

添付 2-1: プロジェクトの実績

評価項目	必要な情報およびデータ	調査結果
上位目標の達成		
<p>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、ネパールの他の地域で適用される。</p>	<p>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 クラスが全国で 1000 校になる。</p>	<ul style="list-style-type: none"> • 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、全国普及に向けての具体的な方策、時期、規模の設定は不明であるため、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 職員が普及に向けての計画、実施、モニタリングを行う能力も十分に育成しているとはいえない。ASP を推進するうえで重要なアクターである地方開発省、郡開発委員会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 年までには全国 75 郡での普及を計画中である。 • 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 郡にすでに配布されている。また、CASP モニタリング・フォーマットも NFEC の「モニタリング・ガイドライン」に適用された。 • 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 つのセンターに対して、CASP モデルがすでに適用されている。 • UNESCO は 2008 年に ASP プログラムを開始する際に、CASP から情報収集を行い、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。
プロジェクト目標の達成		
<p>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。</p>	<p>パイロット活動を基に、カウンターパート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。</p>	<ul style="list-style-type: none"> • パイロット活動を基に、カウンターパート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は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 2 日間開催され、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 のガイドライン普及の取り組みや、DEO のガイドライン活用の促進、他郡、他組織がガイドラインを活用してくれること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。終了に向けて、プロジェクトによって普及に向けての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。 • さらに、NFEC がすでに CASP モデルの普及を行った 2 郡での教訓も、ガイドラインの内容に反映されている。以上の結果、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。

評価項目	必要な情報およびデータ	調査結果
<p>成果の達成</p> <p>1. パイロット活動と「中途退学児童復学支援プログラム(PSDC)」を通じて、子どものためのノンフォーマル教育プログラム(ASP)の制度・組織が強化される。</p> <p>2. パイロット活動の対象地域で「短期的分校型プログラム(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「短縮型初等教育プログラム(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。</p>	<p>1. 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。</p> <p>2-1. (1)パイロット活動地で SOP を終了した子どもたちの正規学校への編入率が 75%に上がる。 2-1. (2)パイロット活動地で SOP を終了した子どもたちの正規学校4年生への編入率が 65%に上がる 2-1. (3)パイロット活動地で SOP にくる子どもたちの平均の出席率が 60%を維持する 2-2. (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率が 75%に上がる。 2-2. (2)パイロット活動地で FSP にくる子どもたちの平均の出席率が 60%を維持する。 2-3. 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。</p>	<p>1. プロジェクトが作成した組織制度強化の指標によると、強化体制整備度は現時点で 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。特に今後は、開発された CASP モデルの全国普及に向けての組織制度強化に焦点が絞って計画されている。これまで特に強化された部分は以下のとおり。</p> <ul style="list-style-type: none"> ・ 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 ・ マザーズスクールによるモニタリング ・ SS、RP、ファシリテーターの活用 ・ 教材配布の整備 ・ 広報用出版物の整備 <p>今後、終了に向けてさらに強化されるべき部分は以下のとおり。</p> <ul style="list-style-type: none"> ・ 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ト体制の整備 ・ 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 <p>2-1. SOP の成果の達成度</p> <ul style="list-style-type: none"> ・ 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年生に編入できた生徒は、ダディン郡では 66%であり、他の生徒たちは、24%が3年生に、10%が2年生に編入している。目標値は達成している。 ・ 入学年時の人数から比較すると、3年次までの在籍率は、ダディン郡で 78%、シラハ郡で 82%となっており、退学率がほぼ 20%にのぼることがわかる。 ・ 出席率は3郡とも目標値 60%を満たしている。 ・ SOP の4年生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ろう。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。

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<p>3. 子どものためのノンフォーマル教育に携わる様々な関係者間のネットワークが強化される。</p>	<p>3. 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ク強化や利用の事例が10 ケース挙げられる。</p>	指標				
		<p>出席率 正規学校4学年への編入率 (3年次まで在籍した生徒数からの比較)</p>	<p>目標値 60% 65%</p>	<p>Dhading 87% 66% (73/111)</p>	<p>Siraha 87% 100% (80/80)</p>	<p>Kathmanduⁱ 74% N/A</p>
		<p>正規学校への編入率 (3年次まで在籍した生徒数からの比較)</p>	<p>75%</p>	<p>100% (111/111)</p>	<p>100% (80/80)</p>	<p>N/A</p>
		<p>正規学校への編入率 (1年次の在籍数からの比較)</p>	<p>N/A</p>	<p>78% (111/147)</p>	<p>82% (80/103)</p>	<p>N/A</p>
<p>*()内は生徒の人数(情報源:RPによるモニタリング調査)</p>						
<p>*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</p>						
<p>2-2. FSP の成果の達成度</p>						
<p style="text-align: center;">指標</p>						
		<p>3年次修了率</p>	<p>目標値 75%</p>	<p>Dhading 62% (69/111)</p>	<p>Siraha 51% (61/119)</p>	<p>Kathmandu N/A</p>
		<p>出席率</p>	<p>60%</p>	<p>77%</p>	<p>86%</p>	<p>71%</p>
<p>*()内は生徒の人数(情報源:RPによるモニタリング調査)</p>						
<p>*カトマンズは2009年4月終了のため、データ分析中</p>						
<ul style="list-style-type: none"> • 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、多くの児童が退学しており、目標値(75%)には達成していない。これは、FSP に通う生徒たちの家庭の貧困、労働形態、人種、キャ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、移民などの事情により3年間を終了する生徒が多い。目標値達成ができなかった理由については、プロジェクトによる更なる分析が求められる。 • 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、センターごとで見ると、平均値に達していないセンターもあるため、この点もプロジェクトにより分析が必要であろう。 • 以上の、成果2の SOP と FEP 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難しい。 						

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		<p>2-3. 保護者の変化</p> <p style="text-align: center;">KAP (Knowledge, Attitude and Practice) 調査</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">KAP</th> <th style="text-align: left;">調査</th> <th style="text-align: left;">Dhading</th> <th style="text-align: left;">Siraha</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Knowledge</td> <td>ベースライン調査</td> <td>47.01%</td> <td>66.28%</td> </tr> <tr> <td>エンドライン調査</td> <td>84.68%</td> <td>85.40%</td> </tr> <tr> <td rowspan="2">Attitude</td> <td>ベースライン調査</td> <td>79.68%</td> <td>78.51%</td> </tr> <tr> <td>エンドライン調査</td> <td>95.57%</td> <td>89.42%</td> </tr> <tr> <td rowspan="2">Practice</td> <td>ベースライン調査</td> <td>65.95%</td> <td>71.10%</td> </tr> <tr> <td>エンドライン調査</td> <td>90.02%</td> <td>85.45%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • KAP 調査のベースラインとエンドラインの比較によると、コミュニティ動員により、保護者の子どもの教育や権利に対する知識、態度、行動の変化がでており、CASP モデルの有効性を示している。 • 知識の指標では、ダディン郡とシラハ郡の差はあまり見られないが、その他の態度および行動にかかる指標においては、コミュニティ動員が行われたダディン郡の値が高くなっている。 • また、ダディン郡におけるコミュニティ動員前（ベースライン）と動員後（エンドライン）の知識の指標の伸び率はかなり高くなっており、特に児童労働、障害児、幼児婚に関する知識を習得していることがわかる。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もつようになったことは大きな変化である。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。 <p>3. ネットワーク強化の事例は以下のとおり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キングの醸成に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がるが、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</p> <ol style="list-style-type: none"> 1) 2～3年次にかけてPSDC実施マニュアル、PSDCトレーニングマニュアル、PSDCハンドブックをネットワークワークショップの成果から開発 2) 2006年6月開催のNFEC主催ASP連携ワークショップ 3) 2006年6月、12月、EFAミッションでのASP改善のプレゼン 4) 2006年8～9月、カトマンズ郡関係者のダディン郡スタディツアー 5) 2006年12月、NFEネットワークの第一回ミーティング開催 6) 2007年4月、ASP連携ワークショップ開催 7) 2008年1月、NFEの子どもたちネットワークのためのベストプラクティス共有ワークショップ開催 8) 2008年7月、EFAゴールに向けてのASP連携ワークショップ開催 9) 2009年2月、ASPガイドラインと政策提言ワークショップ開催 	KAP	調査	Dhading	Siraha	Knowledge	ベースライン調査	47.01%	66.28%	エンドライン調査	84.68%	85.40%	Attitude	ベースライン調査	79.68%	78.51%	エンドライン調査	95.57%	89.42%	Practice	ベースライン調査	65.95%	71.10%	エンドライン調査	90.02%	85.45%
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	エンドライン調査	90.02%	85.45%																								

評価項目	必要な情報およびデータ	調査結果
<p>活動の達成</p> <p>1. 組織・制度強化 2. パイロット活動 3. ネットワーキング</p>	<p>1-1. 現行の政府の行う子どものためのノンフォーマル教育プログラムの現状分析を行う。</p> <p>1-2. 政府の行う子どものためのノンフォーマル教育プログラムの改善の戦略を立てる。</p> <p>1-3. パイロット活動の実施体制を整える。</p> <p>1-4. 組織強化・制度開発に関わるパイロット活動を実施する。</p> <p>1-5. 「中途退学児童復学支援プログラム」のプログラム開発を支援する。</p> <p>1-6. パイロット活動から抽出できる、政府の行う子どものためのノンフォーマル教育プログラムのプログラムサイクル(計画、運営・モニタリング、フィードバック)の各ステップに関する改善策、提言をまとめる。</p> <p>2-1. コミュニティ活性化に関わるパイロット活動の準備を行う。</p> <p>2-2. コミュニティ活性化に関わるパイロット活動を実施する。</p> <p>3-1. NFEC が、類似活動を行う関係者(政府関係者、ドナー、NGO、INGO)を対象にノンフォーマル教育のテーマごとのワークショップを開催する。</p> <p>3-2. プロジェクトの広報活動を行う。</p>	<p>1.</p> <p>1) NFEC が現行 ASP マニュアルの見直しを行う</p> <p>2) NFEC がシラハ、ダディン、カトマンズ郡 DEO に対し、ASP に関する課題特定のための組織強化・制度開発ワークショップを実施する</p> <p>3) NFEC が ASP の制度運営の強化すべき事項に関するチェックリストを作成する</p> <p>4) NFEC とシラハ、ダディン、カトマンズ郡 DEO が、パイロット活動の運営監理のための「ワーキンググループ」を結成する</p> <p>5) NFEC のテクニカル・チームと定期会合を行う</p> <p>6) NFEC のテクニカル・チームと郡レベルでのワーキンググループとの協議を通じてパイロット活動の運営管理用マニュアルを作成する</p> <p>7) シラハ、ダディン、カトマンズ郡 DEO が対象 VDC を選定する</p> <p>8) テクニカル・チームおよびワーキンググループが中心になり、パイロット活動地のドロップアウト児童の現状調査を実施する</p> <p>9) テクニカル・チームおよびワーキンググループが中心になり、パイロット活動地の ASP の現状調査(ベースライン調査)を実施する</p> <p>10) ASP 実施の地区選択、また、ファシリテーターの選択方法の見直しを行う</p> <p>11) ASP 実施の地区選択の選択を行う</p> <p>12) パートナー NGO/CBO を選定する</p> <p>13) NFEC がシラハ、ダディン、カトマンズ郡 DEO、対象 VDC、コミュニティ、選定した NGO/CBO、正規教育関係者に対するオリエンテーションを実施する</p> <p>14) NFEC が現行 TOT の見直しを行う</p> <p>15) NFEC が現行 TOT の改善の方法としてファシリテーターサポートシステムを考案し、パイロット活動で取り入れることを検討する</p> <p>16) マザーズスクールベース・モニタリング・システムを考案し、パイロット活動ベースでモニタリング体制を強化する検討をする</p> <p>17) シラハ、ダディン、カトマンズ郡で、ワーキンググループ主導によるパイロット活動に関する月例会議を実施する</p> <p>18) ダディン、カトマンズ郡 DEO が、モニタリングと ASP 教室の試験結果に関する情報管理を整備する</p> <p>19) ワーキンググループが中心になり、パイロット活動地の終了時調査を実施する</p> <p>20) NFEC/DEO を対象に組織強化・制度開発の進展を測るワークショップを実施する</p> <p>21) ワーキンググループが中心になり、関係者と協力しながら、パイロット活動から抽出できる ASP のプログラムサイクル(計画、運営・モニタリング、フィードバック)の各ステップに関する改善策・提言をまとめる</p> <p>22) 「パイロット活動運営管理マニュアル」から「コミュニティ主体型の子どものためのノンフォーマル教育ガイドライン(ガイドブック)」を作成する</p> <p>23) プロジェクトのプロセスモニタリングシートを更新させ、半期報告書、年度末報告書を作成する</p> <p>24) ドロップアウト児童プログラムの開発を支援する</p>

評価項目	必要な情報およびデータ	調査結果
		<p>2.</p> <ol style="list-style-type: none"> 1) 選定された NGO/CBO と協力して、対象コミュニティに対するオリエンテーションを実施する 2) ASP (SOP と FSP) 実施前に、対象コミュニティ、保護者、子どもを対象にしたノンフォーマル教育の知識・態度・行動に関する調査 (KAP 調査ーベースライン調査) を実施する 3) SOP 対象地区でノンフォーマル教室運営委員会を設置する 4) SOP 対象地区でコミュニティ活性化および参画を促す活動を行う 5) 対象地区で SOP を実施する 6) FSP 対象地区でノンフォーマル教室運営委員会を設置する 7) FSP 対象地区でコミュニティ活性化および参画を促す活動を行う 8) 対象地区で FSP を実施する 9) テクニカルチームおよびワーキンググループが中心になり、それぞれの郡で選定した NGO によるパイロット活動の報告を基に、コミュニティ主体型の ASP 運営に関する改善策・提言をまとめる 10) ASP (SOP と FSP) 実施後に、対象コミュニティ、保護者、子どもを対象にしたノンフォーマル教育の知識・態度・行動に関する調査 (KAP 調査ーエンドライン調査) を実施する <p>3.</p> <ol style="list-style-type: none"> 1) NFEC が、類似活動を行う関係者 (ドナーや NGO、国際 NGO) を対象に NFE のテーマごとのワークショップを開催する 2) ワーキンググループが、パイロット活動から抽出できる、現場レベルの ASP の関係者間のネットワーク強化策・提言をまとめる 3) シラハ、ダディン、カトマンズ郡 DEO が、IEC (information/education/communication) マテリアルの開発によって各郡の ASP の情報発信を行う 4) 近郊郡へのスタディツアーを企画し、子どものためのノンフォーマル教育の現状・好例を視察する 5) 技術交換研修を行い、第三国における子どものためのノンフォーマル教育の現状を視察する 6) NFEC が、ASP についての年刊を作成する 7) プロジェクトの広報活動を行う 8) シラハとダディン郡 DEO が NFEC と協力して、近隣郡を対象にパイロット活動の共有ワークショップを開催する 9) 中央レベルで郡教育事務所長を対象にパイロット活動の共有ワークショップを開催する 10) ワーキンググループが、「コミュニティ主体型の子どものためのノンフォーマル教育運用ガイドライン (ガイドブック)」に関するワークショップを近隣郡対象と中央レベルで開催する
投入実績		
日本側の投入		<p>(1) 専門家派遣 8分野に11人の専門家(総括/教育計画、情報・教育・コミュニケーション、モニタリング評価、組織制度強化、コミュニティ開発、社会状況調査、調整、ワークショップ支援)が、計 188.33M/M 派遣された。派遣専門家のリストは付属資料1の ANNEX 5-1 を参照。</p>

評価項目	必要な情報およびデータ	調査結果																																																																																																																
		<p>(2) 機材供与 プロジェクト事務所用のコンピュータ、プリンター、コピー機、ファクス、スキャン、机、キャビネット、デジタルカメラ等が供与された。また、NFEC、DEO 事務所へバイク、プロジェクター、コンピュータ、プリンター、机、椅子など、RC に机、椅子、キャビネットボード、コピー機などが供与された。機材供与リストは付属資料1の ANNEX5-2 を参照。</p> <p>(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。</p> <p>機材</p> <table border="1" data-bbox="846 491 2092 571"> <thead> <tr> <th></th> <th>第1年次</th> <th>第2年次</th> <th>第3年次</th> <th>第4年次</th> <th>第5年次</th> <th>第6年次</th> <th>第7年次(契約金)</th> </tr> </thead> <tbody> <tr> <td>その他の機材購入費</td> <td>2,957,000</td> <td>806,000</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>その他の機材輸送費(課税対象)</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>159000</td> </tr> <tr> <td>計</td> <td>2,957,000</td> <td>806,000</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>159,000</td> </tr> </tbody> </table> <p>その他</p> <table border="1" data-bbox="846 667 2092 877"> <thead> <tr> <th></th> <th>第1年次</th> <th>第2年次</th> <th>第3年次</th> <th>第4年次</th> <th>第5年次</th> <th>第6年次</th> <th>第7年次(契約金)</th> </tr> </thead> <tbody> <tr> <td>一般業務費(研修・管理以外)</td> <td>3,907,000</td> <td>9,958,000</td> <td>7,718,000</td> <td>16,545,000</td> <td>15,622,000</td> <td>14,618,000</td> <td>11,397,000</td> </tr> <tr> <td>工事費</td> <td>65,000</td> <td>0</td> <td>169,000</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>報告書作成費(印刷製本費)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>138000</td> </tr> <tr> <td>報告書作成費(印刷製本費を除く)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>34000</td> </tr> <tr> <td>ローカルコンサルタントNGO契約</td> <td></td> <td>3,421,000</td> <td>1,007,000</td> <td>0</td> <td>757,000</td> <td>154,000</td> <td>242,900</td> </tr> <tr> <td>ローカルコンサルタントNGO契約</td> <td></td> <td>1,027,000</td> <td>133,000</td> <td>1,601,000</td> <td>1,395,000</td> <td>2,185,000</td> <td></td> </tr> <tr> <td>ローカルコンサルタントNGO契約</td> <td></td> <td>0</td> <td>1,729,000</td> <td>523,000</td> <td>819,000</td> <td>1,671,000</td> <td></td> </tr> <tr> <td>ローカルコンサルタントNGO契約</td> <td></td> <td>0</td> <td>75,000</td> <td>0</td> <td>0</td> <td>535,000</td> <td></td> </tr> <tr> <td>計</td> <td>3,972,000</td> <td>14,406,000</td> <td>10,831,000</td> <td>18,669,000</td> <td>18,593,000</td> <td>19,163,000</td> <td>13,998,000</td> </tr> </tbody> </table> <p>(4) カウンターパート研修 19 人のカウンターパートが本邦研修へ、27 人のカウンターパートが第三国研修に参加した。</p>		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(契約金)	その他の機材購入費	2,957,000	806,000	0	0	0	0	0	その他の機材輸送費(課税対象)	0	0	0	0	0	0	159000	計	2,957,000	806,000	0	0	0	0	159,000		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(契約金)	一般業務費(研修・管理以外)	3,907,000	9,958,000	7,718,000	16,545,000	15,622,000	14,618,000	11,397,000	工事費	65,000	0	169,000	0	0	0	0	報告書作成費(印刷製本費)							138000	報告書作成費(印刷製本費を除く)							34000	ローカルコンサルタントNGO契約		3,421,000	1,007,000	0	757,000	154,000	242,900	ローカルコンサルタントNGO契約		1,027,000	133,000	1,601,000	1,395,000	2,185,000		ローカルコンサルタントNGO契約		0	1,729,000	523,000	819,000	1,671,000		ローカルコンサルタントNGO契約		0	75,000	0	0	535,000		計	3,972,000	14,406,000	10,831,000	18,669,000	18,593,000	19,163,000	13,998,000
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ネパール側の投入		<p>(1) カウンターパートの配置 プロジェクト実施期間を通して、中央の NFEC に計 32 人、MOE に計 6 人、DEO に計 6 人、郡の DEO に、ダディン郡計 20 人、カトマンズ郡計 25 人、シラハ郡計 17 人が、カウンターパートとして任命された。プロジェクト運営を行う NFEC の技官チーム(TTM)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。</p> <p>(2) 施設等の提供 プロジェクトに必要な施設として、NFEC より近隣にプロジェクト事務所が提供されている。</p> <p>(3) 現地活動費</p>																																																																																																																

添付 2-2: 実施プロセス

評価項目	必要な情報	調査結果
プロジェクト・マネジメント	<p>プロジェクトのマネジメント体制は適切だったか？</p> <p>モニタリング体制は適切だったか？</p> <p>カウンターパートの配置は適切だったか？</p>	<ul style="list-style-type: none"> • 中央レベルでは技官チーム(TTM)が、郡レベルでは月例会議メンバーチーム(DDM)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。 • 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、TTM 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 • TTMとDMMのチームメンバーの任命は問題なかったが、NFECにASP専任者が不在であったこと、TTM内でチームメンバーを取りまとめる者がいなかったことが専門家より阻害要因として指摘されている。
コミュニケーション	<p>プロジェクト内のコミュニケーションは十分だったか？</p> <p>カウンターパートのプロジェクトに対する認識は十分だったか？</p>	<ul style="list-style-type: none"> • ただし、NFECのTTMはチーム内の情報共有の有効性、意志決定プロセスにおける問題を指摘しており、プロジェクト運営上、専門家チームとNFECのカウンターパート間に多少のミスコミュニケーションが見受けられる。 • 郡では、DDM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、ASPモニターらが十分に議論できる場となった。 • RCレベルでの定期会合も、マザーズスクールとASPクラスのコミュニケーションの強化を促した。ただし、パートナーNGOとRP間での、コミュニケーションに問題が生じた地域も見受けられた。 • 中央レベル、郡レベルともに、プロジェクトの認識は十分であったが、カウンターパートの異動のたびに、プロジェクトへの理解とコミットメントに多少の影響を与えた。
オーナーシップ	<p>カウンターパートのコミットメントとオーナーシップは十分だったか？</p>	<ul style="list-style-type: none"> • 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クラスに日常的に関わるASPモニター、ファシリテーター、EVなどの生徒に対するケアは手厚く、オーナーシップも生まれている。 • パートナーNGOは、DEOとクラス関係者、コミュニティ間のカタリストとして機能した。
能力開発のアプローチ	<p>カウンターパートのCDのアプローチは適切だったか？</p>	<ul style="list-style-type: none"> • カウンターパートの能力強化は、プロジェクトサイクルの過程でプロセスを追っ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。

添付 ANNEX2-3: 五段階評価

妥当性

評価項目	必要な情報	調査結果
政策の優先度	プロジェクト目標と上位目標はネパールの国家政策に合っているか？	<ul style="list-style-type: none"> ネパールの School Sector Reform 2009 年3月版においては EFA 達成における ASP の重要性が明記されている。 EFA 国家行動計画では、2015 年までに初等教育への 100%の就学を目標設定している。 教育省の EFA コアドキュメントでは、初等教育推進のために幅広いモダリティを使うと強調しており、そのひとつが ASP である。 初等教育を受けていない残り8%の子どもたちは、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。5～9歳の学校に行っていない子どもたちは、288,000 人と推定されている。
	プロジェクト目標と上位目標は日本の ODA 政策と合っているか？	<ul style="list-style-type: none"> 日本政府の BEGIN は EFA の実現を謳っており、プロジェクト目標と合致している。 JICA ネパール事務所のカントリープログラムは、EFA の支援を強調している。
プロジェクト・デザイン	ターゲットグループのニーズは満たされたか？	<ul style="list-style-type: none"> 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。このような 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。
	ドナー調整は適切だったか？	<ul style="list-style-type: none"> ASP に関する UNESCO、UNICEF から関係ドナーとの情報共有も行うとともに、EFA 達成における ASP の重要性の理解促進を行っている。 特に、UNESCO は ASP プログラムを 2008 年より開始する際に、CASP のパイロット地域を視察し、その手法のうち、特にマザーモニタリング・システムを適用した。
	中間評価での PDM の変更は適切だったか？	<ul style="list-style-type: none"> 2005 年8月、2006 年2月に成果の指標等の見直し、変更を行ったがおおむね妥当である。 成果3「ネットワーキング」の指標を、事例数に設定したため、ワークショップの回数の活動実績が指標となり、成果の発現を図るには十分といえなかった。
	ターゲット地域は適切だったか？	<ul style="list-style-type: none"> 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への反映から妥当であった。

