援によっ

て正規教育にアクセスできるようになる。また、パイロット活動が対象とするFSPに参加した子どもが、コミュニティの動員と支援によって正規教育の小学校レベルと同等の課程を修了する。

　3）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。（コミュニティ、ASPに関わる組織、ドナー、NGO、INGO）

１－３　合同評価調査団の構成

（１）日本側調査団員

No.	氏名	分野	所属	期間
1	増田　知子	団長	JICA国際協力専門員	5/4～5/12
2	小野　康子	協力計画１	JICA人間開発部第１（基礎教育）グループ　基礎教育第１チーム　ジュニア専門員	5/4～5/12
3	柴垣　葉	協力計画２	JICAネパール事務所　所員	4/27～5/15
4	池田　悦子	評価分析	オーピーシー株式会社　開発コンサルタント	4/27～5/15

（２）「ネ」国側調査団員

No.	氏名	所属	期間
1	Dr. Lekh Nath Poudel	Under Secretary, Ministry of Education（MOE）	4/27～5/15
2	Mr. Hari Prasad Lamsal	Deputy Director, Department of Education（DOE）	4/27～5/15
3	Mr. Laxman Khanal	Deputy Director, Non-Formal Education Center（NFEC）	4/27～5/15

１－４　調査日程

日時		調査内容
4.26	日	東京発（池田）
4.27	月	カトマンズ着（池田）、JICAネパール事務所長、次長表敬
4.28	火	教育局長および教育予算課長からの聞き取り調査 NFEC所長、次長、技官チームからの聞き取り調査 CASPチームからの聞き取り調査
4.29	水	前／現カトマンズ郡DEOおよびDMMメンバーからの聞き取り調査 前ダディン郡DEOからの聞き取り調査
4.30	木	前シラハ郡DEOからの聞き取り調査 学校保健・栄養改善プロジェクトの専門家からの聞き取り調査
5.1	金	団内打ち合わせ、資料整理
5.2	土	ダディン郡への移動（池田、柴垣、ラムサル） パートナーNGOからの聞き取り調査 CASP対象郡のRP、SSからの聞き取り 小学校運営改善支援プロジェクトの専門家からの聞き取り調査

5.3	日	ダディン郡DEOからの聞き取り調査 DDC、LDOからの聞き取り調査 カトマンズへ移動 東京発（増田、小野）
5.4	月	資料作成作業 カトマンズ着（増田、小野）、JICAネパール事務所所長・次長表敬、団内打ち合わせ
5.5	火	MOE次官補からの聞き取り調査 MOE、DOE、NFECとの合同会議 MOE、DOE、NFEC、CASPとの合同会議 ＜Aグループ＞ （増田、小野、NFECカナル次長、CASP専門家） Gungabu FSP（カトマンズ）の視察 ダディン郡へ移動 ＜Bグループ＞ （池田、柴垣、CASP専門家） Bouddha Tinchule & Jorpati FSP（カトマンズ）のASPM、NGO、EV、ファシリテーター、CMCメンバー、保護者からの聞き取り
5.6	水	＜Aグループ＞ ドゥシャVDC（ダディン郡）の視察 Bungpung FSP & Grasibas SOPのASPM、ファシリテーター、CMCメンバー、保護者からの聞き取り ＜Bグループ＞ ダディンへ移動 Gajuri & Benighat VDCの視察 Danda FSP & Mathillo Warbang FSPのASPM、CMCメンバー、保護者、児童からの聞き取り
5.7	木	カトマンズへ移動 UNESCOからの聞き取り調査 UNICEFからの聞き取り調査
5.8	金	WBからの聞き取り調査 DANIDAからの聞き取り調査
5.9	土	団内協議、資料作成
5.10	月	MOE、DOE、NFECとの協議
5.11	火	JCC（署名） JICAネパール事務所報告
5.12	水	在ネパール日本大使館報告 カトマンズ発（増田、小野）
5.13	木	東京着（増田、小野）
5.14	金	カトマンズ発（池田）
5.15	土	東京着（池田）

１－５　主要面談者

（１）教育省（Ministry of Education：MOE）

Mr. Arjun Bhadur Bhandari	Joint Secretary
Mr. Janardan Nepal	Joint Secretary
Dr. Lava Deo Awasthi	Joint Secretary

（２）教育局（Department of Education：DOE）

Mr. Mahashram Sharma	Director General

（３）ノンフォーマル教育センター（Non-Formal Education Centre：NFEC）

Mr. Sushil Pandey	Director
Mr. Deewakar Awasthi	Deputy Director
Mr. Pramad Kumal Samet	Section Officer
Mr. Shreeram Suwal	Section Officer

（４）郡レベル関係者

Mr. Lila Mani Pokharel	Officiating District Education Officer, Kathmandu
Mr. Man Bahadur Chhetri	District Education Officer, Dhading
Ms. Rajya Laxmi Nakarmi	Former District Education Officer, Dhading
Mr. Gyani Yadav	Former District Education Officer, Siraha

（５）開発パートナー

Mr. Ventakesh Sundararaman	WB、教育セクタードナーフォーカルポイント
Ms. Sumon Tuladhar	UNICEF
Ms. Sabina Joshi	UNICEF
Mr. R. B. Singh	UNESCO
Ms. Aliza Shrestha（Dhungana）	UNESCO
Mr. Jeet Bahadur Thapa	DANIDA/ESAT

（６）プロジェクト関係者

坪内　睦	チーフアドバイザー
小田　康子	教育手法・教材開発・情報普及
島田　俊子	コミュニティ開発
半田　茂喜	社会調査
小谷　慶子	調整員

第2章　終了時評価の方法

２－１　評価の方法と調査項目

　本評価調査は、『JICA事業評価ガイドライン・改訂版、プロジェクト評価の実践的手法』に基づき、日本、「ネ」国双方から選出された評価メンバーによって実施された。プロジェクト・デザイン・マトリックス（Project Design Matrix：PDM）と活動計画（Plan of Operation：PO）に基づき、プロジェクトの計画と終了時評価時点の状況を比較し、プロジェクトが成果を発現しているかを評価した。具体的には以下の３点である。
（１）PDMの指標に基づいたプロジェクトの実績の検証
（２）実施プロセスの検証
（３）評価５項目の視点による検証

　本プロジェクトは、2006年９月に中間評価調査が行われ、その際にプロジェクト対象校のみを対象としたモデル開発にとどまらず、開発されたモデルが「ネ」国政府や他開発ドナーによって広く普及するための道筋を作ることも、プロジェクトの活動として含めることが提言された。同時期に開催された合同調整委員会（Joint Coordination Committee：JCC）ではこの内容が合意されたが、PDMのプロジェクト目標は変更せず、若干の修正を加えた改訂PDM（version２）が承認された。終了時評価調査では、この改訂版PDMに基づき、評価グリッドに従って、投入実績、活動実績、成果、プロジェクト目標、上位目標の達成度、プロジェクトの実施プロセス状況を調査し、評価５項目に沿って評価を行った。評価５項目の視点は次のとおりである。

妥当性	プロジェクト実施の必要性、正当性に関する評価 　プロジェクト目標、上位目標が政府開発目標や、ターゲットグループのニーズに合致しているか。また上位目標、プロジェクト目標、成果（アウトプット）および投入の相互関連性に整合性があるか。
有効性	プロジェクトの効果に関する評価 　プロジェクトの実施が、受益者や社会に便益をもたらしているか。成果（アウトプット）およびプロジェクト目標の評価時点での達成状況および将来達成する見込み。
効率性	プロジェクトの効率性に関する評価 　プロジェクトの投入と成果（アウトプット）の関係において、資源が有効に利用されているか。投入の時期、質、および規模は適切であるか。
インパクト	プロジェクトの長期的、波及的効果に関する評価 　プロジェクトが実施されたことのより直接的、間接的な正負の影響が生じているか。また、計画当初に予想されなかったものがあるか。
自立発展性	プロジェクト終了後の便益・開発効果の持続性に関する評価 　援助の終了後、プロジェクトで発現した効果が持続するか。政策、財政、組織・制度、技術などの側面において、プロジェクトで実施された活動が継続的に行われるための基盤・支援があるか。

出典：『JICA事業評価ガイドライン・改訂版、プロジェクト評価の実践的手法』

２－２　情報・データ収集方法

本評価では、評価分析のために定性的・定量的データを以下の方法で収集した。

（１）プロジェクト関係書類のレビュー

（２）主要関係者への質問票配布と受領

プロジェクト専門家、MOE、DOE、NFEC、郡レベル関係者、開発パートナー、ほかJICA技術協力プロジェクトの専門家。

（３）主要関係者へのインタビュー

プロジェクト専門家、NFEC、MOE、DOE、郡レベル関係者、開発パートナー、ほかJICA技術協力プロジェクトの専門家。

（４）主要関係者へのフォーカスグループ・ディスカッション

学校セクター改革（School Supervisor：SS）、リソースパーソン（Resource Person：RP）、ASPモニター（ASP Monitor：ASPM）、親、教室運営委員会（Class Management Committee：CMC）、ファシリテーター、教育ボランティア（Educational Volunteer：EV）、パートナーNGO、ASP修了生。

第3章　プロジェクトの実績

３－１　投入実績

３－１－１　日本側投入

（１）専門家派遣

　　　　８分野に10名の専門家（総括／教育計画、教育手法・教材開発・情報普及、組織分析・組織制度開発、コミュニティ開発、社会調査、調整員、ワークショップ支援）が、計188.33MM派遣された。派遣専門家のリストは付属資料１のANNEX5-1を参照。

（２）機材供与

　　　　プロジェクト活動に必要な車両、視聴覚機材等を中心に、計700万円程度の資機材を供与している。詳細に関しては付属資料１のANNEX5-2を参照。

（３）現地活動費

　　　　現地活動費の年次ごとの内訳は以下のとおりである。

第１年次	第２年次	第３年次	第４年次	第５年次	第６年次	第７年次	合計
3,972	14,406	10,831	18,669	18,593	19,163	13,998	99,632

（単位：千円、第７年次は計画額）

（４）カウンターパート（Counterpart：C/P）研修

　　　　13名のC/Pが本邦研修へ、46名のC/Pが第三国研修に参加した。詳細に関しては付属資料１のANNEX5-3を参照。

３－１－２　「ネ」国側投入

（１）C/Pの配置

　　　　プロジェクト実施期間を通して、中央のNFECに計32名、MOEに計６名、DEOに計６名、郡のDEOでは、ダディン郡計20名、カトマンズ郡計25名、シラハ郡計17名が、C/Pとして活動した。プロジェクト運営を行うNFECの技官チームのメンバーは、NFEC所長、次官、各セクションオフィサーからなる。

（２）施設等の提供

　　　　プロジェクトに必要な施設として、NFEC近隣にプロジェクト事務所が提供された。

（３）現地活動費

　　　　「ネ」国側は、NFEC予算の中からASP教室の運営に必要な経常的コストを負担したが、プロジェクト実施に必要な活動にかかる費用については日本側負担にて対応した。

３－２ 成果の達成度

（１）成果１

成果１	指標
パイロット活動とPSDCを通じて、子どものためのASPの制度・組織が強化される。	プロジェクトで開発したASPの組織・制度の運営に関するチェックリストに基づいて、強化体制の整備度が90％を超える。

　本プロジェクトでは、パイロット活動およびPSDCを通じて、NFECのASP実施計画および実施能力強化、中央レベル（NFEC）、郡レベル、学校レベル間の情報共有、各レベル間のプログラム実施および評価にかかる連携、モニタリングの改善、データ管理、広報等に焦点を当てASPの制度・組織の強化に努めた。プロジェクトが作成した上記の重点分野に沿った組織制度整備度を測る評価によれば、現時点でその組織・制度整備度の達成値が88％になり、プロジェクト終了時までには目標値である90％を達成する見込みである。

　なお、これまで特に強化された分野は以下のとおりである。
・NFEC、DEO、SS、RP等の各レベルの関係者間における政策やプログラムにかかる情報共有
・ASPおよびPSDCにおけるプログラム実施計画の評価、改訂
・マザースクール制度によるモニタリング
・SS、RP、ファシリテーターのASP活動への活用
・教材配布の整備
・広報用出版物の整備

　さらに、今後は以下分野に焦点を当て、開発されたCASPモデルの全国普及に向けた組織・制度の強化を行う予定である。
・中央レベルと郡レベルにて、各関係者間の連携
・モニタリング制度とレポーティング体制の整備
・NFECとDEOのデータ分析力
・NFECとDEOの計画、実施、モニタリング能力の向上

（２）成果２

成果２	指標
パイロット活動の対象地域でSOPを修了した子どもが、コミュニティの動員と支援によって正規教育にアクセスできるようになる。また、パイロット活動が対象とするFSPに参加した子どもが、コミュニティの動員と支援によって正規教育の小学校レベルとの同等の課程を修了する。	1-1. パイロット活動地でSOPを修了した子どもたちの正規学校への編入率が75％に上がる。 1-2. パイロット活動地でSOPを修了した子どもたちの正規学校４年生への編入率が75％に上がる。 1-3. パイロット活動地でSOPに来る子どもたちの平均出席率が60％を維持する。 2-1. パイロット活動地で３年間でFSPを修了する子どもたちの比率が75％に上がる。

		2-2. パイロット活動地でFSPに来る子どもたちの平均出席率が60％を維持する。
		3. KAP（知識、態度、行動）ベースライン調査で測った保護者や対象コミュニティの、子どもの教育に対する意識が向上する。

　本プロジェクトは、ASPの運用モデルの開発を目標として、対象コミュニティを積極的にASPの活動に参画（動員）させることにより、本成果の達成をめざしている。コミュニティ参画の具体例としては、CMCの設置、授業参観、EVの配置などがあげられる。プロジェクトによるコミュニティ参加促進および実際のASP教室運営への支援を受けたSOPおよびFSPの卒業生の正規教育へのアクセス率やFSP修了率は以下のとおりとなっている。また、保護者の教育に対する意識、態度、行動の変化も発現している。

　上記の指標1-1、1-2、1-3のSOPに関する達成度は以下のとおりである。

＜SOP＞

指標NO	指標	目標値	ダディン	シラハ	カトマンズ
1-1	正規学校への編入率 （３年次まで在籍した児童数からの比較）	75％	100％ (111/111)	100％ (80/80)	N/A
1-1	正規学校への編入率 （１年次の在籍数からの比較）	N/A	78％ (111/147)	82％ (80/103)	N/A
1-2	正規学校４学年への編入率 （３年次まで在籍した児童数からの比較）	65％	66％ (73/111)	100％ (80/80)	N/A
1-3	出席率	60％	87％	87％	74％

＊（）内は児童の人数（情報源：RPによるモニタリング調査）
＊カトマンズの編入率は、2009年4月編入のためデータ分析中

・出席率は３郡とも目標値60％を満たしている。
・ダディン郡とシラハ郡のパイロット活動地域のSOPにおいて、３年まで在籍した児童はすべて正規学校に編入している。ただし、編入試験の結果４年生に編入できた児童はダディン郡では66％であり、他の児童たちは24％が３年生に、10％が２年生に編入している。目標値（65％）は達成している。
・１年次から在籍した児童の正規学校への編入率は、ダディン郡で78％、シラハ郡で82％となっており、３年間の就学途中で退学した児童がほぼ20％に上ることがわかる。
・SOPの正規学校への編入率および４学年への編入率について、支援を縮小したシラハ郡のほうがダディン郡より達成率が高く100％であることについては、さらにプロジェクトによる分析が必要である。ただし、ローカルコンサルトによって収集された別データによると、ダディン郡では男子97.83％、女子87.88％、シラハ郡では男子95.24％、女子81.25％と、ダディンにおける編入率のほうがシラハ郡より高くなっている。今後、終了時に向けて、他の収集データと合わせてクロスチェックによるデータの整備が求められる。

＜FSP＞

指標NO	指標	目標値	ダディン	シラハ	カトマンズ
2-1	３年次修了率	75%	62% (69/111)	51% (61/119)	N/A
2-2	出席率	60%	77%	86%	71%

＊（）内は児童の人数（情報源：RPによるモニタリング調査）
＊カトマンズの修了率はデータ分析中

・平均出席率は、ダディン郡で77%、シラハ郡で86%、カトマンズ郡で71%となっており、目標値（60%）に達している。しかし、センターごとで見てみると、平均値に達していないセンターもある。
・パイロット活動地域でのFSPの３年次修了率は、ダディン郡で62%、シラハ郡で51%と、目標値（75%）には達成していない。これは、FSPに通う児童たちの家庭の貧困、労働形態、人種、カーストなどが大きく影響しており、入学はしたものの他地域での労働、結婚などの事情により中途退学する児童が多かったためとプロジェクトは分析している。
・以上、成果２のSOPとFSPの達成率については、CASPのパイロット地域外のデータを収集し比較されていないため、本プロジェクトによってどれだけ出席率や編入率が改善されたかを分析することが不可能である。

＜保護者の教育に対する意識、態度、行動の変容＞
　プロジェクトでは、KAP調査が実施された。本調査は、CASP対象地域の保護者（シラハ郡およびダディン郡を合わせ、ベースライン時330人、エンドライン時335人を対象）に対して就学に対する知識・意識（Knowledge）、態度（Attitude）と実践（Practice）にかかる調査で、プロジェクト開始時（ベースライン調査）およびCASPによるSOP/FSP教室の終了後（エンドライン調査）の保護者の変化を示している。プロジェクトによるコミュニティへの支援および実際のSOP/FSP教室運営への支援により、保護者の教育に対する意識、態度、行動が良好に変化していることが読み取れる。KAP調査の調査概要は以下のとおりである。
・知識・意識：子どもに対する教育に関する権利（就学の権利、男女平等の就学の権利、障害児への平等な就学の権利）、幼児婚および育児への責任の認識度
・態度：上記子どもに対する教育の権利およびSOP/FSPへの参加、教育の価値、就学促進等についての関心度
・行動：SOP/FSPでの課外活動への参加、子どもへのノンフォーマル学校への参加促進、教育にかかる議論の実践度

指標３：KAP（Knowledge, Attitude and Practice）調査

KAP	調査種類	ダディング	シラハ
知識・意識	ベースライン調査	47.01%	66.28%
	エンドライン調査	84.68%	85.40%
	伸び率	＋37.67%	＋19.12%
態度	ベースライン調査	79.68%	78.51%
	エンドライン調査	95.57%	89.42%
	伸び率	＋15.89%	＋10.91%
行動	ベースライン調査	65.95%	71.10%
	エンドライン調査	90.02%	85.45%
	伸び率	＋24.07%	＋14.35%

注：カトマンズ郡においては、KAP調査は実施していない。

・上記ベースライン調査（コミュニティ動員前）とエンドライン調査（コミュニティ動員後）の比較によると、プロジェクトがコミュニティへ働きかけ、保護者の教育活動への参加を促進させた結果、彼らの子どもの教育や権利に対する知識、態度、行動に変化が出ており、CASPモデルの有効性を示している。

・子どもの就学にかかる知識・意識を問う指標では、ダディン郡とシラハ郡のエンドラインの数値にあまり差は見られないが、その他の態度および行動にかかる指標においては、コミュニティへの働きかけがプロジェクトにより行われたダディン郡の値が高くなっている。

