

**Endline Situation Survey of
CASP ASP
in Dhading and Siraha Districts**

FINAL REPORT

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Education for All is the commitment of Nepal government and various educational programs have been launched both at the government and non-government level in order to meet this commitment. Community-based Alternative Schooling Project (CASP) is one of such initiatives technically assisted by Japan International Cooperation Agency (JICA) and implemented by Non-formal Education Center (NFEC) of Ministry of Education. The project began in 2004 as a pilot program from Dhading and Siraha districts and later it was expanded to Kathmandu. This study is an attempt to analyze the implementation of CASP in Dhading and Siraha with an assessment of its outcomes for implicative reference to the government in order to judge its replication in the remaining parts of the country.

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The Study Team
TESON

EXECUTIVE SUMMARY

The government of Nepal (GON), as a signatory of the commitment of the universal primary education, has initiated the implementation of the community based alternative schooling program (CASP ASP) in collaboration with JICA as a pilot activity in two districts of Nepal i.e. Dhading and Siraha. After the baseline study (2005), CASP/JICA launched the CASP ASP with the aims of developing an operational model of the community-based Alternative Schooling Program (ASP) under which various activities were launched in collaboration with its various stakeholders in the community through 17 SOP and FSP centers for three years. In Dhading the program was implemented for three years and phased out in March 2008 but in Siraha the CASP's intensive support could not continue after May 2005 due to the deteriorating security situation. The main purpose of this project was to create a community-based successful model by developing ownership and partnership among the stakeholders, strengthening linkage between non-formal and formal education and networking among the stakeholders replicating the model to the other districts of Nepal. The pilot activities were completed in Dhading and the cycle envisaged in the beginning of the project has also been completed. JICA commissioned this study in order to assess the outcomes and impacts of CASP activities for ASP and this study is an attempt in this direction with the following objectives:

1. To review the implementation of CASP ASP and analyze the current situation of the graduates of CASP ASP.
2. To assess the outcome of CASP ASP comparing ordinal ASP, and identify the influential factors of its outcomes.

In order to accomplish the goals mentioned above, the study team contacted the key stakeholders of the CASP ASP program and collected the required information. Altogether fourteen different research instruments were used in the study that included SOP/FSP center survey form, mother school survey form, interview questionnaire for children, facilitators, ASP monitors, Education Volunteers, RPs, DEOs, NFEC officials, CMC members and NGO representatives. Also, focus group discussion guidelines were prepared in order to record the observations of the parents.

Collected data from the field were studied in detail and they were analyzed individually first and then combined according to certain themes. The themes chosen for the analysis of the data to address the research questions were; implementations of CASP ASP, situation after implementation of CASP ASP, assessment of the CASP ASP, recommendations and implications.

Major findings of the study and their implications are as follows:

1. Implementation of CASP ASP

- The CASP ASP brought the educational facilities to the reach of the children by shortening the distance to school.
- All the centers completed the three year cycle in Dhading but in Siraha, the CASP support had to be withdrawn after one year of implementation. After this, two centers in Siraha continued their operation with the community support whereas the remaining six ran the classes in different forms such as tuition/coaching center and private study centers.
- Some centers conducted their classes in the school-like buildings whereas some of them were run in private houses, huts, club house etc.
- The average duration of class was four hours and the respondents indicated that this was not enough to complete the course for FSP classes.
- The age at enrolment in the SOP/FSP has been observed under the age bracket of 3 to 15 which shows that children did not have opportunity to attend educational facilities due to the lack of schools in their community.
- In the CASP ASP, the dropout rate is about 30 percent.