有効性

評価項目	必要な情報	調査結果
プロジェクト目標の達成度	プロジェクト目標は達成されるか？	<p>「ASP 運用ガイドライン」は完成に向かい、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が示されるとことが期待されることから、ほぼ達成していると考えられる。</p> <p>*添付 2-1;プロジェクトの実績、プロジェクト目標の達成度を参照。</p>
成果とプロジェクトも目標の因果関係	成果はプロジェクト目標達成のために貢献したか？	<ul style="list-style-type: none"> • CASP モデルの開発のために、成果1、2、3の設定は妥当であった。 • 成果1は、プロジェクトの組織制度強化チェックリストによるとほぼ達成に向かっているが、DEO、SS、RP、ASP モニターに対する現地でのヒアリングによると、その組織化、制度化の強化が十分でないことが見受けられた。 • 成果2のパイロット活動は、その活動によって計 755 人の SOP 生徒、721 人の FSP 生徒が裨益しており、郡や村の関係者には十分に効果的であると認識されている。特に、マザーズスクールによるモニタリングやコミュニティ動員、子供クラブの設立、NGO の活用などの評価が高い。パイロット対象地でない ASP クラスとの比較調査がないため、出席率や編入率に対するパイロット活動の効果について判断が難しい。 • 成果3のネットワーキングは、CASP モデル開発のために働いたが、モデルの普及のためのネットワーキングは十分とはいえない。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は、十分に行われてこなかった。
	外部条件の影響を受けたか？	<ul style="list-style-type: none"> • プロジェクト実施期間にカウンターパートの異動が頻繁に起こった。特に、NFEC 所長と DEO の異動が起こり、CASP モデルを開発するというプロジェクト目標への理解に影響を与えた。
	プロジェクト目標を達成するために他の貢献要因はあったか？	<ul style="list-style-type: none"> • ASP ガイドライン策定の過程で、TTM のメンバーは NFEC の既存のガイドラインの不整合な部分や不足部分を検討し、見直しを行うことができた。 • NFEC がすでに CASP モデルの普及を行った2郡での教訓も、ガイドラインの内容に反映されている。 • このガイドラインの作成過程では、カウンターパートが十分なイニシアチブを取り、NFEC の TTM のガイドライン策定チームのもと、DEO、SS、RP、ASP モニター、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学び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 • 以上の結果、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完成しつつある。
	プロジェクト目標を達成するために他の阻害要因はあったか？	<ul style="list-style-type: none"> • 2008 年より実施中の大々的な「識字キャンペーン」は、NFEC 内の ASP への人員配置においても、予算配置においても、これまでの CASP モデル開発の妨げとなってきたが、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 モデル普及の際の、地方での連携に活用できる見込みはある。 • プロジェクト期間中のモデル普及のための他地域への関係者への働きかけが十分ではなかった。

効率性

評価項目	必要な情報	調査結果
成果の達成	成果は達成されたか？	<p>成果1はほぼ達成の見込みである。ただし、成果2、3のターゲット地域 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る。 *詳しくは添付 2-1; プロジェクトの実績の「成果の達成度」を参照。</p>
成果と活動の因果関係	活動は成果を生み出すのに適切だったか？	<p>成果を生み出すのに効果的だった活動は以下のとおり。</p> <p><成果1:組織制度強化></p> <ul style="list-style-type: none"> ・ NFEC、DEO、SS、RP、ASPM とファシリテーター間で政策やプログラムの共有 ・ PIM の改訂と開発 ・ SS、RP などの人材活用 ・ CASP の情報共有のための関係者間連携 ・ マザーズスクールによるモニタリングシステム ・ ファシリテーターの支援研修と研修マニュアル ・ ユニフォーム、バッグ、文具供与 ・ アクションリサーチ ・ VEP 策定 ・ CASP のプロジェクト・マネジメントのための NFEC と DEO の能力開発 <p><成果2:パイロット活動></p> <ul style="list-style-type: none"> ・ EV の支援 ・ CMC 形成 ・ 子どもクラブ形成 ・ 課題授業 ・ NGO のパートナーシップ ・ ストリート・ドラマや歌による意識向上 <p><成果3:ネットワーキング></p> <ul style="list-style-type: none"> ・ カトマンズとダディンでの情報交換、現地訪問 ・ ドナー間でのノンフォーマル教育活動に関する情報共有ワークショップ ・ EFA ゴールに向けた ASP ワークショップ ・ CASP 経験の共有と政策提言ワークショップ
	外部条件の影響を受けたか？	<ul style="list-style-type: none"> ・ シラハ郡での治安の悪化により、パイロット活動は縮小せざるを得ず、その後、日本人専門家やカウンターパートが訪問し、フォローアップすることが不可能だった。パートナー NGO も、各郡で活動する際に、特に村にはいるときには、治安悪化の影響を受け、活動が困難だったこともあった。 ・ 地方での選挙が長年行われておらず、議員の不在のため、プロジェクトと DDC や VDC との連携が期待したほどには進まなかった。

評価項目	必要な情報	調査結果
	<p>成果達成のために、その他の貢献要因や阻害要因はあったか？</p>	<p><u>貢献要因</u></p> <ul style="list-style-type: none"> 郡レベルでは、DEO がファシリテーターの追加報酬を、CMC 運営費、生徒への奨学金、制服、文具などを供与した。 VDC が、教室建設、トイレ建設、ファシリテーターの追加報酬などを供与した。 両親により、椅子、机、本、教室用地などが供与された。 コミュニティラジオによる ASP の放送などで、コミュニティの意識が上がった。 <p><u>阻害要因</u></p> <ul style="list-style-type: none"> NFEC の識字キャンペーンに優先度が与えられたため、ASP に割く予算が減少した。 学校に行けない子どもたちのマッピングは困難であった。 ファシリテーターの勤務条件は厳しく、給与も低く、訓練も十分に受けることができない。ファシリテーターの質や量の確保が困難である。
<p>投入コスト</p>	<p>日本側、ネパール側の投入の量と質は適当で、タイミングよく行われたか？</p>	<ul style="list-style-type: none"> 日本人専門家が契約の制限により、ネパールの学年度開始時期に派遣できず、重要な時期への介入を逃すことがあった。 中間評価以降、モデルの普及を念頭に、日本人専門家の分野や派遣期間が見直され、その後、活動は適正に行われた。 専門家派遣期間、本邦および第三国研修における投入コストにおいて、期間、タイミング、内容等を見比べると効率性が低いと評価される。ただし、この案件は、提案型の PROTECO の枠組みのなかでの取り組みであったため、案件形成と実施のプロセスのなかで、プロジェクトの枠組みや実施体制に関して、JICA 側と受注コンサルタント側での十分な擦り合わせが行われなかったことも、効率性の低さの一因となっている。 プロジェクト期間の延期については、治安悪化による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である。また、本邦研修および第三国研修は、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、カウンターパートの能力強化のために実施されたという経緯もある。 日本でのカウンターパート研修は、受託機関が実施期間と異なったため、ネパールの ASP のニーズを反映しているものとはならなかった。 関係者からは、第三国研修員の選択の適正さが問われた。また、フィールドレベルからは、SS や RP 等への第三国研修費を、ASP クラスの運営費に回してほしかったとの声があがった。 ネパール側のカウンターパートは十分に配置されたが、中央の NFEC では、多くのセクションオフィサーが運営チームに関わるものの、プロジェクトを主体的に運営する人材が欠けていた。
	<p>他ドナーや他のスキームとの連携はあったか？</p>	<ul style="list-style-type: none"> プロジェクトは EMIS の開発の際に、DANIDA と UNESCO と連携しており、パイロット地域でのクラス運営の経験を UNICEF と UNESCO に共有している。 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。 他の教育関連の JICA 技術協力プロジェクトには、それぞれの開始に際して、ノンフォーマル教育と ASP に関する情報を提供した。特に、ダディン郡の対象 VDC を同じとする SISM には、当 VDC で CASP が策定支援した VEP を共有しており、この情報は SISM の SIP、VEP、DEP 支援に役立っている。

評価項目	必要な情報	調査結果
マネジメントの効率	JCCは機能したか？	<ul style="list-style-type: none"> ・JCCは機能していたが、多くの要人を同日に集めることが難しい場合が多かった。 ・JCCは、郡での重要な関係機関であるDDCをオブザーバーとして参加させていない。
	プロジェクトの実施チームは、効率的に機能したか？	<ul style="list-style-type: none"> ・中央レベルではTTMが結成され、メンバーの所長、次長、セクションメンバー間で、プロジェクトの情報は十分に共有された。しかし、反面、リーダー的存在が欠けていたと専門家より指摘されている。TTM側からは、プロジェクト運営に関する決定プロセスの問題的が指摘されている。 ・郡レベルでは、DMMが機能的に働き、パイロット活動の進捗や問題が定期的な交わされ、対策が講じられた。 ・パートナーNGOが、パイロット活動を円滑に行うために、ASPモニター、ファシリテーター、SS、RP、DEOなどとともに効果的にコミュニティ動員を行った。ときに、パートナーNGOとRPらとのコミュニケーションに問題が起こることもあった。 ・パイロット活動により、既存のASP実施にかかる問題点は発見されてきたが、これを解決するために、NFEC、DOE、DDC等関係機関を連携する取り組みがプロジェクトによって十分に促進されなかった。 ・中央ではMOLDはJCCメンバーであったが、郡ではDDCをDMMのメンバーに任命しており、定期的な情報交換が行われなかった。

インパクト

評価項目	必要な情報	調査結果
上位目標の達成	上位目標達成の見込みはあるか？	<p>NFECのCASPモデル制度化に向けての動きは徐々に行われてはいるが、SSRにおいてもASP政策にかかる具体的な活動計画等はまだ開発されていない。今後2～3年に、1000のASPクラスでモデル普及が行われる見通しはつきにくい。</p> <p>*詳しくは、添付2-1;「上位目標の達成度」を参照。</p>
	上位目標達成のために、貢献要因や阻害要因はないか？	<ul style="list-style-type: none"> ・SSRにおいてもASP政策にかかる具体的な活動計画等はまだ開発されていない。 ・ドナー間での、ASPの重要性やニーズに関する情報が十分に共有されておらず共通認識がまだ欠けている。 ・プロジェクト期間中に、CASPパイロット対象外のVDCや郡に、普及に向けての経験共有を十分に行ってこなかった。
プロジェクトのインパクト	ネパールの政策へのインパクトはあったか？	<ul style="list-style-type: none"> ・SSRの文書内には、ASPの重要性は明記してあるが、その具体的な実施計画は記されていない。 ・しかし、CASPモデルの政策への影響として、すでに中央においては、CASPのコミュニティ動員およびマザーズスクールによるモニタリングが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年に全75郡に配布されている。 ・またCASP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ての活動は徐々に行われている。 ・2009年2月の「CASP経験からの政策提言ワークショップ」では、CASPモデル普及のための戦略が関係機関に対して提示されたが、それぞれの省庁は、今のところ具体的な方策を取っていない。 ・また、MOLD、パイロット対象地以外のDDCやVDCに対しての政策的インパクトは少ない。

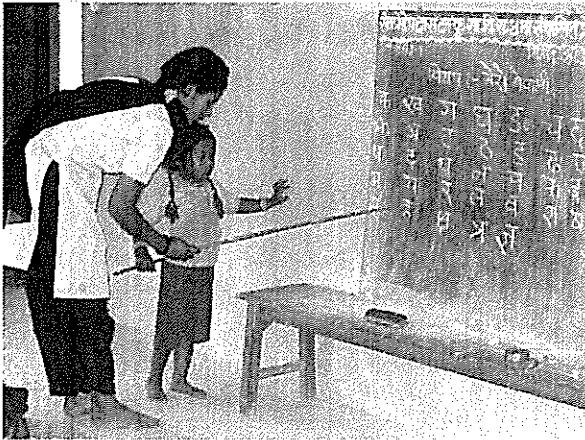
評価項目	必要な情報	調査結果
	ドナーへのインパクトはあったか？	<ul style="list-style-type: none"> UNSECO は、CASP の経験を活用して、2008 年に ASP プログラムの形成を行った。また、CASP の専門家が、UNESCO の委員会に招かれ、CASP の経験を発表した。
	コミュニティへのインパクトはあったか？I	<ul style="list-style-type: none"> パイロット地域のコミュニティにおいては、SOP クラスが正規のコミュニティ学校に認められたこと、SOP を終了し、正規の小学校に編入した生徒が優秀な成績を修めてい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、教育の意義に気づいた母親たちが DEO に申請し、ASP 生徒の母親のための識字教室が開催されたり、CMC の保護者たちの申請により生徒たちの制服が DEO から支給されるなど、親や保護者のエンパワメントによるアドボカシー活動から、期待以上のインパクトも見られる。 子どもの教育の重要性を認めた親たちが、ASP 生徒の弟や妹を正規学校に入学させるケースも見られた。 FSP の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間に、FSP クラスの活動を通してコミュニティ既存意識が生まれたケースも見受けられている。 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 生徒への制服、教材、文具、かばんの支給が、修了後も親や子どもたちの依存を生み出し続けること、生徒が正規校内に編入した際に、他の生徒が CASP 修了生への以上の無料支給に不公平感を感じていることなどが散見された。ただし、正規校の生徒には認められる奨学金などが ASP 生徒には認められないこともあり、正規校生徒と ASP 生徒の間での政府から受ける支援内容の違いから、双方にこうした不公平感が出ている。
上位目標とプロジェクト目標の因果関係	プロジェクト目標は上位目標達成のために妥当であるか？	<ul style="list-style-type: none"> プロジェクト目標と上位目標の間には乖離があり、開発された CASP モデルが他郡で適用されるためには、CASP 制度化のための活動がプロジェクトにより行われなければならない。
	外部条件の影響はないか？	<ul style="list-style-type: none"> NFEC はすでに他の2郡への普及も試みており、CASPモデルの効果を認めているため、外部条件の影響は少ない。ただし、NFEC は制度化に向けての戦略には欠けている。

自立発展性

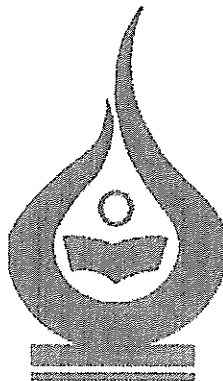
評価項目	必要な情報	調査結果
政策面	プロジェクト終了後も、ネパールの教育政策において、ASP は今後も支援され続けるか？	<ul style="list-style-type: none"> SSR に ASP の重要性が明記されていることは自立発展性に寄与している。しかし、ASP および正規学校との連携のための政策レベルの戦略が現在教育局およびノンフォーマル教育局で協議中であるが、今後の SOP および FSP の計画ははまだ示されていない。 地方分権化による地域のニーズを吸い取る教育計画政策 DEP、VEP、SIP システムも機能していない。 昨今では、NFEC の優先事項は、識字キャンペーンの実施であり、ASP の政策提言は行われていない。

評価項目	必要な情報	調査結果
制度・財政面	<p>ネパール側の CASP 普及の制度と組織体制は整っているか？</p> <p>ネパール側は、活動を継続するための予算措置を行っているか？</p>	<ul style="list-style-type: none"> ・ノンフォーマル教育への予算配分は教育予算の 1.6%とかなり低い上、多くは識字キャンペーンへ予算が充てられている。 ・このような状況の中でも、NFEC は CASP モデルの普及のための予算を申請しており、同様に CASP モデルの普及に向けた教育省と地方開発省とのコストシェアリングの協議も始まる予定である。郡レベルでは、カトマンズ郡の郡教育事務所にて、パイロット経験で得たモデルの活用を試み、5つの村に CASP モデルの普及をすでに行っている。 ・しかし、地方レベルでは、村落開発委員会がうまく機能していないため、ASP の村落レベルでのニーズが VEP に反映されていない。また VEP を策定している VDC は数少ないため、DEP と VEP との連携がとられていない。DEP と中央レベルの教育計画の整合性も、現状では図られていない。 ・郡レベルで重要な財源を有している DDC の LDO に対する働きかけは、DEO から也十分に行われていない。郡開発資金の 25%は社会セクター用と規定されているため、ここから、教育、学校建設の資金の供与が可能である。 ・プロジェクト活動から明らかになった既存の ASP の制度上の弱点は以下のとおりである。 子どものマッピング不足、定員の不整合 ファシリテーターの冷遇 FSP カリキュラムの未整備 NGO や CLC の活用不足 RP のモニタリングの不足 正規校に編入した ASP 生のケア不足
技術面	<p>ネパール側のプロジェクト関係者の技術的能力は十分向上し、持続するか？</p>	<ul style="list-style-type: none"> ・ CASP モデル運営における計画、予算、モニタリングにかかるカウンターパートの技術的能力は、研修やプロジェクト実施によって向上している。NFEC は、今後、CASP モデルの普及のために、モニタリング、評価、アクションリサーチ、ネットワーキングの能力をさらに強化したいと考えている。 ・しかし、NFEC と DEO のモデルの普及にかかる能力は、2郡での普及で成果があまり見られなかったことから、いまだ十分ではない。 ・SS と RP は、モニタリング、データ分析、プレゼンテーションなどの能力を、第三国研修やプロジェクト実施により強化した。しかし、プロジェクト終了後のコミットメントとオーナーシップは担当者により様々である。 ・ASP モニターは、パイロット活動によって、ASP の生徒やファシリテーターをモニタリング指導する能力を向上し、修了生の正規校編入後も継続的に支援を行っている。このように、フィールドレベルでの関係者のコミットメントは高まり、パイロット活動終了後にも、そのオーナーシップが確保できているといえる。

Alternative Schooling Program Guideline



Government of Nepal
Ministry of Education
Non-Formal Education Center
Sanothimi, Bhaktapur



Japan International
Cooperation Agency

Publisher:

Government of Nepal
Ministry of Education
Non-Formal Education Center
Sanothimi, Bhakutapur

This is developed by JICA/CASP; Community-based Alternative Schooling Project coordination with Non-Formal Education Center, 2009 (2066 BS.) approved by the Government of Nepal onBS.

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Published in 2066 BS.

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Foreword

The lesson learnt of Community based Alternative Schooling Project (CASP) that run in support with Japan International Cooperation Agency JICA under Non-formal Education Center (NFEC). has been compiled and published as ASP Guideline. We hope this collection will be helpful for the agencies and individuals which are engaged in providing alternative schooling programs.

Various efforts and practices have been made in the field of formal and Non formal education to increase quality and quantity of alternative schooling program by the government since some years ago.

To achieve the goal of “Education for All”, all out of school children/Not-Schooling Children should be brought into formal education system. For this reason Alternative Schooling Program (ASP) should be implemented and extended throughout country. NFEC expresses its happiness to get this book published and we hope this lesson learnt will be helpful for further implementation of ASP will also be a core resource material.

NFEC expresses its sincere thanks to all personnel involved in the publication of ASP Guideline. At last we expect creative suggestion and feedback from the readers.

Jibachh Mishra
Director
Non-formal Education Center

Abbreviations

ASP	Alternative Schooling Programme
ASPM	ASP Monitor
CASP	Community-based Alternative Schooling Project
CBO	Community-based Organization
CLC	Community Learning Center
CMC	Class Management Committee
DAO	District Administrative Office
DDC	District Development Committee
DEO	District Education Office
DEOr	District Education Officer
DNFEC	District Non-Formal Education Committee
DoE	Department of Education
EFA	Education for All
EV	Educational Volunteer
FSC	Facilitator Selection Committee
FSP	Flexible Schooling Programme
GO	Governmental Organization
GoN	Government of Nepal
JICA	Japan International Cooperation Agency
LDO	Local Development Office
MC of CLC	Management committee of Community Learning Center
MEC	Municipality Education Plan
NFE	Non-Formal Education
NFE PIM	Programme Implementation Manual for Non-formal Education
NFEC	Non-Formal Education Center
NGO	Non-Governmental Organization
PIM	Programme Implementation Manual
PSI	Proposal Submission Instruction
RC	Resource Center
RP	Resource Person
SLC	School Leaving Certificate
SMC	School Management Committee
SO	Section Officer
SOP	School Outreach Programme
SS	School Supervisor (Desk Officer)
TOR	Terms of Reference
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan
WDO	Women District Office

Alternative Schooling Programme Guideline

Abbreviations

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Instruction for User



Instruction for Users

⌘ Key concepts of ASP Guideline





The purpose of ASP Guideline	<p>The purpose of the Alternative Schooling Programme (ASP) Guideline is to improve the effectiveness and level of community involvement in ASP. It has been written for stakeholders who are responsible for implementing ASP. Therefore the guideline focuses on implementing best practices. It has been designed to complement the ASP module of the "Programme Implementation Manual" for implementation in the field.</p>
How this Guideline developed	<p>ASP Guideline was developed based on the experience of Community Based Alternative Schooling Project (CASP) pilot activities under the Japan International Cooperation Agency (JICA). Lessons learnt from the pilot have been closely examined and compiled as a guideline for planning, implementing and monitoring ASP.</p>
Targets	<p>This ASP Guideline has been developed for all stakeholders in ASP activities as a reference to help them effectively implement all aspects of ASP. People who will find this guide useful include:</p> <ul style="list-style-type: none">• District Education Office Staff• District Development Committee Staff• Resource Persons/School Supervisors• Staff of ASP Mother Schools• Community Leaders (such as Village Development Committee chairperson and members)• Community Learning Centre Management Committee Members• ASP Facilitators
Importance of coordination and cooperation with VDC/Ward or/and Municipalities/Metropolitan	<p>Throughout this Guideline, local initiation of the programme is strongly recommended. It will therefore be essential to coordinate with VDC/WARD and/or Municipalities/Metropolitan offices in all related areas. In particular, the financial support necessary for components of some of the activities in this Guideline should be discussed and agreed upon locally. As such it is important that the key concepts of the ASP, as used throughout this Guideline, are mutually understood by all concerned parties from the beginning of the implementation procedure, as well as being consistently adhered to throughout all necessary steps of the process.</p>
How to use this Guideline	<p>It is suggested you the ASP Guideline through in its entirety to get an overview of how to practically and effectively implement ASP. The guide is organized into individual sections that explain particular aspects of ASP implementation such as how to select facilitators or how to form a Class Monitoring Committee (CMC). You can use the index to search for the specific information you require.</p>
STEP-wise approach	<p>This ASP Guideline uses a stepwise approach and presents information about ASP topics in roughly the same order in which they are implemented. For example, information about planning-related activities is presented before information about implementation-related activities.</p>

⌘ Structure of ASP Guideline

Procedure of activities	<p>This part explains the procedure of the ASP activities step-by-step. This makes it is easy for practitioners to follow "What to do next", "How to do it" and for "What purposes".</p>
Implementation plan/schedule	<p>This part outlines an annual plan and schedule of Community-based ASP, like a timeline (or calendar) so that stakeholders can easily plan activities in advance.</p>

⌘ Indication

Legend

	This ASP Guideline has been designed using a patterned bar between the index and contents. Three patterns have been used as indicated below.
	General information
	Roles and Responsibilities
	Procedures

⌘ General Information of ASP

Flexible Schooling Programme (FSP)

The purpose of the FSP is to enable children between 8 – 14 years who are not attending school into Grade 6. FSP achieves this aim by completing the curriculum for 5 years of primary school education in just 3 years. When ASP students have successfully completed 3 years of FSP, arrangements are made to enroll them in Grade 6 of the formal schooling system.

The following types of children between 8 – 14 years of age may benefit from participating in an FSP class:

- Children who work and those who do not attend school because of full-time responsibilities in their home.
- People from marginalised groups (such as children from minority ethnic groups) who have financial/economic and social disadvantages
- Children who failed to attend formal schooling at the right age
- Children who dropped out of primary school before attaining a basic standard of education.

School Outreach Programme (SOP)

The SOP focuses on teaching children between 6-8 years of age who are not enrolled in the formal school system. SOP classes are taught using same textbooks as those used in Grade 1, 2 & 3 of the formal schooling system but using Non-Formal teaching techniques. Upon successful completion of SOP, children can be enrolled in Grade 4 in the formal schooling system.








The following types of children between 6 – 8 years of age who may benefit from participating in an SOP class:

- Children who are deprived of access to basic primary education because they live a long way from school.
- Children who are unable to go to school because of problems caused by crossing bridgeless rivers, geographical remoteness, walking through forests.