・ダディン郡における子どもの就学にかかる知識を問う指標の伸び率はかなり高くなっていることがわかる（特に児童労働、障害児、幼児婚に関する知識を習得）。ほぼすべての親や保護者たちが、子どもの教育、ジェンダー平等、育児、子どもを正規学校に送ることに前向きな態度を持つようになったことは大きな変化である。また、家庭内で親と子どもたちが教育や進学について話し合うようになったことがわかる。

（３）成果３

成果３	指標
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。	子どものためのノンフォーマル教育に関わるコミュニティレベル、郡レベル、中央レベルのネットワーキング強化や利用の事例が10ケースあげられる。

　ネットワーク強化の事例は９事例報告されているが（詳細は付属資料２の添付2-1参照）、それぞれが、関係者を集めた１回ごとのワークショップやミーティングであり、モデル開発と普及のためのネットワーキングの醸成はまだ十分とはいえない。PDMの指標設定がイベントの回数となっていることにも問題はあるが、今後これらのイベントによって培われたCASPモデル普及に向けての連携のフォローアップ、持続に向けての方策の提示が求められる。

３－３　プロジェクト目標の達成度

プロジェクト目標	指標
子どものためのコミュニティ主体型ASPの運用モデルが開発される。	パイロット活動を基に、C/Pの主体的な参加による「子どものためのノンフォーマル教育プログラム運用ガイドライン」が開発される。

　パイロット活動を基に、C/Pの主体的な参加による「ASP運用ガイドライン」のドラフトが開発され、完成に向け現在も作業が進んでおり、プロジェクト終了時までに目標は達成される見込みである。2009年２月には、CASPの経験からの政策提言ワークショップが開催され、MOE、DOE、NFEC、DEOや他ドナーを招いてガイドラインの内容が共有された。ただし、中間評価時に提言されたCASP普及のためのNFECによるガイドライン普及の取り組みやDEOによるガイドライン活用の促進、他郡／他組によるガイドライン活用への働きかけなどがまだ十分行われているとはいえない。これらについては、終了時に向けて、プロジェクトによって普及に向けたロードマップが提示される予定である。ガイドライン作成過程においては、NFEC、DEO、SS、RP、ASPM、ファシリテーター等の各レベル関係者の意見が反映され、またパイロット活動で学んだ様々な教訓が内容に盛り込まれており、政策レベル、現場レベルで活用が可能なものとなっている。

３－４　上位目標の達成見込み

上位目標	指標
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ASPの運用モデルが、「ネ」国の他の地域で適用される。	DEOやNFECによってプロジェクトで開発された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を導入したASP教室が全国で1,000校になる。

　NFECによりCASPモデルの普及への取り組みがいくつか行われているが、全国普及に向けた具体的な方策、時期、規模の設定は現時点では不明であるため、上位目標の達成は不確実である。また、予算も確実に下りておらず、NFEC職員が普及に向けた計画、実施、モニタリングを行う能力も十分に育成されたとは言い難い。ASPを推進するうえで重要なアクターである地方開発省（Ministry of Local Development：MOLD）、DDC、VDCとの連携も不十分である。

　これまでのNFEC普及の取り組みとしては、2008年度にシンドゥパルチョーク郡およびサルラヒ郡で計25のASPへCASPモデル（コミュニティの動員、マザースクールによるモニタリング、子供クラブ等）の普及を行ったが、オリエンテーションの不足などから十分な成果を得ることができなかった。これについては、プロジェクトによる課題分析が十分には行われていない。現在は、さらに10郡でCASPモデルの普及を実施するための予算申請を行っており、今後の計画として2010年までに全国75郡での普及を計画中である。また、CASPが開発した「ファシリテーター支援ハンドブック」はNFECに適用され、全国75郡に既に配布されている。

　郡レベルにおいては、カトマンズ郡ではDEOの主導により、プロジェクトの対象地域でない５つのASP教室に対してCASPモデルが既に適用されている。郡の現場レベルでのCASPモデルの有効性への認識は高く、郡の教育予算からモニタリングやコミュニティの動員の予算措置を行ってい

る。また、UNESCOは2008年にASPを開始する際に、CASPから情報収集を行い、その事業において、CASPのマザースクールによるモニタリングシステム（ASPM）アプローチを活用している。

３－５　プロジェクトの実施体制・実施プロセス

中央レベルでは技官チームが、郡レベルでは郡月例会議（District Monthly Meeting：DMM）メンバーが、プロジェクトを運営する主体として任命され、定期的な会合においてプロジェクトの進捗を共有し、課題の解決策を練り、今後の決定を行った。また、プロジェクトで開発されたモニタリングシートに沿って、技官チームによるプロジェクトのモニタリングが定期的に行われた。C/Pの能力強化は、プロジェクトサイクルを通じて育成されたものであり、プロジェクト期間中ほぼ適正に行われたと判断できる。

郡では、DMMにおいて月に１回パイロット活動実施における成果や様々な問題が共有され、SS、RP、パートナーNGO、ASPMらが十分に議論できる場となった。郡レベルの関係者はパイロット活動の対象地での進捗やインパクトを実感しているため、中央レベルに比べてプロジェクトへのコミットメントやオーナーシップが高い。特に、ASP教室に日常的に関わるASPM、ファシリテーター、EVなどの児童に対するケアは手厚く、これら関係者間のコミュニケーションはプロジェクト実施プロセスを大きく促進する要因となった。

NFEC技官チーム会議（Technical Team Meeting：TTM）とDMMのメンバーの任命は問題なかったが、NFECにASP専任者が不在であること、TTM内で総括する者がいなかったことが、特に普及について考えていく際の阻害要因であるとして専門家より指摘されている。ただし、NFECからは、TTMはチーム内の情報共有としては有効であったとの報告である。加えてNFECからは、意志決定プロセスにおける問題が指摘されており、プロジェクト運営上、専門家チームとNFECのC/P間に多少のミスコミュニケーションが見受けられる。一方、郡レベルでは、DMMメンバーにより、毎月の進捗報告と今後の課題が十分に共有された。パートナーNGOは、DEOと教室関係者、コミュニティ間の触媒として機能した。

３－６　効果発現の貢献・阻害要因

３－６－１　貢献要因

パートナーNGOは、３郡において、現地の社会経済的な事情を十分に把握し、ASPの児童や家族、教師、校長たちと連携しながら、コミュニティ動員とクラスの活性化に大きく貢献した。また、CASPモデルのなかでも、特にマザースクールによるモニタリングシステムの整備、正規校であるマザースクールとの連携、子供クラブの設立、コミュニティの動員などは、パイロット地域でも評判を得て有効なモデルとしてNFECにも認識された。教育の質の向上促進において、ファシリテーターの追加研修やEVの配置、体育や劇などの課外授業も子どもたちにとって魅力的なクラスをつくるために有効に働いた。

また、パイロット地域では、コミュニティの動員により、CMCの親や地域の住民などがASPクラスのための資金援助を行ったり、DEOに対して予算措置を要請したりして、自助努力によりクラスの環境整備に努めた。コミュニティの貢献としては、ファシリテーターの報酬、子どもへの制服や文具の支給、クラス建設、机と椅子の供与、絵本や本の寄付などが各郡や各VDCで自主的に行われた。

３－６－２　阻害要因

　2008年の政権交代後、財務省の強力なプッシュにより開始された大々的な「識字キャンペーン」は、２年間で全国の非識字者を対象（成人・未成年含む）に３か月の識字教育を行うものであり、NFECの人員、予算ともに、このキャンペーンの実施に大きく割かれることになった。このため、NFEC内のASPに充てる時間と予算が減り、CASPの開発と普及に関しても影響を与えた。

　加えて、C/Pの頻繁な異動がプロジェクトの実施の効率性に影響を与えた。特に、NFEC所長と対象３郡のDEOが数度にわたって異動したことで、プロジェクトへの理解とコミットメントが変化するなど、プロジェクト実施への影響は大きかった。その他のC/PおよびSS、RPなどの関係者にも、研修による能力強化後の異動が起こり、研修の成果をプロジェクトの活動に十分に活かすことができないという問題が生じた。

　外部要因としては、安全上の理由によってシラハ郡でのパイロット活動が縮小され、日本人専門家やC/Pによるモニタリングや訪問もままならなかった（これにより、パイロット活動地として、シラハの代わりにカトマンズが選定された）。ダディン郡のパートナーNGOにとっても、治安状況の悪化がコミュニティ動員活動の阻害となった。また、地方自治体のDDC、VDCの選出議員の不在により、CASPの普及にとって重要となるDDCとVDCとの連携が思うように進まなかった。

　このほか、学校に行けない子どもたちのマッピングが不十分であること、ASP教室の定員が20人であり多くの子どもを収容できないこと、ファシリテーターの報酬が少なくモチベーションが低くなること、FSPのカリキュラムが未整備であること、ASP児童への奨学金がないことなど、既存のASP体制の不備がパイロット活動を行ううえで、目標達成の阻害要因となった。

第４章　評価結果

４－１　評価５項目による分析

４－１－１　妥当性

政策、ニーズ、優位性の面からプロジェクトの妥当性は極めて高い。

（１）政策との関連

「ネ」国および日本とも、万人のための教育（Education for All：EFA）の政策を打ち出しており、「ネ」国の次期セクタープログラムである学校セクター改革（School Sector Reform：SSR）においても、EFA達成におけるASPの重要性が明記されている。初等教育を受けていない残り８％と推定される子どもたちは、社会経済的に厳しい状況に置かれている子どもたちであるため、正規学校への橋渡しとなるASPの政策を推進することは妥当であるとMOE、DEO、NFECともに判断している。

（２）ターゲットグループのニーズ

ニーズ・ベースト・アプローチによるプロジェクト設計が行われているため、対象グループのニーズは十分に反映されている。カースト、人種、経済、アクセスなどの理由から正規の小学校に通うことができない子どもたちのためにASPを提供するには、コミュニティを巻き込んだアプローチが必須であった。コミュニティ動員によって、親や保護者の教育に対する意識を変革するとともに、コミュニティの協力によって子どもが学校に通いやすい環境を整えたCASPのアプローチは、地域のニーズに沿ったものであったといえる。また、モデル開発のためのパイロット地域の選定は、安全上の制約および地域の多様性を取り込んだモデル開発において妥当であった。

４－１－２　有効性

プロジェクト目標である「ASPの運用モデル」の開発の核となる「ASP運用ガイドライン」は、プロジェクト終了時までに完成見込みである。今後、このガイドラインを活用して、ASPにかかる政策提言およびCASPモデル普及にかかる道筋の検討が行われることになっており、プロジェクト目標は達成されると判断できることから有効性は高いと評価する。

（１）達成をもたらした要因

プロジェクト目標である「ASP運用ガイドライン」はドラフトが完成し、ダディン郡とカトマンズ郡のパイロット地域での経験や教訓を含めて完成版が作成される予定である。このガイドラインの作成過程では、C/Pがイニシアチブを取り、NFECのガイドライン策定チームのもと、DEO、SS、RP、ASPM、ファシリテーター、およびCMC、保護者、コミュニティの意見や教訓が内容に反映された。また、コミュニティの状況をよく知るパートナーNGOの働きもガイドラインの策定に大きく寄与した。その結果、政策レベル、フィールドレベルともに有用なガイドラインが出来上がりつつある。

（２）達成に関する懸案事項

　　「ASP運用ガイドライン」は活用可能な仕上がりであるが、このガイドラインを活用し、CASPモデルを他郡に普及するための政策提言やロードマップの提示がプロジェクト実施中に十分に行われてこなかった。使途あってのモデル開発であるため、今後の道筋をプロジェクトで示していくことが求められる。

　　2008年以降開始された「識字キャンペーン」によって、NFECの人員、予算ともに、このキャンペーンの実施に大きく割かれることになり、NFEC内のASPに充てる時間と予算が減り、CASPの開発と普及に関しても影響を与えた。これは、今後もCASPモデル普及のための懸案事項となり得る。ただしNFECの職員は、この「識字キャンペーン」によって、地方自治体であるDDCやVDCとの連携についての経験を積んでいるため、この経験が今後のCASPモデル普及の際、地方での連携に活用できる見込みはある。

４－１－３　効率性

　成果の指標であるターゲット地域FSPによる修了率、ネットワーキング形成とも達成が不十分であり、投入量と成果、目標の達成度を比較すると、効率性はやや低いと評価される。

（１）ASP運用モデルの確立

　　CASPによるASPの運用モデルが開発され、プロジェクトの手厚い支援によりパイロット地域においてモデルの有効性が認められることから、最低限のモデルは確立されたと判断される。一方で、モデルが活用されるようになるには、今後その担い手となるNFECがモデルを活用していくための能力を身に付けていくことが必要であるが、この点についてプロジェクトの取り組みは十分とはいえない。またVDCや郡の関係者など、将来的に予算負担が期待される関係者への働きかけも十分ではなく、NFECの予算が限られている中で地域のリソースを活用したASPの拡充についてはモデル化に至らなかった。

（２）コスト面

　　専門家派遣、本邦および第三国研修にかかる投入コストにおいて、その投入量や内容等をかんがみると効率性は低いと評価される。ただし本プロジェクトは、通常の技術協力プロジェクトよりも人件費が低く設定されている、提案型技術協力プロジェクト（PROTECO）であることから、人件費についてみた場合には一概に効率性が低いとはいえない。

　　またプロジェクト成果に対して、全体のプロジェクト期間が長すぎると判断されるが、これについては治安悪化によりシラハ郡での活動が中止され、カトマンズ郡での活動を新たに開始したことが大きな理由となっている。本邦研修および第三国研修については、その投入量が非常に多いこと、参加者の中で異動するC/Pがいたことがプロジェクトの効率性を妨げたと判断される。一方で、治安状況によりパイロット活動および組織制度強化活動などが停滞した際の代替手段として、C/Pの能力強化のために研修が実施されたという事情もあったことを付記する。

（３）他スキーム、他ドナーとの連携

　　プロジェクトは、ノンフォーマル教育のEMIS（教育情報システム）の開発に関して、

DANIDAとUNESCOと連携した。また、パイロット地域でのASP教室運営の経験を、UNICEF
とUNESCOとも共有し、いくつかの経験はこれらのドナーの活動に取り入れられている。
またタイでの第三国研修は、DANIDA/ESATとの連携のもとに企画された。さらにダディン
郡において、JICAの小学校運営改善支援プロジェクト（SISM）、および小学校建設にかかる
無償資金協力プロジェクトとの情報共有、経験共有を行った。

４－１－４　インパクト
　コミュニティ、郡レベルでのインパクト、およびNFECによるCASPモデル制度化に向けた動
きは確認できる。一方で、次期教育プログラムであるSSRにおいてASP政策の具体的な方針が明
確でないことから、インパクトは中程度であると評価する。

（１）政策へのインパクト
　　ASPの政策を決定するDOE、MOEの方向性はいまだ明確ではなく、SSRの計画書内には
ASPの重要性は明記されているものの、その具体的な実施方法は記されていない。また今後
予算面での重要なパートナーになり得る、MOLDの理解やコミットメントはまだ得られてい
ない。しかし、CASPモデルの政策への影響として、既に中央においてはCASPで実施した
コミュニティ動員およびマザースクールによるモニタリングが、NFECのASP政策に取り込
まれ、CASPによるファシリテーター研修マニュアルも2007年、2008年には全75郡に配布さ
れている。またCASPのモニタリング・システムが、ASPモニタリング・マニュアルに適用
されるなど、CASPモデル制度化に向けた活動は少しずつ行われている。

（２）他ドナーへのインパクト
　　UNSECOはCASPの経験を活用して、2008年にASPの形成を行った。このように、CASP
モデルで提示したアイデアのいくつかについては、効果的なコミュニティ主体型のアプロ
ーチとして認められつつある。

（３）コミュニティへのインパクト
　　パイロット地域のコミュニティにおいては、SOP教室が正規のコミュニティ学校として認
められたこと、SOPを修了し正規の小学校に編入した児童が優秀な成績を修めているケース
などのポジティブなインパクトが生じている。また、教育の重要性に気づいた母親たちが
DEOに申請し、ASP児童の母親のための識字教室を開催したり、CMCメンバーの申請によ
り、児童の制服がDEOから支給されたりするなど、親や保護者のエンパワーメントによる
アドボカシー活動から様々なインパクトも生じている。子どもの教育の重要性を認めた親
たちが、ASP児童の弟や妹を正規学校に入学させるケースも見られる。また、FSPが運営さ
れる都市部の地域では、他の地域から流入してきた家族に、FSP教室の活動を通してコミュ
ニティ帰属意識や連帯感が生まれたと、報告されている。
　　ネガティブなインパクトとしては、CASPのパイロット地域のASP児童への制服、教材、
文具、かばんの支給が、終了後も親や子どもたちの依存を生んだこと、児童が正規校内に
編入した際に、他の児童がCASP修了生への制服等の無料支給に不公平感を感じていること
などがあげられる。

４－１－５　自立発展性

　プロジェクトのもたらした成果の継続に関して、「ネ」国の政策面、組織・財政面、技術面から判断して、自立発展性はやや低いと判断される。

（１）政策面

　　次期の教育プログラムであるSSRのドラフトにはASPの重要性が明記されており、通常の学校のアクセスから取り残された残り８％の児童についても対応すべきとの政策は継続している。しかし、その子どもたちに対してどのように対応するのかという具体的なスキームや、そのための予算措置についてはまだ検討中であり、今後の詳細な計画はいまだ示されていない。地方分権化によるMOLDやDDC、VDCとの連携についても明らかになっていない。

（２）組織面・財政面

　　既存のASPプログラムにCASPモデルを取り込んでいくにあたっては、特に大きく追加的に必要とされる財政面の負担は発生しないと想定されており、NFECはCASPモデルの普及のための予算を申請中である。一方で、絶対量が不足しているASP教室の数の拡大および継続実施については、その予算措置ははなはだ不十分である。現在のノンフォーマル教育への予算配分は教育予算の1.6％にすぎず、その多くは現在急ピッチで進められている識字キャンペーンへ充てられているのが実情である。

　　地方での財政面でのパートナーとなるMOLDについては今後MOEとの協議が開始される予定であるが、そもそもVDCがまだ機能しておらず、村落レベルでのASPのニーズを反映したVEPがまだ作成されていないこと、VEPを作成しているVDCがまだ少なく、郡が作成する計画にVEPを反映させる仕組みになっていないことから、MOLDラインでの予算確保を中央レベルから働きかけるのはまだ困難な状況にある。地方レベルでのDDCとの連携は可能性があるがまだ実現していない。

（３）技術面

　　CASPモデル運営における計画、予算、モニタリングにかかるC/Pの技術的能力は、研修やプロジェクト実施によって向上している。しかし、NFECとDEOのCASPモデルの普及にかかる能力は、いまだ十分ではないと判断される。

４－２　結　論

　プロジェクトはシラハ郡、ダディン郡、カトマンズ郡でのパイロット活動を通して、コミュニティ主体型のASPモデルの開発を行い、その成果は755名のSOPの児童、720名のFSPの児童へ裨益した。パイロット地域では３年の学習期間終了後、ほとんどのSOP児童が正規学校へ編入することができた。また、パイロット教室の運営を通して、DEO、SS、RPやASPMの組織・制度は強化されたといえる。このパイロット活動で開発されたCASPモデルを他地域に普及するにあたっては、MOE、DOE、NFEC、DEOという関係機関の政策的、財政的コミットメントは十分とはいえず、将来的に財政面でのパートナーになる可能性のあるMOLDラインとのネットワーク構築も、地方分権化プロセスの遅れからいまだ困難な状況にある。