- The curriculum for the CASP ASP and ordinary ASP is the same but the respondents said that the implementation is more effective in the CASP ASP program but the completion of course contents in the FSP has been a problem perhaps due to the lack of enough time allocated for the classes.
- Quality of the textbooks and stationery materials were found good in both the districts. However, the physical facilities of the centers were a little shabby and informal.
- Extracurricular activities in the CASP ASP program were also found good but the respondents were of the view that such activities were mostly limited to singing and dancing.
- In comparison of the CASP ASP with that of ordinary ASP, respondents said that selection and training of facilitators, provision of materials and incentive packages were better in the CASP ASP. Similarly, academic performances of children in reading, writing and computation skills are also better among the CASP ASP students.
- The children of CASP ASP were also found better in domestic help and behavioral skills.
- Some of the SOP centers have been converted into primary schools and almost all children of that area were found to have attended that school. Thus, the CASP ASP gave birth to the primary schools in areas where there were no schools.
- The cost of establishment of the center ranges from Rs. 30,000/- to 400,000/- and there was a big community contribution in their establishment both in kind and cash.
- Regarding the teaching aspect of the centers the respondents have rated it very highly and the facilitators were found nice with warm behavior, friendly with caring nature, competent and loving.
- The facilitators were trained and retrained at different phases of the program.
- The provision of EVs was a very good aspect of this program and the EVs were trained and they contributed enthusiastically into this program in Dhading where they taught children while the facilitators were absent and also convinced the parents to send their children to the center. However, EVs in Siraha could not contribute as the CASP support had to be stopped before the completion of the program.
- The CMCs and ASPMs were found very effective in both the districts and their roles were mainly to facilitate the center for the smooth implementation of the program. Also, the CMCs were found involved in monitoring and supervision of the classes. The CMCs and ASPMs met almost every month and major activities they carried out include:
 - Visit the centers in order to monitor the regularity of the class, monitor the regularity of all children in the class, observe classes run by the facilitator, learn about the problems of the center and solve them, maintain quality
 - Construction of cottage/building, office room for the center
 - Door to door visit for awareness campaign to convince parents to send their children to the center
 - Solving problems of the center and looking after the center
 - Collection of wood/timber and managing furniture, benches etc from the village
 - Voluntary labor contribution/ free labor and repairing work such as door, furniture etc
 - Managing qualified facilitator/teacher and monitoring their activities
 - Playing *Deausi Bhailo* to collect resources for making building or hut
 - Visiting and contacting DEO/RP for physical facility of the center and Chepang education problems
- Some of the challenges faced during the implementation of CASP ASP as reported by the respondents were collecting monetary and physical resources for the center from the local people in some places due to the poor socio-economic condition of the parents, construction of the centers, convincing parents to send their children and maintenance of building when they were damaged by the wind etc.
- The strategies adopted by the stakeholders to solve these problems include awareness campaign from time to time, collaboration with the forest user's group for the collection of timber for construction, donation drive campaign etc.

- Community mobilization and contribution was an important part of CASP ASP and below are the types of community support observed in the districts:
 - Buying land and providing free labour for construction
 - Providing educated and locally available persons to work as education volunteers (EVs)
 - Forming the center management committee (CMC)
 - Managing and observing classes and enquiring about children's progress
 - Lobbying for the center
 - Acquisition of land from the VDC
 - Showing concern about their kids' education
 - Providing construction materials like stones, timber wood etc. for the center
 - Transporting materials like zinc sheet (Jasta pata) from the DEO to the center
- Participation of NGO in the implementation of CASP ASP was another good part of CASP. In addition to the facilitation of the smooth running of the SOP/FSP, the NGOs were also found to have engaged in the several activities in the community such as disaster management, poverty alleviation program, health and communication, education and social mobilization, community mobilization, monitoring of the programs, organization of the training, support in the selection of the CASP ASP site, program of inclusive education, education of adolescent girl, forming child clubs, conducting awareness programs to the parents and concerned target groups, community mobilization and advocacy programs and so on.