Main Stakeholders

- District Education Officer (DEOr)
- Local Development Officer (LDO)
- District Development Committee (DDC) chairperson
- Municipality Representative
- Municipality Administrator
- Planning Officer in charge of Primary Education (SO)
- Focal person of NFE in DEO
- School Supervisor (SS) and Resource Person (RP)
- VDC Chairperson/Secretary
- Mother school
- ASP Monitor (ASPM) (Head teachers or teachers assigned by the head teachers) of the Mother School of ASP class
- ASP Facilitator
- Class Management committee (CMC)
- Education Volunteers (EV)

⌘ Glossary

ASP Monitor (ASPM)		An Alternative Schooling Programme (ASP) Monitor is a person who is chosen from an ASP Mother school to monitor the ASP classes every month.
Class Management Committee (CMC)		Class Management Committee (CMC) is a board of people from the local community responsible for managing a single ASP class. Every ASP class has its own CMC. Members of the CMC are: 1. Parent(s) of children in the ASP class, 2. Facilitator, 3. Representative from the Mother School, 4. Community Leader, 5. Active Women, 6. A representative of Ethnic/Marginalized Group(s), 7. A person from the community who has a positive attitude towards ASP.
Educational Volunteer(EV)		Educational Volunteer is a local resident who voluntarily assists with ASP classes in the absence of facilitator. The Educational Volunteer also assists with other tasks to support ASP in the classroom and within their community.
Mother School		<p>"Mother School" is a government owned school that is located near the site of ASP classes. The Mother School offers technical support to the Facilitator and provides teaching/learning resources for the ASP class. Upon completion of ASP classes, the children will be admitted to the Mother School.</p> <p>The DEO selects the Mother School for each ASP class based on the following criteria:</p> <ul style="list-style-type: none"> • For an FSP class the Mother School should be nearby and may be a secondary school or lower secondary school. • The Mother School of an SOP class should be a primary school which has classes up to Grade 5.
Resource Center(RC)		A Resource Center (RC) is a facility for exchanging information between teachers and educational institutions and is also a centre for training. RCs are located in high schools.
Resource Person(RP)		A Resource Person (RP) is responsible for monitoring schools and for coordinating training programmes for teacher's in their catchment area. Each RP is assigned to a RC.
School Supervisor(SS)		A School Supervisor is a staff member from a District Education Office (DEO). A School Supervisor (SS) coordinates monitoring and training at the district level and at the level of the Village Development Committees (VDCs). The SS is also responsible for auditing the education administration of each VDC in their assigned district.

► Role (Functions, Duties and Powers) of the Bodies Involved in Operation of the Non-Formal Education Programme Implementation Manual (NFE PIM) 2064

District Education Office (DEO)		<ol style="list-style-type: none"> 1) To form the ASP's Class Management Committee (CMC) and arrange for it to be approved by District Non Formal Education Committee (DNFEC). 2) To sign or cause to be signed, the pact according to pattern in schedule- 2 among the bodies, which conduct programmes using quotas distributed by the DNFEC. 3) To prepare an annual plan and progress reports of NFE Programmes in the district and submit them to DNFEC for approval. 4) To call a meeting of DNFEC in consultation with its Chairperson. 5) To implement the decisions made by DNFEC. 6) To conduct training programmes and awareness campaigns in coordination with Government and Non-Government Organizations. 7) To implement programmes in coordination with the Governmental and Non governmental Organizations. 8) To monitor, supervise and evaluate the NFE Programmes conducted in that district.
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	<ol style="list-style-type: none"> 9) To send periodical progress reports about the NFE programmes conducted in that district. 10) To manage the distribution of certificates to participants upon completion of literacy classes and Alternative Schooling Programmes (ASPs). 11) To appoint a School Supervisor (SS) from the DEO to evaluate NFE activities and report this information back to the DEO. 12) To collect progress reports of NFE Programmes, including personal data, update them and make them available to the DEO. 13) To appoint a Facilitator, Local Supervisor, Educational Promoter and Community Mobilizer and pay their wages. 14) To perform other duties and functions as required by the Education Act, Ministry of Education (MoE)'s rules and as required by the Programme Implementation Manual for Non-formal Education (NFE PIM) and this Guideline.
<p>Focal Person of Non-Formal Education (Focal person of NFE Programme)</p>	<ol style="list-style-type: none"> 1) To make annual work plan of NFE programmes to be conducted in the districts. 2) To implement the work plan approved by DNFEFC. 3) To monitor and supervise the NFE programmes conducted in the district and send a report of the activities to the DNFEFC, Regional Education Directorate Office, Non-Forma Education Center (NFEC) and the Department of Education (DoE). 4) To prepare an annual report outlining all the NFE activities in the district and submit it to DNFEFC. 5) To update data related to NFE in the district. 6) Prepare examination papers and conduct examination of NFE classes. 7) To help form the NFE Class Management Committee.
<p>Resource Center(RC)</p>	<ol style="list-style-type: none"> 1) To help communities prepare their Village Education Plan (VEP) 2) To update literacy data for the catchment area served by the Resource Center (RC). 3) Hold regular meetings with Motivators, Community Mobilizers and NFE class Facilitators to foster greater cooperation and improve coordination. 4) To monitor NFE programmes in the RC's catchment area and submit monitoring reports to the DEO. 5) To plan and conduct training and orientation programmes in the RC. 6) To conduct meetings with Educational Promoters at least every two months to give feedback based on evaluations of each Educational Promoter's programmes 7) To check that sufficient quantities of the required teaching/learning materials are available in each NFE classes.
<p>Mother School</p>	<ol style="list-style-type: none"> 1) To cooperate in selecting a venue to conduct ASP classes. 2) To help write a daily and annual academic plan for ASP classes. 3) To help the Facilitator in improve their teaching techniques. 4) To supervise and monitor the ASP classes regularly. 5) To maintain a record of data recorded from the ASP class with the Mother School's own records. 6) To set and conduct examinations in the ASP class. 7) To publish results and provide certificates. 8) To help the children who have completed grade 3 from School Outreach Programme (SOP) and third level from Flexible Schooling Programme (FSP) to enroll in the formal school in grade 4 and 6 respectively. 9) To work with the facilitator and CMC to solve problems in the ASP class. 10) To send monitoring reports from the ASP class to the DEO. 11) To give equal regards to children in ASP classes as children enrolled directly in the Mother School 12) To confirm the attendance of Faciliator and recommend for the payment of the Faciliator's remuneration.

Facilitator

- 1) To take part in all required training programmes.
- 2) To prepare an annual, monthly and daily academic plan and conduct class activities accordingly.
- 3) To prepare an annual plan, submit it to the Mother School for approval and implement the plan.
- 4) To apply knowledge and skills which were gained from training programmes in the classroom.
- 5) To participate in the meeting of the CMC at least once every two months and implement the decisions of the CMC.
- 6) To maintain an accurate and up-to-date record of academic progress, stationary and material inventory attendance register and financial accounts.
- 7) To keep a "Visitor's Book" in class and ask the visitors who come to observe the classes to write their opinion in it.
- 8) To regularly assess the participants and conduct examinations at the end of each academic year.
- 9) To submit a report of activities conducted in the ASP class to the DEO and the Mother School.
- 10) To foster a sense of ownership among people by mobilizing the community to help acquire, develop and maintain assets, resources, materials.

Class Management Committee (CMC)

- 1) To select the Facilitator.
- 2) To collect participants.
- 3) To arrange a venue, furnishing and other facilities which are required for ASP classes.
- 4) To recommend the payment of remuneration of Facilitator to the DEO.
- 5) To ensure the continuity of the classes
- 6) To assess the learning achievement of participants and report it to DEO and VDC.
- 7) To mobilize the local community by conducting orientation and interaction programmes to raise public awareness at the local level.
- 8) Coordinate with the Mother School to fulfill its roles and responsibilities.

District Non- Formal Education Committee(DNFEC)

- 1) To coordinate the activities of Government offices and Non-Governmental Organizations (NGOs) that are involved in NFE in the district.
- 2) To help select VDCs/Municipalities where district level NFE surveys can be conducted.
- 3) To facilitate the auditing of the District NFE Development Fund.
- 4) To keep accurate records and files about NFE activities in the district.
- 5) To prepare plans for NFE programmes in the coming fiscal year and forward the plans to the NFEC.
- 6) To manage physical, economic and human resources needed to conduct NFE programmes.

VDC/Municipality
(As PIM 2061)

It is very important to understand the role of local authorities while formulating plans for the development of the village. So the Non formal Education programme shall be conducted with the help of VDC/Municipality in the following roles.

- 1) Data collection of Household literacy.
- 2) Selection of venue for class conduction.
- 3) Selection of Facilitators.
- 4) Arrangement of physical infrastructure.
- 5) Overseeing and Supervision.
- 6) Forming CMC (Non-Formal Education Consumers and Management Committee).
- 7) Solving problems as they arise.
- 8) Regulating classes and participants.
- 9) Involve local government and non government organizations working in the programme organization.
- 10) Extended publicity of the program with the cooperation of local community.
- 11) Preparing the description of literate and illiterate participants of the programme.
- 12) Organize the programme within given budget limit using own resource materials also.
- 13) Encourage the women/ backward groups who didn't have the opportunity to study but have keen interest to study.
- 14) Organize awareness symposiums.
- 15) Keep the status/record of the participants up dated and also maintain the record also with the concerned Ward and send the monthly progress report to the VDC, DEO, and NFEC.
- 16) Seek cooperation from DEO for technical and other assistance.
- 17) Form Literacy Campaign Committee at VDC/Municipal level and assist in the formation and conduction of regular meetings of CMC (Non-Formal Education Consumers and Management Committee).
- 18) Approve and allow any NGOs who are working in a particular area for alleviating illiteracy for conducting literacy classes. Also make necessary steps for assisting them financially.
- 19) Arrange for the regular monitoring of progress of classes with the assistance of Non- Formal Education Committee.
- 20) Coordinate with the governmental or non governmental units organizing ASP and other Non-Formal Education programmes in their area.
- 21) Can organize ASP and other Non-Formal Education programmes with the help of local NGOs.
- 22) Plan and demand with District Development Committee (DDC)/ DEO for the ASP and other Non-Formal Education programmes distribution.
- 23) Classes should be selected on the basis of status presented by giving due preference to the number of illiterate women in the Ward or place.

Non Government
Organizations (NGOs),
Community Based
Organizations (CBOs)
and Community
Learning Centre (CLC)

- 1) Assist VDC for the publicity of the programme.
- 2) Demand concerned units for the conduction of Non formal education
- 3) Work in partnership with the VDC for the class conduction
- 4) Regular reporting to the concerned authorities/(VDC/Municipality/DEO) regarding the progress of the ASP and other Non-Formal Education programmes.

Village/Ward Non-Formal
Education Committee

Rule 54 (3) of Education Regulations has made provisions for the formation of Non formal Education Committee at VDC/ Municipal, Ward level also. Accordingly, Village/Municipal Non formal Education Committee, Ward Non formal Education

Committee should be formed and their roles and authorities prescribed and implemented.

Procedure of activities

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NFEC Technical Meeting (TM)

Introduction	<input type="checkbox"/> The Non-Formal Education Center (NFEC) Section Officers hold a monthly meeting to discuss technical aspects of NFEC programmes including Alternative Schooling Programme (ASP).
Objectives	<input type="checkbox"/> <ul style="list-style-type: none"> ■ To discuss/share technical challenges and information amongst members of the Technical Team and representatives from related organizations. ■ To find solutions to problems identified. ■ To assess the progress and evaluate the overall effectiveness and efficiency of the ASP and other NFE (Non-formal Education) programmes. ■ To identify practical counter-actions to be undertaken to solve the problems identified and to improve the effectiveness and efficiency of the ASP.
Members	<input type="checkbox"/> <ul style="list-style-type: none"> ■ All section officers of the NFEC ■ Representatives from related organizations e.g. Department of Education (DoE) and Ministry of Local Development (MoLD), Ministry of Education (MoE) can be invited in advance according to the agenda and decision of the coordinator.
Date and Time	<input type="checkbox"/> The Last Friday of every Nepali month. From 11:00am (for a maximum of 2 hours)
Place	<input type="checkbox"/> NFEC's Meeting Hall
Chairperson and Coordinator	<input type="checkbox"/> <ul style="list-style-type: none"> ■ Chairperson: NFEC Director ■ Coordinator: Deputy Director in charge of Curriculum, Textbook and Training. If the Coordinator will be absent, he/she will designate another officer to coordinate the meeting.
Agenda	<input type="checkbox"/> The coordinator prepares the agenda at least one week prior to the meeting in consultation with NFEC Section Officers, other stakeholders and in accordance with the NFEC's Annual Action Plan.
Minutes	<input type="checkbox"/> Minutes of the TM are recorded by the Coordinator or another officer who is appointed by the Coordinator. Following the meeting, the minutes are circulated amongst those present for their review. The minutes are formally accepted at the following monthly meeting.
Information Sharing	<input type="checkbox"/> Information required for the TM is prepared by the Coordinator. If any members were absent from the TM, the coordinator should give the information to them after the meeting.
► Roles and Responsibilities	
Chairperson	<input type="checkbox"/> <ul style="list-style-type: none"> ■ Facilitates the meeting ■ Chairs the meeting
Coordinator	<input type="checkbox"/> <ul style="list-style-type: none"> ■ Plans and prepares everything necessary to conduct the meeting. ■ Circulates the agenda, and informs attendees of the date, time and location of the meeting. ■ Maintains all minutes, reports, correspondence and other documents. ■ Distributes all related documents to the meeting's participants
Other NFEC Section Officers	<input type="checkbox"/> <ul style="list-style-type: none"> ■ Provide the information and ideas. ■ Give technical advice and consultation about ASP and other programmes.

District Education Office Monthly Meeting

Introduction

Regular meetings among District Education Office (DEO) stakeholders are the key to effective implementation of ASP. There are two types of meetings where DEO stakeholders can discuss both formal and non-formal education issues including ASP:

1. A meeting for District-level Resource Person (RP) and School Supervisor (SS) is held monthly in the DEO.
2. A meeting for Resource Center (RC)-level Head Teachers is held monthly in respective RCs.

Objectives

- To share the progress of ASP and other formal and non-formal education programmes.
- To discuss problems and solutions related to ASP and other formal and non-formal education programmes.
- To exchange information and discuss the experience of people working on ASP and other formal and non-formal programmes in the field.
- To strengthen the network and improve corporation between the stakeholders.

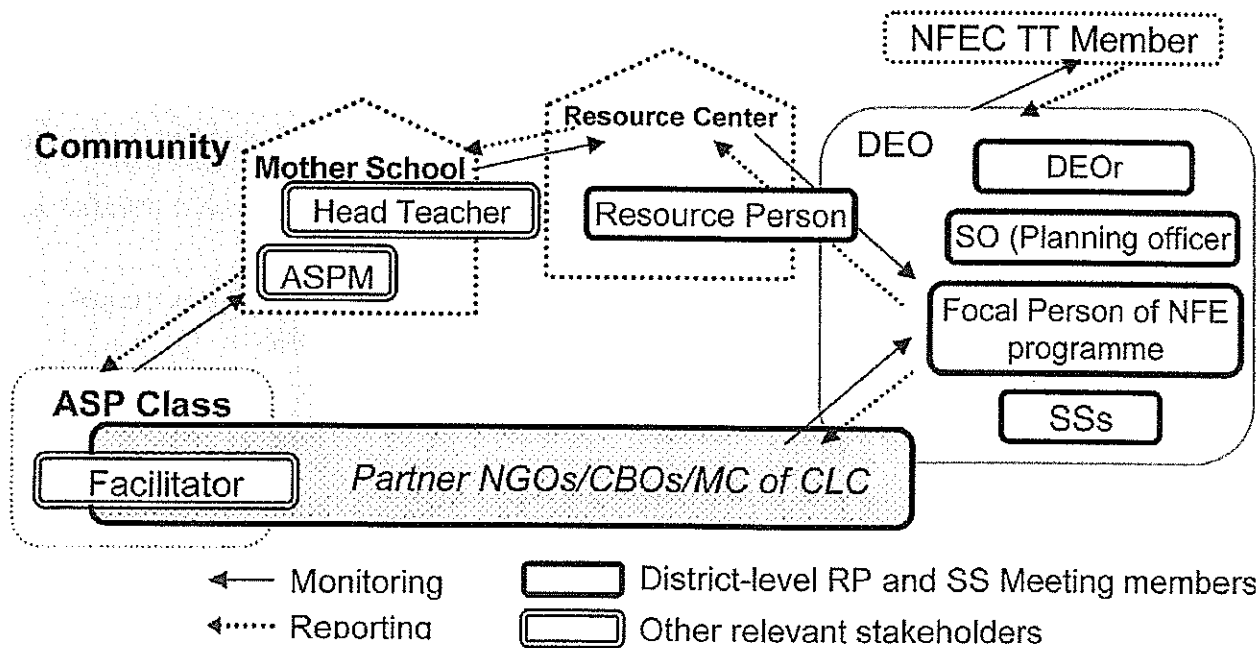
Participants of each meeting

District-level RP and SS meeting

1	All Officers from the DEO (District Education Officer (DEOr)/Planning Officer/Focal Person of NFE programme and others)
2	All RPs/SSs
3	Focal persons of Management Committees (MC) of Community Learning Center (CLC)/Partner Non-Governmental Organization (N GO)/ Community-Based Organization (CBO) when submitting reports
4	NFEC members whenever possible

RC-level head teacher meeting

1	Respective SSs
2	Respective RPs
3	Head teacher of Mother School (or a teacher from same school)
4	ASP Monitors (ASPMs) from the Mother School who are responsible for monitoring ASP classes.



Date, Time and Venue	District-level RP and SS meeting <ul style="list-style-type: none"> ■ The meeting is held at the DEO in the first week of each Nepali month RC-level head teacher meeting <ul style="list-style-type: none"> ■ The meeting is held monthly at the RC according to the schedule of RC or Mother School
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► Roles and Responsibilities of Meeting Participants

DEOr	<ul style="list-style-type: none"> ■ Call a District-level RP and SS meeting ■ Chair the District-level RP and SS meeting ■ Receive the Checklist for monitoring of ASP, reports, correspondence and other documents submitted by RPs ■ Make a decision within the scope of his authority when necessary ■ Coordinate with NFEC and other organizations when necessary
Planning Officer/ Focal person of NFE programme	<ul style="list-style-type: none"> ■ Prepares the agenda for the meeting ■ Informs the members about upcoming meetings ■ Keeps a record of the meeting minutes
SSs	<ul style="list-style-type: none"> ■ Reports on the discussions of RC-level Head Teacher meeting in District-level RP and SS meeting ■ Receives the monitoring list from the RP ■ One SS takes the Minutes of the meeting in Nepali
RPs	<ul style="list-style-type: none"> ■ Reports on the discussion of RC-level teacher meeting in District-level RP and SS meeting ■ Calls an RC-level Head Teacher meeting ■ Chairs the RC-level Head Teacher meeting ■ Reports on the progress of ASP based on the results of monitoring by ASPMs ■ Shares and discusses any problems in ASP classes that were identified during field-level monitoring ■ Prepares and submits the Checklist for monitoring of ASP
Focal Persons of MC of CLC/Partner NGO/CBO	<ul style="list-style-type: none"> ■ Report about the progress of community mobilization activities and ASP classes in District-level RP and SS meeting ■ Submits monitoring report three times per year (after each trimester exam) to brief the DEO on the progress of ASP classes
ASPM (Headmaster or teachers of Mother School)	<ul style="list-style-type: none"> ■ Gives report about the progress of ASP classes in the RC-level Head Teacher meeting ■ Shares and discuss any problems in ASP classes that were identified during field-level monitoring
NFEC member	<ul style="list-style-type: none"> ■ Provides relevant information on new plans and policies related to ASP ■ Provides a clear guidance on ASP and technical advice

► Important Notice

Guidance of “Orientation Programme”	At the beginning of Magh (by the end of January), regular District Monthly Meeting or separate a meeting should be organized as an Orientation Programme (See Detail in STEP3 Orientation Programme)
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STEP 1 Site Selection Process

Introduction

ASP needs to be implemented in areas where alternative education opportunities are required by children who are unable to be enrolled in school. According to the Village Education Plan (VEP)/Municipality Educational Plan (MEP)/CLC Guideline, ASP sites and other NFE programmes run by the NFEC are selected based on VEP mapping (refer to the VEP/CLC guideline for more information). In non-VEP areas, suitable sites for ASP are selected by the DEO in collaboration with relevant stakeholders to ensure sites are selected in a fair and transparent manner. ASP Planning/site selection process should be integrated in Village Profile or Municipality Profile development process annually starting from January.

Objective

To allocate ASP classes to communities that have the greatest need for alternative schooling opportunities for children who are not enrolled in school.

Procedure

Procedure 1

Establish the criteria and scoring that will be used to screen applications to select suitable sites for FSP and SOP

Once the decision to provide ASP has been declared by the NFEC, the DEO (DEO, Planning Officer, Focal Person of NFE, Technical Assistant, SSs and RPs) the criteria for selecting suitable ASP sites and a score for each criteria which indicates how important the criteria is for selecting a suitable ASP site.

◆ Example of criteria and points for selecting a suitable site for **FSP**.

Model criteria	Score
The number of children between 8 – 14 years of age who are not attending school.	25 Points
The number of people from the Dalit caste group.	18 Points
The number of people from ethnic groups.	16 Points
The number of girls who are not attending school.	15 Points
The number of working children who are engaged in domestic work in their own house.	9 Points
The number of children who are engaged in paid labour.	8 Points
A community which is motivated to support ASP activities.	5 Points
A community which has strong support from various stakeholders who are able to assist with ASP.	4 Points
Total 100 Points	

◆ Example of criteria and points for selecting a suitable site for **SOP**

Model criteria	Score
The number of children between 6 – 8 years of age who are not attending school.	25 Points
Community is long distance from a formal school.	21 Points
The number of people from the Dalit caste group.	17 Points
The number of people from ethnic groups.	15 Points
The number of girls who are not attending school.	10 Points
A community which is motivated to support ASP activities.	7 Points
A community which has strong support from various stakeholders who are able to assist with ASP.	5 Points
Total 100 Points	

Procedure 2
Disseminate information about ASP at the district level
 The DEO disseminates information about ASP to stakeholders at the district level. The stakeholders include District Development Committee (DDC), District Administrative Office (DAO), Women District Office (WDO), other line agencies and local NGOs. The overview of ASP and the site selection process including ASP site selection criteria need to be explained to these stakeholders.

Procedure 3
Announce the provision of ASP to the public
 The DEO publicly announces its intention to conduct ASP classes and invites applications from representatives of the local communities such as Village Development Committee (VDC), Village Education Committee (VEC), Schools, NGOs, CLCs and CBOs.

The information to be included in the notice:

- A brief explanation about ASP
- A description of the selection process to be used which includes criteria and scoring method for site selection.
- The qualification of facilitators to be recruited

The public notice can be posted in the following places:

- DEO office
- VDC office
- Formal schools
- Bulletin boards or any meeting places in communities

Procedure 4
Collect and Examine applications to screen potential sites for selection
 Once applications are submitted, the DEO carefully screens them by assigning a score to each community based upon the criteria selected in Procedure 1.

Note: While the scoring system is fair and systematic, situations will arise where there is only a small difference between the scores of two or more sites (for example less than 2 points difference). In this case judgment based on common sense needs to be used to select between these sites.

Procedure 5
Finalize the sites for ASP in District NFE Committee
 The sites are recommended by the DEO based on the results of applications from local communities which were examined and approved by District Non Formal Education Committee (DNFEC) chaired by Local Development Office (LDO) (See the details of the membership of DNFEC in NFE PIM 2064).

Schedule of selection
 The procedure for site selection should commence early in Pous (December), and be completed by the end of Magh (middle of January).

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1:</i> Establish criteria for selecting the site for FSP	<i>Pous</i>	<i>Dec</i>
<i>Procedure 2:</i> Disseminate information about ASP at the district level	<i>Pous</i>	<i>Dec</i>
<i>Procedure 3:</i> Announce the provision of ASP to the public	<i>Pous</i>	<i>Dec/Jan</i>
<i>Procedure 4:</i> Collect/examine the applications	<i>Magh</i>	<i>Jan</i>
<i>Procedure 5:</i> Finalize the sites for ASP in District NFE Committee	<i>Magh</i>	<i>Jan</i>

Identification of ASP Children

Sangla VDC, located in the northern part of Kathmandu District, was selected as one of the pilot sites by CASP as per the recommendations of the CASP Feasibility Study. The Feasibility Study indicated that a certain number of children between the ages of 6-8 years old were being kept out of school in Sangla VDC due social and financial reasons. The CASP partner NGO conducted a mass meeting with community stakeholders, door-to-door visits and individual consultations, to identify the eligible children for the SOP. 24 children were registered for the SOP class - even though the Programme Implementation Manual (PIM) stipulates that only 20 children can be accommodated as a maximum for each class.