一方、プロジェクト実施により、ASP制度自体の問題点も明確になり、これが今後のモデル普及のインパクトを妨げる要因になり得ると想定される。

第5章　教訓・提言

上記評価を踏まえて、以下のとおり、教訓と提言について取りまとめた。

5－1　教　訓

＜CASPモデルの有効性に関して＞

（1）ASP教室の教育の質確保のためには、正規学校との連携が重要

　　CASPでは近隣の正規学校をマザースクールとし、その正規学校によるASP教室の効果的な
モニタリングの仕組みを開発した。正規学校からのモニタリングが行われることで、ASP教室
の最低限の授業の質が保たれたとともに、正規学校とASP教室の関係が強化されるようになっ
た。ASPの中でも、特にFSPでは正規学校のカリキュラムを圧縮した形でカリキュラムが組ま
れているため、正規学校で使用されている試験問題をそのまま活用できないという問題があっ
た。しかし、正規学校との関係が構築されたことで、FSP用の試験問題の作成に関して正規
学校が支援するなどの新たな協力関係もみられるようになった。さらに、正規学校でモニタ
リングを担当するASPMに加えて、SSやRPの定期的なモニタリングも、ASP教室のファシリ
テーターの質の向上や動機付けに貢献したことも明らかとなった。そもそもASP教室はアクセス
や人材、コミュニティの理解において、条件の悪い地域に設置されているためASPの質を確保
するには正規学校や地域教育行政による継続的な支援が不可欠であるといえる。

（2）社会的に不利な立場にあるグループに対しては、需要側のニーズを重視したアプローチが
　　必要

　　現行のASP教室の実施においては、正規学校と同様に、教科書配布やファシリテーターの任
命など、教育サービスの提供側からの支援のみに注意が払われているのが実情である。CASP
ではこれらの投入を行う際に同時に対象地域特有のニーズを把握し、コミュニティの意識改
革やエンパワーメントを図ることによって、困難な地域における持続性の高い教室運営を実
現した。僻地や遠隔地、低カースト層や少数民族など、社会的に不利に立場におかれている
グループに対してはこのようなアプローチが必要である。

（3）ASP卒業生の正規学校への円滑な編入のための支援が必要

　　ASP卒業生が正規学校で教育を継続して受けるためには、編入時および編入後の児童への特
別な支援が必要であることが、プロジェクトの実施を通して明らかとなった。例えば、ASP
では徴収されない入学一時金が正規学校では徴収されることが、正規学校への編入の妨げに
なっていたが、RPが編入先の正規学校に働きかけ、入学金免除による編入が実現した。また、
ASP在籍中にマザースクールとの交流を持つことで、正規学校編入への不安をなくし円滑な編
入が実現した例もあげられている。プロジェクトでは、かばんや制服等の支給を行い、円滑
な編入を促進したが、財政面での持続性の観点からみると、物品の支援については注意を要
すると考えられる。

（4）ファシリテーター支援のために、EVの活用は効果的

　　CASPでは、コミュニティから選出したEVの活用が行われた。EVは、ファシリテーターの

急な欠席の際の代行、授業中の補佐、教室外での家庭訪問等を行っており、ASP教室の円滑な運営を補佐している。ファシリテーターはコミュニティの外から採用されることが多いが、EVは同じコミュニティ、つまり同じ民族やカースト、同じ言語を話すグループから選ばれるため、児童とより近く接することが可能であり、児童とファシリテーターの調整役として機能した。

（５）ASP教室の質を高めるには、更なるファシリテーター研修が必要

　ASPのファシリテーターは、正規学校の教師よりも多様な技術や能力を要する。彼らは年齢や学年の異なる児童に対し全教科を教えなければならないうえ、外部の人間と接することに慣れていなかったり、学ぶ準備のできていない子どもに対して相応の対応をとることが求められる。さらに、正規学校に比べ中途退学する確率の高い子どもを支援していくことが求められる。現在、ファシリテーターに対して実施されている研修は、これらの課題に対応するためには内容としても不十分であり、かつ期間も短い。そこでCASPでは15日間の研修プログラムを開発した。これはファシリテーターのバックグラウンドが多様であることを受け、経験に応じてその内容を取捨選定できるようにしたニーズベースの研修であり、ファシリテーターの質の向上に貢献している。このような追加の研修には新たな費用が必要となるが、授業の質の観点からみると、研修の投資は最低限確保されるべきものである。

＜CASPモデルの普及の可能性について＞

（６）VEPのみによるASPの計画・実施は時期尚早

　CASPでは４つのVDCで村落教育計画（Village Education Plan：VEP）開発の支援を行った。その結果、スクールマッピングや世帯調査によって、需要側のニーズを反映させたVEPの重要性が改めて明らかになった。また、VEPの開発過程でコミュニティの教育に対する意識が高まり、教育開発に関する目標がより明確になるという効果も示された。しかしながら、全国で4,000近くあるVDCのうち、現在は600のVDCでVEPを作成しているにすぎず、このためVEPの内容を県の計画に反映させることができないために、結局VEPに基づく適性な予算申請や予算確保が困難な状況にある。VEPが機能するにはかなりの時間がかかることが予想され、VEPのみでASPを計画・実施していくことには限界があると言わざるを得ない。

（７）モデル普及にかかる能力強化を伴ったモデル開発が必要

　モデルの普及のためには、①汎用性のあるモデルが開発されること、②モデルが既存の仕組みや制度に組み込まれること、③関係者がモデルを実施するための能力や他地域での普及を支援する能力を有していること、の３つのステップが必要である。CASPにおいては、ダディン郡の９教室、カトマンズ郡の９教室（現在８教室）において、非常に丁寧なパイロット活動を行い、より効果的なASPの運営に必要なアプローチや活動を明らかにしており、①についてはほぼ達成された。さらに、政策提言ワークショップなどを通して、CASPの経験を既存のASP制度に組みこむよう働きかけが行われた結果、途上ではあるが、②も一部実現している。プロジェクトではC/Pの様々な能力向上については意識的に取り組んできたが、モデルの普及を担うために必要な能力の向上については必ずしも意図して取り組まれてこなかった。このため、NFECが独自で普及を試みた地域での実践が芳しくなく、それ以降の普及を加速化させ

るには到らなかった。当初のPDMに普及にかかる活動は含まれていなかったが、モデル開発を目標とするようなプロジェクトにおいては、プロジェクトの進捗やC/Pの動きに応じて、普及に関する上記のステップをプロジェクトの中で取り組むことが望ましい。

（8）プロジェクトの基盤となるASP自体の問題点に着目し、全体をみる視点が必要

　　本プロジェクトは現行のASPの枠組みの中で、その実施メカニズムの改善を行うものであった。このため現場レベルでの実施に焦点を当て、改善が可能な分野を探した結果、様々な改善策を生み出し、現場での実践を成功裏に収めることができた。しかし、プロジェクトの初期段階から、現行のASPのモダリティそのものの弱点（例えば、ASP予算の少なさ、一定期間のみの教室設置、児童の受入れ数の限定など）があること、また正規学校との関係性、地方政府の役割などに関連して、プログラム全体の見直しが必要であることも明らかになっていた。このような状況のもと、プロジェクトは当初の予定通り、既存のASPの枠組みの中での改善を中心に実施してきた結果、ミクロレベルの様々な改善策を提言することができても、ASP全体の課題があまりにも大きいために、その改善策のインパクトが限定的にならざるを得ないという状況が生まれることになった。このようにプロジェクトの前提としている部分の問題が大きい場合には、その問題に何らかの形で対処していく取り組みも必要であったと考えられる。

５－２　提　言

＜プロジェクト終了までに実施されるべきこと＞

（1）NFECによるCASPモデル普及への支援

　　NFECは、2008年度にシンドゥパルチョーク郡およびサルラヒ郡で計25のASP教室へCASPモデル（コミュニティの動員、マザースクールによるモニタリング、子供クラブ等）の普及を行ったが、期待した成果が出なかったと報告されている。この理由についてさらに詳しく分析し、NFECが検討している新たな10郡での普及を進めるにあたって、どのような考慮が必要で、どのような活動を行っていくべきかについて、プロジェクトが支援することが期待される。

（2）対象郡内のCASPモデル普及にかかる支援

　　プロジェクトはダディン郡およびカトマンズ郡でCASPモデル普及にかかるワークショップを既に実施しているが、今後は郡のイニシアティブによる活動として継続していく必要がある。プロジェクト終了までに他地域での普及活動が検討される場合は、普及計画の策定などにおいて、DEOへの技術支援を行うことが求められる。

（3）DDCとの連携強化

　　ASP教室の中には、VDCから資金支援を受けたクラスもあった。これは、CMCとVDCの良好な関係によるものが大きい。現在のMOEによるASPの予算には限りがあるため、他からの予算を確保する必要がある。DDCには、郡開発にかかる予算（DDF）が割り当てられており、そのうちの25％は社会セクター開発に活用することとなっているため、この予算をASPに活用することも可能である。中央レベルにおいては既にMOLDを含めたネットワークを築いている

が、具体的な協力はまだ実現していない。DDCを管轄しているMOLDがASPのニーズを理解することも重要だが、同時に郡レベルで直接DDCへの働きかけを行うことも必要である。今後少なくともプロジェクトの対象郡において、DDCや地方開発官（Local Development Officer：LDO）へのDEOの働きかけをプロジェクトが支援することが求められる。さらに、このような政策決定者のアドボカシーのために活用できる、わかりやすいパンフレットを作成することを提案する。

（４）DOE主催のDEO会議の場を活用したASPガイドラインの普及
　　プロジェクトはASPガイドラインをすべての郡に配布する計画である。その際に、ただ配布するだけでなく、郡関係者とCASPの経験の共有や意見交換を、直接実施することが望ましい。また、パイロット地域でのLDOへの働きかけの好事例についても、他郡に共有することが期待される。すべての郡のDEOが参加するDEO会議が、DOEによって毎年定期的に開催されているためこの場を利用することが効果的であろう。また、効果的なモデル普及のためには配布するガイドラインの数についても検討が必要である。

（５）ASP全体への政策提言
　　ASPガイドラインの開発過程において、ASPそのものの課題が明らかになっている。これらの課題はCASPモデルのインパクトをも小さくする可能性が高く、改善していく必要がある。これらの課題に関しプロジェクトの経験から更なる分析を加えて政策提言を取りまとめ、NFEC、DOE、MOEおよび開発パートナーと協議していく必要がある。
　　協議すべき内容としては、例えば以下のような項目があげられる。
　　・FSP児童は、非常に複雑な問題（例えば、一人親家庭・親の育児放棄・児童虐待などの家族の問題、貧困、児童労働、季節労働による頻繁な引っ越し等）を抱えていることが多いが、このような児童が継続して教育を受けられるようにするにはどのような支援が必要か
　　・ASP卒業生が正規学校に編入するためには、どのような支援を継続する必要があるか（奨学金などの金銭面での支援、補講などの教育的支援等）
　　・ASP卒業生がその修学年限に見合った正規学校の学年に編入できるよう、そのカリキュラムの同等性（equivalency）をどう確保するか。（現在では、正規学校が受入れ時に編入テストを行い、その成績に応じて正規学校での編入年を決定している。ASPで修了しているはずの学年に編入されることは、児童のやる気をそぐだけでなく、ASPの信頼性を低下させることにもつながっている）。また、必要な学力に達していない編入生に対して、正規学校がどのような支援を行うべきか、プログラムの同等性の観点からはASPのファシリテーターの扱いをどう考えるか
　　・まだASPへのアクセスがない子どもたちのために、ASP教室の数をどのように増やすべきか
　　・正規学校とASP教室との連携をどのように制度化すべきか

＜プロジェクト終了後に中長期的に取り組まれるべきこと＞
（６）ASPに関する正規学校の役割の明確化

　　正規学校は、在籍児童に対してのみ責任を有しており、学校関係者の責任範囲の認識も、学校内に限定されているのが実情である。CASPの経験から、ASPの質の向上のためにはASPと正規学校との連携が重要であることが示された。このプロジェクトでの実践をさらに定着させていくためには、正規学校の責任範囲やまた反対にその制約要因を明らかにしたうえで、正規学校が果たすべき責任や役割について明文化していくことが求められる。

（７）ASPの改訂

　　MOEは、正規学校以外の異なる教育の提供が必要であることを明確に打ち出している。プロジェクトによって提言された政策提言などを活用し、「ネ」国政府が今後ASP制度そのものや実施プロセスの見直し・改訂を行っていくことが強く期待される。NFECは、本来ノンフォーマル教育にかかる研究開発を担うことになっており、このプログラムの見直しにおいても、その役割を十分に果たすことが期待される。同時に、ASPは公教育との関係性において位置づけられるものであるため、教育にかかるすべての関係者のコミットメントが必要とされる。

付　属　資　料

1．Minutes of Meeting/Joint Evaluation Report

2．評価グリッド（和文）

3．ASPガイドライン

MINUTES OF MEETINGS

BETWEEN

THE JAPANESE FINAL EVALUATION TEAM

AND

MINISTRY OF EDUCATION/THE GOVERNMENT OF NEPAL

ON

THE JAPANESE TECHNICAL COOPERATION

FOR

COMMUNITY-BASED ALTERNATIVE SCHOOLING PROJECT (CASP)

The Japanese Final Evaluation Team (hereinafter referred to as "the Team"), organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Ms. Tomoko Masuda, visited Nepal from 4 to 12 May 2009 for the purpose of conducting the joint evaluation for "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. The Team prepared the Joint Final Evaluation Report (hereinafter referred to as "the Report") as attached, and presented it to the Joint Coordination Committee (hereinafter referred to as "JCC"), held on 11 May 2009.

As a result of the JCC, both parties have reached common understanding and agreed to take necessary measures for the matters referred to in the Report.

Kathmandu, 11 May 2009

Ms. Tomoko Masuda
Leader
Japanese Final Evaluation Team
Japan International Cooperation Agency
Japan

Mr. Arjun Bahadur Bhandari
Joint Secretary
Planning Division
Ministry of Education
Nepal

Joint Final Evaluation Report
for
Community-based Alternative Schooling Project (CASP)

TABLE OF CONTENTS

1

List of Abbreviations and Acronyms

ASP	Alternative Schooling Programme
ASPM	ASP Monitor
CASP	Community-based Alternative Schooling Project
CBO	Community-based Organization
CLC	Community Learning Centre
CMC	Class Management Committee
C/P	Counterpart
DBMM	District Bi-Monthly Meeting
DDC	District Development Committee
DEO	District Education Office
DEP	District Education Plan
DMM	District Monthly Meeting
DOE	Department of Education
EFA	Education for All
ESAT	Education Sector Advisory Team
EV	Educational Volunteer
FSP	Flexible Schooling Programme
ID/OS	Institutional Development / Organizational Strengthening
(I)NGO	(International) Non-Governmental Organization
JCC	Joint Coordination Committee
KAP	Knowledge, Attitude and Practice
LDO	Local Development Officer
MOLD	Ministry of Local Development
MOE	Ministry of Education
NEFC	Non-Formal Education Centre
PDM	Project Design Matrix
PIM	Programme Implementation Manual
PO	Plan of Operation
PSDC	Programme for School Dropout Children
RC	Resource Centre
RP	Resource Person
SIP	School Improvement Plan
SOP	School Outreach Programme
SS	School Supervisor
SSR	School Sector Reform
TOT	Training of Trainers
TTM	Technical Team Meeting
VDC	Village Development Committee
VEP	Village Education Plan

2

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 five months, the Team dispatched by JICA visited the Nepal from 4 to 12 May 2009 for the purpose of evaluating the achievements of the Project. The final evaluation was undertaken jointly by the Team and the Nepal authorities concerned.

1-2 Objectives of the Evaluation

Objectives of the final evaluation are as follows:

(1) to review and confirm the achievement and implementation process of the Project;

(2) to evaluate the Project in terms of five evaluation criteria, namely relevance, effectiveness, efficiency, impact and sustainability, based on the PDM;

(3) to review and evaluate changes in external conditions;

(4) to draw the conclusion on whether the Project has achieved the purpose and realized the outputs;

(5) to make recommendation for further improvement of the Project to stakeholders; and

(6) to draw lessons that can be applied to other similar ongoing and future projects

1-3 Schedule of the Evaluation

Date		Activities
27 April	Mon	Arrival of Ms. Ikeda (Evaluation Analysis) Meeting with JICA Nepal Office
28 April	Tue	Interview with - DG and Mr. Hari Lamsal at DOE - Director, Deputy Director and Section Officers of NFEC at NFEC - CASP expert team at CASP office
29 April	Wed	Interview with - Former Acting DEO, Current Officiating DEO, DMM members in Kathmandu at DEO Kathmandu - Former DEO Dhading at MOE
30 April	Thu	Interview with - Former DEO Siraha at JICA office - Experts of School Health and Nutrition Project (SHNP) at SHNP office
1 May	Fri	Internal Meeting/Report Writing
2 May	Sat	Move to Dhading (Ms. Ikeda, Ms. Shibagaki, Mr. Lamsal) Interview with - Partner NGO (ICDC) at ICDC office - RPs and SSs of CASP target areas - Expert of Support for Improvement of Primary School Management (SISM)
3 May	Sun	Interview with - DEO Dhading at DEO office - LDO/DDC chair at DDC office Back to Kathmandu
4 May	Mon	Arrival of Ms. Masuda (Leader) and Ms. Ono (Cooperation Planning 1) Meeting with JICA Nepal Office
5 May	Tue	Interview with Joint Secretaries of MOE at MOE Joint Meeting with MOE/DOE/NFEC/CASP at MOE (Team A: Ms. Masuda, Ms. Ono, Mr. Lamsal, Mr. Khanal, CASP team) Site Visit (Gongabu FSP) in Kathmandu Move to Dhading (Team B: Ms. Ikeda, Ms. Shibagaki, CASP team) Interview with Parents, CMC members, Facilitators, EVs, Partner NGOs and ASPM of Bouddha Tinchule FSP and Jorpati FSP at JICA Nepal office

3

Date		Activities
6 May	Wed	(Team A) Site visit in Dhusha VDC Interview with Children, Parents, CMC members, Facilitators of Bungpung FSP and Grasibas SOP (Team B) Move to Dhading Site visit in Gajuri and Benighat VDC Interview with Children, Parents, CMC members, Facilitators, ASPM of Subedi Danda FSP and Mathillo Warbang FSP
7 May	Thu	Move to Kathmandu Interview with - UNESCO at UNESCO office - UNICEF at UNICEF office
8 May	Fri	Interview with - World Bank at World Bank office - DANIDA/ESAT at ESAT office, MOE Joint Evaluation Committee Meeting at MOE
9 May	Sat	Internal Meeting/Report Writing
10 May	Sun	Discussion on Minutes and Joint Evaluation Report with MOE/DOE/NFEC and CASP team
11 May	Mon	Joint Coordination Committee Meeting Signing on the Minutes Report to JICA Nepal Office
12 May	Tue	Report to Japan Embassy

1-4 Members of the Joint Evaluation Team

(1) Nepal Side

Dr. Lekh Nath Poudel   Under Secretary, Ministry of Education

Mr. Hari Prasad Lamsal   Deputy Director, Department of Education

Mr. Laxman Khanal   Deputy Director, Non-Formal Education Center

(2) Japanese Side

Ms. Tomoko Masuda   Leader

Ms. Yasuko Ono   Cooperation Planning 1

Ms. Yo Shibagaki   Cooperation Planning 2

Ms. Etsuko Ikeda   Evaluation Analysis

Mr. Krishna Lamsal   Mission Coordination

2. Outline of the Project

2-1 Background of the Project

In Nepal, various projects have been launched 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 alternative schooling through pilot activities with the technical assistance of Japan International Cooperation Agency (JICA). Under the framework of Education For All (EFA), pilot activities are

4

implemented by the Non-Formal Education Center (NFEC), Ministry of Education (MOE), and District Education Office (DEO) in coordination with local NGOs. Aiming at developing an operational model of ASP to enroll all children in schools, CASP conducted pilot activities in Dhading and Kathmandu (Siraha was also the pilot district at the beginning, but due to security situation, Siraha was replaced by Kathmandu).

