



GoN/JICA



# CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

## Technical Exchange Training in Bangladesh

*Dattatray Dahal, Section Officer, Non-Formal Education Center (NFEC)*

NFEC and CASP/JICA jointly planned to have Technical Exchange Training program for Nepali government officers working in Non-Formal Education (NFE) programs for children. In 2007, it is provided them with an opportunity to study the practice of NFE for children implemented by BRAC (Bangladesh Rural Advancement Committee) which is the biggest NGO in Bangladesh. The socio-economic and cultural environment on the NFE for children in Bangladesh and Nepal are similar to a certain extent. It is considered that the experience and practice for the ethnic minorities in the hilly areas can provide good lessons for the participants from Nepal where many children have difficulty in schooling. Technical Exchange Training program was conducted from 15 to 21 September in order to

- 1) Study the mechanism and system of NFE for children in BRAC implementation
- 2) Observe the sites of NFE for children, particularly for ethnic minorities in remote area
- 3) Discuss with concerned personnel as well as beneficiaries groups who are working for NFE children.

One NFEC Section Officers, Mr. Dattatray Dahal, three Officer from Kathmandu District Education Office (DEO), Mr. Durga Nath Gautam, Ms. Rebika Amatya and, Ms. Rama Aryal, two Officers from Dhading DEO, Mr. Shiva Regmi and Ms. Sarita Paudel, and one officer from Siraha DEO, Mr. Gyani Yadav attended the program.

The program included the field visit at the remote areas of Mymensingh, which is located in the central part of Bangladesh, to observe the practice of NFE for children and Resource Center. The program was completed fruitfully and the participants developed following recommendation at the end of the program.

There were a number of methods for the effective implementation of the various

programs in community level of BRAC. They define the strategic approach and set the parameters of how program will operate. Most of the programs were very similar to Nepali educational program. As we know that we all are well-known of ASP, for this, visited team tried their best to observe the concern program and their implementing methods hoping that could be implementing in Nepal. Some of them are as follows;

- All work was undertaken within their existing framework and building on institutions within communities.
- Initiatives were consistent with and supportive of BRAC.
- The expertise and experience of variety of partners were utilized and built upon, including local communities, local officials, local institutions, research organizations, technical agencies, NGOs and CBOs.
- Implementations were based on the need and at the request of each community.
- Learning packages were developed and utilized which are appropriate for adults, children, women, disadvantage and ethnic minority groups and local context. Moreover, actively involving the participants themselves in the choice of activities.
- From the outset links were made with social and economic development program in order to integrate literacy and learning with other activities.
- The BRAC advocate and promote gender equality and social inclusion in education which helped to social integration and gender empowerment. Learners have an opportunity to become literate and to raise their economic standard.

*Interaction with women's group of micro finance project, Haluwaghat, Mymensingh*

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*Team and BRAC resoure person*



*Observing BRAC school, Haluwaghat, Mymensingh*



## Meet the CASP Family ! -II- Mr. Raj Kumar Thapa

Like any technical job, it is important role of behind some one, Mr. Raj Kumar Thapa is a supporter of CASP who plays a vital role for office maintenance and support for material printing, photocopy and chores. Here are Raj Kumar's thought on CASP.



► *How has been your experience with CASP?*

My experince has been positive. I am working with cheerful invironment. Since I am involved in CASP, I got oppertunity to learn many things and my CASP team helped me alot and provided me time during my learning period.

► *What do you think about working for a Japanese project?*

I am happy to work in this project as well with japanese experts. I collected many informations and ideas on technical aspects too.

## Action Research in Kathmahdu District

Rudra Hari Bhandari, Section Officer, Kathmandu DEO

In Kathmandu District, almost 8% of school-aged children, who belong to socio-economically disadvantaged groups, are deprived of the right to education. DEO Kathmandu has conducted 29 ASP classes to provide an opportunity to study for out of school children. 9 of them have been under the CASP pilot activities since 2006.

Action Research between CASP pilot sites and non-CASP pilot sites, was carried out to find out the degree of learning achievement of the participants in ASP of the two settings. The study team of DEO Kathmandu 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 stakeholders like as children, parents, facilitators, Class Management Committee(CMC)s, and mother school teachers.

In the case of Kathmandu, only FSP is implemented on non-CASP classes. So, the result is slightly different to Dhading. The average attendance rates of the CASP pilot site is 88% and non-CASP is 86%. The learning achievement, the obtained test score expressed in percentage points, of children in SOP Level II is 58% in the CASP pilot classes whereas that of children in Grade II of mother school is 48%. The Level II children of FSP in the CASP pilot classes surpass at 52.5% their mother school counterparts in Grade

III whose achievement stands at 43.5%. It's not so big significantly different expect case of Kirtipur where almost registered children are under aged.

Facilitators in the CASP pilot sites reported that their classes were visited by the teacher (ASPM) of mother school twice a month



Achievement test on CASP class, FSP, Koteshwor and non-CASP class, Gueshowari HSS (right)

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. As the classes seem to be more effective where the partner NGO plays more active and supportive role, the selection criteria of the partner NGO should be more realistic so as to select more active and supportive NGO. Those NGO which can gather local contribution should be given more priority.
2. The effective monitoring system in non CASP pilot site should be established.
3. Some content should be added and elaborated in FSH, teaching learning activities should be described in detail. It should be provided to the classes running in non CASP pilot sites.
4. CMC should be made more active. For this more attention should be given during the formation of CMC. Appropriate person should be selected in the CMC. Orientation for the CMC should be more effective.
5. Scholarship for the students of ASP classes should be given as in ordinary school. It is injustice not to give scholarship to these vulnerable children.

The complete report of Action Research of Dhading is published on [www.casp-nepal.org](http://www.casp-nepal.org), Report of Kathmandu also will be posted soon. if you need immediatly please contact [deokathmandu@gmail.com](mailto:deokathmandu@gmail.com)



Inteviuw with Facilitator

## Voice from Classroom: FSP class Subedi Danda, Dhading

In September 8th DEO Dhading also celebrated World Literacy Day and National Education Day. CASP exhibited the handicraft materials made by children with the support of ICDC (Integated



FSP class of Subedi Danda that was build by coordination between local body, partner NGO and community

Community Development Campaign), partner NGO of Dhading. At the same time, four children from Subedi Danda FSP, Gajuri (Mr. Tanka Nepali, Mr. Buddhiman Mijar, Ms. Laxmi Shrestha and Ms. Sunita Nepali) participated in the event in Dhadingbesi on behalf of CASP ASP class. One of them, Mr. Tanka, 13 years old, was very much enjoyed and impressed by the event. He was inspired by his father to make plough that was demonstrated in the event. He said that they learn craft work in class and prepare various items and it is fun to see while friends are busy in craft work. He wants to earn money through handicrafts items.

He is attending the FSP class regularly. He wants to continue his study and become teacher in future. He says that his father always encourages him to study and suggest him not to waste time playing outside.



Buddhiman



Laxmi



Sunita



Tanka and his nice plough



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