Determining the site of the SOP class was a challenge since the identified children were found to live in scattered settlements across Sangla VDC. All stakeholders, such as community members, parents, the CASP partner NGO and the teachers of the formal school repeatedly discussed where to conduct the SOP class. They finally decided to conduct it in a private cow barn in the vicinity of the formal school. In this case there were no alternatives, in light of providing fair accessibility to all, even though the PIM stipulates that the SOP should be implemented in remote settlements far from any formal schools.

Once the SOP class was launched in Sangla VDC, some of the registered children were found to be ineligible for the SOP, such as school-going children and Early Child Development (ECD) children. The CASP partner NGO convinced these children to either go back to their formal schools or ECD classes by disseminating information on objectives of the SOP. In the long run, 15 eligible children took part in the SOP in Sangla VDC. The CASP partner NGO, in collaboration with Class Management Committee (CMC) members, the ASPM and the formal school's teachers, encouraged the parents of these 15 children to send them to the SOP class regularly, as well as enrolling in the formal school after completion of the SOP. SOP children gradually gained interested in enrolling in a formal school after taking part in several interactive programmes with formal school students. Consequently, the parents and the CMC members became aware of the importance of child education, and have since decided to send all the communities children to the nearby formal school before completion of the SOP. In response to their request, the SOP Sangla was closed in the end of the second year of its implementation. All ASP participants have been enrolled in the formal primary school located nearby the ASP class.

The key lessons learned by the case of SOP Sangla are as follows:

- ▶ As stipulated by PIM, the SOP should be provided for communities in which children of 6-8 years are unable to go to school because of geographical remoteness. However, if many out-of-school children are present in the vicinity of formal schools (due to, for example, social and/or financial reasons), the provision of alternative education opportunities such as the FSP need to be taken into consideration, in light of thorough consultation with community members, parents, the DEO and NFEC.
- ▶ It is necessary to identify and screen eligible children for the SOP carefully by holding mass meetings and undertaking individual consultations with parents and community members. If an attempt is made to register school-going children or young children of less than 6 years for the SOP, they should not be allowed to join in the SOP and be directed to return to school or go to ECD classes where-ever available.
- ▶ Once the SOP is launched, it is necessary to encourage parents to regularly send their children. This should not only be encouraged for SOP classes but also in continuing to send their children to formal schools later on. This can be achieved by implementing various community mobilization activities such as door-to-door visits and interactive programmes between the SOP and formal school students.
- ▶ In this particular case, the ASP class was set up in an area where there was no strong need for one. This was partly because there was no educational plan based on mapping - the location was selected without any information about educational needs in this area. This was also because the class had been established in response to the requests of local parents who had been attracted to free ASP textbooks (textbooks for formal education need to be purchased) rather than on the basis of a educational needs assessment that allocated the SOP. This issue would have been avoided if an educational needs assessment, like a Village Education Plan (VEP), had been properly done.

STEP 2 Partner NGO/CBO Selection

Introduction

- Considering the fact that out-of-school children already exist in the disadvantaged community before an ASP class is provided, a change in the awareness and behavior patterns of education of children does not occur among parents/guardians and people in the community spontaneously. It requires mobilizers who are able to help parents and the wider community change their attitude and behavior towards their children's schooling and to be actively involved in ASP. It is envisaged that the Management Committee (MC) of CLC, Partner NGOs or CBOs can play a role of mobilizers in ASP.
- National Non-formal Education Policy stipulates that VEP-based CLCs are responsible for community mobilization, participation and monitoring of NFE programmes including ASP. However, in non-VEP-based CLC areas, contribution from local organizations such as NGOs, CBOs, and other relevant local groups can help to implement ASP effectively, especially if they specialize in community development and/or community mobilization activities for disadvantaged social groups including children. Their grassroots-level experience, facilitation skills and local network are useful for effective and efficient implementation of ASP.
- It is important that capable NGOs/CBOs interested in community mobilization activities in ASP are selected by the DEO in a fair and transparent manner.

Objective

Select suitable partners who are able to undertake community mobilization and promote community participation in ASP activities.

◇ Procedure

Procedure 1

Form a Selection Committee

The selection committee for Partner NGOs/CBOs is formed by the DEO with the following members of District Non Formal Education Committee (DNFEC).

1. DEO
2. Focal Person of NFE programme/Planning Officer

*In addition, the following members should be included in the Selection Committee.

3. DDC representatives
4. Representatives from SSs and RPs

It may be useful for the Selection Committee to collect the relevant information about NGOs and CBOs that are working in VDCs/Municipalities where ASP classes will be provided.

Procedure 2

Prepare Terms of Reference and the Proposal Submission Instructions

The Selection Committee prepares the Terms of Reference (TOR) for Partner NGOs/CBOs. TOR consists of 1) background of ASP, 2) overall scope of work, 3) timeframe, and 4) reporting (See **Appendix 2 The sample format of TOR**).

The overall scope of work for Partner NGOs/CBOs is presented below:

- To encourage the community, and specifically the CMC, parents, ASP children, EVs and people in the community to be involved in child education through conducting various community mobilization activities (See the details in **STEP 3 Orientation Programme, STEP 4 Formation of CMC, STEP 6 EV Selection, STEP 8 Community Mobilization**)
- To assist a facilitator in undertaking the ASP class in collaboration with ASPM and RP
- To collaborate with various stakeholders such as the VDC, DDC, schools, other NGOs/CBOs, government agencies and people in the community who can assist with the technical and financial aspects of ASP.
- To attend the orientation programme organized by DEO/RP
- To attend the District-level RP and SS meetings three times a year (after each trimester exam) to report on the progress of community mobilization activities (See pre STEP, **District Education Office Monthly Meeting**)

- To submit reports to DEO in the above District-level RP, SS meetings

The Selection Committee also prepares the Proposal Submission Instruction (PSI) which makes it simpler for applicants to prepare a proposal. At the very least the PSI includes: 1) required documents, 2) required management competences, 3) required technical competences, and 4) an estimation of costs.

Procedure 3
Set up the evaluation criteria

The Selection Committee sets up the criteria to evaluate proposals from NGOs or CBOs and conducts interviews. Examples of criteria used to assess applications are illustrated in Procedure 5.

Procedure 4
Announce to the public

The Selection Committee issues a public invitation for NGOs and CBOs to apply to be an ASP partner by posting a notice in the DEO or in government and/or local newspapers. The detailed TOR and PSI are distributed by DEO to those who are interested in submitting a proposal. The deadline for submission of proposals, for example 15 days after the public announcement should be also mentioned in the notice.

Procedure 5
Evaluate proposals

Based on the selection criteria, the Selection Committee evaluates proposals. Two examples of the criteria and procedures are presented below:

Example 1:

Firstly, the proposals are screened in to ensure the NGO/CBO meets the basic eligibility criteria

S.N	Name of NGOs/CBOs	Registration		Renewal of Registration		3 years after establishment		Total points
		Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)	No (0)	
1	A							
2	B							
3	C							

Proposals from organizations which do not meet the minimum criteria (above) are rejected. Proposals which meet the minimum criteria are then evaluated according to the following criteria; (i) Background of the organization, (ii) Experience and Expertise of Organization, (iii) Availability of Office Equipment, (iv) Availability of Human Resource, (v) Community Mobilization Strategy, and (vi) Attached Document. Score weight and points obtainable are indicated below.

	Name of NGOs/CBOs	Score weight	Points Obtainable
1	Background of the organization	10%	10
2	Experience and expertise of organization	50%	50
3	Availability of office equipment	10%	10
4	Availability of human resource	10%	10
5	Community mobilization strategy	15%	15
6	Attached document	5%	5
Total		100%	100

1. Background of the Organization		Points Allocation	Points Obtainable	NGOs/CBOs		
				A	B	C
1.1	Types of Organization	3				
	National		1			
	District		2			
	Village/community		3			
1.2	Objective of Organization	3				
	Education		2			
	Others		1			
1.3	Executive committee members	4				
	Committee formation (only male)		2			
	Female members in committee		1			
	Disadvantage and ethnic people in committee		1			
Sub-total		10				

2. Experience and Expertise of the organization		Points Allocation	Points Obtainable	NGOs/CBOs		
				A	B	C
2.1	Years of Experience	5				
	3 years		3			
	4-5 years		4			
	More than 6 years		5			
2.2	Number of Project Completed	5				
	1-3 projects		4			
	More than 4 projects		5			
2.3	Working Area	6				
	Proposed VDCs/Areas		3			
	Other VDCs/Areas in concerned district		2			
	Other VDCs/Areas		1			
2.4	Experience in Similar Projects	34				
	Formal education		10			
	Non-formal education (any type)		10			
	Non-formal education for children		14			
Sub-total		50				

3. Availability of Office Equipment		Points Allocation	Points Obtainable	NGOs/CBOs		
				A	B	C
3. Availability of Office Equipment		10				
	Computer		3			
	Telephone		3			
	E-mail		2			
	Faximili		2			
Sub-total		10				

4. Availability of Human Resource		Points Allocation	Points Obtainable	Remarks	NGOs/CBOs		
					A	B	C
4.1	Number of staff members	4					
	1 to 3		2				
	4 to 5		3				
	More than 6		4				
4.2	Qualification	3					
	Below S.L.C		1	0.5 per staff up 2 staffs			
	S.L.C or above S.L.C		2	1per staff up 2 staffs			
4.3	Years of Working Experience	3					
	1 to 2 years		0.6	0.2 per staff up to 3 staffs			
	3 years		0.6	0.3 per staff up to 2 staffs			
	4 years		0.8	0.4 per staff up to 2 staffs			
	5 years		1	0.5per staff up to 2 staffs			
Sub-total		10					

5. Community mobilization Strategy	Points allocation	Points Obtainable	NGOs/CBOs		
			A	B	C
5. Community Mobilization Strategy	15	15			

6. Attached Documents	Points allocation	Points Obtainable	NGOs/CBOs		
			A	B	C
6. Attached Documents	5				
By-laws		2			
Progress Report		2			
Financial Report		1			
Sub-total	5				

Example 2:

The Technical Proposals are evaluated from three aspects; (i) Expertise of NGOs/CBOs, (ii) Proposed Approaches and Activities, and (iii) Personnel. Score weight and points obtainable are indicated below.

Category	Score Weight	Points Obtainable	NGOs/CBOs		
			A	B	C
1 Expertise of NGOs/CBOs submitting Proposal	35%	35			
2 Proposed Approach and Activities	40%	40			
3 Personnel	25%	25			

1. Expertise of NGOs/CBOs submitting Proposal	Points Obtainable	NGOs/CBOs		
		A	B	C
1.1 General Reputation of Organization and Staff (Competence / Reliability)	3			
1.2 Registration as a local NGO in Social Welfare Council and at least 3-year experience	2			
1.3 Having a head office or a branch office in the concerned district	2			
1.4 General Organizational Capability which is likely to affect implementation (i.e. documentation, size of the organization, organizational structure such as separated account section, strength of project management support e.g. project financing capacity and project management controls, coordination with government organizations, network with other organizations)	7			
1.5 Relevance of specialized <u>knowledge</u> and <u>experience</u> regarding community mobilization or community development	6			
1.6 Relevance of experience on Similar Program/Project regarding ASP, adult literacy, education sector	6			
1.7 Relevant of experience on Projects in the concerned district	6			
1.8 Relevance working experience for major multilateral/ or bilateral donor -support program	3			
Sub-total	35			

2. Proposed Work Approach and Activities	Points Obtainable	NGOs/CBOs		
		A	B	C
2.1 To what degree does the NGO understand the task? (Is the scope of all tasks well defined and does it correspond to the TOR?)	9			
2.2 Have the community mobilization and community participation activities been addressed in sufficient detail?	8			
2.3 Have the activities related to assisting in effective teaching and improving the level of education been addressed in sufficient detail?	8			
2.4 Have the follow-up activities including evaluation of proposed activities been described?	6			
2.5 Are the proposed activities, approaches and plan feasible and realistic which help to promote community mobilization activities of ASP	9			
Sub-total	40			

3. Personnel		Points Obtainable	NGOs/CBOs		
			A	B	C
3.1	Programme Coordinator				
	Suitability for the Project				
	- Training Experience	2			
	- Professional Experience in the area of specialization	10			
	- Knowledge of the district and targeting VDCs	3			
	- Language Qualifications	5			
	Sub-score	20			
3.2	Other staff				
	Suitability for the Project				
	- Training Experience	5			
	- Professional Experience in the area of specialization	2			
	- Knowledge of the district and targeting VDCs	2			
	- Language Qualifications				
	Sub-score	10			
Sub-total		30			

Procedure 6:**Interview NGOs/CBOs**

It is recommended that the Selection Committee interview the Partner NGOs/CBOs which obtain high scores after evaluation of their technical proposal. The duration of the interview should be approximately 30 minutes. An example of the evaluation criteria for interview is shown below:

Evaluation Criteria for Interview

Points of Interview		Points Obtainable	NGOs/CBOs		
			A	B	C
1	Organizational Capacity in terms of implementation of ASP	4.5			
2	Clear Understanding of TOR	4.5			
3	Clear Understanding of coordination with DEO and other Government Agencies	4.5			
4	Knowledge & experience of NFE	4.5			
5	Knowledge & experience of Community Mobilization	4.5			
6	Presentation Skill (Language, Attitude, Logical Opinion)	4.5			
7	Security issues	3.0			
Total					

Procedure 7:**Finalize the selection of Partner NGOs/CBOs**

The Selection Committee selects the Partner NGOs/CBOs that obtain high marks and perform well in the interview. The Selection Committee is responsible for notifying the successful candidate that they have been selected.

Schedule of selection

The selection of Partner NGOs/CBOs should be conducted according to the following schedule.

	Nepali Month	English Month
<i>Procedure 1:</i> Form a Selection Committee	Magh	Jan
<i>Procedure 2:</i> Prepare Terms of Reference and the Proposal Submission Instructions	Magh	Jan
<i>Procedure 3:</i> Set up the evaluation criteria	Magh	Jan
<i>Procedure 4:</i> Announce to the public	Magh	Jan
<i>Procedure 5:</i> Evaluate proposals	Magh	Jan
<i>Procedure 6:</i> Interview NGOs/CBOs	Magh	Jan
<i>Procedure 7:</i> Finalize the selection of Partner NGOs/CBOs	Magh	Jan

STEP 3 Orientation Programme

Introduction

- Before implementing ASP it is important that all stakeholders, especially people in the local community, understand why ASP is important and how it will be implemented in the community. When the community is well informed about the ASP they can be encouraged to be involved in ASP and community mobilization activities.
- The DEO, including the RP, should clearly understand the concept, purposes and practice of ASP so they can organize an effective orientation programme for people at the grassroots level. It is essential to inform and involve DDC/ VDC official from beginning of ASP classes.
- The Mother School and MC of CLC/Partner NGO/CBO are members of the group which implement ASP. The Mother School is responsible for monitoring ASP classes while the MC of CLC/Partner NGO/CBO is responsible for community mobilization activities in the ASP sites. Once the site for ASP is finalized, the SSs and RPs from the DEO should conduct an orientation programme on ASP for the Mother School, the MC of CLC/Partner NGO/CBO.
- A one-day orientation programme should be organized at the VDC/ward level and one at the target community level. The former is organized by RPs and SSs while the latter is held by MC of CLC/Partner NGO/CBO. In the case of urban FSP, it may be more practical to conduct the orientation programme at the community level alone by inviting various stakeholders rather than undertaking two programs separately at both VDC/ward and community levels.

Objectives

At the RC level

- To increase awareness and understanding about ASP among staff of the Mother School, the MC of CLC/Partner NGO and CBOs.
- To ensure all stakeholders are clear about the roles and responsibilities of the Mother School, the MC of CLC/Partner NGO/CBO in providing ASP.
- To strengthen the coordination and cooperation between the DEO, the Mother School, the MC of CLC/Partner NGO/CBO

At the VDC/ward level

- To increase VDC/ward-level stakeholders' understanding of ASP
- To strengthen coordination and cooperation between VDC/ward-level stakeholders.

At the target community level

- To improve understanding about ASP among staff of the Mother School, people in the wider community and parents.
- To ensure all stakeholders are clear about the roles and responsibilities of the Mother School, people in the community and parents of children enrolled in ASP classes.
- To create a sense of ownership of the local ASP classes among community people and parents of children enrolled in ASP classes.

Target Groups of Orientation Programme

At the RC level

SSs and RPs are responsible for organizing a one-day orientation programme in the DEO or the RC. The following people and organizations who are responsible for implementing ASP should be invited:

1. Mother school (Head Teachers and/or teachers who have been designated as ASPMs)
2. MC of CLC*/Partner NGO/CBO

*CLC is also provided with information about ASP during the CLC capacity building programme which is organized by NFEC

At the VDC/ward level

SSs and RPs are responsible for organizing a one-day orientation programme at a convenient location in the concerned VDC/Ward. The following local stakeholders should be invited to attend the orientation programme:

1. Present/former VDC/Municipality/ward officials
2. Mother School Head Teachers and teachers
3. MC of CLC/Partner NGO/CBO
4. Social Leaders
5. Human Right Activists
6. Representatives from Ethnic Groups represented in the community
7. Line Agencies (Government Officials)
8. NGOs/CBOs working in the target VDC/Ward

At the target community level

The MC of CLC/Partner NGO/CBO is responsible for organizing a one-day orientation programme in collaboration with RPs and SSs in the local community. The following stakeholders should participate in the orientation programme:

1. Parents
2. People from the community
3. Head Teachers and teachers from the Mother School
4. Concerned RP and SS
5. Community leaders
6. Representative from VDC/Ward officials

Contents of Orientation programme

The following contents should be orientated during the programme.

- Explanation of the ASP operational system based on the "ASP Guideline". This orientation should focus on STEPs 4-11 of the ASP Guideline.
- Explanation of Budgetary provision (See NFE PIM section 4)
- Interactive questions and answers

The Orientation Programs can be conducted using a combination of various methods such as presentations, group discussions, street drama, role-plays. Methods used could vary depending upon the situation and the interest of target groups.

► **Roles and Responsibilities**

SSs/RPs

- Organize the orientation programmes at RC level and the VDC/Ward level
- Assist MC of CLC/Partner NGO/CBO to organize the orientation programme at the level of the target community.

MC of CLC/Partner NGO/CBO

Organize the orientation program at the target community level in collaboration with SSs and RPs

NFEC

Provide an orientation program guideline and budgetary provision for conducting ASP orientation activities to the DEO.

Schedule of orientation programme

The orientation programme should be conducted according to the following schedule.

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1:</i> Orientation programme at the RC level	<i>By the end of Magh at the latest</i>	<i>By the middle of Feb at the latest</i>
<i>Procedure 2:</i> Orientation programme at the VDC/Ward level	<i>By the beginning of Fagun at the latest</i>	<i>By the end of Feb at the latest</i>
<i>Procedure 3:</i> Orientation programme at the target community level	<i>By the middle of Fagun at the latest</i>	<i>By the beginning of March at the latest</i>

Orientation programme of ASP

The Gongabu FSP was launched in the urban Kathmandu in 2006 to provide alternative opportunities of education for deprived children who, for various reasons, had failed to attend formal schooling at the right age. The FSP class had taken place for 27 children in the formal school of Gongabu after regular classes.

A few months later, the formal school made a complaint about the fact that some of their students had left the school to attend the FSP class. Since this is against the concept of the FSP, a meeting was held for stakeholders such as parents, the community, the school teachers, the FSP facilitator and EVs. It was revealed that many parents misunderstood the concept of the FSP. They opined that the FSP class was more attractive and potentially better than formal schooling, since they only ran for three years and were free of cost. As such they discouraged their children to go to formal schools, instead sending them to the FSP classes. The misunderstood role and purpose of the FSP seems to have occurred due to the fact that the CASP partner NGO neither conducted the orientation programme nor other community mobilization activities stipulated in the work agreement with CASP. Thus, most of the stakeholders did not clearly understand the concept of the FSP (including its objectives), the criteria for target children in the FSP and the programme schedule.

Due to the unsatisfactory performance of the CASP partner NGO, the contract was terminated. Another NGO was selected by CASP, the DEO and NFEC to perform the above mentioned tasks. The newly selected NGO held a community-level orientation programme and explained to the head teacher, DEO stakeholders, the FSP facilitator and some parents the concept of the FSP, its objectives and procedures, as well as the roles and responsibilities of each stakeholder. Since most of the parents who had migrated from rural areas to Gongabu were too busy making a living to attend the orientation meeting, the newly selected CASP partner NGO, in close coordination with the formal school, community members and EVs, identified and reselected the 22 eligible children for the FSP class through door-to-door visits and individual consultation. After this intervention, the FSP class in Gongabu was successfully implemented and had run smoothly.

The key lessons learned in the case of the Gongabu FSP include:

- ▶ Clear orientation programmes should be conducted at the very beginning of interventions to clearly disseminate necessary information on the outlines of the ASP to stakeholders. If parents, community people and mother school teachers are not fully able to understand the concept of the ASP (including its objectives, procedures, the roles and responsibilities of each stakeholder), it is hard to mobilize and involve them in the programme.
- ▶ In the case of the FSP classes in urban areas, it is essential to conduct the orientation meeting at the community level alone. In other words, it is neither relevant nor necessary to conduct a mass gathering at the VDC level. If stakeholders are too busy to attend such a meeting, implementation of door-to-door visits and individual consultation/meetings may be more effective in providing the necessary information and encouraging them to participate in the various activities of the FSP classes.

STEP 4 Formation of Class Management Committee (CMC)

Introduction

- Community participation in class management is the key to effective implementation of ASP.
- It is stipulated in the NFE PIM 2064 that a Class Management Committee (CMC) which consists of at least five people from the local community should be formed. should be formed and shoul at least five people.
- From the outset it is necessary for the CMC to recognize their responsibility for the effective and efficient implantation of ASP and their responsibility to ensure children in their community receive a quality education.
- The CMC should take the lead role in managing class activities and community mobilization initiatives.

Objectives

To encourage people in the community to participate actively in ASP to foster a sense of community ownership and promote leadership in managing class activities and community mobilization.

Members of CMC

As stipulated in the NFEC PIM 2064 [section 26] the CMC must be comprised of the following members:

1. Chairperson- among parents
2. Member Secretary- Facilitator (to be a member after selection) (See **STEP5 Facilitator Selection**)
3. Member -Representative of Mother School (a head teacher or a teacher assigned by the head teacher)
4. Member- Parent*
5. Member-Parent

*Wherever feasible, it is preferable to select one female parent as the member of CMC. It is also preferable to select parents from Ethnic/Marginalized Groups.

The following people may also be invited to be members of the CMC.

- Community leader/ capable person who can coordinate with other people in the community and ensure all necessary tasks are completed by the community.
- CLC/CBO/NGO who can assist the CMC to support ASP
- Educational Volunteers (EVs) who are involved in class management
- Representatives from VDC/Municipality

► Roles and Responsibilities of CMC

- Manage the provision of a class room, arrange furnishing for the class room, and acquire educational materials (See also NFE PIM 2064 [section 27] and **STEP 7 Arrangement of Learning Environment** in this guideline)
- Monitor classes and give feedback to the facilitator
- Hold monthly meetings in the first year and bi-monthly meetings in the second and third years of ASP to discuss problems and solutions.
- Conduct home visits in and around the local area (See the details in **STEP8 Community Mobilization**)
- Organize an open day for parent to come the ASP class(See the details in **STEP8 Community Mobilization**)

◇ Procedures

Procedure 1

Disseminate information on CMC in the orientation programmes

Brief information about the purpose, roles and responsibilities of the CMC should be disseminated to the community people during orientation programmes at the VDC/Ward and the local community level. See the details in **STEP 3 Orientation Programme**.