In September 2006, the mid-term evaluation was implemented to review and confirm the progress of the Project, and the Project Design Matrix (PDM) and Plan of Operation (PO) were revised in line with the result of mid-term evaluation. This time, five months prior to the completion of the Project, the joint final evaluation study (hereinafter referred to as "the Study") was conducted to evaluate whether the Project has achieved the expected outputs and the project purpose and to draw lessons to be applied to other similar projects and recommendations to be followed up during and after the project period. The specific objectives of final evaluation are summarized in 1-2.

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 of 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 Outreach 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, NGO and INGO

3. Methodology of Evaluation

3-1 Evaluation Questions and Indicators
Major items to be evaluated were the following aspects based on PDM1 and Plan of Operations (hereinafter referred as "PO"):

1) Achievements of the Project based on the PDM1 indicators
2) Implementation process
3) Conceptual contents in the five evaluation criteria

The analysis was made with using the evaluation grid that was prepared for the project evaluation. This evaluation grid refers to the modified Project Design Matrix (PDM) of the project approved by Joint Coordination Committee meeting held on September 2006 as a Guideline of the evaluation together with the Plan of Operation. The table-1 below shows the nine different components of a PDM logical framework.

Table -1

Overall Goal	The higher-order objectives to which a development intervention is intended to contribute
Project Purpose	The intended development results to which a project is expected
Outputs	The products, capital goods and services which result from development interventions which are relevant to the achievement of outcomes.
Activities	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs.
Important Assumption	Hypotheses about factors risks which could affect the progress or success of a development intervention.
Objectively Verifiable Indicators	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement for the overall goal, project purpose and output of interventions.
Means of Verification	Sources to verify the indicators
Input	Financial, human and material resources used for the development intervention.
Pre-condition	Conditions that must be met before starting interventions.

To perform the evaluation, it needs to grasp the implementation situation of the Project with the information on the performance and its implementation process. Information on performance includes the results of inputs, outputs, the degree of achievement of a project's purpose and overall goal. Information on implementation process includes how far activities proceeded and what happened at the project site. After the data gathering, the achievement of the Project is evaluated by the following five criteria through discussions among the joint evaluation team.

Table -2

a. Relevance	Relevance of the Project is reviewed by the validity of the project purpose and the overall goal in connection with the development policy of the Government of Nepal. It is also checked by the logical consistency of the Project plan with the needs of the beneficiaries.
b. Effectiveness	Effectiveness is assessed by evaluating to what extent the Project has achieved its purpose and clarifying the relationship between the purpose and outputs.
c. Efficiency	Efficiency of the Project implementation is analyzed with the emphasis on the relationships between outputs and inputs in terms of timing, quality and quantity.
d. Impact	Impacts of the Project are assessed in both positive and negative influences caused by the Project.
e. Sustainability	Sustainability of the Project is assessed in organizational, financial and technical aspects by examining the extent to which the achievement of the Project will be sustained and expanded after the Project's completion.

3-2   Data Collection Method and Analysis

In order to evaluate the performance of the Project, the data will be collected through the followings;

(1) Questionnaire
(2) Interview
(3) Focus group discussion
(4) Review of reports and documents

6

4. Project Performance and Implementation Process

4-1 Achievement of Project Purpose

An operational model of the community-based Alternative Schooling Program is developed by developing "Operational ASP Guideline for the Alternative Schooling Program" at the initiative of counterparts

Project Purpose is achievable if further measurement on policy recommendation is taken to extend CASP model, which was suggested in the mid-term evaluation.

The ASP Guideline is in the process of finalization. The Draft February 2009 version was disseminated among the C/Ps. It will be modified by integrating the lessons learnt from the pilot activities in Dhading and Kathmandu. The ASP Guideline was formulated by intensive discussion among C/Ps. The ideas and opinions of NFEC, DEO, SS, RP, facilitator, ASPM, CMC and ASP center had been reflected in the contents of the ASP Guideline. The workshop on policy recommendation from CASP experiences was held on February, 2009 by inviting stakeholders from MOE, DOE, NFEC, DEO and donors. The key point of .the ASP Guideline was presented in the workshop. By the end of the Project, the road map to extend CASP model to other area will be presented in the policy level.

4-2 Achievement of Overall Goal

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

The achievement of Overall Goal is uncertain as the Guideline has not institutionalized, the budget for the extension has not allocated and the capacity of NFEC officers who manage implementation has not sufficiently developed yet.

Some positive activities for replication of CASP model were conducted as follows; In the fiscal year 2008, NFEC extended the CASP model to about 25 centers in Sindhupalchok District and Sarlahi District. NFEC applied some of CASP approaches such as community mobilization, NGO and CBO partnership, child club and mother school-based monitoring system to those 2 districts. NFEC plans to extend the model to all 75 districts in Nepal and will propose the budget for fiscal year 2010. In addition, CASP Facilitators Supporting Handbook was adopted by NFEC and distributed in all 75 districts in 2007 and 2008. In Kathmandu district, DEO extended CASP model to other 5 ASP centers which were not the CASP pilot VDCs. UNESCO utilized the CASP model for their program design on ASP.

4-3 Outputs

Output 1: Institutions and Organizations to operate ASP are strengthened through the Pilot Activities and Development of Program for School Dropout Children.

The target seems to be achievable by the end of the Project, according to the indicators for Institutional and Organizational Development set by the Project. The achievement rate is 88% by the checklist. The strengthened area is sharing of policy, regulation and program among NFEC, DEO, SS, RP, ASPM and facilitator, review and revision and development of PIM, mother school-based monitoring system application, collaboration with stakeholders to share CASP information, development of capability of NFEC and DEO for CASP Project management. By the completion of the Project, collaboration among stakeholders, monitoring, data analysis will be further strengthened to achieve the target.

Output 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.

a) Achievement of SOP

According to ASP monitoring report from RPs, the average rate of transfer and attendance in Dhading and Siraha met the target as shown below. Regarding transfer to formal schools, all of children who were enrolled at the 3rd year of SOP were able to transfer to formal school. However, 64% of them entered G4 while others entered G2 or G3.

Indicators	Target figure	Dhading	Siraha	Kathmandu[1]
Attendance rate	60%	87%	87%	74%
Transfer rate to G4 of formal schools (% out of number of students who remained 3rd year of SOP)	65%	64% (73/111)	100% (80/80)	N/A
Transfer rate to any grade of formal schools (% out of number of students who remained 3rd year of SOP)	75%	100% (111/111)	100% (80/80)	N/A
Transfer rate to any grade of formal schools (% out of number of students who are enrolled in the 1st year of SOP)	N/A	78% (111/147)	82% (80/103)	N/A

* Actual number of students is shown in blanket ( ).

Percentage of students who transferred to formal schools out of number of enrollment in the 1st year of SOP is 78% in Dhading and 82% in Siraha. This means that about 20% of students had dropped out during the 3 years operation of SOP.

According to the another survey conducted by the local consultant, the transfer rate to 4 class after SOP is 97.83%(boys), 87.88%(girls), and 95.24%(boys),81.25%(girls). Though cross-checking is needed, the achievement rate is slightly higher in Dhading.

b) Achievement of FSP

According to ASP monitoring report from RPs, the average rate of completion did not meet the target because many students dropped out: 62% in Dhading and 51% in Siraha. The average attendance to FSP centers in Dhading and Siraha is high: 77% in Dhading, 86% in Siraha and 71% in Kathmandu. Though target rate is achieved in average, it is observed that there are some centers that have lower rate, and the reason of the poor performance needs to be analyzed.

Indicators	Target figure	Dhading	Siraha	Kathmandu
Completion rate	75%	62% (69/111)	51% (61/119)	N/A
Attendance rate	60%	77%	86%	71%

* Actual number of students is shown in blanket ( ).

---

[1] For a) achievement of SOP, b) achievement of FSP, data of Kathmandu pilot is being processed at the time of final evaluation.

8

Data sources for the above are RPs, and the Project considers that it needs to be further cross-checked. Analyzing effectiveness of CASP pilot activities in terms of enrollment, completion and attendance rate of students is not possible without comparison of the data of CASP centers and non-CASP centers.

c) Changes of Parents

Knowledge, attitude and practice among parents have enhanced judging by selected indicators of the KAP survey. The Comparison of KAP baseline and endline survey is as follows;

KAP	Survey	Dhading	Siraha
Knowledge	Baseline	47.01%	66.28%
	Endline	84.68%	85.40%
Attitude	Baseline	79.68%	78.51%
	Endline	95.57%	89.42%
Practice	Baseline	65.95%	71.10%
	Endline	90.02%	85.45%

Although the degree of improvement in Knowledge had no big difference between Dhading and Siraha, most of KAP indicators on Attitude and Practice became higher in Dhading than in Siraha. Degree of increase in knowledge indicators was outstanding in Dhading, although those indicators were very low at the time of baseline survey. Increase in knowledge on child labor, handicapped-children, child marriage was notable. It is noteworthy that almost every parent and guardian had a positive attitude toward child education, gender equity, handicapped-children, childcare or sending their children to formal schools, and encouraged children to become educated and talked with children about their education.

Output 3: Network among stakeholders who are involved in NFE for children at the different levels* is strengthened.
*Communities, relevant organizations on ASP, donor agencies, NGOs

Although networking workshop and meeting have been sufficiently conducted in number, the continuous networking and follow-up of each workshop are needed for the model extension and policy recommendation. There is a gap between the PDM indicator and actual achievement of networking. Nine cases of networking for CASP model development and extension were conducted by inviting relevant organizations, development partners on ASP and communities. The details of nine cases presented by the Project are shown in Annex 2-1.

4-4 Inputs

The size of the inputs from Japanese side is relatively big considering degree of achievement of outputs and project purpose. Timing of input is questioned in the following areas; due to the limitation of the system of contract of Japanese experts, they could not be dispatched in the beginning of academic year of Nepal, which caused inefficiency such as insufficient preparation for the new school year. Counterpart Trainings in Japan did not exactly reflect the needs of ASP in Nepal because the coordinator of the training was conducted by consultant who did not work for ASP. The duration of the Project is extended because the pilot activities in Kathmandu started in 2006 after scaled down the pilot activities in Siraha due to the security reason. In the Nepal side, office space was provided near NFEC.

9

4-5 Implementation Process

TTM at the national level and DMM at the district level were assigned as Project management bodies. The regular meeting with the CASP team has been conducted and all the processes of Project have been shared among the team members. Project monitoring was conducted by TTM at the central level by using the monitoring format developed by the Project. During DMM held in the DEO, progress and problem of Project implementation were shared and discussed among SS, RP, Partner NGO, ASPM, and DEO. The communication among stakeholders in the district level was effective to improve pilot activities in target areas. The commitment and ownership of C/Ps at the district level was higher than central level because they recognized the positive influence of CASP pilot activities in their own districts. All and all, approach of capacity development is process oriented and C/P can develop capacity in all the cycle of Project management.

A shortcoming in the implementation process is found in some aspects. From the Japanese experts' point of view, absence of full-time personnel in charge of ASP was an obstacle for smooth coordination. From the Nepali's point of view, it was not possible to assign such a personnel. Communication among partner NGOs and RPs was sometimes lacking although communication between Partner NGOs and ASP centers was sufficient as they were working closely at the local level.

5. Evaluation Results

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

Criteria	Evaluation Result
Relevance High	• Relevance is quite high because of the following reasons; • Achieving EFA Goal is addressed in policy documents of both the Nepal government and the Japanese government. The importance of ASP for EFA is clearly mentioned in SSR which is in the process of appraisal in this year in Nepal • The needs of the target group were filled as the Project took need-based approach and strengthened community mobilization and participation. . • Project has shared experiences with other development partners which are working on ASP and promoted common understanding of the importance of ASP to achieve EFA in Nepal. . • The target areas of the Project were appropriately selected considering security condition and socio-cultural diversities.
Effectiveness High	• Effectiveness is high if further policy recommendation and the roadmap for extension are prepared by the end of the Project. • Project Purpose is almost achieved, as the ASP Draft Guideline is disseminated among C/P and going to be finalized after including the experiences of Dhading and Kathmandu districts. Though the ASP Guideline is useful for implementation at the field level, further policy recommendation and presentation of the road map for the CASP model extension is necessary, which was suggested in the mid-term evaluation. • The initiative of C/Ps in the process of making the ASP Guideline is sufficiently taken. The experiences and lessons learnt from the Project implementation by NFEC, DEO, SS, RP, CMC, ASPM, facilitator and community were reflected in the ASP Guideline. Partner NGOs were also actively contributed to community mobilization. In result, the ASP Guideline became useful for central, district and field level. • The CASP model development and extension has been influenced by frequent transfer of staff of NFEC related to the Project and less time allocation from C/P.
Efficiency	• Efficiency is rather low considering the size of Input and degree of achievement of Outputs.

10

Criteria	Evaluation Result
Relatively Low	• Output 2 is not meet the target and 3 has not fulfilled yet. • The strategy for the model extension has not sufficiently focused during the project implementation, because the Project intensively supported the pilot area for the model formation. The cost performance of the pilot activities is not efficient. • In terms of cost performance, assignment period and timing of experts, cost and relevance of C/P Training are also questioned. The duration of the Project was extended because of the security deterioration in Siraha district. • Project has not included MOLD and DDC into the Project implementation teams and regular discussion. • Though problems preventing effective operation of the existing ASP centers were identified by the pilot activities, intervention to NFEC, DOE and DDC has not sufficiently been taken by the Project.
Impact Fair	• The impact is fair because institutionalization of CASP model is in the process; • Though ASP policy in SSR is clear, implementation process and modality is not yet developed. Common understanding on importance and needs of ASP among development partner is lacking. • Besides, the positive impact is observed in the central level. Community mobilization and mother school-based monitoring of CASP model is included in the ASP policy. The CASP facilitator training manual was distributed in all 75 districts in 2007 and 2008 and CASP monitoring format was adopted in the NFEC Monitoring Guideline. The ASP program by UNESCO had designed the program by utilizing experience of the CASP model. The CASP model has started to be recognized as an effective community based approach to achieve EFA goal. • In the pilot areas, positive impact such as community solidarity, formation of literacy classes for mothers, parents' attitude change toward formal education, CMC empowerment was observed.
Sustainability Relatively Low	• Sustainability is not sufficient because of the following reasons; • Policy wise, strategy to link ASP to the formal education is on discussion in DOE and NFEC. The future strategy of SOP and FSP is not planned yet. In the process of decentralization, DEP, VEP and SIP is not functioning to be reflected in the National Education Plan. • In the district level, the system to integrate ASP into DEP planning process is still on the process of development. VDC's involvement for formulation of VEP and community mobilization is not sufficient because of the absence of elected representatives. • Financially, the budget allocation for non-formal education is scarce, which is about 1.6 % of education sector. Furthermore, the Literacy Campaign is the major concern of NFEC and the budget for ASP has been scaled down. Under the limitation of the budget, NFEC is proposing budget for CASP extension for the fiscal year 2010 as they recognized that budget for community mobilization and mother school-based monitoring is not costly. The MOE and MOLD will have a discussion how to formulate a policy on cost sharing of extension of CASP model. DEO in Kathmandu has distributed the budget for the extension of CASP model to five VDCs in this year. • Technical capacity of C/Ps on planning, budgeting and monitoring has been developed. However, capacity building of NFEC for model extension has not been intended yet.

6. Conclusion

The Project has achieved to develop community-based ASP model by conducting the intensive pilot activities in Siraha, Dhading and Kathmandu districts, formulating the ASP Guideline and strengthening networking among related agencies on ASP. 755 SOP students and 720 FSP students were benefited from the pilot activities in total. Among the developed CASP model, mother school-based monitoring,

11

community mobilization, facilitator's additional trainings, assignment of EVs, formation of Child Club, and NGO partnership were identified as effective to encourage children to continue study. After three years, most SOP students entered in the formal schools and most FSP students completed class in the pilot centers. DEO, SS, RP and ASP's organizational and institutional capacity has been strengthened to manage ASP in the target districts.

The developed CASP model needs to be replicated in other areas of Nepal in order to strengthen existing ASP for achieving EFA. Though the ASP Guideline is useful for implementation at the field level, further policy recommendation and preparation of the road map for the CASP model extension is necessary to institutionalize the CASP model in MOE, DOE, NFEC and MOLD. To achieve the institutionalization, many challenges are seen in current Nepal. Even though the ASP policy is clearly mentioned in SSR, implementation and modality process is not yet developed. NFEC has an organizational weakness on policy recommendation, pilot development, research and dissemination.. Common understanding of importance and needs of ASP among development partner is still lacking. In the district level, the system to integrate ASP into DEP planning process is on the process of development and the DEP and National education plan is not linked effectively. VDC's involvement for formulation of VEP and community mobilization is not taken because of the lack of elected representatives. Considering these factors, further steps for policy intervention need to be taken by the Project.

7. Lessons Learned and Recommendations

7-1 Lessons Learned

<Effectiveness of CASP Model>

(1) Linking ASP centers with regular schools is effective in ensuring quality of ASP centers

The Project has developed an effective mother school-based monitoring system. This ensures the basic quality of teaching-learning processes at ASP centres and strengthened relationship between ASP centres and regular schools. At the same time, this will contribute to make ASP institutionally sustainable. Follow-up by not only ASPM of regular schools but also SS and RP was also found effective for encouraging and technically assisting facilitators. FSP program requires examination items based on the condensed curriculum. In CASP, mother schools also helped FSP centres develop examination items as well. Such supports encourage facilitators despite of their low salary.

(2) Demand-side approach is needed for the disadvantaged group

Conventional ASP centres focus on supply-side interventions such as providing textbooks and appointing facilitators as regular schools do. CASP employed the demand-side approach to dig out the needs and raise awareness of the community at the same time and has shown that community mobilization is particularly essential in the remote and isolated communities.

(3) Intervention is needed for smooth bridging between ASP and regular schools

CASP considered special supports for ASP graduates was necessary to continue their education in regular schools. For example, RP negotiated with regular schools not to charge fees for ASP graduates. Promoting communication between ASP students and regular students during the Project has also contributed to diminishing fear and hesitation of ASP students for entering regular schools. CASP distributed school bags, uniforms, and stationary to those who progressed to regular schools. This was highly appreciated by the students, however, may be worth reconsidering from the viewpoint of financial

12

sustainability.

(4) Assigning Educational Volunteers (EV) was effective to support facilitators

EVs were selected within the community to support facilitators. Even when facilitators are absent, ASP centers were kept open with the support of EVs. They also contributed to paying more attention to individual students by visiting students houses and meeting with their parents. Another positive aspect of EVs was that they are from the same community and the same ethnicity so that they can easily link students and facilitators, many of whom need to be invited from other communities.

