



CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

WORLD LITERACY DAY/ NATIONAL EDUCATION DAY 2007

On September 8th CASP celebrated World Literacy Day and National Education Day. This year special significance was added to our celebration because children from one of our pilot classes made a stage debut! At the Kathmandu ceremony, the participants in the Santinagar FSP* talked about their experiences with ASP* before Mr. Nepal, the Honorable Minister of Education and Sports.



Santinagar FSP children interviewed by NFEC* officials.



Ms. Chaulagain and Santinagar FSP participants

Puja, 10 years old, said she enjoyed the class and wanted to be a teacher in the future. 13-year old Kabita told how she overcame her situation to begin her study a year ago. Their interview was on Annapurna Post, one of the nationally circulated newspapers. Their facilitator, Ms. Pabitra Chaulagain, proudly recalls this event, "I am very happy. It was wonderful that my participants had an opportunity to speak at such a big ceremony. I had never thought this would happen."



Ms. Tsubouchi, Chief advisor of CASP, talks with Mr. Nepal, Minister of Education and Sports

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Community Mobilization Going Strong

- Radha Pradhananga, Program Coordinator of CASP

Community mobilization is one of the components of CASP. The following were some of the activities conducted from May to July 2007.

-Local Partner NGOs (PNGOs), with the support of District Education Offices, made IDs for each child of ASP in an effort to create the same school environment as the formal school. The children were happy to receive one. Moreover, attendance rates rose after IDs were distributed, showing that they have increased children's motivation.

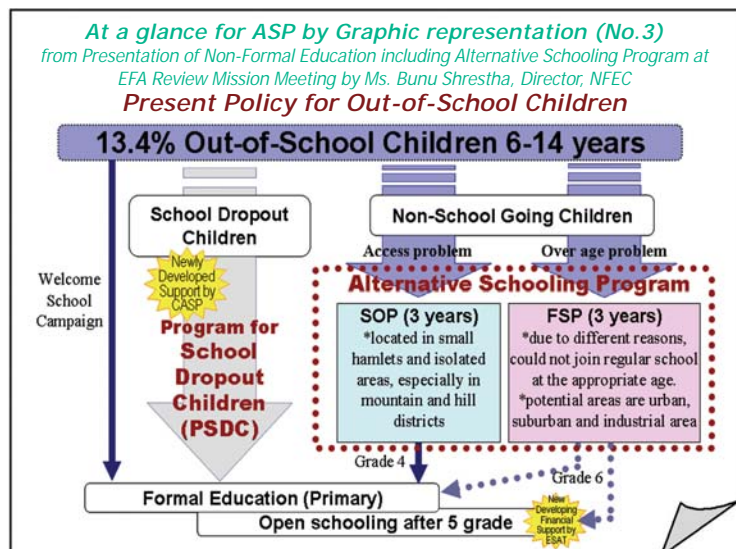
-The Child Club, a body established in each ASP class on children's own initiative to foster their solidarity and enrich their learning experiences, organized a wide range of extracurricular activities. An English spelling contest, drawing, song, drama competitions are some of them. ASP children met periodically to plan these activities.

-The Class Management Committees (CMC) help the ASP run smoothly.

-The CMC, PNGOs coordinated with Village Development Committee (VDC), District Development Committee (DDC) and community individuals to secure resources for ASP. Here is an example: **New classroom for the SOP* in Chhaimale:** Classes used to take place in a rented room. Community members,

CMC, parents, Educational Volunteers (EVs) and PNGO took initiative to construct a building for the class. Mr. Suka Bahadur Bhomjan, local farmer, donated land. The CMC and P/NGO coordinated with Chaimale VDC and Kathmandu DDC to raise funds for the construction, receiving Rs. 125,000 from the committees. Furthermore, timber was acquired from Kerabari Community Forestry Users Committee (CFUC), Salledanda CFUC and Samikhel CFUC. On July 11, 2007, children began studying in their own building!

-The EVs conducted the class when the facilitators were unable to teach. They also assisted the facilitator with conducting the class and prepare question papers.