Procedure 2
Hold a CMC formation meeting RPs organize a CMC formation meeting in collaboration with the MC of CLC, Partner NGO or CBO and the mother school. The purpose of the CMC formation meeting is to select CMC members from among the people in the community.

Procedure 3
Provide CMC with an orientation RPs organize a one-day orientation programme for CMC members in collaboration with the MC of CLC, Partner NGO or CBO. The CMC orientation programme should include the following topics.

- Introduction of ASP classes.
- Budgetary provision from DEO.
- Roles and responsibilities of CMC and other stakeholders
- Method to be used to monitor classes and provide feedback to facilitators.
- Raise the issue of children dropping out of ASP and countermeasures to prevent children dropping out of ASP.
- Means of coordinating with other organizations for resource mobilization and management.
- Activities which will involve the CMC including holding monthly/bi-monthly keeping records of meetings, and participating in community mobilization activities.
- Preparation of an Annual Action Plan of CMC's activities (See the details in **STEP8 Community Mobilization**).

Procedure 4
Open a bank account Where it is possible, the CMC should open a bank account which is to be used for the purpose of managing the funds provide by the DEO for ASP.

Schedule of Formation Formation of CMC and provision of the orientation need to be carried out according to the following schedule.

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1: Disseminate information on CMC in the orientation programmes</i>	<i>By the middle of Fagun at the latest</i>	<i>By the beginning of March at the latest</i>
<i>Procedure 2: Hold a CMC formation meeting</i>	<i>By the end of Fagun at the latest</i>	<i>By the middle of March at the latest</i>
<i>Procedure 3: Provide CMC with an orientation</i>	<i>By the beginning of Chaitra at the latest</i>	<i>By the end of March at the latest</i>
<i>Procedure 4: Open a bank account</i>	<i>Chaitra</i>	<i>March/April</i>

STEP 5 Facilitator Selection

Introduction Using a fair and transparent process to select ASP facilitators is an essential part of providing a high quality learning experience for children enrolled in ASP classes. It is important to develop a formal selection process and help communities involved in ASP use the process to appoint the most capable and motivated person as a facilitator.

Objectives To select the facilitator of ASP fairly and transparently based on a clear selection process which is standardized for all communities.

Formation Facilitator Selection Committee Though it is stipulated in the NFE PIM 2064 that the CMC is responsible for the selection of the Facilitator, it is necessary to form a Facilitator Selection Committee (FSC). The FSC is responsible for the entire process of selecting the ASP facilitator. This is to ensure that correct procedures are followed and the process is fair and transparent. The committee consists of a CMC which is supported by the Management Committee of nearby CLC(s) and CBOs/NGOs who operate in the same area as the ASP class. If necessary, teachers from the Mother school and designated RP/SS(s) who are responsible for the ASP should also help the CMC select the ASP facilitator. The staff from the DEO and the local community must be consulted and continually informed about the needs of the local community and the selection process.

Advantages of using the FSC:

- Transparency in the selection process is maintained at the DEO level
- The community can be involved in selecting a facilitator who meets local needs.

Suggested composition of the FSC:

- 2 x Representatives from the CMC
- VEC representative
- Designated RP/SS or a representative from the DEO

► Roles and Responsibilities

Facilitator Selection Committee Members ■ Initiate the recruitment of the Facilitator.
 ■ Obtain the specific information about the ASP site, candidates, and community

CMC/VEC and CBOs/NGOs concerned area ■ Propose a list of qualified and capable facilitators who can serve as ASP class teachers.
 ■ Provide information to the FSC about the candidates including details of their qualifications, experience, etc.
 ■ Recommend a short-list of candidates to the DEO.

DEOr ■ Initiate the formation of the FSC.
 ■ Serve as chairperson of the FSC to oversee the entire process and ensure it is conducted in a fair and transparent manner.
 ■ Convene Selection Committee meetings based on the procedure described below.
 ■ Formally appoint facilitators according to the recommendations of the FSC.

Focal person of NFE programme or Planning Officer of DEO ■ Support the DEOr throughout the selection process.
 ■ As secretary of the FSC, coordinate and manage the facilitator selection process.
 ■ Maintain a record of the facilitator selection process, including a file of applications received, a record of scores used to evaluate applications and a record of meeting minutes
 ■ If serving on the FSC, undertake tasks required of an FSC member as determined by the FSC.

- Designated SS or RP**
- Collect and provide information to the FSC about the local area and needs of the community.
 - Announce the recruitment of the Facilitator in the target community.
 - If serving on the FSC, undertake tasks required of an FSC member as determined by the FSC.

- Selection Criteria**
- **Qualification of Facilitator**
 - Essential Criteria
 - As a minimum the candidate must hold a School Leaving Certificate (SLC).
 - Desirable Criteria
 - A licensed teacher or person undertaking teacher training.
 - A local person who can speak the local language or a person from the same ward.
 - A female facilitator.
 - A person who belongs to the lower caste or ethnic minority.
 - A facilitator who lives close to the ASP site is strongly recommended for practical reasons (e.g. Can travel to class without transportation) and will also have better knowledge about the local community and greater accountability.

◇ **Procedures**

- Procedure 1*
Preparation for Facilitator Selection
- **Selection Method:** Consistent with NFE PIM 2064
- The following issues should be considered by the FSC about the selection process:
- What information about applicants is needed to select a facilitator?
 - To whom will the announcement about the recruitment of the facilitator be made?
 - How will the announcement about the intention to recruit a facilitator be made? Method of Selection? What process will be used to select the facilitator? How will applications be evaluated and scored? How will interviews be conducted? (Interview? How to give scores?)

- Procedure 2*
Announcement of the intention to recruit a facilitator
- Based on the action plan, the recruitment of the Facilitator is announced to the public, particularly to the community in which the ASP is to be conducted.
 - If deemed necessary by the FSC the qualifications of facilitator and the application submission process can be changed in to reflect the needs of the local community. This may be necessary in remote and hilly areas.
 - The application period should be at least one month from the date of the first public announcement.

- Procedure 3*
Receiving Applications
- All the applications should be filed by the Focal Person of NFE programmeme or Planning Officer of the DEO.
 - A list of applicants should be prepared for assessment.
 - The applications should be kept for a certain period in case the selected facilitator needs to be replaced.
 - Partner NGO can recommended to DEO follow the selection procedure.

- Procedure 4*
Selection
- The FSC should carefully review all documents and information provided by the applicants, and make a fair judgment based on their qualifications.
 - A shortlist of applicants who passed the document screening should be called for a final interview.
 - One applicant for each ASP is finally selected and reported to DEOr by the FSC.

- Procedure 5*
Appointment
- The selected facilitator for each ASP is officially appointed by the DEOr by the middle of Fagun (end of February)

Schedule of selection

The training to the selected Facilitators should be conducted by the middle of Chaitra (end of March), but should not conflict with the timing of the SLC examinations. Therefore the selection process should be completed by the end of Fagun (middle of March). A sample schedule of the process is presented below.

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1: Preparation for Facilitator Selection</i>	<i>Fagun</i>	<i>Feb</i>
<i>Procedure 2: Announcement of Recruitment</i>	<i>Fagun</i>	<i>Feb</i>
<i>Procedure 3: Receiving applications</i>	<i>Fagun</i>	<i>Feb</i>
<i>Procedure 4: Select ASP facilitator</i>	<i>Fagun</i>	<i>Mar</i>
<i>Procedure 5: Appointment by DEOr</i>	<i>Fagun</i>	<i>Mar</i>

STEP 6 Educational Volunteers (EVs) Selection

Introduction	<p>Conducting classes without interruption is critical to the effective implementation of ASP. However, in practice, it is difficult for facilitators to conduct three-year ASP classes without taking any leave. In order to solve this problem, Educational Volunteers (EVs) were introduced to support facilitators during the CASP pilot. As well as filling in while the facilitator is absent, EVs also help facilitators with classroom activities such as conducting examinations. The experience of CASP proves that EVs are effective in assisting facilitators and ASP students.</p>
Objectives	<ul style="list-style-type: none"> ■ To prevent interruption to ASP classes in the absence of facilitators. ■ To assist facilitators in conducting ASP classes and examinations. ■ To assist CMC in improving ASP class management. ■ To promote community mobilization activities.
Selection Criteria	<p>The CMC is responsible for selecting and recruiting at least three EVs for each ASP class based on the following criteria.</p> <ul style="list-style-type: none"> • Those who live in the same ward or in the same locality as the ASP classes. • Those who have commitment to volunteer work. • Those who have keen interest in working on educational activities for/with children. <p><u>Desirable Criteria:</u></p> <ul style="list-style-type: none"> • Those who have experience in teaching and learning methods. • Those who passed SLC.
Roles and Responsibilities of EVs	<p>The roles and responsibilities of EVs are illustrated below.</p> <ul style="list-style-type: none"> ■ Conduct ASP classes in the absence of Facilitators. ■ Assist the facilitator in conducting ASP classes and examinations. ■ Motivate children to attend ASP classes and facilitate the process of enrolling in formal school. ■ Assist CMC in improving the management of ASP classes. ■ Facilitate parents and people from the community to participate in various activities related to ASP.
<p>◇ Procedures</p> <p><i>Procedure 1</i></p> <p style="padding-left: 20px;">Disseminate information on EVs in the orientation programmes</p>	<p>Brief information about EVs should be disseminated to the community in orientation programmes at the VDC/Ward and in the target community level (See the details in STEP 3 Orientation Programme).</p>
<p><i>Procedure 2</i></p> <p style="padding-left: 20px;">Recruit and select EVs by CMC</p>	<p>The CMC holds the first CMC meeting with the help of the MC of CLC/Partner NGO/CBO to discuss the recruitment and selection of EVs. RPs/SSs may be invited to participate in these initial discussions. Recommendations made by Facilitator should be considered while selecting EVs. Once EVs are selected by the CMC, the CLC/Partner NGO/CBO needs to report on the name of the EVs in each ASP class to the DEO when submitting their reports.</p>
<p><i>Procedure 3</i></p> <p style="padding-left: 20px;">Provide EVs with an orientation</p>	<p>The CLC or partner NGO/CBO organizes a one-day orientation program in collaboration with CMC members. The EVs orientation program should include the following topics.</p> <ul style="list-style-type: none"> ■ Introduction to ASP classes. ■ The roles and responsibilities of EVs. ■ The roles and responsibilities of other stakeholders such as the CMC, Mother School, RPs/SSs and CLC/Partner NGO/CBO.

Schedule of Formation

Selection of EVs and provision of the orientation programme need to be carried out according to the following schedule.

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1:</i> Disseminate information on EVs the orientation programmes	<i>By the middle of Fagun at the latest</i>	<i>By the beginning of March at the latest</i>
<i>Procedure 2:</i> Recruit and select EVs by CMC	<i>Chaitra</i>	<i>March</i>
<i>Procedure 3:</i> Provide EVs with an orientation	<i>Chaitra</i>	<i>April</i>

Case from CASP pilot activities-3

Orientation programme of ASP

In the first year of the ASP, the Hekrang and Ruding classes of Dhading district faced the problem that both facilitators needed to take maternity leave. In order to avoid closing down both classes, EVs took the respective classes for over two months. Since both EVs were the husbands of the facilitators, there were no problems in transferring the salary from wife to husband. The other maternity leave case occurred in Mathillo Worbang, where the husband of the facilitator also took the class for three months. Since each of these three husbands were SLC-certificate holders, they were able to teach the class. In a similar case, in Grasibas of Dhading, the facilitator suddenly left the class to go overseas at the end of the ASP's first year. One EV, a sister of this facilitator, replaced her and took over the class for two months.

There were no qualified EVs available to support education in Bungpung of Dhading district. However, some members of the community were very interested in supporting the ASP and became EVs. In particular, one married, female EV was so dedicated that she would observe the class almost every day, supporting the facilitator in conducting the children's learning activities. This significantly encouraged the FSP children to attend the class regularly. This EV was also voluntarily involved in supporting the facilitator in taking another class that targeted the younger siblings of children who had already been coming to the ASP class for two years. Owing to her strong commitment and support, children in the ASP class and their younger siblings continue to study in the community school established by DEO after completion of the ASP.

The system of EVs has also been found to function effectively in ASP classes undertaken within Kathmandu district. In Bauddha Tinchule and Talkududechur, the EVs took responsibility for the class immediately after their respective facilitators stopped working (one found employment in a school and the other married).

The experience of EVs in ASP classes has also had a positive impact on the EVs themselves. As an example, one of the EVs in Chhaimale of Kathmandu began to take the ASP class in the same VDC as a facilitator - one year after being involved in assisting with the first ASP class. Four EVs from three classes, namely Chhaimale, Talkududechur, and Sundarijal, independently attended a 10-month teacher training course after being involved in teaching ASP children as EVs.

The key lessons learned from the experiences of the ASP in Dhading and Kathmandu include:

- ▶ The involvement of EVs in the ASP is very effective in ensuring the classes run for the full three years without interruption. In particular, EVs are able to conduct class during the absence of the facilitator. This is not only for day/s of unexpected sick leave, but also for long-term leave such as maternal and extended sick leave, along with leave for participation in training and other meetings. If a facilitator quits his/her position, EVs can seamlessly replace them and continue to conduct the class.
- ▶ If SLC-graduates are not available to work as EVs, it is necessary to select those who have a strong willingness to voluntarily support the facilitator and the ASP children. It is necessary that the CMC consults with the facilitator in selecting the appropriate person/s as EVs, since both facilitator and EV will be required to work together closely.
- ▶ EVs, acting in place of the facilitator, may continue to conduct the class but will do so on a voluntarily basis for a short time. However, in the case of long-term absence of facilitators (such as the maternity leave), the salary should be transferred from the facilitator to the EV. In this regard, whenever and wherever feasible, it is suggested that family members or very close friends of facilitators who meet the criteria of EVs be selected to this role. This allows the salary of the facilitator to be easily transferred to the EV.
- ▶ Participation in the ASP can contribute to the enhancement of the self-confidence of EVs and also encourage them to be further involved in additional education programmes and/or teaching roles.

STEP 7 Arrangement of learning environment

Introduction	<ul style="list-style-type: none"> ■ The learning environment is the physical space (classroom) where ASP students participate in learning activities. ■ It is important to ensure the learning environment is well equipped with appropriate furniture and teaching/learning materials as this makes the learning environment safe and comfortable place for children to learn. ■ One of the key responsibilities of the CMC is to ensure the learning environment is appropriately equipped and prepared for the ASP class.
Objectives	<p>To provide suitable learning environment where ASP children can attend the class and dedicate themselves to learning for three years.</p>
► Roles and Responsibilities	
DEO	<p>Distribute the budget to the CMC so that the CMC can provide furniture and facilities for the classroom and purchase teaching/learning materials (See the details of budgetary provision in Appendix 3).</p>
CMC	<ul style="list-style-type: none"> ■ Select a suitable venue for ASP classes. ■ Furnish the classroom and acquire teaching/learning materials. ■ Collaborate with various organizations and individuals such as community people, VDC, Municipality, DDC, schools, NGOs, CBOs, and other line agencies to secure additional resources to furnish and equip the classroom.
Mother Schools	<p><input type="checkbox"/> Help the CMC arrange a classroom and furniture for the ASP class.</p>
MC of CLC/Partner NGO/CBO	<p><input type="checkbox"/> Help the CMC arrange a classroom and furniture for the ASP class.</p>
◇ Procedures	
Procedure 1 Provide orientation	<p>DEO provides orientation programmes at the two levels, at RC level and at VDC/Ward level to inform the total budget and method of distribution the materials to stakeholders. MC of CLC/Partner NGO/CBO provides at the target community level (See detail in STEP3 Orientation program).</p>
► Classroom preparation	
Procedure 2 Hold a CMC meeting	<p>The CMC holds a CMC meeting with the support of CLC/Partner NGO/CBO to discuss how to arrange a classroom and its furnishings. The CMC members need to identify which people and organizations will be responsible for various tasks which relate to establishing and maintaining the learning environment.</p>
Procedure 3 Provide the budget for classroom establishment	<p>The DEO provides the budget to the CMC for establishing, equipping and maintaining the ASP classroom. (See the details of budgetary provision in Appendix 3).</p>
Procedure 4 Seek the support from various stakeholders	<ul style="list-style-type: none"> ■ The CMC coordinates with the various stakeholders to obtain support for establishing the ASP classroom and its facilities. The following are examples of how various stakeholders might be able to support the creation of a good learning environment: ■ The Mother school can allow the CMC to use a classroom for FSP classes outside of school hours. ■ People from the community or other organizations can provide the CMC, with a room free of cost. ■ People from the community can voluntarily donate land where an ASP classroom can be built.

- People in the community can voluntarily make labor contribution to building a class room and furniture.
- People in the community can voluntarily contribute their skills and labour to build the classroom and furniture.
- Community forest groups can voluntarily provide CMC with wood for furnishings.
- VDC/Municipality, DDC, NGOs/CBOs and other donors can provide financial assistance for the CMC to purchase construction materials, pay for labor costs or pay the rent.

► **Teaching/learning materials**

Procedure 2

Provide the budget for Teaching/learning materials

The DEO provides the budget to purchase teaching/learning materials to the CMC (See the details of budgetary provision in Appendix 2).

Procedure 3

Provide Teaching/learning materials

- The CMC should consult with the Mother School to select the most appropriate teaching/learning materials. With the help of the CMC, the MC of the CLC/ Partner NGO/CBO acquires the teaching/learning materials using the budget provided by the DEO and other sources within the community.
- The CMC purchases and distributes the stationary and teaching/learning materials such as notebooks, pencil and eraser, chalk duster and blackboard to the ASP class by the end of Chaitra in cooperation with MC of CLC/ Partner NGO/CBO.
- The CMC also provides other teaching/learning materials which may be identified as being necessary following discussions with other stakeholders such as the Partner NGO/CBO and wider community.
- With the help of the MC of CLC/Partner NGO/CBO, the CMC is responsible for working with other stakeholders to encourage them to support the acquisition of teaching/learning materials.

Procedure 4

Check provision of Teaching/learning materials

- The RP/SS/Mother School make sure teaching/learning materials are provided to children in the ASP class.
- If the teaching/learning materials are insufficient, the Mother School reports to the RP at the RC-level meetings between Head Teachers and also consults with CMC/MC of CLC/Partner NGO/CBO. In the same way the RP/SS reports to the DEO at the district-level RP and SS meeting and also consult with the CMC/MC or CLC/Partner NGO/CBO.

► **Maintenance and Supplement**

Procedure 5

Organize maintenance and supplement

The CMC is responsible for the ongoing maintenance and provision of additional equipment/materials (e.g. furniture, blackboard) as the necessity arises. Maintenance and upgrades are carried out in consultation with the help of the MC of CLC/Partner NGO/CBO as well as the Mother School and RP/SS.

Case from CASP pilot activities-4

Arrangement of physical learning environment in Ruding

Ruding is located in Benighat VDC in Dhading District. It is in a mountainous area with a large population of Dalit and ethnic Chepang people. Many children from Ruding were not attending school as the nearest school was many hours walk from the village. An SOP class was provided in Ruding to give the children the opportunity to receive an education.

An orientation program was conducted by the partner NGO for the newly established CMC. Parents, people from the community, the class facilitator and the ASPM attended the orientation program to learn about the roles and responsibilities of the CMC. During the orientation programme the participants learnt that one of the important responsibilities of the CMC is to arrange a good physical learning environment before ASP classes commence.

The CMC members, with the support of the Partner NGO, discussed how to arrange the learning environment for the SOP class with people from the community, the parents, the EVs, the facilitator and staff from the mother school. Since there weren't any appropriate buildings or houses where the SOP classes could be held they decided to construct a new building for the class as this could also be utilized as the site for a formal school in the future.

Provision of the public land was managed by the people in the community in coordination with the VDC. The furniture was constructed with the CMC funds¹ provided by CASP. Funds for furnishing the classroom were insufficient, but an additional NRs. 2,000 was provided by the DEO to the CMC to help set-up the classroom. The CMC also sought assistance from other organizations who were working area including a CBO which was comprised of several people from the community including some of the EVs. The partner NGO also shared information about the SOP with this CBO and other relevant organizations at the regular meeting of the DDC. As a result of the coordination with the CBO, the CMC was finally able to obtain the financial support they needed to complete the construction and furnishing of the ASP classroom from a national NGO. The Mother School supported the SOP class by providing learning materials and examination papers.

People from the local community, including members of the CMC, actively participated in construction of the building for the SOP class by making voluntary labor contributions. While constructing the building the materials had to be purchased and carried from the nearest bazaar which is nearly 4 hours walking distance from Ruding. The CMC also arranged to connect the water supply to the SOP classroom. This fostered a sense of ownership for the SOP class among its stakeholders. During the implementation of SOP, the regular maintenance work of the classroom building was done by the CMC and the EVs.

The key lessons learned by the case of SOP Ruding include:

- ▶ To effectively implement ASP over three years, it is important to provide and manage a quality physical learning environment. Without the provision classrooms in fixed sites, children are less likely to come to the class regularly for three years.
- ▶ The CMC should take the lead in arranging the provision of class rooms for ASP and continue to manage the facilities throughout the life of the ASP activities. The roles and responsibilities of each member of the CMC should clearly communicated at the CMC orientation meeting.
- ▶ Although NRs. 2,000 is provided by the DEO to each CMC to cover the cost of setting up classroom facilities in the first year of ASP, it is insufficient. The assistance should be increased to a minimum of NPR 10,000.
- ▶ Coordination with various stakeholders such as people in the community, staff of mother schools, VDCs, DDCs, NGOs, and CBOs is necessary in order to provide classroom facilities and ongoing maintenance since funds provided by the DEO for this purpose are limited.

People from the community can be motivated to offer support if they are well informed about the objectives of ASP and are aware of the importance of education for their children.

¹CASP provided NRs 10,000 to CMC for the first year, and NRs 5000 for the second and the third year of ASP in Dhading.

STEP 8 Community Mobilization

Introduction

- Changing the behavior of parents, guardians and people in disadvantaged communities and building awareness about the importance of children's education is essential to enabling children to access sustainable/qualitative education through ASP.
- Community mobilization is an important part of creating behavioral and attitudinal change within local communities and ensures the effective, efficient and sustainable implementation of ASP. When people are mobilized to support ASP it helps them to understand the importance of the providing sustainable/qualitative education for children. It also builds a sense of community ownership, harnesses their commitment and also helps to identify and utilize local resources.
- Considering the fact that out-of-school children already exist in the disadvantaged community before an ASP class is provided, a change in the awareness and behavior patterns about education for children does not occur among parents/guardians and people in the community spontaneously. It requires mobilizers who are able to help parents and the wider community change their attitude and behavior towards their children's schooling and to be actively involved in ASP. It is envisaged that the MC of CLC, Partner NGOs or CBOs can play the role of mobilizers in ASP (See NFE PIM 2064 [section 26 and 27] and **STEP 2 Partner NGO/CBO Selection** in this manual).
- The formation of a CMC (See detail in **STEP4 Formation of Class Management Committee**) will serve as a starting point for further community mobilization to support ASP.
- It is important that parents and guardians are actively involved in ASP class activities because the attitude of parents and guardians towards education have the greatest influence on their children's motivation to learn and performance in class. Moreover parent's understanding of education will raise willingness to support ASP financially.

Objectives

- To enhance the **CMC's** level of participation in activities related to the education of children in their community.
- To encourage **parents** to participate in activities related to their own children's education.
- To involve people from the wider community in ASP activities.
- To encourage **children** to participate in extracurricular activities and class management.
- To promote **Educational Volunteers (EVs)**' participation in activities related to education of children

◇ Activities

Mass communication and education campaigns

- In collaboration with the CMC and EVs, the MC of CLC, a Partner NGO or CBO organize a mass communication and awareness campaign to increase awareness about the importance of education for children.
 - In collaboration with the VDC, Municipality and/or DDC, the MC of CLC, Partner NGO or CBO allocates funds from their budget to carry out the mass communication and awareness campaign. These campaigns should be undertaken twice, preferably before and after the "Welcome to School Campaign" which is held in Baishakh (middle of April to middle of May).
- The mass communication and education campaign should focus on delivering the following key messages.
- Every child has a right to education
 - Education for All
 - Education should be given the first priority

- There is alternative to form of education (ASP) for children who are not enrolled in the formal school system
- Dropping out of school is like a disease which will ruin our children's future.

In order to deliver the above messages, the mass communication and education campaign can be conducted by using the following communication channels and media.