(5) Additional Facilitators' training is necessary for quality ASP

Facilitators of ASP are required to have various skills. They have to teach all subjects in multi-grade and multi-age setting, and they have to be friendly and supportive to students who are at risk of dropping out of schools. The Project found that the current level of training is still too short to prepare them to respond to all these needs, and developed system of 15 days' needs based training since their backgrounds also vary. This requires some additional costs, however, the investment is minimum requirement for the quality point of view.

<Prospects for model extension>
(6) Utilization of VEP for ASP planning

The Project supported development of VEP in 4 VDCs and found that VEP is an important needs-based plan with the thorough survey and school mapping. Through the development process, the community raised awareness and developed clearer visions for education development in the community. However, the current difficulty is that VEP exists in only some 600 VDCs and that is why VEP cannot be integrated into DEP to get funding for ASP classes. It will be a long way to go before VEPs are really functioning.

(7) More capacity building for model extension was needed along with model development

For a model to be extended, the following three steps are required: 1) operational model is developed; 2) the model is institutionalized; and 3) stakeholders are equipped with technical capacity to implement the model or to provide technical support to implementers. The Project identified approaches and activities for more effective operation of ASP centers through intensive piloting in 9 centers of Dhading and 9 centers of Kathmandu (currently 8 centers). The Project also supported institutionalization of the model through policy recommendation workshop. Capacity building for model development was focused, however, capacity building for model extension was not intended in the Project. According to interviews with Japanese experts, NFEC's initiatives to CASP model extension to Sindhupalchok and Sarlahi districts were not very successful. If so, there might have been much room for the Project to support NFEC's efforts and that might have further accelerated the extension of the CASP model. Capacity building of stakeholders for model extension was not the Project focus in the PDM; nonetheless, it should have been more targeted as the Project progressed.

(8) Macro viewpoint to examine the fundamental problems should not be forgotten

The Project aimed at improving the government ASP programs within the existing framework. It tried to explore the room for improvement at the field level focusing on implementation mechanism. As a result, the Project was able to produce a variety of means for improvement, and practices at the district and the field level were conducted successfully. From the early stage of the Project, however, it was found that

13

there are some difficulties and pitfalls in the current ASP modalities and that the whole ASP programs need to be reviewed, taking into consideration of involvement of formal schools and/or local governments. Yet, the Project maintained the originally planned tasks and seemed to limit itself within the existing framework of ASP programs. Instead, the Project could have raised those issues of and suggestions for the difficulties and pitfalls of the ASP modalities that the Project was based on and adjust activities with more flexible project management.

7-2 Recommendations

The team recommends the following actions to be completed during the Project period. The Project has succeeded in producing good outputs in the pilot districts, and therefore, the remaining project period needs to be focused on supporting dissemination and policy development of ASP programs.

(1) Supporting NFEC's efforts to extend the CASP model

As mentioned earlier, according to interviews with Japanese experts, NFEC's initiatives to CASP model extension to Sindhupalchok and Sarlahi districts were not very successful. Factors that affected the results of the efforts should be more clearly identified and be taken into considerations when NFEC develop the extension plan for 10 districts.

(2) Supporting districts' efforts to extend the CASP model within the district

The Project conducted dissemination workshops within Dhading district and Kathmandu district, and the support to districts' efforts for dissemination to other areas within the district should be further continued. This includes development of a dissemination plan and provision of technical support to DEO if the implementation starts before the Project ends.

(3) Strengthening networks with DDC

Some ASP centres succeeded to get financial supports from VDC as a result of good relationship between CMC and VDC. Considering the current budget limitation for ASP centres from MOE, resources need to be sought from other channels. DDC has started receiving District Development Fund, 25% of which is to be spent for social sector. This can be considered one of the possible sources of funding. MOLD has been already in the central network of ASP, however practical coordination has not been made. Making MOLD aware of the needs of ASP is important, but at the same time, direct advocacy to DDC is necessary. The Project is expected to further support DEO in advocating LDO at least in the pilot 2 districts. As the ASP guideline may not be appropriate to advocate personnel in DDC for orientation, development of ASP leaflet may be necessary.

(4) Dissemination of ASP guideline through annual DEO workshops conducted by DOE

The Project plans to distribute the final version of ASP guideline to all the districts. The team strongly suggests that distribution should be followed by face-to-face introduction of CASP experience and discussion. Experience of advocacy to LDO in pilot 2 districts can be also shared. DEO meetings conducted by DOE may be good occasions for this activity. The number of guidelines to be distributed needs to be examined as well to make dissemination effective.

(5) Developing policy suggestions regarding overall ASP program

The Project has completed the draft operational guideline for ASP implementation. During the

14

development of the guideline, the Project has identified weaknesses of the ASP program that should be rectified at the same time of application of the CASP model, since they may be preventing the applied CASP model from producing good impacts. The team suggests that the Project articulates the issues and policy suggestions for those issues, followed by sharing with NFEC, DOE, MOE and other development partners.

Issues to be discussed may include the followings:

- How to support FSP students who face complex difficulties to continue schooling such as poverty, family problems (single parenting, child neglect, child abuse, and etc.), child labor, and frequent transfer due to seasonal migration of the family. Experience of CASP approaches used in the rural FSP and the urban FSP may be helpful.
- What kinds of support should be continued after ASP graduates progressed to regular schools including financial support such as scholarships and educational support such as tutoring, and how that should be ensured. ASP graduates are still at high risk of dropping out due to poverty and social constrains..
- How to ensure equivalency of ASP programs to formal schooling. Regular schools often conduct a placement test to check levels of ASP graduates, and register them accordingly. Being registered in the lower grade than the grade they are supposed to be makes ASP children discouraged and this eventually downgrades credibility of ASP centers. What kind of mechanism to sure equivalency at the ASP side and what kind of support such as remedial teaching needs to exist in mother schools can be identified from the CASP experience. For equivalency point of view, conditions, qualification and salary of facilitators need to be examined as well.
- How to increase the number of ASP to cover those left behind. Coordination with various stakeholders needs to be discussed such as collaboration with private companies to ensure provision of education to employees and their facilities.
- How to institutionalize the linkage with regular schools.

The following actions are recommended that are taken by NFEC, DOE, and MOE for the medium-and long-term prospects.

(6) Clarification of limitations and responsibilities of regular schools for out-of-school children

Regular schools are to serve those who come to school and take care of students as long as they are enrolled. Currently responsibility of formal schools is limited to issues within schools. CASP experience has shown that quality of ASP centers improves when they are linked with regular school nearby (mother school). If this practice is to continue, responsibilities of regular schools need to be listed and enforced for institutionalization through education regulations.

(7) Revision of ASP program

MOE makes it clear that alternative provision of education is necessary. Using the above described CASP's policy suggestions as reference, the Nepal side is expected to review modalities and implementation processes of ASP program. NFEC's lead role in policy and research development is strongly expected in this matter, however, all stakeholders need to commit to this issue since ASP is the matter of formal education as well.

15

ANNEX 1: Project Design Matrix (PDM)

Version 2

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Important Assumption
Super Goal 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"
Overall Goal 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 counterparts	Report and records of ASP at NFEC/DEO	HMG continues to promote the policy for "Education for All"
Project Purpose 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 counterparts	"Operational Guideline for the Alternative Schooling Program", Process Monitoring Sheet (to be developed by the Project), Project Report	NFEC continues to promote the model of community involvement into ASP developed by the Project
Output 1. Institutions and Organizations to operate ASP is strengthened through the Pilot Activities and Development of Dropout Program	1. Degree of institutional strengthening of ASP, measured by the checklist developed by the project, exceeds 90% by the end of the Project	1. Check list of institutional strengthening of ASP (developed by the Project), Project reports, Minutes of Working Group meetings, Results of	Frequent transfer of counterparts personnel does not occur
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	2-1. (1) Enrollment rate of children after SOP in target sites rises to 75% by the end of the Project	2-1. (1) Result of Situation Analysis in Endline Study	NFEC continues to promote the policy and strategy of community involvement in ASP
	(2) Enrollment rate of children after SOP to desired grade (Class 4) in target sites rises to 65% by the end of the Project	(2) Result of Situation Analysis in Endline Study	
	(3) Average attendance rate of SOP classes in target sites for 3 years is retained at 60%	(3) Attendance record of the SOP classes	
	2-2. (1) Completion rate of children after FSP rises to 75% in target sites by the end of the Project	2-2. (1) Attendance record of the FSP classes, result of the examination	
	(2) Average attendance rate of FSP classes in target sites for 3 years is retained at 60%	(2) Attendance record of the FSP classes	
	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.	2-3. Comparison of results of baseline and endline KAP (Knowledge, Attitude and Practice) Survey	
3. Network among stakeholders who are involved in NFE for children at the different levels* is strengthened *Communities, relevant organizations on ASP, donor agencies, NGOs and INGOs	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	3-1. Project reports, publication prepared by NFEC, DEO, and CASP	-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
Project Activities **1.Institutional development and Organizational** 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 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 **2.Community-based Pilot Activities** 1) Prepare community-based Pilot Activities 2) Implement community-based Pilot Activities **3.Networking** 1) Hold workshop among relevant organizations and 2) Organize public relation activities	**Inputs** **<Nepal side>** 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 implementation	**<Japanese Side>** 1) Experts (Chief Advisor, Information Education and Communication, Monitoring /Evaluation, Institutional Development/Organizational Strengthening, Community Development, Project 2) C/P Training 3) Equipment provision 4) Operational cost expenditure (Local Resource Person , Networking Workshop, Training cost)	**Pre-condition** -Security condition in the target districts does not worsen. -DEO, Local bodies, CBO and community people in the target areas accept the Pilot Activities.

ANNEX 1

ANNEX 2: Evaluation Grid

ANNEX 2-1: Achievement of the Project

Evaluation Items	Indicators	Finding of the Study
Achievement of Overall Goal		
The model developed by the Project is adopted in other areas in Nepal.	1000 existing ASP centers adopt the CASP model by DEO/NFEC in 2-3 years after the Project completion.	The achievement of Overall Goal is uncertain in 2 or 3 years after the Project completion because the Guideline has not institutionalized, the budget for the extension has not allocated and the capacity of NFEC officers who manage implementation has not sufficiently developed yet. Several measures have been taken to extend the CASP model by NFEC as follows; • In the fiscal year 2008, NFEC extended the CASP model to about 25 centers in Sindhupalchowk District and Sarlahi District. NFEC applied part of CASP approach such as community mobilization, NGO and CBO partnership, Child Club and Mother School-based monitoring system to those 2 districts. The budget is 6000R per each center. In this year, NFEC also proposed budget for extending CASP to other 10 districts. However, the decision has not been made yet. NFEC plans to extend the model to all 75 districts in Nepal and will propose the budget for fiscal year 2010. • The CASP Facilitators Supporting Handbook was adopted by NFEC and distributed in all 75 districts in 2007 and 2008. • CASP monitoring format was adopted in the NFEC Monitoring Guideline. • In Kathmandu district, DEO extended CASP model to other 5 ASP centers which were not the CASP pilot VDCs.
Achievement of Project Purpose		
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 counterparts.	• The ASP Guideline is on the process of finalization. The Draft February 2009 version was disseminated among the C/Ps. It will be modified by integrating the lesson learnt from the pilot activities in Dhading and Kathmandu. • The ASP Guideline was formulated by intensive discussion among C/Ps. NFEC established the Guideline committee to conduct comparative study on existing Non-Formal Education Implementation Guideline and CLC Implementation Guideline. The ideas and opinions of DEO, SS, RP, facilitator, ASPM, CMC and ASP center had been reflected in the contents of the ASP Guideline. NFEC's experiences of extending CASP model to 2 other districts has also been reflected in the operation of the ASP Guideline. • The workshop on policy recommendation from CASP experiences was held on February, 2009 by inviting stakeholders from MOE, DOE, NFEC, DEO and donors. The key point of the ASP Guideline was presented in the workshop. • By the end of the Project, the road map to extend CASP model to other area will be presented in the policy level.

ANNEX 2-1

Evaluation Items	Indicators	Finding of the Study
Achievement of Outputs		• Project Purpose is achievable if further measurement on policy recommendation is taken to extend CASP model, which was suggested in the mid-term evaluation
1. Institutions and Organizations to operate ASP is strengthened through the Pilot Activities and Development of Dropout Program.	1. Degree of institutional strengthening of ASP, measured by the checklist developed by the Project, exceeds 90% by the end of the Project.	1. According to the Indicators for Institutional and Organizational Development set by the Project, total score is 115 out of 130 in February 2009. The achievement rate is 88%. The target 90% seems to achievable by the end of the Project. • The most strengthened area is sharing of policy, regulation and program among NFEC, DEO, SS, RP, ASPM and facilitator, review and revision and development of PIM, collaboration with stakeholders to share CASP information, development of materials for PR, development of capability of NFEC and DEO for CASP Project management. • By the end of the Project, collaboration among stakeholders, monitoring, data analysis and ASP management will be further strengthened to achieve the target.
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.	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%.	2-1 Achievement of SOP The target is achieved in 2 districts. According to ASP monitoring report from RPs, the average rate of transfer and attendance in Dhading and Siraha met the target as shown below. Regarding transfer to formal schools, all of children who were enrolled at the 3rd year of SOP were able to transfer to formal school. However, 64% of them entered G4 while others entered G2 or G3.

Indicators	Target figure	Dhading	Siraha	Kathmandu[1]
Attendance rate	60%	87%	87%	74%
Transfer rate to G4 of formal schools (% out of number of students who remained 3rd year of SOP)	65%	64% (73/111)	100% (80/80)	N/A
Transfer rate to any grade of formal schools (% out of number of students who remained 3rd year of SOP)	75%	100% (111/111)	100% (80/80)	N/A
Transfer rate to any grade of formal schools (% out of number	N/A	78% (111/147)	82% (80/103)	N/A

[1] For a) achievement of SOP, b) achievement of FSP, data of Kathmandu pilot is being processed at the time of final evaluation.

ANNEX 2-2

Evaluation Items	Indicators	Finding of the Study
		of students who are enrolled in the 1st year of SOP)

* Actual number of students is shown in blanket ( ).

According to the another survey conducted by the local consultant, the transfer rate to 4 class after SOP is 97.83%(boys), 87.88%(girls), and 95.24%(boys),81.25%(girls). Though cross-checking is needed, the achievement rate is slightly higher in Dhading.

2-2. (1) Completion rate of children after FSP rises to 75% in target sites by the end of the Project.

2-2.Achievement of FSP
The target is not achieved in 2 districts.
According to ASP monitoring report from RPs, the average rate of completion did not meet the target because many students dropped out; 62% in Dhading and 51% in Siraha. The average attendance to FSP centers in Dhading and Siraha is high: 77% in Dhading, 86% in Siraha and 71% in Kathmandu. Though target rate is achieved in average, it is observed that there are some centers that have lower rate, and the reason of the poor performance needs to be analyzed.

(2) Average attendance rate of FSP classes in target sites for 3 years is retained at 60%.

Indicators	Target figure	Dhading	Siraha	Kathmandu
Completion rate	75%	62% (69/111)	51% (61/119)	N/A
Attendance rate	60%	77%	86%	71%

* Actual number of students is shown in blanket ( ).

As the above data deprived from Submission of ASP monitoring report from RPs. It needs to be further cross-checked. Analyzing effectiveness of CASP pilot activities in terms of enrollment, completion and attendance rate of students is not possible without comparing the data of CASP centers and non-CASP centers.

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.

2-3.Changes of Parents
Knowledge, attitude and practice among parents have enhanced judging by selected indicators of the KAP survey. The Comparison of KAP baseline and endline survey is as follows;

KAP	Survey	Dhading	Siraha
Knowledge	Baseline	47.01%	66.28%
	Endline	84.68%	85.40%
Attitude	Baseline	79.68%	78.51%
	Endline	95.57%	89.42%

ANNEX 2-3

Evaluation Items	Indicators	Finding of the Study		
		Practice	Baseline	65.95%
			Endline	90.02%
				71.10%
				85.45%

Although the degree of improvement had no big difference between in Dhading and in Shiraha, almost KAP indicators on Attitude and Practice became higher in Dhading than in Siraha. Degree of evolution on many knowledge indicators was outstanding in Dhading, although those indicators were very low at the time of baseline survey. Improvement of knowledge on child labor, handicapped-children, child marriage was distinguished. It is noteworthy that almost every parent and guardian had positive attitude toward child education, gender equity, handicapped-children, childcare or sending their children to formal schools, and encouraged children to become educated and talked with children about their education.

Evaluation Items	Indicators	Finding of the Study
3. Network among stakeholders who are involved in NFE for children at the different levels* is strengthened. *Communities, relevant organizations on ASP, donor agencies, NGOs	3. 10 cases are identified as a result of strengthening networking among stakeholders who are involved in NFE for children at the different levels.	3. Nine cases of networking for CASP model development and extension were identified at the time of the final evaluation as follows. Although networking workshop and meeting have been sufficiently conducted in number, the continuous networking and follow-up of each workshop is needed for the model extension and policy recommendation. There is a gap between the PDM indicator and actual achievement of networking.

