



# CASP Newsletter

The Community-based Alternative Schooling Project

समुदायमा आधारित वैकल्पिक विद्यालय शिक्षा परियोजना

## Dhading's Three Years

*-Thoughts and Perspectives of Resource Persons on the Mother-School Based Monitoring System*

Mother School-based monitoring system is the pivot of the CASP model. In the Dhading District, pilot activities experimenting the model from 2005 ended in April. Three Resource Persons (RPs) from Dhading, **Mr. Indra Shrestha, Mr. Kamal Kandel and Mr. Basanta Silwal**, whose role was instrumental in assuring the quality of education of ASP and directing more attention to ASP, reflected on their experiences over three years.

The RPs all agree that the Mother School-based monitoring system has had positive impact in the pilot area. The classes ran properly and the quality of education was satisfactory because of the monitoring system, they asserted. Combined with the system, the smaller class size, rare facilitators' absence and provision of school materials such as uniforms and stationery contributed significantly to ASP children attending class regularly. At the administrative level, the system improved two-way interaction between ASP classes and DEO with RPs in the middle, consolidating the class - RP - DEO channel.



Mr. Indra Shrestha, Mr. Kamal Kandel and Mr. Basanta Silwal (left to right)

On the other hand, several issues have presented financial and structural challenges to the feasibility of the system. Mr. Kamal and Mr. Basanta stated that ASP suffered from physical lack of space; some of the classrooms were not adequate. As Mr. Kamal pointed out, remunerations for facilitators and ASP Monitors (ASPMs) are low and ASP children are not eligible for scholarships.

Mr. Indra said that ASPMs, who are principals or teachers at Mother School, had difficulty in extending their attention to ASP because they had issues to take care of or classes to teach at their own

schools. Teachers are not allocated sufficiently to Mother Schools.

Nonetheless, the interviewed RPs stressed that the CASP pilot classes were better than their regular ASP counterparts. It was the first time for all the RPs to execute this type of mechanism, and the system is fine, they commented. If all the challenges are met and properly followed, they believe that the quality will be sustained.

Five recommendations from the RPs are:

1. Higher salary for facilitators
2. Scholarship for ASP children
3. Government more involved in allocating and managing ASP classrooms
4. More fees for monitoring
5. Enhanced training for facilitators, ASPMs, and RPs (priority should be given to facilitators and ASPMs).

## Intensive Workshop on Alternative Schooling Program -Toward EFA Goal-

NFEC and CASP held Intensive Workshop July 11 and 12 in Dhulikhel with 37 representatives of MOES,



Mr. Pandey, Mr. Adhikari, Dr. Koirara and Mr. Shrestha (left to right)

Min. of Local Development, DOE, DEOs, JICA and other organizations. The focus was

involved in formulating education policy confirmed the needs of disadvantaged children and discussed if the model addressed those needs. The participants exchanged information, reaching a basic agreement on the framework of a strategic plan to spread non-formal education.



Discussion in groups

on the VEP-CLC model, with which NFEC plans to expand non-formal education programs including ASP. The officials in-

## REVIEW AND SHARING MEETING ON COMMUNITY MOBILIZATION

Review and Sharing Meeting on Community Mobilization, critical event for CASP to wrap up its pilot activities, took place August 26 and 27, 2008. Class Management Committee (CMC) members, facilitators and EVs for the Kathmandu pilot classes met and reviewed their activities, presented issues and discussed how they could solve them. Differences were underscored between SOP and



CASP expert Ms. Shimada and participants

FSP in the degree of involvement of CMCs and cooperation between CMCs and partner NGOs. It was learned that the functions of CMCs and EVs affect the degree of community mobilization and coordination with various stakeholders such as formal schools and local government bodies, defining how well a classes managed.

## New CASP Staff Member - Mr. Rajeshwar Acharya

After beloved Ms. Laxmi Karki, who worked with us for four years, moved on to pursue another career, Mr. Rajeshwar Acharya came on board July 15, 2008, as new Assistant Program Coordinator.

Prior to joining CASP, Mr. Acharya worked with such nationally and internationally renowned organizations as Center for Research on Environment, Health and Population Activities (CREHPA), Integrated Development Society

## International Literacy Day 2008 around Kathmandu

CASP was busy all day September 8 catching events to celebrate International Literacy Day around the city.

Chhaimale SOP celebrated the day in a fun and educational way. With the help of Mr. Nir Kumar Lama, Focal Person of one of our partner NGOs, the children held a drawing competition and enjoyed a math and Nepali quiz game. We finished the celebration with the children's dance to the song, "Madam and Sir Came and Namaste to All."

In central Kathmandu, CASP participated in the national celebration at Academy Hall showing the latest promotion video, "A Way to Education for All," and exhibiting pictures and publications. Honorable Minister of Education and Sports Ms. Renu Yadav visited our table and learned our activities.



Showing their artistic talents at the drawing competition



The Machhapuchhare team receives a quiz prize from CASP expert Mr. Handa



Ms. Renu Yadav takes up a CASP journal book



Facilitators, CMC members, EVs took part in the event

CASP will record and report the outcomes of this event to partner NGOs and DEO and plan additional training programs for CMCs through partner NGOs so as to better assist them with running community mobilization activities in an effective manner for the rest of the pilot period.



More information

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