- Street drama performed by local youth clubs
- Education rallies
- Poster distribution
- Musical program/cultural program

Regular monitoring and meetings by CMC and EVs

The CMC and the Facilitator monitors the progress of the ASP class on the regular basis and holds regular meetings to discuss the existing management issues and countermeasures. EVs can also be involved in regular monitoring and meetings. MC of CLC, Partner NGO or CBO assists the CMC in holding regular meetings and maintaining a record of the meetings. In the first year of ASP, CMC holds monthly meetings. In the second and third year of ASP, the CMC can hold the meetings every 2 months.

Formation and mobilization of the Children Club

- Once ASP classes start, in collaboration with the CMC and EVs, the MC of CLC, Partner NGO or CBO helps the ASP students to form a Child Club. The purpose of this club is to promote the personal and social development of children participating in ASP through various extracurricular activities. In collaboration with the VDC, Municipality and/or DDC the MC of CLC, Partner NGO or CBO allocates a budget* to support the Child Club's activities.

* VDC budget consists of current budget (20%) and development budget (80%).20% of development budget can be paid for any programs which benefit children, women, physically challenged people, people from the Dalit community, people from different ethnic groups, Madeshi, and youth.

- In collaboration with the CMC and EVs, the MC of CLC, Partner NGO or CBO provides orientation about roles and responsibilities of the Child Club. During the orientation programme, the MC of CLC, Partner NGO or CBO helps the ASP children to select a chairperson, vice chairperson, secretary and treasurer who can act as leaders of the Child Club. Other children are treated as members of the Child Club. The MC of CLC, Partner NGO or CBO also helps the children in the club decide what types of extracurricular activities to undertake.
- Whenever necessary, the MC of CLC, Partner NGO or CBO helps the Child Club to conduct regular meetings to discuss and plan extracurricular activities.
- Extracurricular activities are conducted at least once a month by the Child Club with the support of the MC of CLC, Partner NGO or CBO, CMC and EVs. The examples of extra curriculum activities are shown below.
 - clean-up in the classroom and /or in the vicinity of the class
 - competitions in painting, quizzes, writing essays, poems, songs, dance, and drama
 - sports
 - games
 - picnics
 - making wall-newspapers
 - visit to places of interest
 - volunteer work such as planting and weed collection
 - developing a kitchen garden
 - fund raising
 - training activities to develop skills of interest to the children

	<ul style="list-style-type: none"> ■ Besides the extra curriculum activities, in collaboration with the CMC and EVs, the MC of CLC, Partner NGO or CBO encourages the Child Club to become involved in the following activities: <ul style="list-style-type: none"> • Delivering educational messages to friends, parents, family members, and people in the local community (See mass communication and educational campaign). • Managing the ASP class by sharing responsibilities on a rotational basis. Children help by making class rules and regulations and visit children who do not attend class regularly.
<p>Door-to-door home visit and individual consultation</p>	<p>Before ASP classes commence, CMC and EVs conduct home visits to convince parents to send their children to the ASP class regularly. At the same time, the CMC helps to develop parents' awareness of their roles and responsibilities related to their children's education. If children are absent from ASP classes for several days without prior notice, members of the CMC, EVs visit the home of the child to find out the reason for their absence and encourage them to return to class. ASP children themselves can be involved in home visits to talk with parents and encourage their fellow classmates to regularly attend class for the full three year ASP course.</p>
<p>Parents' visit to ASP classes</p>	<ul style="list-style-type: none"> ■ The CMC organizes a parents' visiting day in each class at least twice a year with the support of EVs, RP, the MC of CLC, Partner NGO or CBO to increase the understanding of the ASP class and to discuss the learning achievements of their children. ■ This program not only gives parents an opportunity to observe an ASP class, but also to participate in discussions between children, other parents, CMC members and EVs. The CMC also encourages parents to send their children to the ASP class regularly and also encourages them to talk with their children about education at home.
<p>Provision of incentives and awards for ASP children</p>	<ul style="list-style-type: none"> ■ In collaboration with the CMC, EVs, parents, the RP, VDC, Municipality, DDC and other organizations, whenever possible the MC of CLC, Partner NGO or CBO provides incentives and awards for ASP class students to motivate them to participate regularly and enthusiastically in all class activities. ■ Examples of incentives that may be used in ASP classes include: <ul style="list-style-type: none"> • Provision of an award for ASP students who attain can perfect class attendance or achieve a high score in their exams. • Provide snacks for children in ASP classes. • Provision of stationery and/or supplementary educational materials for ASP children. • Provision of school uniforms for ASP children
<p>Interactive programme between ASP children and studensts of mother school</p>	<p>In collaboration with School Supervisors, RPs, Mother School and the CMC, the MC of CLC, Partner NGO or CBO organizes an interactive programme between ASP children and students from the Mother School. The program is to be held to help ASP students become familiar with the Mother School. The interactive programme should be held in the Mother School or any convenient place in the community. This programme helps to create an enabling environment in which ASP children can be easily enrolled in the mother school. During the programme, children from ASP classes and students from the Mother School have the opportunity to discuss and share experiences of learning in their respective class environments. The MC of CLC, Partner NGO or CBO collaborates with the VDC or/and DDC to allocate funds from their budget for this programme.</p>

Case from CASP pilot activities-5

Mobilization of CMC

In Mathillo Worbang in Benighat VDC of Dhading, Chepang people earn their livelihood by traditional farming and selling vegetables. Before implementation of FSP, most of the children in this community could not get the access to education because of a cliff trail and a long distance from school. It takes 30-45 minutes and one and a half hour to go to a primary school and a lower secondary school respectively. The lack of awareness of parents on children's schooling was also another reason why the children failed to attend formal school.

When the Partner NGO conducted the orientation meeting, the training for CMC members and the mass communication and education campaign in Mathillo Worbang, the CMC members and the community people became aware of their role and responsibilities of education of children. The CMC members took the lead in contributing labors to building a class room and also requested parents and other community people to participate in labor contribution through home visit.

Once the FSP class was launched, the CMC members conducted regular CMC meeting to discuss what problems the facilitator and the FSP children were facing and how they could be resolved. They also observed the class from time to time. When recognizing some children did not attend the class, the CMC members were involved in door-to-door home visit to convince parents to send their children to the class every day. One day, the facilitator shared her problem with other members of CMC that many younger children came to see their brothers and sisters studying in FSP, which disturbed the class. After discussions, they decided to request DEO to provide one SOP class for the younger children. The CMC and the community people including parents voluntarily arranged a room for the SOP class next to the FSP class once DEO approved for the provision of SOP to Mathillo Worbang. In the second year of implementation of FSP, the CMC decided to request DEO strongly to approve the existing SOP as a permanent community school. This is because there were still out-of-school children in the community which SOP could not accommodate. Before completion of FSP, the community school was approved by DEO to enable SOP children and other school-aged children to continue to study. This was a remarkable change of attitude and behavior among the CMC members and parents who used to give least priorities to children's schooling.

Community mobilization cannot only enhance the effectiveness of ASP but also empower the community people and parents. SOP class in Kerabari of Chhaimale VDC located in southernmost part of Kathmandu district is another good example which proves that community mobilization can serve as a driving force for implementation of ASP and community development. The majority of children in Kerabari where Tamang people live drop out of school or are not able to go to school since mother school is located at two-hour walk from the community. The community people including CMC members had never played a leading role in community development activities although some International NGO carried out community development programs by providing solar panels.

Once the SOP was launched in Kerabari, the partner NGO encouraged the CMC to take the lead in class management for their SOP children through the orientation program, the training, and the frequent participation in CMC meetings. In the beginning, the SOP class was undertaken in a small and dark room of one individual's house. Sometimes, the class was forced to be closed on ceremonial occasions of this house. The CMC addressed an issue in their monthly meeting and reached a conclusion that the permanent building needs to be constructed for the SOP children and other younger children in Kerabari. The CMC members asked for the people's corporation through door-to-door visit home and several meetings in the community. As a result, one community people donated his land for construction of the building. On the advice of political and social leaders such as a previous VDC chairman, the CMC, with the help of the Partner NGO, submitted a proposal for financial assistance to VDC and DDC. Fortunately, VDC and DCC provided Rs 25,000 and Rs 100,000 respectively to the CMC. This really encouraged the CMC, parents and the community people to make labor contribution to construction work. The community forest group also provided some timbers for construction and furnishings. Once the building with three rooms was complete, the CMC members submitted an approval of permanent formal school after completion of SOP in order to continue to provide educational opportunities to their children. In addition, the CMC invited the District Education Officer and other relevant stakeholders to the completion ceremony of the building and appealed the need to approve the newly constructed building as a permanent formal school.

The CMC has become so confident and capable through community mobilization activities that they could succeed to receive other assistance from VDC and DEO. It includes provision of ECD from DEO, and the financial assistance from VDC for 1) extra salary of the facilitator, i.e., Rs 1,500 per month, 2) widening of the path to mother school, i.e., Rs 15,000, and 3) water supply for the FSP building, i.e., Rs 20,000. The VDC also decided to allocate Rs 25,000 per year for school management costs of the FSP building upon request of the CMC.

The key lessons learned from both Mathillo Worbang FSP and Chhaimale/Kerabari SOP are as follows:

- ▶ Awareness of CMC members on education of children is a requisite for community mobilization and effective implementation of ASP. It is also necessary to build a sense of responsibility and commitment to class management of ASP among CMC members through various interventions such as the orientation program, the CMC orientation/training, the awareness campaign, monthly CMC meetings, and frequent visits.
- ▶ In order to stimulate CMC to change their behavior and attitude towards education of children and to take the initiative in class management and other community mobilization activities, facilitation and support from Partner NGOs or other relevant organizations which can play a role of mobilizer are absolutely imperative.
- ▶ Monthly CMC meetings are effective in enabling CMC members to discuss issues of class management and solutions by themselves. Through regular discussions, they become aware of their responsibilities and capable of resolving issues.

Considering the fact that the budgetary provision of each ASP class is very limited, coordination with the community people, VDC, DDC, line agencies and other relevant organizations is greatly helpful to effective implementation of ASP.

Case from CASP pilot activities-6

Mobilization of Children

The target group of SOP and FSP is out of school children. Many of them may never complete their primary education, and sometimes fail to attain even basic literacy skills. Some of them have a poor upbringing with careless parents or even without any parents or guardians. Thus, the ASP children can be said as the disadvantaged children who are deprived of education opportunities and places for discipline.

In the beginning of Subedi Danda FSP in Dhading, Dalit children threw stones towards a RP and a focal person of the Partner NGO when they visited to monitor the class. These children were so undisciplined that they could not know how to talk with strangers or their elders. Most of them were not apparently interested in learning although they were enrolled in the FSP class. This is mainly because their parents neither cared about their children nor trained them at home. In the class, the facilitator was so devoted to not only imparting to basic primary education but also disciplining these children. As a result, the children gradually followed the instruction of the facilitator and concentrated on learning in the class. Through community mobilization, the attitude and behavior of parents, particularly mothers regarding child care and schooling had been also changed, which greatly contributed to improvement of children's motivation for learning and discipline. In addition, the FSP children became more active, curious and competitive than before. Such changes were gradually observed after they were involved in extra curriculum activities of the child club such as sports, various competitions and clay modeling.

The SOP children in Hekrang of Dhading district is an example of how attitude and behavior changes came out with Chhepang people and their children. The children in the community could not speak Nepali in the beginning of SOP, which is not mother tongue. Because they had no contact with strangers, they hesitated to talk with the focal person of Partner NGO, the RP and the ASPM. Some children just ran away when they saw these project stakeholders. The majority of the children were so slovenly. In fact, sanitation was generally primitive and open defecation prevailed in the community. After commencement of the SOP class, the CMC members became aware of the importance and the need of children's schooling, and sanitation and hygiene practices through participation in various activities such as the orientation programme, the training and the CMC meetings. One of their behavior changes was that they took the initiative in installing hygienic toilets by using local materials. The parents were also encouraged to pay more attention to education and health of their children through such interventions as door-to-door visit program, individual consultation and parents' visiting day. Needless to say, the children also became neat and clean and disciplined. After attending the FSP class and other extra curriculum activities, they also became confident to speak Nepali even in front of a large number of people.

The similar case was observed in Mijargaun SOP in Dhading district. The Chhepang children also used to hide when they saw some strangers coming into the community. In the beginning of SOP, the children could not even speak to the facilitator nor know how to greet their guests or elders such as the ASPM, the RP and the focal person of Partner NGO. The children were not properly disciplined at home, and showed up late in the class room. Furthermore, some children tore textbooks and lost stationeries so often in the first year of SOP. Although it was hard for the facilitator to manage to conduct the class and train these children, they became disciplined and interested in learning. With the support of the facilitator and EVs, they were actively involved in child club activities. Gradually, they nursed an interest in working with class mates for the joint goal and in competing against friends in various competitions such as dance, poem, quiz, drawing and game.

There was an interaction program between ASP children and students of mother schools in Dhading to make ASP children familiar with mother schools. During this program, most of ASP children were impressed by the fact that mother schools have a number of teachers and students, and the large playgrounds. Particularly, after they saw students of mother schools wearing uniforms, they requested the facilitators and the CMC members to provide school uniforms. DEO collaborated with CASP to provide school uniforms, which really encouraged them to attend the ASP classes.

In urban areas of Kathmandu district, most of FSP children who were migrated from different parts of Nepal come from deprived and underprivileged families. Since their parents have lived from hand to mouth, they become out of school. Some of them are from single-parent household, or have no parents at all. Many of them are busy for taking care of their siblings and for housework at home while others have to earn nominal money by selling collected vegetables and fruits or begging on the streets. In the beginning of Shantinagar FSP which is located in

the bank of holly but so polluted river, Bagmati, it was so difficult for a facilitator to conduct the class since the FSP children who were different age groups were beyond control. Some children could not even sit down for a while as they did not have study habit. According to the Partner NGO, most of children used to swim the Bagmati River, which made the class room so dirty. Children were taught by the facilitator and EVs with the support of the Partner NGO about sanitation and hygiene practice, cleanliness and health issues several times. Consequently, they started to be involved in cleaning the class room on Tuesday and Friday according to the decision made by the child club. Whenever competitions activities were carried out, the prizes were distributed to those who get high scores. Through such various competition activities, the children were encouraged to do their best to perform better than before.

The children in Gongabu FSP also used to be undisciplined and slovenly. Some of them were very shy and passive. FSP class and regular child club activities have gradually had positive impacts on attitude and behavior changes of children. With the support of the Partner NGO and the facilitator, the child club carried out many activities such as clean-up, various contests, pictures, writing, story writing, wall magazines and games/sports. Especially, making wall magazines in which the children published their poem, various pictures, stories, and news was an innovative attempt. This was very useful to nurse their creativity and team work. In addition, the children were assigned different responsibilities for class management such as reporting, cleaning the class room, and entertaining by rotation. This was introduced by the facilitator after she learned from the training. It helps the children to be actively involved in class management and nurse their sense of responsibilities.

Making FSP children attend the class continuously for three years is a really challenge since most of them do not get used to schooling and come from troubled family backgrounds. The CASP introduced several activities and approaches by trial and error in collaboration with Partner NGOs. Provision of school uniforms and ID cards made children happy since they felt that they were treated as students of formal school. Provision of awards for the best students in terms of learning achievement or behaviors also served as incentives to attend the class to some extent. However, such an attempt alone was not enough to make absentees continue to attend the class. In Bauddha Tinchule FSP, the children discussed how to prevent dropout in their class during the meetings of child club. They decided to impose a fine on those who would be absent from the class without any prior notice. The children in Jorpati FSP also introduced this rule in their class after they were told by the children of Bauddha Tinchule FSP during the interactive programme. Because of this fine system, some of absentees came back to the class. In the case of Shantinagar FSP, the children started to be involved in door-to-door home visit to encourage some children to study when these children started to be absent from the class. The child club of Gongabu FSP decided to look after less able class mates by themselves in order to close achievement gap and minimize the number of drop out students.

The key lessons learned from the above cases of Dhading and Kathmandu are as follows:

- ▶ The attitude and behavior changes of parents and CMC members regarding child care and schooling directly have impacts on formation of children's interests to learn.
- ▶ Facilitators play a great role in helping ASP children to improve learning achievement and acquire sociability and sense of rules and regulations.
- ▶ Besides ASP classes, various extra curriculum activities of child clubs are effective in the physical, mental, moral and ethical education of ASP children. They can nurse self-awareness, empathy with others, creative thinking, sense of responsibilities, effective communication and interpersonal skills, and team work or team spirit through these activities.
- ▶ Interaction programme between ASP children and students of mother schools is effective in making ASP children familiar with mother schools and encouraging them to study in ASP and mother school.
- ▶ Particularly, in urban FSP, it is not easy to retain all students for three years. In order to minimize the number of drop-out students, it is necessary for stakeholders of ASP to take various measures targeting children and parents. Provision of school uniforms, ID cards and awards to children may increase sense of belonging to ASP and function as incentives to learn in the class to some extent. Imposing a fine can work as peer pressure and also may contribute to enhance sense of children's respect for class rules and regulations. Peer education adopting the child-to-child approach can reinforce interaction and interpersonal communication among ASP children, which will prevent from occurring dropout.

STEP 9 Providing Text-materials

Introduction

It is important that textbooks and other teaching/learning materials are acquired and provided to the students in a timely manner as all the lessons are based upon the content in the textbooks. Without the textbooks it is not possible to start lessons.

Objective

To commence ASP classes on time and ensure the required materials are available so the Facilitator can teach effectively.

► Roles and Responsibilities

NFEC Distribute the text-materials (e.g. Training materials including Facilitator Reference Book (सहयोगी कार्यकर्ताका लागि सन्दर्भ पुस्तिका), FSP Textbooks and FSP Curriculum) to the DEO before the Facilitator pre-service training.

DEO To distribute the Facilitator Reference Book and other text-materials from NFEC to the ASP Facilitators during training and to distribute the textbooks before the ASP classes start.

CMC/ Partner NGO/ CBO

- Arrange transportation for the textbooks and ensure they arrive before classes commence.
- Inform the RP/SS if the quantity of textbooks available is insufficient.

Mother School

- Check the appropriate number of textbooks have been provided while visiting ASP class for monitoring.
- If quantity of textbooks is insufficient, the Mother School reports to the RP/SS to request more textbooks.

RP/SS

- Check the appropriate number of textbooks have been provided while visiting ASP class for monitoring.
- If quantity of textbooks is insufficient, the RP/SS reports to the DEO to request more textbooks.

Facilitator

- Coordinate with the CMC to transport the textbooks from the DEO/bookstore.
- Inform the Mother School if the quantity of textbooks is insufficient.

◇ Procedures

Procedure 1

Provide orientation

During the ASP orientation programme the DEO will inform stakeholders of the total budget for the textbooks and method of distribution to the ASP classes. (See **STEP 3** for further details about the ASP Orientation Program).

Procedure 2

Distribution of Textbook&curriculum

- The NFEC provides the DEO with FSP textbooks based on the number of children enrolled in FSP classes. The total number of enrollments is reported to the DEO by the second week of Chaitra (beginning of April) before the Facilitators' pre-service/refresher training.
- The DEO provides textbooks to the Facilitator by the end of Chaitra (middle of April) during the Facilitators' pre-service/refresher training.
- The Facilitator counts and checks that the correct number of textbooks were received (according to the number of enrolled students reported to the DEO). If there is a discrepancy, the facilitator reports the error to the DEO.
- The Facilitator collaborates with the CMC/MC or CLC/Partner NGO/CBO to arrange for transportation of the textbooks to the ASP class site.

- If there are more than 20 children in each class:

For FSP:

The DEO sends a request to the NFEC to receive additional copies of the textbook. The NFEC will make every effort to fulfill the DEO's request from their existing stock.

For SOP:

The DEO coordinates with the ASP class' Mother School to acquire the additional textbooks for the SOP class.

Procedure 3

Check provision of textbook

- The CMC, RPs/SSs and the Mother school make sure the appropriate number of textbooks were provided while they undertake their routine monitoring visits.
- If the quantity of textbooks provided was insufficient, the RP/SS reports to the DEO at the district level RP and SS meeting and ensures they are provided immediately.
- If textbook is not sufficient RP/SS report to DEO at District-level RP and SS meeting and provide them immediately.

Textbooks for FSP as Table 1

- For children:**
One set of textbooks is provided free of cost, once a year to each child.
- For Facilitator:**
One set of textbooks is provided free of cost, once a year to the facilitator. A copy of the FSP curriculum and the Facilitator Reference Book (सहयोगी कार्यकर्ताका लागि सन्दर्भ पुस्तिका) is provided free of cost during the pre-service training.

Textbooks for SOP as Table 2

- For children:**
One set of textbooks is provided free of cost, once a year to each child.
- For Facilitator:**
One set of textbooks is provided free of cost, once a year to each facilitator. A copy of the Facilitator Reference Book (सहयोगी कार्यकर्ताका लागि सन्दर्भ पुस्तिका), Teacher's Guide and the Primary Curriculum is provided free of cost during the pre-service training.
- If it is not possible** for the DEO to provide a copy of the Teacher's Guide or the Primary Curriculum, the DEO will recommend that the facilitator arrange to share a Teacher's Guide with the Mother School.

Table 1: Textbook and Teaching/Learning materials check list for FSP

SN	For FSP Class Level 1,2,3	For Facilitator	For Participants	Available from Mother School	Available from Resource Center
1	New Ray of light (Nepali) Level 1,2,3				
2	Practical Mathematics Level 1,2,3				
3	Practical Science Level 1,2,3				
4	New Society (Social Study) Level 1,2,3				
5	PRACTICAL ENGLISH BOOK Grade 1,2,3				
6	FSP Curriculum From NFEC				
7	<i>Practical Mathematics Level-1 Facilitator's Guide Book</i>	From NFEC	x	x	x
8	<i>Practical English Book Level-1 Facilitator's Guide Book</i>	From NFEC	x	x	x
9	<i>Practical Science Book Level-1 Facilitator's Guide Book</i>	From NFEC	x	x	x
10	New Ray of light (Nepali) <i>Book Level-1 Facilitator's Guide Book</i>	From NFEC	x	x	x
11	New Society (Social Study) <i>h Book Level-1 Facilitator's Guide Book</i>	From NFEC	x	x	x
12	ASP Facilitator Supporting Handbook	From NFEC	x	x	x
13	A handbook for Primary English teachers		x		
14	Continuous Assessment System Teacher's Guide		x		
15	<i>Primary Education Curriculum Grade 1-5</i>		x		
16	<i>Primary Curriculum Guide</i>		x		
17	<i>Subject Expatiate</i>		x		

Table 2: Textbook and Teaching/Learning materials check list for SOP

SN	For SOP Class Grade 1,2,3	For Facilitator	For Participants	Available from Mother School	Available from Resource Center
1	My Nepali Book Grade 1,2,3				
2	My Nepali Book Grade 1 ,2,3 Teacher's Guide		x	can be read	can be read
3	My Mathematics Grade 1,2,3				
4	My Mathematics Grade 1,2,3 Teacher's Guide		x	can be read	can be read
5	My Social Study and Creative activities Grade 1,2,3				
6	My Social Study and Creative activities Grade 1,2,3 Teacher's Guide		x	can be read	can be read
7	My Science, Health and Physical Education Grade 1,2,3				
8	My Science, Health and Physical Education Grade 1,2,3 Teacher's Guide		x	can be read	can be read
9	My English Book Grade 1,2,3				
10	My English Book Grade 1,2,3 Teacher's Guide		x	can be read	can be read
11	ASP Facilitator Supporting Handbook	From NFEC	x	x	x
12	Primary Education Curriculum Grade 1-5		x	can be read	can be read
13	Primary Curriculum Guide		x	can be read	can be read
14	Subject Expatiate		x	can be read	can be read
15	A handbook for Primary English teachers		x	can be read	can be read
16	Continuous Assessment System Teacher's Guide		x	can be read	can be read

STEP 10 Monitoring System

Introduction

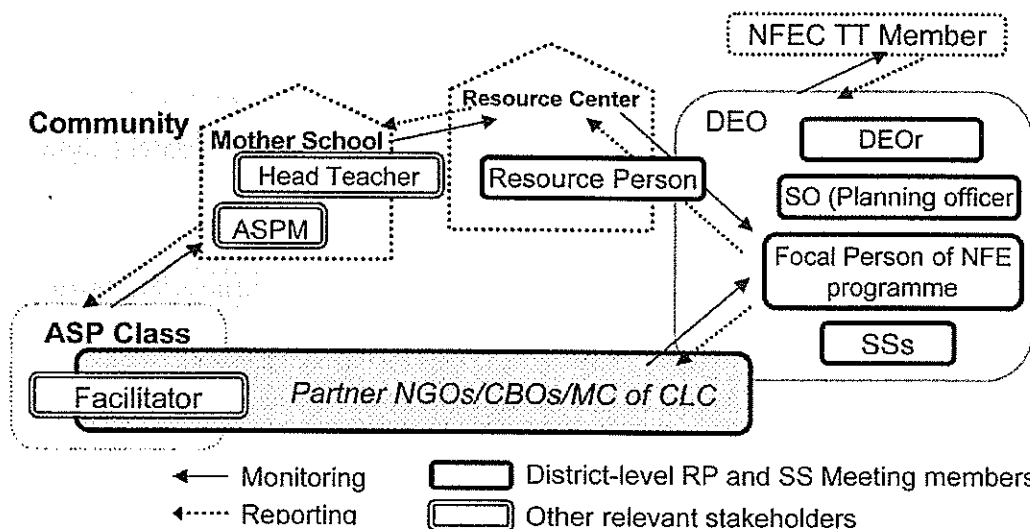
- Regular monitoring is essential to ensure the quality of education provided in the ASP classes remains consistently high. By implementing an effective monitoring system, issues can be identified and resolved by mobilizing the entire institutional structure to improve classroom and grassroots level practices.
- Monitoring practice has three important aspects, 1) Data collection 2) Data process/utilization 3) Feed-back. Appropriate monitoring practice is one of the most important factors to enhance the quality of education provided in the ASP, because effective Monitoring System can provide entire institutional supports to classroom/grassroots level practices.