1) PSDC Implementation Manual, Training Manual for Educational Promoter of PSDC, PSDC Handbook were developed from the 2nd year to 3rd year of the Project period after the networking workshops on the issues of school dropout in central and field level were conducted by the CASP/NFEC in December 2005.
2) NFEC planned and conducted an Intensive workshop in June 2006 for further discussion about ASP collaboration and coordination among MOE, NFEC, DOE and concerned DEO staff.
3) After the discussion among MOE, NFEC, DOE and target DEOs in an Intensive Workshop held in June 2006, issues were summarized and a proposal to improve the ASP was presented to concerned organizations including donors at the first time during EFA missions in June and December 2006.
4) The Kathmandu DEO officers, Partner NGOs, facilitators, several EVs and CMC members visited the pilot areas of the Dhading district in Aug-Sep 2006.
5) The first meeting of the Network for NFE for children was held by NFEC/CASP in December 2006.
6) To discuss issues of ASP, an Intensive Workshop was held with the participation of MOE, NFEC, DOE, and target DEOs in April 2007. NFEC also suggested that NFE be more incorporated in the framework of EFA and presented a proposal for improving ASP to concerned organizations, including donors. |

ANNEX 2-4

Evaluation Items	Indicators	Finding of the Study
		7) In January 2008, a workshop targeting relevant organizations (donor agencies, NGOs, and INGOs) on "Sharing on Best Practices on Networking NFE children" was held.
		8) In July 2008, Intensive Workshop on ASP toward EFA Goal was conducted. NFEC/CASP, MOE, DOE, MOLD and NPC agreed that the CASP approach to NFE be employed to expand out-of-school interventions and be integrated into the DOE delivery system.
		9) In February 2009, a workshop on "ASP Guideline" and "a policy recommendation from CASP pilot activities" was conducted with NFEC/CASP, MOE, DOE, Kathmandu DEO, and Dhading DEO. A policy Guideline of CASP expansion, including determined activities to be extended, estimation of additional costs and collaboration with MOLD, was developed and further actions and responsibilities to execute the strategy were agreed on.
Achievement of Activities		
1. Institutional development and Organizational Strengthening	1. Analyze the current ASP	1.
	Develop a strategy to improve current ASP	1) Revise the current Programme Implementation Manual
	Establish an implementation system in the target areas	2) Conduct ID/OS workshops targeting Dhading DEO, Siraha DEO, and Kathmandu DEO in order to identify the issues of ASP
	Implement ASP in the target areas (including M&E and revision)	3) Prioritize and make a checklist regarding measures to strengthen ASP in terms of its institution and operation
	Develop the PSDC (Program for School Dropout Children)	4) Establish working groups to monitor pilot activities comprising NFEC and Dhading DEO, Siraha DEO and Kathmandu DEO
	Compile the measures to improve the community-based ASP and recommendations based on the Pilot Activities	5) Conduct Technical Team Meeting regularly
		6) Prepare a Manual for CASP Pilot Activities
		7) Identify the target VDCs for pilot activities
		8) Conduct a study of dropout children in the target Districts
		9) Conduct a situation analysis (Baseline survey) of ASP in the target districts
		10) Review and revise the selection process of the implementation site and facilitators for ASP
		11) Identify the sites for pilot activities for ASP
		12) Select partner NGOs/CBOs respectively
		13) Conduct orientation meeting of ASP from Non-Formal Education Center to DEOs, partner NGOs/CBOs, and other stakeholders
		14) Review the current TOT
		15) Develop a "facilitators supporting system for ASP" as supplement to the current TOT system
		16) Develop a "mother school-based monitoring system for ASP" to strengthen the monitoring system
		17) Conduct District Monthly Meetings for pilot activities at Dhading DEO, Siraha DEO, and Kathmandu DEO
		18) Manage information and date regarding results of monitoring and examination for ASP at

ANNEX 2·5

Evaluation Items	Indicators	Finding of the Study
		Dhading DEO, Siraha DEO, and Kathmandu DEO
		19) Conduct a situation analysis (Endline survey) in the target sites of pilot activities
		20) Conduct ID/OS workshops targeting NFEC/DEO in order to review the progress of pilot activities
		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
		22) Develop the "Guideline (guidebook) for Community-based Alternative Schooling" based on "Manual for CASP pilot activities"
		23) Update the "process monitoring sheet" and complete the Bi-annual and Annual reports.
		24) Support development of dropout program (Program for School Dropout Children)
2. Community-based Pilot Activities	2. Prepare community-based Pilot Activities Implement community-based Pilot Activities	2. 1) Conduct orientation of the pilot activities in the target areas and implementation sites
		2) Conduct KAP (Knowledge, Attitude, and Practice) survey (baseline survey) targeting parents who send their children to ASP
		3) Establish the Class Management Committee in the implementation sites for SOP in each community
		4) Implement the community mobilization and participation activities in implementation sites for SOP
		5) Conduct the SOP in the implementation sites
		6) Establish the Class Management Committee for FSP in each target community
		7) Implement the community mobilization and participation activities in implementation sites for FSP
		8) Conduct the FSP in the implementation sites
		9) Compile the measures to promote community mobilization and participation for ASP, and make recommendations based on the pilot activities
		10) Compile the measures to promote community mobilization and participation for ASP, and make recommendations based on the pilot activities
3.Networking	3. Hold workshop among relevant organizations and stakeholders Organize public relation activities	3. 1) Conduct workshops on relevant themes on Non-formal Education targeting relevant organizations (donor agencies NGO and INGO)
		2) Compile the measures to strengthen network among stakeholders and recommendations based on pilot activities
		3) Update the progress of ASP at Dhading DEO, Siraha DEO, and Kathmandu DEO through

ANNEX 2-6

Evaluation Items	Indicators	Finding of the Study
		development of IEC (information /education/ communication) materials.
		4) Conduct study tours to learn good practices of NFE program in nearby districts once in a year
		5) Conduct technical exchange to learn good practices of NFE program in third country
		6) Prepare an annual report on ASP
		7) Conduct P.R.activities
		8) Conduct Sharing Workshops on Pilot Activities for nearby districts
		9) Conduct sharing workshops for District Education Officers on Pilot Activities at the central levels
		10) Conduct workshops on "Guideline (guidebook) for Community-based Alternative Schooling" at district and central levels.

ANNEX 2-7

ANNEX 2-2: Implementation Process

Evaluation Items	Sub-questions	Finding of the Study
Project implementation and management structure	Is organizational and institutional arrangement on Project management appropriate?	• TTM at the central level and DMM at the district level were assigned as the Project management bodies. The regular meeting with the CASP team has been conducted and all the processes of Project have been shared among the team members.
	Is the monitoring mechanism appropriate and effective?	• Project monitoring was conducted by TTM at the central level by using the monitoring format developed by the Project.
	Is the assignment and allocation of C/Ps appropriate?	• All the section officers in NFEC were assigned as C/Ps and able to share their progresses of the Project among the team members. On the other hand, the leading role of Project management could not been taken by TTM as expected. • Though the assignment of one exclusive staff for ASP was requested several times by the experts, NFEC could not allocate it. • The assignment of DMM members was appropriate by including DEO officers, SSs, RPs and Partner NGOs.
Communication among stakeholders	Is communication within the Project sufficient?	• TTM has conducted monthly meetings and shared their information sufficiently. • DMM was held in DEO and progress and problem at the Project implementation process were shared and discussed among RP, Partner NGO, ASPM and DEO. The communication among stakeholders in the district level was effective to improve pilot activities in target areas. • The meeting at RC also strengthen communication between mother schools and ASP centers. • Communication among partner NGO and RP was sometimes lacking. Communication between Partner NGO and CMC, facilitators, EV, ASPM was sufficient as they were working closely at the district level.
	Is recognition of the Project by C/Ps high?	• Understanding and recognition of CASP was sufficient both at the central and the district level.
Sense of Ownership	Is the commitment and ownership of C/P adequate?	• The commitment and ownership has been developed among TTM members in NFEC. • The commitment and ownership of C/Ps at the district level was higher than central level, because they face the positive influence of CASP pilot activities at their own districts directly. • CMC and ASPM committed themselves to make ASP centers more effective in target areas. Some SSs and RPs' commitments were comparatively lower because they have a lot of other responsibilities also.
Approach of Capacity Development	Are the approaches and strategies of capacity development of C/Ps appropriate?	• Approach of capacity development is process oriented and C/Ps can develop their capacity in the cycle of Project management.

ANNEX2-3: Evaluation by Five Criteria

Relevance

Evaluation Items	Sub-questions	Finding of the Study

ANNEX 2-8

Policy Priority

Evaluation Items	Sub-questions	Finding of the Study
Policy Priority	Are Project Purpose and Overall Goal met to Nepal's policy priority?	• The Project Purpose and Overall Goal contribute to achieve Nepal's policy on EFA. • National Plan of Action for EFA sets a target to have 100% enrollment rate of primary education by 2015. • EFA core document by MOE stresses having wider access to primary education by using various modalities such as non-formal education, and ASP is one of the modalities. • In SSR, the importance of alternative education is mentioned in the latest version on March 31, 2009, though the budgeting and strategy is not clear yet. • Community-based ASP meets the Policy of Social Inclusion as most of hard-to-reach children are of lower castes and poorer families. • MOE, DOE, NFEC and DEOs recognize the need of ASP because they estimate that 288,000 children of 5-9 years are out of school due to difficulty of access and poverty.
	Are Project Purpose and Overall Goal met to Japan's ODA policy?	• Japan's Basic Education for Growth Initiative (BEGIN) is a challenge to realize EFA. Overall Goal and Project Purpose are relevant to this framework in education assistance. • JICA Nepal Office's country program emphasis on supporting EFA in Nepal.
Project Design	Are the needs of the target groups filled by the Project activities?	• The needs of the target groups were filled as the Project took a need-based approach and strengthened community-mobilization and participation.
	Is donor coordination appropriate?	• The analysis of other donor's activities at central and district level was conducted at designing the Project. • Among the development partners, CASP shared experiences with UNESCO, UNICEF and DANIDA-ESAT who are working on non-formal education in Nepal.
	Is the change of PDM at the mid-term evaluation appropriate?	• The modification of PDM on Aug.2005 and Feb.2006 was appropriate. • The indicators of Output 1 and Output 2 were identified during the modification.
	Is target area and group appropriate?	• The target areas were appropriately selected considering security condition and socio-cultural diversities. However, the number of pilot ASP center is comparatively small when we think its scale-up.

Effectiveness

Evaluation Items	Sub-questions	Finding of the Study
Achievement of Project Purpose	Is the Project purpose going to be achieved?	Project purpose is almost achieved as the ASP Guidelines are going to be finalized after incorporating the experiences of Dhading and Kathmandu districts. Though the ASP Guideline is useful for implementation at the field level, further policy recommendation and presentation of the road map for the CASP model extension are necessary, which were suggested in the mid-term evaluation. *Refer to Annex 2-1; Evaluation Grid on Achievement of the Project. The Achievement of Project Purpose is described in details.
Relationship between Outputs and Project Purpose	Are Outputs relevant to produce Project Purpose? Which is the	To develop CASP model, Output 1, 2, and 3 are all relevant. The Output 1 "Institutional and organizational development" has almost achieved by indicators set by the

ANNEX 2-9

Evaluation Items	Sub-questions	Finding of the Study
	contributing factor?	Project. In the final evaluation survey, the organizational and institutional weaknesses of DEO, SS, RP, ASPM and facilitators are still observed to implement community-based CASP activities. The Output 2 "Pilot activities" is broadly recognized successful activity among stakeholders at the central and district level. 755 SOP students and 720 FSP students were benefited from the pilot activities in total. In the pilot activities, community-mobilization, facilitator's additional training, mother school-based monitoring, NGO partnership and formation of Child Club are found effective and worth replicable in other areas of Nepal. Though the indicators of Outputs are compiled, the comparative data with non-CASP centers have not been collected. The effectiveness of the Pilot activities can not be analyzed without the data. The Output 3 "Networking" is sufficiently strengthened to develop CASP model, though further networking for extension of CASP model is necessary.
	Did Important Assumptions affect to achieve Project Purpose?	• Frequent transfer of CPs has continuously occurred during the Project period. Director of NFEC and DEOr changed several times. NFEC members also transferred frequently. Their understanding and involvement to CASP to achieve EFA differs and affected the process of CASP model development.
	Are there any other contributing factors for achieving Project Purpose?	• In the process of making separate ASP Guidelines with TTMs, many lacking parts were incorporated in the existing PIM. This process helped to revise ASP policies and include community-based approaches into them. • The NFEC experiences and lessons learned from CASP extension in other 2 districts were reflected in the ASP Guideline. • The formulation of ASP Guideline has been shared among central, district and RC level. The ideas and experiences of DEO, SS, RP, CMC, ASPM, facilitator and community in target areas were reflected in the ASP Guideline. • Partner NGOs worked effectively in community-mobilization as they knew the local situation and difficulties. Local cases were compiled in the ASP Guideline. • Through the process, the ASP Guideline became useful for the both policy level and field level.
	Are there any other inhibiting factors for achieving Project Purpose?	• The Literacy Campaign by GON (2008-2009) has influenced the Project activities to extend CASP model, because most officers at NFEC had to be involved in the big campaign for adult literacy. On the other hand, the NFEC officers leant how to collaborate with local bodies through the campaign.

Efficiency

Evaluation Items	Sub-questions	Finding of the Study
Achievement of Outputs	Were Outputs produced?	Output 1 is mostly achieved. Output 2 did not meet the target. Output 3 is yet to be achieved. *Refer to Annex 2-1; Evaluation Grid on Achievement of the Project. The Achievement of Outputs is described in details.
Relationship between Outputs and Activities	Were Activities relevant to produce the Outputs?	The contributing activities to produce each Output are as follows; <Output 1: Organizational and Institutional Development>

ANNEX 2-10

Evaluation Items	Sub-questions	Finding of the Study
		• Sharing of policy, regulation and program among NFEC, DEO, SS, RP, ASPM and facilitators.
		• Review and revision and development of PIM
		• Utilization of human resources such as facilitator and SS/RP
		• Collaboration with stakeholders to share CASP information
		• Mother school-based monitoring system
		• Facilitators support training and Facilitator Training Manual
		• Uniform, school bags and stationeries distribution
		• Action research
		• VEP formulation
		• Development of Capability of NFEC and DEO for CASP Project management
		<Output2: Pilot Activities>
		• Support of EVs
		• CMC formulation
		• Child Club formation
		• Extra curriculum program
		• NGOs partnerships
		• Awareness raising by street drama and song
		<Output 3:Networking>
		• Networking to promote ASP in NFE
		• Networking in the field level between Dhanding and Kathmandu
		• Workshop on sharing best practices on networking NFE children among the related development partners
		• Workshop on ASP toward EFA goal
		• Workshtop to share CASP experiences and recommendations
		• Development of materials for PR
	Were there any influences of Important assumptions?	• Due to the security condition, pilot activities in Siraha district had to be scaled down. Japanese experts and C/P's follow up in the district was not possible. Partner NGOs in 3 target districts also experienced the difficulties to work in the field because of insecurity and unpredictable situation.
		• The local bodies' collaboration to CASP was not realized as expected because of the absence of elected representative in the local bodies.
	Were there any other contributing and inhibiting factors for achievement of Outputs?	Contributing factors
		• At the district level, DEO provided facilitators' additional salary, management cost for CMC, scholarships, uniforms, and stationeries for ASP students.
		• Some VDCs contributed to constructing classrooms, toilets and providing additional salary to facilitators.
		• Parents contributed furniture, books and land for ASP centers.
		• Local media campaign on ASP through community radio possibly affected to mobilize community.

ANNEX 2·11

Evaluation Items	Sub-questions	Finding of the Study
		Inhibiting factors • As the priority of NFEC given to the Literacy Campaign, budget size of ASP became smaller. • Mapping of out of school children was difficult. • Facilitator's working condition is not in sufficient level, for example low salary, lack of leaves and too short training period compared to formal education teachers. FSP curriculum must be revised. Some of ASP centers are under poor condition.
Cost of Inputs	Were inputs from both Japan and Nepal effective for activities and introduced iPartner NGOod timing?	**<Japanese Side>** **Experts** 147.31M/M (Napal), 40.99M/M (Japan) • Due to the limitation of the contract of Japanese experts with JICA, experts could not be dispatched in the beginning of academic year of Nepal, which caused inefficiency of implementation. • After the mid-term evaluation, the areas of expert and period were revised to focus on the extension of CASP model. **C/P Training** • Counterpart Trainings in Japan did not exactly reflect the needs of ASP in Nepal because the coordinator of the training was the one who did not work for ASP. • Some stakeholders question the fairness of selection of C/Ps for the Third Country Training. Some stakeholders at the field level expressed their opinions that the cost of the Third Country Training should be used for ASP center's operation. **<Nepal side>** <u>Appropriate counterparts and administrative personnel</u> • Though TTM members were assigned at central level, the leading role of Project management could not been taken by the TTM members. <u>Office Space and Facilities</u> • Office space was provided near NFEC. • The duration of the Project was extended because of the security reason in Siraha district.
	Are there any collaboration with other scheme or donors?	• The Project collaborated with DANIDA and UNESCO to develop EMIS. • The Project shared experiences to develop CASP pilot activities with UNICEF and UNESCO. • The C/P training on extension in Thailand was conducted in collaboration with DANIDA/ESAT. • The Project shared experience in the area of Non-formal education with other JICA projects. SISM reviewed a CASP-supported VEP in the same target VDC in Dhading.
Efficient Management	Was ICC functioning as expected?	• ICC was functioned effectively, but sometimes it was difficult to have presence of all representatives of different agencies at the same time.

Evaluation Items	Sub-questions	Finding of the Study
		• JCC couldn't involve DDC as an observer.
	Were the implementation teams of the Project functioning efficiently?	• At the central level, TTM consists of director, deputy and section officers in the related field. Common understanding of the Project is considerable, though the experts viewed that nobody takes a leading role throughout the Project period. • At the district level, DMM functioned effectively to share the problems and progress in the field. • Project has not included MOLD and DDC into the Project implementation teams and regular discussion. • Partner NGOs worked with community, ASP center, ASPM, facilitator, RP, SS and DEO in community mobilization. • The communication and information exchange between partner NGO and RP, SS were sometimes lacking during monitoring ASP centers.

Impact

Evaluation Items	Sub-questions	Finding of the Study
Achievement of Overall Goal	Is Overall Goal achievable?	The Overall Goal is likely achievable in 2 or 3 year after Project completion. *Refer to Annex 2-1; Evaluation Grid on Achievement of the Project. The Achievement of Overall Goal is described in details.
	Is there any contributing and inhibiting factor for achieving Overall Goal?	• In February 2009, a workshop on "ASP Guideline" and "A policy recommendation from CASP pilot activities" was conducted with NFEC/CASP, MOE, DOE, Kathmandu DEO, and Dhading DEO. A policy ASP Guideline of CASP expansion, including clarification of activities for extension, estimation of additional costs and collaboration with MOLD, was developed and further actions and responsibilities to execute the strategy were agreed on. But no progress has been made since then. • Though ASP policy framework is clear in SSR document, implementation plan has not been developed yet. • NFEC should focus on policy making, research and dissemination for non-formal education, but currently mostly focusing on program implementation level. • Common understanding of importance and needs of ASP among development partner is lacking. • The information and experience sharing with other non-CASP districts and non-CASP VDCs for the model extension has not been conducted during the Project implementation period.
Influence of the Project activities	Is there any impact on National policy?	• Community-mobilization and mother school-based monitoring are included in the ASP policy. • The CASP facilitator training manual was distributed in all 75 districts in 2007 and 2008. • CASP monitoring format was adopted in the NFEC Monitoring ASP Guideline and utilized.
	Is there any impact on development partners?	• The ASP Bridge Course by UNESCO was designed by utilizing experience of CASP. • The expert of CASP was invited to the Equivalency Advisory Committee of UNESCO to share CASP experience. .

ANNEX 2-13

Evaluation Items	Sub-questions	Finding of the Study
	Is there any unexpected impact to the community?	• In Dhading, 7 out of 9 ASP centers became the community management primary schools in the VDC. • In Dhading, one of the FSP graduated students from minor ethnic group has got top score in the mother school in this year. Some students are having good academic performance in the mother school. • In Dalit community in Dhading, one of the mother groups requested CMC and ASPM to open literacy class for them as they were aware of importance of education by sending their children to ASP center. • Parents started to send younger brothers and sisters of CASP students to the formal school as they realized the importance of education. • Some parent groups started income generation activities to construct toilets for ASP centers. • Personal hygiene status of parents has improved as they have learnt it from their children. • The community-mobilization activities by the Project created the solidarity in target areas. • CMC became confident enough to delegate to DEO for requesting uniforms of ASP students. CMC members also joined the SMC at the mother school after the completion of ASP centers as they are much empowered. • The distribution of materials and incentives to CASP students sometimes cause the feeling of unfairness among non-CASP formal students in the mother school.
Relationship between Overall Goal and Project Purpose	Is Project Purpose relevant to lead to the Overall Goal?	• There is a gap between Project Purpose and Overall Goal. The Overall Goal can be achieved if the developed CASP model is institutionalized.
	Are there any influences of Important Assumptions?	• NFEC has already replicated CASP model to other 2 districts and plans to replicate it to other areas of Nepal.