2. Situation after implementation of CASP ASP

- After the completion of the CASP ASP most of the children joined formal schools. Some went to the designated mother schools and some of them went to other schools but majority of the children did continue their education after they graduated from SOP/FSP.
- Still some students who graduated from the CASP ASP did not enroll in the desired grades. They joined in grades lower than the grades they were expected to join.
- The regularity of the CASP ASP graduates was found more than 60 percent. However, they are still less regular than their non-CASP ASP counterparts.
- The CASP ASP graduates were found to have done good in their academic performance and major influencing factors that contributed to it include teacher's teaching skills, teacher's attitude, instruction materials, school facilities, home work and class work system and peer support.
- The quality CASP ASP graduates in comparison with that of formal school students was better in different aspects such as reading, writing, computation and life skills; study habit, completion of assignment in time, behavioral change, proactive involvement in domestic help, participation in co/extra curricular activities and recreation (singing, dancing).
- Major factors that led to the transfer of CASP ASP graduates to mother schools were the distance and location of the mother school, learning environment in the school, mother school support, gender of the facilitators, school facilities and parents' interest to educate them.
- Major causes that stood as the barriers for some students who did not join the formal schools in Siraha were engage in household chores, accompany parents in the labor work, look after the younger siblings, engage in traditional occupation, cattle grazing, early marriage and over age.
- A small number of children also left formal schools and the main causes were humiliation by friends, poverty, household chores, not getting meal in time, lack of parental awareness, looking after the younger siblings, early marriage etc.
- Those children who did not enter the formal schools after the completion of CASP ASP, the causes for them were no interest in study, dalit related factors, early marriage (FSP graduates), domestic work, no time to study at home, punishment in school, failure in exams, cattle grazing, engage in child labor and illiteracy of parents.
- The kind of support needed for them to rejoin the school were availability of meal in time, support in providing time to study, providing educational materials, day meal/snacks at school, availability

of books and stationeries, not giving corporal punishment in schools, peer support/encouragement, teacher's encouragement in study and not engaging them to look after young siblings.

- Those who did not want to rejoin the school would like to do several things in the future that include engagement in traditional work/occupation, involvement in household chores, internal migration/going to city areas to search for work, going to India/abroad for work, involvement in labor work etc.
- The CASP ASP graduates aspire to be the key figures in the future in different areas. Some of their dreams in the future include social work, engage in construction work, become a teacher, go abroad, help sick people, build a temple in community, engage in agriculture work, engage in political work, help supply drinking water in the village, help the disabled and so on.

3. Assessment and recommendations of CASP ASP

CASP ASP is a pilot model which was implemented in the target VDCs of the two districts viz. Dhading and Siraha. The outcomes of the program are of significant importance because they provide key information to the success of the pilot CASP program. They might also serve as the determinants to replicate the program in the ordinary ASP. Based on the stakeholders' perceptions, observation of the study team and review of related documents, the study team has made the following assessment of the program including the recommendations.

Assessment of the CASP ASP

The CASP ASP program has been assessed in relation to the findings of the study outlined in the previous chapters. The assessment captures the information related to geographical and operational information, enrollment, attendance, transfer, dropout and completion of CASP ASP children, school facilities and services, textbooks and school materials, curriculum, extracurricular activity, management system, networking and community contribution, cost and sources of funding, teaching aspects, academic performance of CASP ASP children, overall rating of the CASP ASP and its contributions to children's life, non-schooling factors and situation after implementation of CASP ASP

Geographical and operational information

As the distance to mother school from children's homes ranged from 10 minutes to one hour as evidenced by table 3.2, majority of the SOP/FSP centers have contributed to provide educational access to the hard-to-reach children in their community. This is supported by the case of Dhading where the travel time to mother school ranges from 30 minutes to one hour with the average distance of 47 minutes. These children would not have been able to attend the school facilities in the absence of these SOP centers.

Time (distance) for SOP is a crucial factor due to the young age of children. Some of the younger children did not go to the mother schools; rather they studied in the lower classes available in their locality due to this factor. Guardians preferred their younger children to study in their own locality instead of going to a distant school. It clearly indicates that the distance to the school is a hindering factor to continue their education beyond the SOP center and this demands the conversion of SOP into a full-fledged primary school.