Objectives

- To enhance the quality of ASP by introducing of an effective and practical monitoring system which utilizes local resources.
- To enable information from the classroom/grassroots level to be used in educational planning and to guide the formulation of Educational policy.

Major Stakeholders

- District Education Officer (DEOr)
- Planning Officer in charge of Primary Education (SO)
- Focal person of NFE
- School Supervisor and Resource Person (RP)
- ASP Monitor (ASPM) (Head teachers, or teachers assigned by the head teachers), of the Mother School of ASP class



► **Roles and Responsibilities**

ASPM

- Observe the class once a month during the school term.
- Collect information from students, CMC members, Facilitator, and NGOs/CBOs about the environment and operation of the class.
- Assess Teaching/Learning Environment, Activities and Classroom Management.
- Use observations of classroom activities and information that has been collected to identify ways of improving the efficiency and effectiveness of ASP classes in consultation with the Facilitator and CMC.
- Review the class attendance register and record of students' progress. If necessary advise the facilitator how to maintain better records.
- Report to the RC during meetings with the Head Teachers.
- Share appropriate information about progress and problems in the ASP class within their own school.
- ASPM fills in a monitoring report and leaves it in the ASP classroom.

RP	<ul style="list-style-type: none"> ■ Provide orientation for staff of the Mother School after the area selection on RC meeting. ■ Provide orientation to ASPM and other relevant persons (NGOs/CLCMC) about ASP. ■ Observe the class at least once every 2 months during the school-term. ■ Collect the information from students, CMC members, Facilitator, and NGOs/CBOs about the environment and operation of the class e.g. children's attendance patterns, Facilitator's attendance patterns, community support to the class. ■ Share information with the ASPM about the progress and problems observed in the ASP class. Information may be shared at various occasions such as when the RP visits the Mother School and when the ASPM visits the RC. ■ Work closely with the Facilitator and other concerned people, such as CMC members, MC of CLC, CBOs, NGOs and students to help improve the ASP class. ■ Approve the Monitoring Report which is prepared by the ASPM during monitoring visits. ■ Report on the progress of the ASP during the Monthly Meeting at the DEO.
DEO/ Planning Officer/SS	<ul style="list-style-type: none"> ■ Review the Monitoring Report submitted by the ASPM/RP. ■ Provide ongoing guidance and support to improve the monitoring of ASP classes according to areas for improvement which were identified while reviewing the Monitoring Report. ■ Maintain a file monthly Monitoring Reports and record data about ASP at the DEO. ■ Forward the Monthly Monitoring Report/suggestion to the NFEC. ■ Act upon recommendations in the Monthly Monitoring Report.
Reporting System	<ul style="list-style-type: none"> ■ ASPM reports the following information gathered during the monthly monitoring visit: <ul style="list-style-type: none"> • Class Management situation • Quality of Teaching/Learning activities • Children's performance (Attendance rate and academic performance) • Advice/Feed-back given • Progress observed since previous monitoring visit ■ The above information is give through the line indicated in figure and discussed in Mother School, RC and DEO as necessary.
Feed-back System	<ul style="list-style-type: none"> ■ Providing feedback to people at the field level is important as it helps them to understand the purpose of monitoring and may make them more willing to contribute information and ask for assistance. ■ Feedback should be given in timely manner; it should be given when it can have the greatest impact. <ul style="list-style-type: none"> <u>Immediate Feedback:</u> Technical advice for teaching/learning activities can be given on the spot. <u>Delayed Feedback:</u> Some feedback may take time to give to people in the field, especially if it requires further investigation and/or discussion by people, especially if policy-level discussions are required.
Assigned Period of ASPM	<p>The Mother School must ensure that an ASPM is assigned to the ASP class at all times. The ASPM must be assigned for at least one complete academic year. The ASPM may be changed at the end of the academic year however, it is preferable if the same ASPM monitors the ASP class for 3 years.</p>

Running hours of class

Because the ASPM also has a responsibility in his/her own school, it is difficult for the ASPM to visit the ASP class during school hours on weekdays. Therefore provision should be made to enable monitoring of ASP class at alternative times. For example, ASP classes could be run on a Saturday (when formal schools are closed) so the ASPM can monitor without neglecting their responsibility to their own school. The decision to adjust the day of ASP classes should be made jointly by CMC, Facilitator, ASPM and RP by considering the convenience of parents, students, Facilitator and ASPM.

Summarizing monitoring results

The collected Monitoring Reports can be summarized as follows:

- $Attendance_rate = \frac{No_of_attendance}{No_of_admitted} \times 100 (\%)$
- Average score of the facilitator/class activities (Example, See Appendix 4 also)

Activity	Monthly score (Very good =3, Good=2, Needs Improvement=1)								Total	No. of Months	Average Score
	Baishakh	Jeth	Asar			
Class management	2	2							25	10	2.5
Teaching activities	2	3							27	10	2.7
Providing extra help for...	1	1							15	10	1.5
Using supplemental ...	1	2							20	10	2.0
Child-centered ...	1	1							22	10	2.2
TOTAL	7	9							107	50	2.35

- $Dropout_rate = \frac{No_of_dropouts}{No_of_admitted} \times 100 (\%)$

Once an ASP class has been completed, the admission rate of the ASP children to a formal school shall be calculated as follows:

- $Completion_rate = \frac{No_of_graduated}{No_of_admitted} \times 100 (\%)$

- $Admission_rate = \frac{No_of_FS_admitted}{No_of_ASP_graduates} \times 100 (\%)$

Analysis and utilization of monitoring results

The DEO is able to collect the monitoring results from the ASPM and prepare a report which summarizes all the activities of ASP classes in the district. Using the report, the DEO and NFEC can review the operation of the ASP and request for further information from a Mother School in case the of an attendance rate being low or dropout rate being high. The scores of the facilitator/class activities are a good basis for allocating extra support, such as additional training for the facilitators. In the case of an admission rate being low, the DEO and NFEC may consider ongoing support for ASP children and the formal schools in their areas.

Case from CASP pilot activities-7

ASP Monitoring (RP)

The Resource Person (RP) of in charge of FSP Santinagar had never associated with ASP classes before CASP. It was a good opportunity for him to learn about an ASP class and work with it. Otherwise, he might not be aware of the class in his area since the RP has responsibility of covering 74 formal schools and having other work. Through the activities of CASP, he learned so many things about ASP and how it operates.

At the beginning, the RP realized that teaching skills of the ASP facilitator was not up to par. For example due to lack of teaching experience, the facilitator was giving lecture in the class without any use of educational materials. Even though little teaching aids hadn't been supplied, there are things that the facilitator can make use of or create using locally available materials. In a demo lesson, the RP showed the facilitator how to teach time using a clock made out of cardboard. During another monitoring visit, he used a glass, instead of a cylinder, to measure quantity of water. He also introduced games and cards in the class to make the study more interesting for the children. The facilitator understood what the RP was trying to teach her and she gradually made some effort to use locally available materials for her class and played games with her students.

The RP understands the importance of ASP monitoring, but in his opinion, it is not efficient for RPs to visit ASP class monthly. RPs usually do not have time to visit formal schools in regular basis. They are responsible for all the schools not only ASP classes. Regular ASP monitoring should be handled by their respective Mother Schools. ASPM can visit ASP classes monthly and report it to RP. RP's responsibilities should be to supervise the monitoring activities of ASPM. Instead of RP visiting ASP classes for demo lessons, RP can provide additional training for all the ASP facilitators at once. In this way, the expertise of RP can be utilized effectively and efficiently. Unfortunately, RPs are no longer informed about ASP classes after CASP. The RP does not even know whether there is any ASP class in his assignment area.

The facilitators of the Talkududechour and Chhaimale SOP were invited to the curriculum dissemination training at the Mother Schools in June 2008. The participation of the facilitators became possible by RP's efforts; RPs understood the relation between SOP and formal education, thereby the importance of the SOP facilitators' presence in this meeting and obtained DEO's approval for their attendance. Nevertheless, generally no additions were allowed in a regular programme and this case was no exception. No funding, therefore, was allocated for the additional participants following this regulation. RPs purchased stationery and organized training for the facilitators within the original budget.

The key lessons learned by the case of Santinagar, Talkududechour and Chhaimale RP are as follows:

- ▶ ASP facilitators should be trained for the effective use of educational materials. The training should particularly focus on making use of locally available materials.
- ▶ ASP monitoring should be responsibility of ASPM since RP has so many other schools needed to cover. RP can supervise the monitoring activities of ASPM.
- ▶ DEO should inform RPs on the progress of ASP. RP should be involved in ASP in order to make sure the smooth establishment and operation of ASP classes and support for ASP children.
- ▶ RPs understood well the link between SOP and formal education and spoke at District Monthly Meetings about the lack of formal training for the facilitators, as a result he enabled the facilitators to participate in a formal training programme almost without additional cost but still contributing a lot to improve facilitators' teaching capacity.

STEP 11 Facilitator Support

Introduction

There is currently a provision for ASP Facilitators to receive 15 days of pre-service training which is provided by the NFEC before they formally commence their duties. It is important that the ASP Facilitators receive adequate support so that they can help children in ASP classes reach the same standard as children in the formal schooling system.

Objectives

- To equip the Facilitator to provide quality teaching and learning experience in ASP classes.
- To improve the technical teaching skills of the ASP Facilitator.
- To mobilize the Mother School to support the ASP Facilitator.
- To mobilize people and organizations in the wider community to support the Facilitator.

Major Supporters

Education Service supplier

- Mother School (Head teacher, ASPM and other teachers)
- RP/SS in charge of target area
- *Focal person of NFE programme, DEO*

Class Level

- Educational Volunteers (EVs)
- CMC
- CLC, VEP, Partner NGO/CBO

► Roles and Responsibilities

Mother School (HT, and other teachers)

From school

- To lend teaching and learning materials to the ASP Class.
- To invite Facilitator to participate in study meetings and other programmes held in the Mother School.
- To help the ASP Facilitator prepare examination papers.
- To organize opportunities for interaction between ASP class stakeholders and the staff/students of the Mother School.

ASPM

During the monitoring visit

- Give technical support and advice to the ASP Facilitator to help them overcome difficulties with class management and facilitating teaching/learning activities.
- To demonstrate good practices by teaching model lessons during monitoring visits.
- To share problems encountered by the Facilitator with the CMC and other relevant stakeholders in the community.

RP/SS in charge of target area

To regularly visit each educational activity in the district

During the monitoring visit

- To offer advice to the Facilitator about how to overcome difficulties with class management and help them to improve their delivery of teaching/learning activities.
- To demonstrate good practices by teaching model lessons during monitoring visits.
- To discuss class management problems and solutions with the CMC.

From RC

- To give guidance to the Mother School (ASPM and/or Head Teacher) as they undertake regular monitoring of the ASP class.
- To consult with the Facilitator to check their progress, give advice and demonstrate good teaching practices.
- To lend teaching and learning materials to the ASP Class.

	<input type="checkbox"/>	<ul style="list-style-type: none"> ■ To invite the ASP Facilitator to attend training and development programmes with teachers from the Mother School. • ■ To organize a meeting at the RC level at least three times per year when the result of the trimester exams are submitted to the DEO.
Focal person of NFE programme, DEO	<input type="checkbox"/>	<ul style="list-style-type: none"> ■ To consult with the RP/SS and the Mother School to identify the types of support required by ASP classes and take necessary action at the DEO level. ■ To organize a district-level meeting for Facilitators at least once a year. This meeting is an opportunity for ASP Facilitators to share their problems and experiences with other Facilitators. The meeting may be a separate event or could be part of the annual refresher training programme.
EVs	<input type="checkbox"/>	<ul style="list-style-type: none"> ■ To act as a substitute teacher when the Facilitator is absent. ■ To share teaching/learning materials with the facilitator. ■ To give general support and assistance to ensure the success of the ASP class, both in the classroom and within the wider community.
CMC	<input type="checkbox"/>	<ul style="list-style-type: none"> ■ To discuss various issues during regular CMC meetings. ■ To acquire and maintain teaching/learning materials which are required by the Facilitator.
Partner NGO/CBO	<input type="checkbox"/>	To find and implement solutions to problems faced by the Facilitator.
Arrangement to join Formal teacher's training	<input type="checkbox"/>	DEO/RP should arrange for the ASP Facilitator to join training programmes and study meetings which are organized for teachers from the formal schooling sector.
Monitoring and consultation from Mother School	<input type="checkbox"/>	The DEO/RP should guide the Mother School (ASPM and/or Head Teacher) as they undertake regular monitoring of ASP classes. The DEO/RP should also consult with the Facilitator to check the progress of the Facilitator, give advice and demonstrate good teaching practices.
Community Support	<input type="checkbox"/>	Community support is equally important since the community can develop a very close relationship with the ASP class and provide immediate support to the Facilitator. The EV (See STEP6 Education Volunteers Selection for details) is a member of the local community and a key provider of community support for ASP.VDC/Municipality can also support Facilitators with some provision, for example supplemental salary

Facilitator Support

Koteshwor ASP class, Palpakot was located behind the International Airport. Before becoming the ASP class facilitator, the female facilitator selected had no teaching experience except some private tutoring. At the time of selection under CASP pilot class, she was still a student at college. It was a stepping stone for her to gain teaching experience and being considered as a better chance to become a teacher at a formal school.

At the beginning, she had little confidence to teach in a class. An ASP class made her easy introduction to teaching since the class was small (14 students), she only taught a single grade class with less number of sessions a day (4 hours). The more she taught sessions, the more she became comfortable and gained confidence. Now she can handle a normal class at a formal school: a larger number of students; multi-grades; and many sessions a day.

She appreciated the additional training for ASP facilitators provided by CASP. Difficulties experienced by the facilitators were collected in advance so that the trainers and facilitators were able to discuss on these difficulties and find their solutions during the training. The training particularly paid attention to English, Mathematics and Science, at which many facilitators faced most of difficulties and experienced trouble teaching. The facilitator support was also intended to reduce the feeling of isolation for the ASP facilitator working alone at the classroom. The facilitators gathered regularly and shared their own experiences and exchanged information in teaching skills. The facilitators in Kathmandu in particular often communicated each other by the means of text messaging and cellular phone call.

ASP class held at Sarbeswor Primary School, the class utilized a classroom of a formal school early morning or evening when there are no regular classes. The school became a lower secondary school at the beginning of 2066 and the former facilitator is teaching at the school voluntarily at this time. Currently working at the school, she would have a better chance to become a teacher when budget is allocated to this school for the new fiscal year. Her dream of working in a permanent position has not yet accomplished, but it is surely making progress.

The key lessons learned by the case of Koteshwor FSP are as follows:

- ▶ Teaching at an ASP class is a good opportunity for a young person who wants to become a teacher but has no or little teaching experience. He/she can develop teaching skills while teaching in a small class. He/she can find out what are his/her strength and weakness so that his/her knowledge and skills can be improved further. It may increase chance to become a teacher in a formal school since it provides an opportunity to associate with teachers at a formal school.
- ▶ It is necessary for ASP facilitators to have technical supports. They may experience some difficulty in teaching due to lack of teaching experience. Their teaching needs to be guided properly so that the facilitators can develop their skills and the ASP children can receive better education.
- ▶ Through it may increase chance for facilitators to become teacher after successful completion of their service it is not formally organized this career pass. It should become more systematic to get this career pass so that very valuable teaching experience and input to facilitators such as training would be more utilized and meanwhile it would be encouragement for facilitators.

STEP 12 Preparation for after ASP Classes

Introduction

ASP consists of two programmes; SOP and FSP which run for three years. To achieve the EFA goal of ensuring universal access to primary education provisions must be made to enroll children in the formal schooling system when they complete three years of ASP. Children from SOP should be enrolled in their ASP class' Mother School. Children from FSP should complete their primary education in their class' Mother School if it offers classes from Grade 6 to 8. If not, they need to enroll in other schools or use another form of primary education (Open Schooling may be one option, though its implementation is still being discussed).

Objectives

- To enable all stakeholders to understand the importance of completing primary education.
- To enable facilitators, parents, community members, Mother Schools and/or other related formal schools to find ways of ensuring children from ASP classes continue their schooling and complete primary education.
- To provide information which is necessary to help facilitators, parents, members of the community, Mother Schools and/or other schools prepare children from ASP classes to continue and complete primary education.
- To enable the NFEC/DEO to prepare VEP which will include information needed to identify ways of providing permanent/stable access to education for all children.

► Roles and Responsibilities

Guardian/Parents

- Ensure children complete ASP and then enroll in and complete their primary education formal school

DEO

- Conduct the "Welcome to School" programme at the beginning of each academic year.
 - Ensure children who completed ASP classes are included in the "Welcome to School" programme activities.

Mother School

- Share information with the SMC and other relevant people about children who completed ASP classes.
 - Enroll and admit children who completed ASP classes into the Mother School free of cost.
 - Provide a mark sheet to children who completed ASP classes.

CMC

- Motivate children who completed ASP classes and their parents/guardians to enroll and attend class in the Mother School.

SMC/PTA

- Consult with and assist the headmaster of the Mother School to enroll and admit children who completed ASP classes.

VEC/CLC

- Coordinate the admission of children who completed ASP classes into the Mother School.
 - Run public awareness programs to motivate children who completed ASP classes and their parents/guardians to enroll in the formal school system and complete their primary education.

SS/RP

- Help the Mother School to coordinate with the DEO to admit children who completed ASP classes

Facilitator

- Provide encouragement and help and their parents/guardians complete the formalities to enroll in formal school.

CBO, Social Worker, EV Provide encouragement and help children who completed ASP classes and their parents/guardians complete the formalities to enroll in formal school.

Procedure 1
Interactive programme

- CLC/NGO/CBO conducts an "Interactive programme" with the ASPM, SMC, CMC, RP, SS people from the community and parents/guardians of the Children from ASP classes in the first week of Magh (third week of January).
- The programme will be held in the Mother School.
- The aim of this programme is to provide orientation for children who completed ASP classes to help them make a smooth transition to the formal schooling system.
- The message that "every child has a right to education" must be shared during the orientation programme to help raise awareness about the importance of completing primary education.

Example of Interactive programme among SMC, CMC and Community people

	Time	Activities	Key points about activities
1	15min	Introduction of the participants	
2	15min	Short information of the FSP programme	
3	15min	Objectives of Interactive Programme	<ul style="list-style-type: none"> ■ To ensure the SMC and teachers of the Mother School are aware of ASP and understand the objectives and activities of the ASP programme. ■ To share detailed information about the progress of each child enrolled in ASP with relevant stakeholders (such as their new teachers). ■ To confirm what types of support may be available to children from ASP classes to help them enroll in Formal School, for example provision of free enrollment. ■ To reach a mutual understanding between all stakeholders about the ongoing support to ensure children from ASP classes remain enrolled in formal schools until the completion of basic education.
4	30min	Detail information and profile of the FSP children	<ul style="list-style-type: none"> ■ Share information about Overall classroom situation, 1)how many children, 2)how many children dropped out of ASP over three years 3) other characteristics of the class (CLC, NGO/CBO, Facilitator) ■ Share information about FSP Children for example 1)Classroom performance, 2)Back ground 3) other things that need to be mentioned(Facilitator, CMC)
5	15min	Expectation from CMC and parents of FSP children to mother school/SMC	CMC/Parents explain the need for their children to attend mother school.
6	15min	Role of the mother school/SMS at the time of enrollment of the FSP children to mother school	The Headmaster of the Mother School should publicly express the commitment of the school to support the children from ASP classes until the completion of their basic education.
7	45min	Discussion	<ul style="list-style-type: none"> ■ Participants openly discuss the points raised by the CMC/Parents and Headmaster of the Mother School and find the conclusions or solutions to the problems. ■ RP facilitates the discussion
8	15min	Confirmation of the conclusion/output of the discussion	■ RP confirms the outcome of the programme.
9	5min	End of the programme	
10		Tea and refreshment	

Discussion in the interaction programme needs to be focused on to support children from the ASP classes to integrate smoothly into the formal school system (making a needs-based action list as example below)

Needs of ASP Graduate	How to provide	Who is in charge of action	Note

Profile of the Children from ASP classes need to be provided to the Mother School.

Procedure 2

Introductory Meeting with parents/guardians to prepare the children for commencement of school

- SMC conducts a meeting with parents/guardians to discuss final preparations before the children who completed ASP classes begin school.
- Topics to be covered should include; rules of the school, expectations, schedule, preparations that should be made by the family, acquiring stationary and textbooks, etc.

Procedure 3

Final Examination/certificate for children who complete ASP classes at school

The mother school is responsible for conducting the final examination of children who complete ASP classes to examine their academic achievement. The mother school is also responsible for preparing the certificate that includes the marks of the final exam (See **Appendix 7** for an example of the certificate).

Procedure 4

Issuing Certificates for facilitators/ Education Volunteers

When facilitators and Education Volunteers successfully complete their contract with ASP classes, the DEO will prepare and issue a certificate to help further their careers (See **Appendix 8** for an example of the certificate).

Procedure 5: Follow-up of children who complete ASP classes at the school

One or two teachers from the Mother School should be responsible for the ongoing care of children who completed ASP classes once they enroll in the Mother School. The responsible teachers should meet with the children who completed ASP classes regularly to find out about difficulties they face. The responsible teachers should work with other stakeholders to find solutions to the problems.

Procedure 6

Follow-up for guardians (parents) of ASP graduates

- During the last week of Baisakh (second week of May) SS, RP, ASPM will conduct door to door visits to meet parents/guardians of the graduating children from ASP classes, convince them of the necessity for further schooling and discuss any remaining obstacles to this. Follow up visits should be conducted one month after this (up to the second week of June)
- The Mother School's SMC conduct followup meetings to find actual enrolment situation with stakeholders before Dashain and Tihar. At least one meeting with parents of the previous Children from ASP classes should be organized.

Schedule of
Preparation for after
ASP Classes

Preparation for after ASP Classes need to be carried out according to the following schedule.