Sustainability

Evaluation Items	Sub-questions	Finding of the Study
Policy aspect	Does the national policy supporting the Project outcome continue after completing the Project?	• Though ASP policy framework is clear in SSR document, implementation plan has not been developed yet. • The strategy to link ASP to the formal education is on discussion in DOE and NFEC. The future modality of SOP and FSP is not planned yet. • Currently, the main focus of NFEC is the Literacy Campaign and ASP tends to be got minor attention. • In the process of decentralization, DEP, VEP and SIP are not reflected in the National Education plan.

ANNEX 2-14

Evaluation Items	Sub-questions	Finding of the Study

Institutional aspect	Is the institutional system for extending CAPS model sustained?	• DOE will initiate discussion with NFEC for CASP expansion by revising unit cost and operation cost of the CASP model.
		 • In the district level, the system to integrate ASP into DEP planning process is still on the process of development. The DEP and National education plan is not linked effectively.
		 • VDC's involvement for formulation of VEP and community-mobilization is not taken. The concept of VEP-CLC has not been institutionalized. The capacity of VDC is not enough to take a responsibility because of the lack of elected representatives.
		 • Some ASPMs pointed out the dependence of ASP graduate students and parents on CASP material support.
		 • The following areas have not been institutionalized in the existing ASP system;
		   Mapping out of school children
		   Salary and quality of facilitators
		   Revision of FSP curriculum
		   Limited number of students per center
		   Collaboration with NGOs
		   RP and ASPM
		   Special care for ASP graduates in the mother school

Financial Aspect	Is budget for continuing activities prepared by the Nepali side?	• The budget allocation for non-formal education is scarce and it is about 1.6 % of the education sector, though NFEC proposed 3%. • TTM members are proposing budget for CASP extension on fiscal year 2010 as they recognized that budget for community-mobilization and mother school-based monitoring is not so much costly. • Cost estimation for each CASP activity was presented by CASP in the workshop on Policy Recommendation and participants agreed to expand the model by utilizing the CASP cost estimation. The MOE and MOLD will have a discussion how to formulate a policy on cost sharing of extension of CASP activities. • In the district level, DOE Kathmundu has distributed budget for the extension of CASP model to other five VDCs in this year. As 25% of DDC budget is allocated to the social sector, the portion is used for education and school construction. • VEP budget is scarce even though the plan can include ASP activities in the VEP.
Technical aspects	Is technical capacity of C/Ps improved and sustained?	• NFEC staff developed the skill on community-based planning, budgeting and monitoring through the Project implementation and training. NFEC plans to follow up their skills on monitoring, evaluation, action research and networking in order to modify and extend ASP Guideline to other area in Nepal. The C/P training in Thailand/Bangladesh were useful to extend monitoring system of CASP to other areas in Nepal. • RP and SS have developed their capacity on monitoring, data analysis, presentation, and sharing information through the trainings and pilot activities. • ASPM has developed their capacity of monitoring of ASP centers and continue to support ASP students in the mother school. • Though commitment of stakeholders in the districts and field levels is developed, the ownership is not ensured after the CASP completion.

ANNEX 2-15

ANNEX 3: Plan of Operation (PO)

	Activity	J.FY 2003	J.FY 2004	J.FY 2005	J.FY 2006	J.FY 2007	J.FY 2008	J.FY 2009
	OUTPUT 1: Institutional development and Organizational strengthening							
1-1.	Revise the current Programme Implementation Manual							
1-2.	Conduct IDOS workshops targeting Dhading DEO, Siraha DEO, and Kathmandu DEO in order to identify the issues							
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							
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 on 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 "mother school-based monitoring system for ASP" to strengthen the the monitoring system							
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 IDOS 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							
1-22.	Develop the "Guideline (guidebook) for Community-based Alternative Schooling" based on "Manual for CASP pilot							
1-23.	Update the "process monitoring sheet" and complete the							
1-24.	Bi-annual and Annual reports. Support development of dropout program (Program for School Dropout Children)							
2	**OUTPUT2: Community-based Pilot Activities**							
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							
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							

— 59 —

ANNEX 3-1

		J.FY 2003	J.FY 2004	J.FY 2005	J.FY 2006	J.FY 2007	J.FY 2008	J.FY 2009

	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
3	OUTPUT 3: Networking
3-1	Conduct workshops on relevant themes on Non-formal Education targeting relevant organizations (donor
3-2	Compile the measures to strengthen network among stakeholders and recommendations based on pilot
3-3	Upscale 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
	JCC
	Submission of outputs

ANNEX 4: Project Implementation Structure

☆Representative, National Planning Commission
☆Representative, Ministry of Finance
☆Representative, Ministry of Local Development

MOE
☆Joint Secretary of Planning Division (Chairperson)
☆Under Secretary of Foreign Aid Coordination Section
☆Under Secretary of Monitoring and Evaluation Section

DOE
☆Director General (Vice Chair of JCC)
・Director, Primary Education

DEO (Dhading, KTM and Siraha)
☆District Education Officer (Project Manager)
・Section Officer, in charge of Non-formal Education
・School Supervisor
・Resource Person

NFEC
☆Director (Project Director and Member Secretary of JCC)
・Deputy Director
・Technical Team

Counterparts

JICA Nepal Office
☆ Representative

CASP Team
☆Japanese Experts

Mother School

NGO

ASP Class

CMC

☆:JCC Members

ANNEX 4-1

ANNEX 5: Inputs to the Project

<Inputs from JICA>

ANNEX 5-1: List of Japanese Experts

	Expertise	Name	M/M
1	Chief Advisor/Educational Plan	Ms. Mutsumi Tsubouchi	29.6
2	Information, Education and Communication	Ms. Yasuko Oda	52.66
3	Monitoring and Evaluation	Mr. Hirokazu Takei	21.97
4	Institutional Development and Organizational Strengthening	Mr. Takahiro Iwaki Mr. Tomomichi Yamada	23.46
5	Community Development	Ms. Toshiko Shimada	18.96
6	Social Situation Survey	Mr. Shigenobu Handa	6.67
7	Project Coordinator	Ms. Mayumi Kobayashi Mr. Shigenobu Handa Ms. Keiko Kotani	32.48
8	Workshop Support	Ms. Ayako Namura	2.5

*Total M/M by October 2009   Total 188.3

ANNEX 5-2: List of Major Equipment

No.	Equipment	Manufacturer Model	Acquired in	Quantity	Location	Frequency of Use*	Condition
1	4WD jeep	Nissan Patrol	Japan	1	Project Office	A	Good
2	Laptop Computer	Panasonic CF-W2	Nepal	1	Project Office	A	Poor
3	Laptop Computer	TOSHIBA G9/X24PDCWTB	Nepal	1	Project Office	A	Fair
4	Portable Bubble Jet Printer	Canon i70	Nepal	2	Project Office	A	Fair
5	Digital Movie Camera	Canon MV6i MC	Nepal	2	Project Office	B	Fair
6	Generator	Champion CG3600RK	Nepal	1	Project Office	B	Fair
7	Desk	-	Nepal	6	Project Office	A	Fair
8	Cabinet	-	Nepal	2	Project Office	A	Fair
9	Photocopy Machine (Colors)	Canon CP660	Nepal	1	Project Office	A	Poor
10	Photocopy Machine (B/W)	Canon NP7210	Nepal	1	Project Office	A	Fair
11	LCD Projector	Canon LVX2	Nepal	1	Project Office	A	Fair
12	Laser Printer (B/W)	Canon LBP1210	Nepal	1	Project Office	A	Fair
13	Laptop Facsimile Machine	Canon L280	Nepal	1	Project Office	A	Good
14	Scanner	Canon SCAN5000F	Nepal	1	Project Office	A	Good
15	Digital Camera (still)	Canon IXUS400	Nepal	4	Project Office, NFEC, Dhading DEO, Siraha DEO	A	Fair
16	Uninterruptible Power Supply System	Smart700VA	Nepal	5	Project Office	A	Poor
17	TV monitor	HITACHI 29	Nepal	1	Project Office	C	Good
18	Video Cassette Recorder	HITACHI VT-MS818E	Nepal	1	Project Office	C	Good
19	Desktop Computer	NEC Power Mate ML5	Nepal	2	Project Office	A	Fair

ANNEX 5-1

No.	Equipment	Manufacturer Model	Acquired in	Quantity	Location	Frequency of Use*	Condition
20	Stabilizer	5000VA	Nepal	3	Project Office	A	Fair
21	Motor Cycle	Honda CD DAWN	Nepal	3	NFEC, Dhading DEO, Siraha DEO	A	Fair
22	Scooter	Honda SCV100CM2	Nepal	1	Project Office	C	Good
23	Overhead Projector	A+K 350VF	Nepal	4	Project Office NFEC, Dhading DEO, Siraha DEO	B	Good
24	Screen	A+K Tripod	Nepal	2	Dhading DEO, Siraha DEO	B	Good
25	Screen	A+K Tripod	Nepal	2	Project Office, NFEC	A	Good
26	Table	-	Nepal	4	Project Office	A	Good
27	Chair	-	Nepal	6	Project Office	A	Fair
28	Cabinet	-	Nepal	4	Project Office	A	Fair
29	Shelf	-	Nepal	2	Project Office	A	Fair
30	Generator (for DEOs)	SUZUKI SX-750	Nepal	2	Project Office	B	Fair
31	Projector	Canon LV-S3E	Nepal	2	Dhading DEO, Kathmandu DEO	C	Good
32	Desktop Computer (1set; with monitor and UPS)	Intel Pentium IV 2.4 or 2.6 GHz	Nepal	3	NFEC, Dhading DEO, Kathmandu DEO	C	Fair
33	Printer (complex type)	Canon MF3110	Nepal	3	NFEC, Dhading DEO, Kathmandu DEO	A	Fair
34	Video Cassette Recorder	NV-SJ200AM	Nepal	2	Dhading DEO, Kathmandu DEO	C	Good
35	Folding chair	-	Nepal	150	3 Resource Centers in Dhading	A	Good
36	Motor Cycle	YAMAHA CRUX-S	Nepal	1	Kathmandu DEO	A	Good
37	Photocopy Machine (B/W)	Canon IXY60	Nepal	1	Kathmandu DEO	A	Good
38	Folding chair	-	Nepal	35	Kathmandu DEO	A	Good
39	Cabinet	-	Nepal	1	Kathmandu DEO	A	Good
40	Desk	-	Nepal	6	6 Resource Centers in Kathmandu	A	Good
41	Chair	-	Nepal	6	6 Resource Centers in Kathmandu	A	Good
42	Whiteboard	-	Nepal	6	6 Resource Centers in Kathmandu	A	Good
43	Cabinet	-	Nepal	6	6 Resource Centers in Kathmandu	A	Good
44	Photocopy Machine (B/W)	Canon IR1210	Nepal	3	3 Resource Centers in Dhading	A	Fair
45	Desktop Computer (1set; with monitor and UPS)	Philips 105G7	Nepal	1	Project Office	A	Fair
46	Laptop Computer	Compaq	Nepal	3	NFEC, Dhading DEO, Kathmandu DEO	A	Fair

ANNEX 5-2

No.	Equipment	Manufacturer Model	Acquired in	Quantity	Location	Frequency of Use*	Condition
47	Laptop Facsimile Machine	Canon	Nepal	1	NFEC	A	Fair
48	Digital Camera (still)	Canon IXY60	Nepal	3	NFEC, Dhading DEO, Kathmandu DEO	A	Fair
49	Battery for potable printer	Canon	Nepal	1	NFEC, Dhading DEO, Kathmandu DEO	A	Fair
50	Uninterruptible Power Supply System	Back -UPS RA1000	Nepal	2	Project Office	A	Good
51	LCD Projector lamp	Canon LA-LP15	Nepal	1	Project Office	A	' Good
52	Portable Bubble Jet Printer	Canon Pixma iP100	Nepal	1	Project Office	A	Good
53	Printer (complex type)	Canon MF4320d	Nepal	1	Project Office	A	Good
54	Computer software	Adobe Acrobat 6.0 Standard	Nepal	4	Project Office	A	Fair
55	Computer software	Adobe Premier Pro	Nepal	1	Project Office	C	Fair
56	Computer software	Adobe Photoshop CS	Nepal	1	Project Office	A	Fair
57	Computer software	Microsoft Professional 2003	Nepal	4	Project Office	A	Fair
58	Computer software	Microsoft Windows 2003 Server STD. Edition with Server STD.	Nepal	1	Project Office	A	Fair
59	Computer software	Arc GIS Arc view 8	Nepal	1	Project Office	C	Fair
60	Computer software	SPSS	Nepal	1	Project Office	C	Fair
61	Computer software	Kaspersky Internet Security 2009	Nepal	15	NFEC, Dhading DEO, Kathmandu DEO	A	Fair

* : A: Daily - B:Often - C: Occasional

ANNEX 5-3: Counterpart training in Japan/the third countries

(1) Training in Japan

No.	Name of Counterpart	Responsibility on CASP at the time of Training	Post at the time of Training	Duration
1	Mr. Hari Bole Khanal	R/D Signer	Director, NFEC	2005.9.23-10.8
2	Mr. Purna Bdr Shrestha	Technical Team Member	Section Officer, NFEC	2005.9.24-10.8
3	Mr. Mukti Prasad Gyawali	Technical Team Member	Deputy Director, NFEC	2006.9.23-10.8
4	Mr. Laxman Khanal	DMM Member	DEO, Kathmandu	2006.9.23-10.8
5	Ms. Dibyakala Shrestha	DMM Member	DEO, Dhading	2006.9.23-10.8
6	Ms. Bunu Shrestha	Project C/P representative	Director, NFEC	2007.9.30-10.13
7	Mr.Tej Raj Pandey	(joined the training)	Under Secretary, MOE	2007.9.30-10.13
8	Mr. Krishna Prasad Dhungana	Technical Team Member	Planning Officer, DOE	2007.9.30-10.13
9	Mr. Arjun Bhadur Bhandari	JCC Chair	Joint Secretary, MOE	2008.12.8-12.21
10	Mr. Sushil Pandey	Project C/P representative	Director, NFEC	2008.12.8-12.21
11	Mr. Pramod Kumar Sharma	Technical Team Member	Section Officer, NFEC	2008.12.8-12.21
12	Mr. Durga Nath Gautam	DMM Member	DEO, Kathmandu	2008.12.8-12.21
13	Mr. Shiva Prasad Regmi	DBMM Member	Section Officer, DEO Dhading	2008.3-2010.9 (Long-term)

(2) Training in Bangladesh

ANNEX 5-3

No.	Name of Counterpart	Responsibility on CASP at the time of Training	Post at the time of Training	Duration
1	Mr. Dattatraya Dahal	Technical Team Member	Section Officer, NFEC	2007.9.12-15
2	Ms. Suma Mainali	Technical Team Member	Section Officer, NFEC	2007.9.12-15
3	Ms. Lajwanti Dahal	Technical Team Member	Section Officer, NFEC	2007.9.12-15
4	Mr. Shiva Prasad Regmi	DMM Member	Section Officer, DEO Dhading	2007.9.12-15
5	Ms. Sarita Paudel	DMM Member	School Supervisor, In charge of Jogimara and Dhusha, Dhading	2007.9.12-15
6	Mr. Gyani Yadav	DMM Member	DEO, Siraha	2007.9.12-15
7	Mr. Durga Nath Gautam	DMM Member	DEO, Kathmandu	2007.9.12-15
8	Mr. Rudrahari Bhandari	DMM Member	Section Officer, In Charge Primary Education, Kathmandu	2008.8.25-30
9	Mr. Ram Prasad Dhungana	DMM Member	School Supervisor, In charge of Talkududechour and Chaimale, Kathmandu	2008.8.25-30
10	Mr. Dipeshwar Thapa	DMM Member	School Supervisor, In Charge of Bouddha Tinchule, Kathmandu	2008.8.25-30
11	Ms. Rebika Amatya	DMM Member	School Supervisor, In charge of Gongabu, Kathmandu	2008.8.25-30
12	Mr. Tirtha Prasad Parajuli	DMM Member	School Supervisor, In charge of Gueshwori, Kathmandu	2008.8.25-30
13	Ms. Rama Aryal Pantha	DMM Member	School Supervisor, In Charge of Koteshwor, Kathmandu	2008.8.25-30
14	Mr. Basudev Regmi	DMM Member	RP, Pharping, In charge of Talkududechour and Chaimale, Kathmandu	2008.8.25-30
15	Mr. Yadu Nath Sharma	DMM Member	RP, Gokarna, Incharge of Jorpati and Sundarijal, Kathmandu	2008.8.25-30
16	Mr. Ram Narayan Shah	DMM Member	RP, Sukhipur, Incharge of Bouddha Tinchule, Kathmandu	2008.8.25-30
17	Mr. Ram Bdr. Bhandari	DMM Member	RP, Gongabu, Incharge of Gongabu, Kathmandu	2008.8.25-30
18	Mr. Siddha Raj Mishra	DMM Member	RP, Koteshwor, Incharge of Koteshwor, Kathmandu	2008.8.25-30
19	Mr. Hari Har Bhandari	DMM Member	RP, Koteshwor, Incharge of Baneshwor, Kathmandu	2008.8.25-30

(3) Training in Thailand

No.	Name of Counterpart	Responsibility on CASP at the time of Training	Post at the time of Training	Duration
1	Mr. Ram Prasad Pandey	Technical Team Member	Section Officer, NFEC	2005.8.7-8.12
2	Ms. Meena Thapa	Technical Team Member	Section Officer, NFEC	2005.8.7-8.12
3	Mr. Ram Prasad Adhikari	Technical Team Member	Section Officer, NFEC	2005.8.7-8.12
4	Mr. Binod Devkota	(joined the training)	Section Officer, MOE	2005.8.7-8.12
5	Mr. Madhav Prasad Dahal	Technical Team Member	Section Officer, NFEC	2006.8.6-8.12
6	Mr. Maheshwor Sharma	Technical Team Member	Section Officer, NFEC	2006.8.6-8.12
7	Mr. Chiranjibi Poudel	Technical Team Member	Section Officer, NFEC	2006.8.6-8.12
8	Mr. Navaraj Khatiwada	DMM Member	Section Officer, Dhading	2006.8.6-8.12
9	Mr. Rudrahari Bhandari	DMM Member	Section Offcer, Kathmandu	2006.8.6-8.12
10	Mr. Ramhari Das Shrestha	(joined the training)	Deputy Director, MOE	2006.8.6-8.12
11	Ms. Pramod Kumar Sharma	Technical Team Member	Section Officer, NFEC	2006.9.4-22
12	Mr. Narayan Krishna Shrestha	(joined the training)	MOE	2009.01.12-23
13	Mr. Krishna Ghimire	(joined the training)	DOE	2009.01.12-23
14	Ms. Dibyakala Shrestha	Technical Team Member	Deputy Director, NFEC	2009.01.12-23
15	Ms. Chiranjibi Poudel	Technical Team Member	Section Officer, NFEC	2009.01.12-23
16	Mr. Madhav Prasad Dahal	Technical Team Member	Section Officer, NFEC	2009.01.12-23
17	Mr. Shiva Prasad Upreti	Technical Team Member	Section Officer, NFEC	2009.01.12-23
18	Mr. Prem Kumar Bhattarai	Technical Team Member	Section Officer, NFEC	2009.01.12-23
19	Mr. Ganga Bahadur Sunuwar	Technical Team Member	Section Officer, NFEC	2009.01.12-23
20	Mr. Krishna Kumar Shrestha	DBMM Member	School Supervisor, Dhading	2009.01.12-23