Enrollment, attendance, transfer, dropout and completion of CASP ASP children

As majority of the children enrolled in the SOP/FSP centers are from the age bracket of 7 to 13 for boys and 6 to 14 for girls (Table 3.7), the SOP/FSP centers have truly enrolled the children who were out of schools despite their school going age. The age bracket for boys and girls from enrolment point of view was not significantly different.

The attendance of children in the SOP/FSP centers and their transfer rate to mother and other schools during the CASP ASP implementation period could not be truly assessed due to the lack of systematic and objective data. Neither the mother schools nor the centers were found to have maintained these

records which implies that documentation of data and information at the SOP/FSP centers is inadequate.

As the dropout situation of CASP ASP is about 30 percent (Table 3.9) which is similar to the primary level dropout in the mainstream education, this shows that CASP ASP has also to address the problem of educational wastage while further planning ASP program.

Out of 480 children enrolled in the first year and 340 retained in the third year of SOP/FSP cycle, 324 (68% of first year and 95% of third year) children were enrolled in the mother schools (table 4.2). This indicates that a high majority of children who completed the cycle continued their education beyond SOP/FSP meaning that they have a strong desire to pursue their education.

Physical facilities and services

Baseline data obtained in 2005 (Situational Analysis Report) shows the SOP and FSP facilities were primitive and classes were mostly run in private houses, public platform and public inn whereas the present study shows that majority of the classes under CASP ASP program run in school-like buildings in Dhading. (Table 3.3). This indicates that the community has now been aware of the construction of classroom facilities for the SOP/FSP centers. In case of Siraha, the classes were still run in the private houses and club facilities. Children seem happy with classroom facilities and furniture but facilities like playground, toilet, health services and water supply appear to be not satisfactory (Tables 3.12, 3.13, 3.14).

Physical facilities and services such as classroom and furniture, playground, toilet, health check ups and water supply were available in the centers. However, the children have voiced their concern about their adequacy and quality. During the discussion it came out very strongly that these facilities need to be improved along with the construction of separate toilets for girls and boys.

Textbooks and school materials

The availability and quality of textbooks and stationeries appear satisfactory to the children against the other school materials as school dress and school bags which appear to be poor for the children of Siraha (Table 3.15). Premature withdrawal of CASP/JICA support in Siraha may have contributed to this state.

Curriculum

As indicated by table 3.8, the rate of FSP completion is less in FSP (57%) than SOP (76%) with the average of 67 percent children completing the ASP cycle. It stands as an evidence of the level of difficulty of FSP being higher than that of SOP. The SOP completion rate is at par with the national average of primary level cycle completion.

The distinction between SOP and FSP could be outlined in the level completion rate which has obviously gone in favour of SOP. The data received from CASP/JICA shows that SOP completion rate of Siraha is 82 percent against the 55 percent FSP completion rate. Similarly, SOP completion in Dhading stood at 78 percent against 63 percent in FSP. This is one of the indicators of higher level of achievement of the SOP over the FSP.

The facilitators in FSP classes could not complete the course in the stipulated time frame and some of them extended the class hours upto six hours a day (Table 3.5) on a voluntary basis for the added hours. Since the FSP curriculum is condensed curriculum of five years into three years, the four hour time-frame for SOP and FSP might not be appropriate meaning that provision of flexible hours for the FSP class might be necessary.

Extracurricular activities

On an average, children find themselves satisfied with the provision of extracurricular activities particularly in observation of the center day, visit to mother school, singing and dancing and cleanliness of the classroom (Table 3.17). However, the Siraha children have rated the ECAs as being more satisfactory than the Dhading children. Siraha children experienced CASP ASP exposure for about 10 months compared to the full-fledged 3 years exposure in Dhading. The short-lived exposure

experience of Siraha children may have prompted them to rate these activities as being more satisfactory than those of Dhading who may have demanded more activities to satisfy their growing aspiration toward the ECAs.