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

Action Research on ASP in Dhading

-Narayan Bhatta, Program Coordinator of CASP

In Dhading District, almost 8% of school-aged children, who belong to socio-economically disadvantaged groups, are deprived of the right to education. District Education Office (DEO) in Dhading conduct 33 ASP classes to provide an opportunity to study for out of school children. 9 of them have been under the CASP pilot activities since 2005.

Action Research, or a comparative study between CASP pilot classes and non-CASP pilot classes, was carried out to find out the degree of learning achievement of the participants in ASP of the two settings. The study team created and administered an original test to children. In addition, the study examined the aspects of education quality, class management, effectiveness of monitoring, and problem solving. For this purpose, the team performed observations and interviews with children, parents, facilitators, CMCs, and mother school teachers.

The exam component has revealed notable differences between the CASP pilot classes and non-CASP pilot classes. The attendance rates of the former and the latter are 76% in and 62%, respectively. The learning achievement, the obtained test score expressed in

percentage points, of SOP children in Level II is 68.5% in the CASP pilot classes whereas that of children in Grade II of mother school is 60%. The Level II children of FSP in the CASP pilot sites surpass at 61% their mother school counterparts in Grade III whose achievement stands at 43.5%. The learning achievement of children in Level III of SOP in the non-CASP pilot sites and of those in Grade III at mother school is 42% and 70%, respectively. The FSP children in Level III in the non-CASP pilot sites score 47.5%, while their mother school counterparts children in Grade 5 mark 66.5%. These results show that the learning achievement of children is higher in the SOP and FSP in the CASP pilot classes than the non-CASP pilot ones. Though the direct comparison in the learning achievement between the two is not feasible because of the difference in the grade, the higher learning achievement of children studying in the CASP pilot classes can be justified based on the comparison with the achievement of their mother school students.

The parents and facilitators reported that the majority of the children both in the CASP pilot and non-CASP pilot classes

received materials from DEO inadequately. In the former, facilitators receive additional training in Mathematics, English, and Social Issues whereas the latter are provided with no such opportunity. Facilitators in the CASP pilot sites reported that their classes were visited by the head teacher of mother school twice a month and by RP monthly. In the CASP pilot sites, the mother school is more active and give more attention to the children than the non-CASP-pilot sites.

The following are some of the recommendations by the research team to improve SOP/FSP:

1. Introduce the mother school based monitoring system.
2. Parents should be encouraged to visit the class to interact with the facilitator on their children's performance.
3. Facilitators Supporting Handbook should be provided for non-pilot sites. NFEC should provide the teaching materials as needed.

The complete report of Action Research in Dhading will be available at www.casp-nepal.org.



Meet the CASP Family! - Ms. Laxmi Udas Karki

Nobody can tell you better about the history of CASP than Laxmi Udas Karki, Assistant Program Coordinator, who has been working with us since the very beginning of the project. Laxmi performs administrative tasks and lends logistical support for all operations, keeping both our office and activities running smoothly. Moreover, her big smile maintains our office in a pleasant environment! Laxmi's rich experience in working with international donors is a great asset to us—prior to CASP, she worked with DANIDA and UNDP—. She knows, otherwise adapts herself very quickly to, how things work in an international cooperation project. Here are Laxmi's thoughts on CASP:

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

- Yes, it is my first project in non-formal education. This is also the first time I work with a Japanese team.

How has been your experience with CASP?

- I joined CASP in April 2004 when the project kicked off. My experience has been positive. I enjoy working with the team. The project offers me a good environment for learning. Since I am involved in every aspect of the project, both inside and outside the office, I have learned a lot about education and the Japanese system, which is the strongest gain I have had.

What do you think about working for a Japanese project?

- I find my Japanese team members detailed and hard-working. It is something I have learned as a Nepalese. We run a number of activities throughout a year and my team members are sometimes too busy to share. In the past it would become my concern because one of my roles is to provide information on CASP for the public. This, however, has been improved since we have more team meetings now. We keep one another informed well.

Laxmi has been at every stage of CASP's evolution. We truly appreciate her intuition, flexibility and hard work!

Latest Publication

"ASP-Experience and Practice (in Nepalese)"

This booklet details CASP's practices of ASP and presents cases of non-formal education for children in other countries such as Bangladesh, Thailand and India. This publication will help information on ASP be widely disseminated.



More information

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