ANNEX 5-4

No.	Name of Counterpart	Responsibility on CASP at the time of Training	Post at the time of Training	Duration
21	Mr. Kamal Raj Kandel	DBMM Member	RP, Richoktar, In charge of Benighat, Dhading	2009.01.12-23
22	Mr. Basanta Raj Silwal	DBMM Member	RP, Adamtar, In charge of Adamtar, Dhading	2009.01.12-23
23	Mr. Indra Bahadur Shrestha	DBMM Member	RP, Majhimtar , In charge of Jogimara and Dhussa, Dhading	2009.01.12-23
24	Mr. Mohamad Rauf Khan	(joined the training)	DEO, Rautahat	2009.01.12-23
25	Mr. Barakhu Prasad Rajak	(joined the training)	DEO, Nawalparasi	2009.01.12-23
26	Mr. Rajendra Bahadur Chhetry	(joined the training)	Section Officer, DEO Mugu	2009.01.12-23
27	Mr. Rakesh Shrestha	(joined the training)	DEO, Kavrepalanchowk	2009.01.12-23

<Inputs from the Nepal side>

ANNEX 5-4: List of Nepal Counterparts

Non-Formal Education Center

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP From	To
1	Mr. Hari Bole Khanal	R/D signer	1) Executive Director, CDC 2) Director, Non-Formal Education Center	Transferred	2004.01	2006.08
2	Ms. Bunu Shrestha		1) / 2) Director, Non-Formal Education Center	Retired	2006.08	2007.11
3	Mr. Sushil Pandey	Project counterpart representative	1) Same as below 2) Director, Non-Formal Education Center		2007.12	Till date
4	Mr. Kedar Chandra Khanal		1) Director, Food for Education Project 2) Deputy Director, Planning and Management, NFEC	Transferred	2004.01	2006.08
5	Mr. Laxman Khanal	Technical Team Member	1) Same as below 2) Deputy Director, Planning and Management	be new to his post but he is ex-DEOr, Kathmandu	2006.08	Till date
6	Mr. Shubha Darshan Acharya		1) / 2) Deputy Director, Curriculum, Textbooks and Training , NFEC	Retired	2004.02	2005.04
7	Mr. Mukti Prasad Gyawali		1) / 2) Deputy Director, Curriculum, Textbooks and Training, NFEC	Retired	2005.08	2007.07
8	Ms. Raja Laxmi Nakarmi		1) District Education Officer, Dhading 2) Deputy Director, Curriculum, Textbooks and Training, NFEC	Transferred to Dhadiong DEOr	2007.07	2007.10
9	Ms. Dbyakala Shrestha		1) District Education Officer, Nuwakot 2) Deputy Director, Curriculum, Textbooks and Training, NFEC	Transferred	2007.11	2009.3
10	Mr. Diwakar Awasthi	Technical Team Coordinator	1) Same as below 2) Deputy Director, Curriculum, Textbooks and Training, NFEC		2009.3	Till date
11	Mr. Bikash Sharma	*Technical Team Member*	1) / 2) Section Officer, Basic Education (ASP&OSP), NFEC	Terminated by end of BPEP II	2004.01	2004.07
12	Ms. Muna Regmi	*Technical Team Member*	1) / 2) Section Officer, Woman Litrecy, NFEC	Terminated by end of BPEP II	2004.01	2004.07
13	Mr. Madhusudhan Tripathi	*Technical Team Member*	1) / 2) Section Officer, Adult Literacy, NFEC	Terminated by end of BPEP II	2004.01	2004.07
14	Mr. Ram Prasad Pandey	Technical Team Member	1) DEO Jhapa 2) Section Officer, Planning and Program, Adult Literacy, NFEC	Transferred	2004.01	2006.09
15	Mr. Madhav Prasad	Technical Team Member	1) Same as bel		2004.01	Till date

ANNEX 5-5

	Dahal		2) Section Officer, Monitoring, Adult Literacy, NFEC			
16	Ms. Pramod Kumar Sharma	Technical Team Member	1) Same as below 2) Section Officer, ASP and EMIS Incharge, NFEC		2004.07	Till date
17	Mr. Maheshwor Sharma	Technical Team Member	1) DEO Ramechhap 2) Section Officer, Networking Coordination and CLC, NFEC	in service before 2004.01, join TT from 2006.08, Transferred	2006.06	2006.10
18	Mr. Rajendra Sijapati	Technical Team Member	1) DEO Sindhpalchowk 2) Section Officer, Income Generating and CLC, NFEC	in service before 2004.01, join TT from 2006.08, Transferred	2006.08	2008.1
19	Ms. Meena Thapa	Technical Team Member	1) / 2) Section Officer, NFEC	in service before 2004.01. join TT from 2006.06, (Temporally transferred to NFEC 2009.04)	2006.06	Till date
20	Mr. Ram Prasad Adhikari	Technical Team Member	1) Same as below 2) Section Officer, Planning, NFEC		2004.01	Till date
21	Mr. Purna Bdr Shrestha	Technical Team Member	1) Same as below 2) Section Officer, Population Education, PSDC Incharge,NFEC		2004.03	Till date
22	Mr. Chiranjibi Poudel	Technical Team Member	1) Same as below 2)Section Officer, Women Literacy, NFEC		2006.08	Till date
23	Mr. Dattatraya Dahal	Technical Team Member	1) Same as below 2) Section Officer, Monitoring, NFEC		2006.1	Till date
24	Mr. Shiva Upreti	Technical Team Member	1) DEO, Lalitpur 2) Section Officer, Administrative, NFEC	Transferred	2006.10	2009.04
25	Mr. Prem Bhattarai	Technical Team Member	1) Same as below 2) Section Officer, UNFPA, NFEC		2007.09	Till date
26	Mr. Ganga Bahadur Sunuwar	Technical Team Member	1) Same as below 2) Section Officer, Store, NFEC	in service before 2004.01. join TT from 2008.02	2008.02	Till date
27	Ms. Suma Mainali	Technical Team Member	1) Same as below 2) Section Officer, ASP and EMIS Incharge, NFEC	in service before 2004.01. join TT from 2008.02	2008.02	Till date
28	Ms. Lajwanti Dahal	Technical Team Member	1) Same as below 2) Section Officer, CLC, NFEC	in service before 2004.01, join TT from 2008.02	2008.02	Till date
29	Mr. Rajesh Aryal	Technical Team Member	1) Same as below Accountant Officer, NFEC	Retired	2008.02	2009.04
30	Mr. Shree Ram Suwal		1) Same as below 2) New Section Officer, NFEC		2009.04	Till date
31	Mr. Arjun Rayamajhi		1) Same as below2) New Section Officer, NFEC		2009.04	Till date
32	Mr. Punnya Prasad		1) Same as below		2009.04	Till date

ANNEX 5-6

| | Ghimire | | 2) New Section Officer, NFEC | | | |

District Education Office, Dhading

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP	
					From	To
1	Mr. Dhruba K C	DMM member	1) District Education Officer, Pyuthan 2) District Education Officer, Dhading	Transferred	2004.01	2004.08
2	Mr. Krishna Prasad Kapri	DMM member	1) District Education Officer, Mahottari 2) District Education Officer, Dhading	Transferred	2004.09	2005.07
3	Mr. Kamaleshwor Sinha	DMM member	1) District Education Officer, Rautahut 2) District Education Officer, Dhading	Transferred	2005.07	2005.10
4	Mrs. Divyakala Shrestha	DMM member	1) Deputy Director,NFEC 2) District Education Officer, Dhading	Transferred	2005.11	2007,11
5	Ms. Raja Laxmi Nakarmi	DBMM member	1) DoE 2) Deputy Director,NFEC	Transferred	2007.11	2009,04
6	Mr. Man Bahadur Chhetri	DBMM member	1) Same as below 2) District Education Officer, Dhading		2009,04	Till date
7	Mr. Yoga Raj Bhattarai	DMM member	1) District Education Officer, Sankhuwasabha 2) Section Officer, In charge of Primary Education	Transferred	2004.01	2004.11
8	Mr. Ram Krishna Shinkhada	DMM member	1) DEO, Gorkha 2) Section Officer, In charge of Primary Education	Transferred	2004.11	2006.08
9	Mr. Navaraj Khatiwada	DMM member	1) on administrative leave 2) Section Officer	on administrative leave	2005.05	2008.06
10	Mr. Prakash Sapkota	DBMM member	1) / 2) School Supervisor, In charge of Benighat	Transferred to DEO, Ktm	2004.01	2009.03
11	Mr. Dinesh Ghimire	DMM member	1) School Supervisor, DEO Kathmandu 2) School Supervisor, In charge of Jogimara & Dhussa	Transferred	2004.01	2005.05
12	Mr. Shiva Prasad Regmi	DBMM member	1) on administrative leave (study in Japan) 2) Section Officer, DEO Dhading	SS to SO, Study in Japan from 2009.03	2004.01	Till date
13	Mr. Lal Bahadur Pandey	DBMM member	1) School Supervisor, In charge of Gajuri 2) School Supervisor, In charge of Jogimara & Dhussa		2005.04	Till date
14	Ms. Sarita Paudel	DBMM member	1) / 2) School Supervisor, In charge of Jogimara & Dhussa	Transferred	2006,12	2009,04
15	Mr. Krishna Kumar Shrestha	DBMM member	1) Same as below 2) School Supervisor, In charge of Non-Formal Education	Attend as DMM Secretary/Manager	2004.01	Till date
16	Mr. Babu Ram Nepal	DMM member	1) Resource Person, Adamtar, In charge of Adamtar 2) Resource Person, Gajuri, In charge of Gajuri		2004.01	2005.07
17	Mr. Kamal Raj Kandel	DBMM member	1) Resource Person, Gajuri, In charge of Gajuri 2) Resource Person, Richoktar, In charge of Benighat		2004.01	Till date
18	Mr. Basanta Silwal	DBMM member	1) Resource Person, Richoktar, In charge of Benighat 2) Resource Person, Adamtar, In charge of Adamtar		2004.01	Till date
19	Mr. Indra Bahadur Shrestha	DBMM member	1) Same as below 2) Resource Person, Majhimtar , In charge of Jogimara & Dhussa		2006.01	Till date
20	Mr. Moti Raj Khanal		1) Same as below 2) New School Supervisor		2009, 04	Till date

District Education Office, Kathmandu

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP	
					From	To
1	Mr. Jiwan Sharma Paudel		1) DD, Secondary Education, DoE 2) DEO Officer, Kathmandu		2004.07	2005.07
2	Mr. Laxman Khanal	DMM member	1) Deputy Director, NFEC 2) DEO Officer, Kathmandu	Transferred	2005.12	2006.08

ANNEX 5-7

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	From	To
3	Mr. Durga Nath Gautam	DMM member	1) / 2) DEO Officer, Kathmandu	Retired	2006.08	2009.04
4	Mr. Lilamani Pokharel		1) Acting DEOr 2) Section Offcer, In charge of Primary Education	acting DEOr (from 2009.04)	2009.04	Till date
5	Mr. Rudrahari Bhandari	DMM member	1) MoE 2) Section Offcer, In charge of Primary Education	Transferred	2005.12	2009. 04
6	Ms. Muna Sapkota	DMM member	1) on administrative leave 2) Technical Assistant	on administrative leave	2005.12	Till date
7	Mr. Pitamber Bhattarai	DMM member	1) Same as below 2) Technical Assistant	join TT from 2007.07	2007.07	Till date
8	Mr. Ram Psd. Dhungana	DMM member	1) / 2) School Supervisor, In charge of Talkududechour & Chaimale	Transferred	2005.12	2009.04
9	Mr. Dinesh Khanal	DMM member	1) DEO, Raswa 2) School Supervisor, In charge of Sangla	Transferred	2005.12	2007.12
10	Ms. Pramila Adhikari	DMM member	1) / 2) School Supervisor, Incharge of Jorpati & Sundarijal	Transferred	2005.12	2009. 04
11	Mr. Dipeshwar Thapa	DMM member	1) Same as below 2) School Supervisor, Bouddha, In charge of Bouddha Tinchule (Mahankhal)		2005.12	Till date
12	Ms. Rebika Amatya	DMM member	1) Same as below 2) School Supervisor, In charge of Gongabu		2005.12	Till date
13	Mr. Laxmi Psd. Bhattarai	DMM member	1) / 2) School Supervisor, In charge of Koteshwar & Baneshwor		2005.12	not confirmd
14	Mr. Tirtha Psd. Parajuli	DMM member	1) Same as below 2) School Supervisor, In charge of Gueshwori		2007.01	Till date
15	Ms. Rama Aryal Pantha	DMM member	1) District Education Officer, Rasuwa 2) School Supervisor, In charge of Koteshwor	Transferred	2007.12?	2008.10
16	Mr. Ram Bhakta Sigdel	DMM member	1) / 2) Resource Person, Sukhipur, Incharge of Sangla	Retired	2005.12	2008.01
17	Mr. Surya Bdr. Gurung	DMM member	1) / 2) Resource Person, Gokarna, Incharge of Jorpati & Sundarijal	Resigned	2005.12	2006.06
18	Mr. Basudev Regmi	DMM member	1) Same as below 2) Resource Person, Pharping, In charge of Talkududechour & Chaimale		2005.12	Till date
19	Mr. Yadu Nath Sharma	DMM member	1) Same as below 2) Resource Person, Gokarna, Incharge of Jorpati & Sundarijal		2006.06	Till date
20	Mr. Ram Narayan Shah	DMM member	1) Same as below 2) Resource Person, Sukhipur, Incharge of Bouddha Tinchule (Mahankal)		2005.12	Till date
21	Mr. Ram Bdr. Bhandari	DMM member	1) Same as below 2) Resource Person, Gongabu, Incharge of Gongabu	Retired	2005.12	2009.03
22	Mr. Siddha Raj Mishra	DMM member	1) / 2) Resource Person, Koteshwor, Incharge of Koteshwor	Resigned	2005.12	2009.02
23	Mr. Hari Har Bhandari	DMM member	1) Same as below 2) Resource Person, Koteshwor, Incharge of Baneshwor	·	2006.12	Till date
24	Mr. Krishna Bhakta Singh	DBMM member	1) Same as below 2) Resource Person, Gongabu, Incharge of Gongabu		2009,03	Till date
25	Mr. Rajan Thapa	DBMM member	1) Same as below 2) Resource Person, Koteshwor, Incharge of Koteshwor		2009, 04	Till date

District Education Office, Siraha						
No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP From	To
1	Mr. Mukti Nath	DMM member	1) /	Transferred	2004.05	2004.11

ANNEX 5-8

	Chaudhary		2) District Education Officer, Siraha			
2	Mr. Umakanta Mishra	DMM member	1) District Education Officer 2) District Education Officer, Siraha	Transferred	2004.11	2005.06
3	Mr. Mukti Nath Chaudhary	DMM member	1) / 2) District Education Officer, Siraha	Retired	2005.06	2005.09
4	Mr. Dilliram Rimal	DMM member	1) MoES 2) District Education Officer, Siraha	Transferred	2005.09	2006.07
5	Mr. Ram Niwas Thakur	DMM member	1) DEO 2) District Education Officer, Siraha (not confirmed)	Transferred	2006.08	not confirmd
6	Gyani Yadav	DMM member	1) RED, central 2) District Education Officer, Siraha	Transferred	not confirmd	2008.11
7	Mr. Satrughna Yadav		1) Acting District Education Officer, 2) District Education Office, Siraha		not confirmd	not confirmd
8	Mr. Ram Ashish Thakur	DMM member	1) School Supervisor, Saptari 2) Section Officer, In charge of Primary Education	Transferred	2004.05	2005.11
9	Mr. Khula Nath Regmi	DMM member	1) DEO, Jhapa 2) Section Officer, In charge of Primary Education	Transferred	2004.05	not confirmd
10	Mr. Mahendra Mahato	DMM member	1) School Supervisor 2) School Supervisor, In charge of CASP/ASP	Transferred	2004.05	not confirmd
11	Mr. Chandeshower Psd. Shah	DMM member	1) School Supervisor, Bhojpur 2) School Supervisor, In charge of CASP/ASP	Transferred and backed	2004.05	not confirmd
12	Mr. Patasi Yadav	DMM member	1) Resource Person 2) Resource Person, Kabilasi, In charge of Vidhyanagar, Tenuwapatti & Bidhyanagar	Terminated and backed	2004.05	not confirmd
13	Mr. Shyam Kumar Yadav	DMM member	1) Resource Person, Sukhipur, Incharge of Kushaha Laxminiya, Vidhyanagar & Tenuwapatti 1) Resource Person, Sukhipur, Incharge of Kushaha Laxminiya	Terminated and backed	2004.05	not confirmd
14	Mr. Deo Narayan Yadav	DMM member	1) Resource Person 2) Resource Person, Sukhipur, Incharge of Kushaha Laxminiya & Vidhyanagar	Transferred	not confirmd	not confirmd
15	Mr. Rajendra Psd. Yadav (B)	DMM member	1) Resource Person, Kajaria Jijaul, In charge of Bidhyanagar 2) Resource Person, Kajaria Jijaul, In charge of Tenuwapatti & Bidhyanagar		2006.02	not confirmd
16	Mr. Upendra Psd. Mahato		1) Technical Assistant 2) Technical Assistant	Attend as DMM Secretary/Manager	2004.01	not confirmd
17	Mr. Diwakar Subedi		1) Accountant 2 Accountant	Partially attend DMM	2004.01	not confirmd

Ministry of Education

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP	
					From	To
1	Mr. Balananda Paudel	JCC Member	1) Same as below 2) Act. Secretary	be new to his post	2006.08	Till date
2	Mr. Ram Sarober Dubey	JCC Member	1) Act. Secretary Satarkata Kendra 2) Officiating. Secretary	Transferred	2004.03	2006.08
3	Mr. Chuman Singh Basnet	JCC Member	1) / 2) Secretary	Retired	2004.03	2006.02
4	Mr. Arjun Bdr. Bhandari	JCC Chairperson	1) Same as below 2) Joint Secretary, Planning Division	Joined from 7th JCC	2006.09	Till date
5	Dr. Lava D. Awasthi	JCC Member	1) / 2) Under Secretary, Foreign Aid Coordination Section		2004.03	2009.03
6	Mr. Diwaker Dhungel	JCC Member	1) Same as below 2) Under Secretary, Monitoring and Evaluation Section		2004.03	Till date

Department of Education

No.	Name of counterpart	Responsibilities on CASP	1) Present Position 2) Position in terms of CASP	Reasons on position change	Period of post related to CASP

ANNEX 5-9

					From	To
1	Mr. Satya Bdr. Shrestha	JCC Member	1) / 2) Director General	Retired	2004.01	2005.08
2	Mr. Janardhan Nepal	JCC Member	1) Same as below 2) Director General	Acting DG (from 2005.08), Full DG (from 2006.01)	2005.08	2008.11
3	Mr. Ramswarup Sinha		1) Excutive Director, NCED 2) Director, DoE	Transferred	2005.08	2006.08
4	Mr. Ram Balak Singh		1) / 2) Deputy Director, Planning	Retired	2004.01	2005.10
5	Mr. Mahashram Sharma		1) Director General 2) Deputy Director, Planning	DG (from 2008.11)	2005.03	Till date
6	Mr. Krishna Dhungana	Technical Team Member	1) Same as below 2) Planning Officer, DoE		2005.11	Till date

ANNEX 5-10