Management system

Existing two tiered management modality (CMC and ASPM) of CASP ASP has the potential to contribute to the smooth operation of the centers, where the CMC takes care of the overall management of the center and the ASPM the day-to-day academic affairs to provide backstopping support to the facilitator. As indicated by the respondents, CMC members/chairs were involved not only in awareness campaign to send children to the learning centers but also in community mobilization in order to generate resources such as money and materials for the center. In addition, they were able to motivate the community to participate voluntarily for the development of the center.

ASPMs' role and activity were highly visible in Dhading compared to Siraha where their presence was negligible mainly due to the withdrawal of the CASP support after a year of its implementation.

Networking and community contribution

Involvement of the community and related stakeholders right from the beginning of the program has helped to own and monitor the quality of the program. Networking between CASP ASP and DEO and the community appeared to be satisfactory (Table 3.18). As indicated by the respondents, the community contribution appeared to be commendable both in terms of financial and non-financial (in-kind) aspects.

Due to this close community participation, most of the centers, where CASP/JICA support was not possible due to security reasons in Siraha, still continued to operate in some forms (coaching center or tuition center) and some children were able to complete the cycle of FSP/SOP in order to be enrolled in the formal schools.

As the SOP/FSP centers bore different forms of community contribution and multiple channels of support both in kind and cash, the exact cost of establishment and operation, and generation of resources could not be estimated meaning that variation in these aspects marked the management of the centers. The establishment cost and operation cost analysis reflects that the community was found to have covered up to 88 percent of the costs. It clearly indicates that community is found to be aware in establishing the center with their own effort. Their involvement was quite appreciable. However, the sharing of the community was made in different kinds. (Table 3.19)

Cost

The cost of establishment of SOP/FSP has been varied from place to place due to the differences in community contribution. CASP/JICA and DEO have also provided cash support to these centers but the exact calculation for the establishment and operation of the center in average is a matter of further exploration.

Teaching aspects

Progress over the situation indicated by the base line survey (2005) was noticed in terms of the number of facilitators which is gone in favour of females. The present study shows that majority of facilitators in the CASP ASP are female as opposed to the male. This has not only added value to gender parity but also contributed to raise enrolment of children in the center by creating a caring and loving environment.

The teaching of facilitators in the eyes of children appeared to be good in their teaching skills, attitude and regularity in both the programs, more so in the SOP (Table 3.22). This may have been the contributory factor for the higher cycle completion rate of SOP over FSP.

Some of the problems identified by the previous study such as lack of substitute facilitators, no timely availability of materials and non-supporting learning environment at home have been addressed in the CASP ASP implementation by making a provision of EVs, delivering materials in time through the partner NGOs and launching parental awareness programs respectively.

Academic performance of CASP ASP children

The areas that SOP and FSP have contributed to the academic achievement of children are reading, writing and computation skills, behavioral skills, life skills, domestic help and extracurricular activities (Table 3.26). But in case of Siraha, the academic achievement in areas like reading, writing, computation, behavioral skills and life skills was not as good as in Dhading. This may have been due to the poor monitoring of the program.

As viewed by the parents and observed by the study team, the CASP ASP was found to have served the children of deprived community by increasing their access to education and contributing to their behavioral development in areas as the habit of doing homework in time, showing good behavior, good socialization skills and having cooperative attitudes. The contribution of CASP ASP was indicated by the respondents in areas like their socialization, skills, cooperativeness and friendliness as it was also indicated by the baseline study.

Overall rating of CASP ASP

It is evident from this study that CASP ASP centers were better in the areas like teacher's teaching skill, teacher's attitude, teacher's attendance, learning materials and learning environment than the formal school as opposed to the findings of the previous study which indicated the same facilities being better in the formal school (Tables 3.27, 3.28, 3.29).