	<i>Nepali Month</i>	<i>English Month</i>
<i>Procedure 1:</i> Interactive Programme	<i>Magh</i>	<i>Jan</i>
<i>Procedure 2:</i> Introductory Meeting with parents/ guardians to prepare the children to commence school	<i>Fagun</i>	<i>Jan-Feb</i>
<i>Procedure 3:</i> Final Examination/certificate for children who completed ASP classes at school	<i>Chaitra</i>	<i>Mar-Apr</i>
<i>Procedure 4:</i> Issuing Certificates for faciitators/ Education Volunteers	<i>Chaitra</i>	<i>Mar-Apr</i>
<i>Procedure 5:</i> Follow-up for children who completed ASP classes at school	<i>Baisak</i>	<i>Apr-</i>
<i>Procedure 6:</i> Follow-up for guardians (parents) of ASP graduates	<i>Baisak-Jeth</i>	<i>May-Jun</i>

Case from CASP pilot activities-9

Enrollment to Formal School

Bungpung community is located in Dhusa VDC-8 of Dhading, adjoining the Prithvi Highway. It takes an approximately four hours walk for local people to reach to the community. The VDC is primarily populated by Chepang people who are shy and peace loving by nature. Because of these characteristics, Chepangs are under privileged and continue to live in marginalized conditions. Almost all parents of Bungpung community are farmers and depend on this occupation to survive, but the income from farming can only support them for up to four months of the year. Besides farming, their livelihood depends upon daily wage labor.

Him Lal Praja, 17 yrs, is the third son of his parents and is one of a family of seven. Farming and daily wages are the only source of income for his family - similar to other families in the community. His two elder brothers and two younger brothers support their father in securing their family's livelihood. His mother works in the house, as well as working for daily wages to support the family. They live in a thatched house.

Before CASP started the FSP class in Bungpung, none of the school aged children had been enrolled in school. It is this lack of educational opportunity in the community that has left the people un-aware of the importance of education for their children.

After CASP launched a FSP in Bungpung in 2062 BS (April 2005), Him Lal Praja was advised to join the class by the head teacher of a nearby formal school, along with the CASP partner NGO who had made door-to-door visits and conducted an orientation programme in the community. At that time he joined the FSP class. He was 14 years old.

In the class, Him was encouraged by the facilitator in his studies and provided with personal guidance so that he could easily adjust to the class-room environment and learning with classmates. The class was very small and the daily course of study was intensive. The facilitator taught regularly and did not miss class. In his absence, the class was run by an Education Volunteer.

Him regularly participated in the FSP class. He was encouraged to participate in curricular and extra curricular activities organized by the FSP and Mother School. He was a very talented student – along with maintaining an excellent academic performance, he won many prizes. He displayed an aptitude for playing the flute and the Madal (small drum). He sung beautifully in both the Chepang and Nepalese language. He continued to win

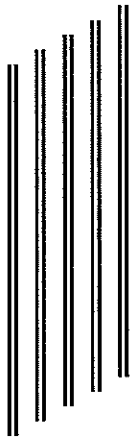
prizes in singing, playing music and dancing throughout his time in the FSP.

After completion of the three-year FSP cycle, Him Lal Praja enrolled in class six in Panchakanya Lower Secondary School. After enrolling there, he earned the top scores in his first and second terminal examinations. He is currently the first in his grade. Since enrollment, he has won prizes in regular curricular- and extra-curricular activities as well as other competitions organized by the school. However, he now faces significant challenges from within his family. His parents want him to stop schooling because for them 3 years of study is more than enough. In the Bungpung community it is expected to work full-time and support the family at his age. As a result, Him Lal Praja has had to work after school till late at night and before school from early in the morning. It has been difficult and he seriously considered stopping his education. However, the headmaster - who used to be an ASPM - has known Him Lal Praja for over 4 years, and is convinced that he should continue his schooling. He has encouraged Him Lal Praja to persevere. Him Lal Praja loves reading English and eventually wants to be a teacher in his own community.

The key lessons learned by the case of Him Lal Praja are as follows:

- ▶ Among the children who have had the chance to study in an ASP school, there are many with academic talents who are also gifted in performing other extra-curricular activities.
- ▶ The ASP is a good opportunity for under privileged children who are otherwise denied the chance to study in a formal school.
- ▶ ASP children need support when adjusting to learning in a class-room environment. They need assistance when enrolling in a formal school after completion of the ASP class.
- ▶ If ASP children are already known by the Mother School through the ASPM, it is easier to get proper care and attention they require. Him Lal Praja is a prime example, in that he has received significant support and encouragement from the head-teacher. This has greatly assisted his transition.

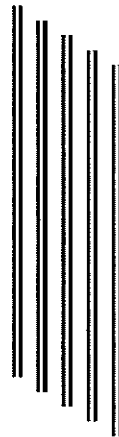
Implementation plan schedule of Activities



- STEP 1 NFECC Technical Meeting
- STEP 2 District Education Office Monthly Meeting
- STEP 3 Site Selection Process
- STEP 4 Partner NGO/CBO Selection
- STEP 5 Orientation Program
- STEP 6 Formation of Class Management Committee (CMC)
- STEP 7 Facilitator Selection
- STEP 8 Educational Volunteers (EVs) Selection
- STEP 9 Arrangement of Learning Environment
- STEP 10 Community Mobilization
- STEP 11 Providing Text-materials
- STEP 12 Monitoring System
- STEP 13 Facilitator Support
- STEP 14 Preparation for after ASP Classes

ASP Class	First Year												Second Year												Third Year															
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3				
Month	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul			
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Appendix



Appendix

1. Alternative Schooling Programme Suggested Budget Package
2. Sample Format of TOR for Partner NGO/CBO
3. Teaching/Learning Material for class implementation check list as NFE-PIM Annex 8 Section B
4. Sample of Monitoring sheet
5. ASP Child Profile
6. Alternative Schooling Program Information
7. Certificate for student
8. Certificate for Facilitator/EV
9. Check list of Proposal for the submission in the Village Development Committee

Appendix 1 ASP Suggested Budget Package

Alternative Schooling Programme Suggested Budget Package

GL STEP No.	ASP Guideline Activity	Regular Budget	Additional Cost Estimate	Budget Coordination	Remarks
-	Needs assessment		NPR 1,000.00		
1	Site selection				
2	Partner NGO/CBO selection				
3	Orientation program		NPR 5,725.00		only for first year
4	Formation Class Management Committee (CMC)		NPR 770.00		
5	Facilitator selection				
6	Education Volunteer selection		NPR 570.00		
7	Arrangement of learning environment (management cost)	NPR 2,000.00	NPR 10,000.00	MoLD Line Agencies	when class established (only for first year)
	(management cost)	NPR 6,000.00	NPR 27,920.00	MoLD Line Agencies	Additional for stationeries, uniform, bag and tin box for class
	(educational materials apart from Textbook)	NPR 3,000.00			total for SOP NPR 5,000/year FSP NPR 3,000/year
8	Community mobilization (Child club activities)		NPR 2,705.00	MoLD Line Agencies	
	(Incentives and awards for ASP children)		NPR 1,000.00	MoLD Line Agencies	
	(Mass communication and education campaign)		NPR 1,000.00	MoLD Line Agencies	
	(Interactive between ASP children and mother school students)		NPR 1,400.00	MoLD Line Agencies	
9	Providing textbooks (educational materials/SOP)	NPR 2,000.00			total for SOP NPR 5,000/year
	(educational materials/FSP)	NPR 0.00			total for FSP NPR 3,000/year
10	Monitoring system (regular monitoring/month)	NPR 500.00	NPR 4,800.00		
	(ASPM Workshop)		NPR 1,000.00		
11	Facilitator Training (Pre-service training)	NPR 28,125.00			15 days for 1st year (for training)
		NPR 3,985.00			15 days for 1st year (for Facilitator)
	(In-service training)	NPR 6,875.00			5 days for 2nd and 3rd year (for training)
		NPR 1,535.00			5 days for 2nd and 3rd year (for Facilitator)
	(Additional training)		NPR 18,700.00		2 times each year
12	Preparation for post ASP				
	Facilitator remuneration	NPR 26,000.00			NRP2,000/m×13
	Regular Budget if any				
		NPR 80,020.00	NPR 76,590.00	Total	NPR 156,610.00

Appendix 2 Sample Format of TOR for Partner NGO/CBO

1. Background and Objective of ASP

Despite efforts made in the past, 13% of children in Nepal have never attended school. Some children do join school, but drop out for many reasons. The current statistics show that 20.9% of students drop out before completing grade 1 and 10.3%, 11.7% and 14.9% follow by the end of grade 2, 3, 4 and 5, respectively. The primary school survival rate is 80.3%. Those out of school are mostly children from disadvantaged social groups. In response to these harsh realities, **Alternative Schooling Program (ASP)** was designed as one of Non Formal Education (NFE) programs by the Government of Nepal and being implemented by Non-formal Education Center (NFEC) and District Education Office (DEO).

There are two types of ASP: School Outreach Program (SOP) and Flexible Schooling Program (FSP). The former focuses on teaching children between 6-8 years of age who failed to attend formal schooling. It used to be conducted on the basis of textbooks of the primary education curriculum of grade 1, 2 and 3 using non formal teaching procedures. After completing three-year SOP, children are expected to be admitted in grade 4 of nearby formal school, called mother school. The latter is designed for children between 8-14 years who are unable to continue to attend schools. It covers the primary education curriculum of grade 1 to grade 5 for three years. After completing FSP, children are expected to be admitted in grade 6 of mother school.

In ASP, it is very important to facilitate attitude and behaviour changes toward children's schooling among parents/guardians and the people in the disadvantaged community. Considering the fact that out-of-school children have existed in the disadvantaged community before an ASP class is provided, such changes are less likely to occur among parents/guardians and the community spontaneously. This calls for mobilizers who are able to facilitate parents and the community people to change their attitude and behaviour towards children's schooling and to be actively involved in ASP. National Non-formal Education Policy stipulates that Village Education Plan (VEP)-based Community Learning Center (CLC) is in charge of community mobilization, participation and monitoring of NFE. However, in non-VEP areas, it must be alternative function under the existing government's ASP. It is envisaged that local NGO and CBO can play a role of mobilizers in ASP since these organizations generally specialize in community development and mobilization activities for disadvantaged social groups including children. In non-VEP areas, the capable NGOs or CBOs which are interested in child education need to be selected by DEO in a fair and transparent manner.

2. Overall Scope of Work for Partner NGOs/CBOs

The overall scope of work for Partner NGOs/CBOs is presented below:

- 1) To encourage community, namely Class Management Committee (CMC), parents, ASP children, Education Volunteers (Evs) and community people to be involved in child education through conducting various community mobilization activities
 - To organize an orientation program at the target community level (See STEP 3)
 - To assist the community people in forming CMC in collaboration with Resource Persons (RPs) and mother school (See STEP 4)
 - To assist RPs in providing CMC with orientation (See STEP 4)
 - To assist CMC in selecting Evs (See STEP 6)
 - To assist CMC in arranging physical learning environment and educational materials (See STEP 7)
 - To assist CMC in conducting regular monitoring and meetings (See STEP 8)
 - To organize mass communication and education campaign (See STEP 8)
 - To organize identity cards for ASP children (See STEP 8)
 - To form and mobilize child club (See STEP 8)

- To organize a parents' visiting day (See STEP 8)
 - To assist CMC in organizing door-to-door home visit and individual consultation to convince parents to send their children to the ASP class regularly (See STEP 8)
 - To organize interactive program between the ASP class and mother school (See STEP 8)
 - To provide incentives and awards for ASP children whenever possible
- 2) To assist a facilitator in undertaking the ASP class in collaboration with ASPM and RP
 - 3) To collaborate with various stakeholders such as VDC, DDC, schools, other NGOs/CBOs, government agencies and community people from the technical and financial aspects for effective community mobilization activities
 - 4) To attend orientation program organized by DEO/RP (See STEP 3)
 - 5) To attend the District-level RP and SS meetings three times a year after each trimester exam to report on the progress of community mobilization activities (See District Education Office Monthly Meeting")
 - 6) To submit reports to DEO in the above District-level RP, SS meetings (See District Education Office Monthly Meeting")

3. Reporting

Partner NGOs/CBOs shall submit reports three times a year after each trimester exam to DEO, describing the progress of the community mobilization activities, impacts, issues, lessons learned, and recommendations.

4. Timeline

Partner NGOs/CBOs shall conduct community mobilization activities according to the following schedule.

	<i>Nepal Month</i>	<i>English Month</i>
1) To encourage community, namely CMC, parents, ASP children, EVs and community people to be involved in child education through conducting various community mobilization activities		
To organize an orientation program at the target community level	<i>Magh-Fagun</i>	<i>February</i>
To assist the community people in forming CMC in collaboration with RPs and mother school	<i>Magh-Fagun</i>	<i>February</i>
To assist RPs in providing CMC with orientation	<i>Magh-Fagun</i>	<i>February</i>
To assist CMC in selecting Evs	<i>By Chaitra</i>	<i>By March/April</i>
To assist CMC in arranging physical learning environment and educational materials	<i>By Chaitra</i>	<i>By March/April</i>
To assist CMC in conducting regular monitoring and meetings	<i>3 years after orientation program</i>	<i>3 years after orientation program</i>
To organize mass communication and education campaign		
To organize identity cards for ASP children		
To form and mobilize child club		
To organize a parents' visiting day		
To assist CMC in organizing door-to-door home visit and individual consultation to convince parents to send their children to the ASP class regularly		
To organize interactive program between the ASP class and mother school		
To provide incentives and awards for ASP children wherever possible		
2) To assist a facilitator in undertaking the ASP class in collaboration with ASPM and RP	<i>3 years from Baishakh</i>	<i>3 years from April/May</i>
3) To collaborate with various stakeholders such as VDC, DDC, schools, other NGOs/CBOs, government agencies and community people from the technical and financial aspects for effective community mobilization activities	<i>3 years from Baishakh</i>	<i>3 years from April/May</i>
4) To attend orientation program organized by DEO/RP	<i>Magh-Fagun</i>	<i>February</i>
5) To attend the District-level RP and SS meetings three times a year after each trimester exam to report on the progress of community mobilization activities	<i>3 years from Baishakh</i>	<i>3 years from April/May</i>
6) To submit reports to DEO in the above District-level RP, SS meetings	<i>3 years from Baishakh</i>	<i>3 years from April/May</i>

**Appendix 3 Teaching/Learning Material for class implementation check list
as NFE-PIM Annex 8 Section B**

SN	Materials	For	When (planned)	When (received)	By whom	How	How many
	Upper table of Annex 8 Section B	class management cost NRs. 2,000* when class established and educational materials NRs.5,000 for SOP per year NRs, 3,000 for FSP per year					
1	Text book for SOP (Direct distribution by NFEC for FSP when training) only one time	Participants Facilitator	Baishakh per year for SOP (branch school) r				1 each Participants and 1 for Facilitator
2	Teacher's Guide for SOP (Direct distribution by NFEC for FSP when training) only one time	Facilitator	Baishakh per year				1
3	Curriculum for SOP (Direct distribution by NFEC for FSP when training) only one time	Facilitator	Baishakh per year				1
4	Question Paper and printing only one time	Facilitator/ class	three time of each Exam			Baishakh per year (all at one?)	at least final exam
5	Floor mat (gundri / chatai / sukul) as necessary	class	Baishakh at first year				
6	Blackboard as necessary	class	Baishakh at first year				
7	Chair as necessary	class	Baishakh at first year				
8	Table as necessary	class	Baishakh at first year				1
9	Signboard as necessary	class	Baishakh at first year				
10	Bell as necessary	class	Baishakh at first year				
	Lower table Annex 8 Section B	class management cost NRs.6,000 per year					
1	Notebook at least 1 per month	Participants				Baishakh per year	
2	Pencil at least 1 per month	Participants				Baishakh per year	
3	Eraser at least 1 per month	Participants				Baishakh per year	
4	Chalk as necessary	class				Baishakh per year	1 box box/month
5	Duster as necessary	class					1
6	Attendance register as necessary	class					
7	Supervision/Monitoring register as necessary	class					1
8	Meeting agenda book as necessary	class					1
9	Letter pad, Stamp pad as necessary	class					
10	Bucket, Mug, Broom as necessary	class					
11	Pencil sharpener no mention in the annex at least 1 per class	class					
12	ID card as necessary	Participants					

Appendix 4 Sample of Monitoring sheet

Government of Nepal
Alternative Schooling Program 206_
Form of using when monitoring
by Alternative Schooling Program Monitor (ASPM)/Recourse Person (PR)

VDC/Municipality:

Date of monitoring:

Name of Facilitator:

Detail of Participants attendance:

Participants	No of admitted	No of attendance	No of absentee	Reason of absent (and name of absentee)
Total				
Girls				
Boys				
Check the attendance register book: Yes/No				
Name of poor attendance if any.				
Change/improve if any				

Check points of Facilitator/class activities Check ✓

Activities	Very good	Good	Needs improvement	Good points and other findings
Class management				
Teaching activities				
Providing extra help for weak students				
Using supplemental materials				
Child-centered activities				

Advice to improvements

Improved points since last visited

Name of Facilitator:

Name of Monitor:

Signature

Signature

date

date

Remarks: ASPM should discuss the results of monitoring (eg. Class management, performance of ASP facilitator, etc.) with RP. After that this monitoring sheet is filed at the ASP class and managed by the ASP facilitator

Remarks: ASPM should discuss the results of monitoring (eg. Class management, performance of ASP facilitator, etc.) with RP. After that this monitoring sheet is filed at the ASP class and managed by the ASP facilitator.

Appendix 5 ASP Child Profile

ASP Child Profile 206_

- 1) Name of Mother School & Code No. (used in flash report):
- 2) Name of Class/Center and [SOP / FSP]
 Grade/Level: 1 / 2 / 3
 District: _____ VDC/Municipality: _____ Street/Tole: _____ Ward No. _____
- 3) **Name of the student:** _____ (a-ka) Sex: [Female / Male] (b-kha) Roll No. _____
 (c-ga) Date of birth: _____ (d-gha) Birth certificate [Yes / No] (e-nga) caste: _____
 (f-cha) If Dalits* (g-chha) If Ethnic group* (h-ja) Religion: _____ (i-jha) Mother Language: _____
 (j-nya) School dropout: if yes: (j-nya-1) year of dropout: _____ (j-nya-2) month of dropout: _____ (j-nya-3) class of dropout: _____
 (nya-4) Reason of dropout: (i-a) unpleasant (i-aa) difficulty to read (ii-i) Household work (iv-ii) Abusing (v-u) Negligence (vi-uu) Others _____
 (vii-c) Is he/she working though participating in the program? Yes / No
- 4) Physical condition (state if there is any disability):

5) Guardians Profile:

Guardian's Name	(a-ka) Occupation						(b-kha) Citizenship		Illiterate	(c-ga) Educational Qualification							
	Agriculture	Business	Cottage industry	Laborer	Service	Others	Yes	No		Adult/Women Education		Passed					
										Completed	Started	Class	S.L.C	LA	B.A	M.A	
Father:																	
Mother:																	
Other relation as a guardian:																	

- 6) Permanent Address: District _____ VDC/Municipality: _____ Street/Tole: _____ Ward No. _____
- 7) Current Address: District _____ VDC/Municipality: _____ Street/Tole: _____ Ward No. _____
- 8) Living with whom, except permanent address:
 (a-ka) Father (b-kha) Mother (c-ga) Elder brother (d-gha) Younger brother (e-nga) Elder sister
 (f-cha) Younger sister (g-chha) relative (h-ja) non-relatives
- 9) No. of elder brother No. of younger brother No. of elder sister No. of younger sister Total family no

Signature of Facilitator

Date:

Signature of representative from CMC

Date:

* Dalit Group: Lahar, Sunar, Kami, Sarki, Baci, Gama, Kasari, Kusuli, Kache, Chiyama, Pada, Chamar, Dhobri, Paswan, (dusadi), Tamra, Dom, Bantar, Khazway, Mijhanar, Santhal, Satar, Hakhol.

* Ethnic Group: Barikanya, Barimo, Barlu, Gaule, Bhote, Bhujel, Bote, Byasi, Charotan, Chepang, Chhantyal, Danuwar, Darai, Dhanuk (Rajbanshi), Dhimal, Doko, Dura, Fero, Ganagai, Gurung, Haysi, Hyelmo, Jhangad, Jera, Kisan, Kamal, Kushbadiya, Kuzunda, Larka, Lecha, Lhami, Uraga, Limbu, Magar, Machi, Marphal, Thakali, Meche (Bodda), Mugali, Newar, Pahan, Rai, Rajbanshi (Kochi), Rajhi, Raut, Satar (Santhal), Sherpa, Sigar, Sunwar, Surai, Talyanya, Tamang, Tangwa, Thakali, Thami, Tharu, Thudam, Tin, Gaule, Thakali, Topkegotia, Walung, Yaksha.

Remarks: ASP facilitator must fill this sheet for every ASP child at the time of school admission and update it according to change taken place. This sheet must be filed and managed by the ASP facilitator.

Appendix 6 Alternative Schooling Program Information

PART – A: Program detail

District:	VDC/Municipality:	Ward No.:	Village/Tole:	Name of Program: SOP/FSP (✓ Tick one)
Centre Code:	Level/Grade: 1 / 2 / 3 (✓ Tick one)	Starting date of first Level/Grade: / /		Timing of Class: - AM /PM
Total number of participants: Boys: Girl:		Name of Mother School:		Village/Tole
Venue of ASP class: Own building / Rented house / Contributed / Open air (✓ Tick one)				
Is GMC formed ? If yes, please mention number of meeting and support received If no, please mention the reason for not forming				

PART – B: Facilitator's detail

Name of Facilitator:	Caste:	Ethnicity:	Sex: Male/Female (✓ Tick one)	Age:
Marital Status: Married/Unmarried (✓ Tick one)	Teaching Experience:		Distance to center (Time – Hour/Minute)	
Address: VDC/Municipality	Ward	Location	Qualification: (Level completed)	Training: Pre-Service/In-Service (2 nd) /In-Service (3 rd) (✓ Tick one)

Facilitator's signature: _____
 Date: _____

Endorsed by (Head teacher of Mother School): _____
 Date: _____

Appendix 7 Certificate for Children

Phone no.

Shree.....School

Address:

Ref. No.

Date:

Certificate

This certificate is awarded to the below mentioned student on the successful completion of....class/ levelof the alternative schooling program. Her/his behavioral and moral performance was positive throughout the duration of their school career. The following grades are the permanent record of his/her final exams and are represented in the mark sheet that follows:

Mark sheet**Annual Examination**

Name of Student	Date of birth
Class/level	Father's Name
Roll No.	Mother's Name
	Guardian's Name

Address of class (Tole/VDC):, District

SN	Subject	F.M	P.M	M.O	Remarks
1	English	100			
2	Nepali	100			
3	Math	100			
4	Science	100			
5	Social Studies	100			
	Total				

Result:

Position:

Appendix 8 Certificate for Facilitator/EV

Phone no.



**Government of Nepal
Ministry of Education
Department of Education
District Education Office**

.....
Address:

Ref. No.

Date:

**Non-formal Education
Alternative Schooling Programme**

**School Outreach Programme/Flexible Schooling Programme
.....District, Nepal**

CERTIFICATE

This is a certificate for Mr. /Ms.has successfully completed a fixed term as the Facilitator/Education Volunteer at **School Outreach Programme/Flexible Schooling Programme** from to(term)

During the service period he/she has shown dedication, honesty and a strong sense of duty and his/her work has contributed to the successful realization of the program's goals and objectives.

We wish him/her every success into the future.

Date of issue:

District Education
Officer

Appendix 9 Check list of
Proposal for the submission in the Village Development Committee
(Example: A proposal on Primary School Support)

1. Introduction:
 - Name of the settlement
 - Ward number of the settlement
 - Location of the village
 - Total population, number of house hold, cast
 - Social, economical and educational status
2. Problem:
 - Facing problem (as for example: The children aged 6-8 are not access to the education due to the farness of the formal school. The School is 1.30 hr. walking distance from the village. The children can not walk up to the school)
 -
3. Objective:
 - Why it is needed? (as for example: To establish the primary school.
 - To provide the access of education toward the children aged 6-8 yr.)
 -
4. Target number of beneficiaries
 - Direct beneficiaries (as for example number of eligible children aged 6-8 yrs.)
 - Potential indirect beneficiaries [The number of family members of the direct beneficiaries. (Multiplying the number of direct beneficiaries (children) and family size of the village. Then subtract the number of the children (e.g. 20 children*5 family size = 100-20 children= 80 indirect beneficiaries)]
5. Description of the subject (i.e. title as for example: Status of education, location of existing school , information of new school etc)
6. Planning and action plan (as for example: land management, materials and human resource management, construction start, construction complete, class start etc.)
7. Tentative Budget
 - Detail Activities wise tentative budget
 - Contribution of community people and other organization (if coordinated with others)
 - Requested amount
8. Conclusion