As all the respondents from lower to upper implementation levels have rated CASP ASP as an effective program, it seems to have served the intended purpose of CASP/JICA initiative: access to educational opportunity, positive attitude towards education among parents, children's motivation to study, behavioural change in children and focused intervention to the children from deprived community.

Non-schooling factors

Poverty continues to stand as one of the dominant factors that acts as a barrier to schooling opportunity as made evident by the parental cases of non-school going children.

Situation after implementation of CASP ASP

A major distinction between SOP and FSP was noticed in the enrolment of children in the desired grades after the completion of cycle. Most of the SOP graduates were found to have been enrolled in the desired grade i.e. grade four (Table 4.2, 4.3) but majority of FSP graduates have been enrolled in lower grades than the desired grade i. e. grade six (according to the figures supplied by CASP/JICA). As the FSP is the condensed form of primary level and the facilitators have to complete the five year course in three years within the same duration of the SOP, the non-completion of the course in the FSP and its difficulty level may have contributed to their enrolment in the lower grades.

Based on the observations and the outcomes of the CASP ASP, it can be inferred that SOP can stand as an easy and viable alternative to regular primary grades of 1 through 3 whereas FSP has not been able to demonstrate its equivalence to the primary grades of one through five though a considerable number of FSP graduates in Dhading have been enrolled in the desired grade.

Several factors were noticed as the influencing factors for the transfer to mother schools, major factors being location of school, learning environment of school, quality of ASP graduates, gender of the facilitators, school facilities and parental awareness. Similarly, major contributing factors for CASP ASP graduates' academic performance in school were teachers' teaching skills, teacher's attitude, school facilities, homework/class work, and peer support. This shows that the teacher's role and performance is the main contributing factor in influencing the children's performance. (Tables 4.4, 4.5, 4.7)

Comprehensive assessment

As per the accumulated data sets, field notes of the researchers and observation of the research team, CASP ASP is seen to have possessed several strengths as intensive support from CASP/JICA, regularity of children, involvement of community, distribution of educational materials, dress, stationery, community mobilization, mother school support, supportive teachers, EVs replacing classes during the absence of facilitators, regular supervision and monitoring, regularity of the classes and regular extra-curricular activities being the major ones. NRCS program report of Siraha (2004/05), submitted to JICA/CASP also confirms this claim where the report mentions the strengths of CASP ASP as: regular attendance of children, community acceptance, regular monitoring and supervision, community awareness activities, timely conducted regular classes, materials, basic training for facilitator, provision of Education Volunteers and class/center management committee selected and owned by community.

Community has received CASP ASP program positively. Some of the key strengths as community mobilization, supportive teachers, regular supervision and monitoring are worth considering in the regular schools as well.

Department of Education has recently brought a point to a discussion that existing schools should be encouraged to run the extension class in areas where SOP centers need to be established. The possibility of such provision explored through this study shows that the extension is possible if necessary support is provided by the government. However, some respondents mentioned that the schools are already over-loaded leaving little room for taking additional load of running such centers and such kind of responsibility should be that of the District Education Office or the government.

If such provision is translated into action, the schools will be helping these children to provide school facilities with the potential of having good relationship with the community and in turn these extension classes will deliver the need of the local community. In the communities without schools, SOP/FSP should continue until the students are ensured to have access to primary education.

Replicability

During the consultation process in the study, stakeholders have outlined some of the key elements of CASP ASP that can be replicated to the ordinary ASP. Based on the suggestions made by the respondents in this study, review of the workshop documents (Workshop Proceedings, 2008/2009) and the insights drawn from this research, the study team suggests following for potential replication of the program.

- Implementation of strategies of CASP ASP in some modified form as utilization of local NGO and other community based organizations in monitoring and supporting schools, in launching awareness campaign for parents to send their children to school and in organizing extra-curricular activities for better functioning of the centers.
- Provision of educational volunteers not only to substitute the facilitators during their absence but also to involve them in managing the center
- Clear division of roles of different stakeholders with specific job descriptions
- Entertainment and extra-curricular activities
- Incentive to the monitors and other key actors
- Involvement of the community right from designing of the program to its implementation
- Regular training including professional backstopping support to the facilitators

Sustainability

Sustainability of the CASP ASP was yet another issue in which different stakeholders including the NFEC officials were more critical about. The officials at the NFEC and the DEO have viewed that the CASP ASP might have resource implications for the government for its sustainability. In this context, mainstreaming of the CASP ASP centers is considered to be a viable strategy which is being already

implemented in Dhading where seven CASP ASP centers have already been converted into regular primary schools.

Another key feature of sustainability is the continued involvement of the local NGOs/CBOs including the local government who are familiar with the local realities and are accountable to the local populace. This will help create a base for the smooth operation of the ASP program to deliver the intended social good especially to the children of the vulnerable groups.

Recommendations and implications

CASP ASP has reasonably left a very good impression in the community as it has been very well received by the key stakeholders. The implementation of the CASP ASP has also worked as a ground to draw some implications at policy level, implementation level and beneficiary level. Improvement of CASP ASP is considered to be contingent on a number of factors that the study team and stakeholders observed in relation to the study. The available documents and research reports on the form and contents of ASP have also outlined the need for improving it to ensure accessibility of the vulnerable children to quality primary education. Based on the assessment of the CASP ASP outcomes, observation of the study team and experience of the stakeholders, the study team would like to make following recommendations with their implications at different levels.

At the policy level;

- a) In **SOP** centers where the formal school facilities are still in-accessible but SOP are still in need due to the growing number of out of school children, the existing SOPs can be **converted into regular primary schools**. Similarly, in communities where **FSP** centers are running and there is no opportunity for FSP graduates to enroll in the desired grades i.e. grade six due to non-availability of the schools in their locality, the existing primary schools can be **upgraded to lower secondary schools**. This can be done by carrying out school-mapping of the area.
- b) As the **FSP** is for bigger children and they have to learn the condensed course of five years in three year's time, **the number of hours per day** should be increased from the current four hours. Thus, the facilitators should be given the flexibility to extend class hours as per the need.
- c) The team recommends to provide **special scholarship to SOP/FSP children** to motivate the parents in extreme poverty to send their children to the centers regularly.

At the implementation level;

- d) One of the key success indicators of the CASP ASP is **the regular monitoring and follow-up of the program** by different individuals and agencies. **The ASPM's contribution** has also been recorded favorably. The other ASP should, therefore, adopt this strategy to make the program more efficient and effective. However, it should be careful that the schools are already over-loaded leaving little room for supporting ASP classes. Have a **provision of some incentive or financial support to the mother schools**.
- e) One of the key points that came into the discussion with almost all the respondents was **the facilitators' salary** and incentive which, the study team also recommends for its revision as per the changing time.
- f) **The qualifications of the facilitators** vary from place to place and center to center ranging from SLC to B. A. pass. Considering the difficulty level of the contents of the CASP ASP program in its condensed form, the facilitators' qualifications should be upgraded to be at least 12th grade pass. If this is not possible at this stage, intensive training should be given to the facilitators not only on how to teach but also on what to teach i.e. content enrichment.

- g) **Train the facilitators** not only on how to teach children but also on how to give care to them.
- h) **The provision of EVs** has been very useful to run the classes in the absence of facilitators and it was found to have worked well. Recognize, therefore, their contributions for the smooth operation of the center.
- i) The extra-curricular activities were also regularly conducted in the CASP ASP program and children appreciated this very much. The indoor activities in the SOP were also found to have impressed the children and parents. However, the respondents said that singing and dancing were the most common ECA activities with less attention to other programs. Thus, ECA should make **balance among various child-friendly activities**.

At the beneficiary level;

- j) CASP ASP has touched the community base and involvement of the community throughout its cycle has been instrumental to make the program more effective. Thus, **the community involvement** part of the CASP ASP should be at the center stage of ASP implementation for its implicative contribution to the effective implementation of the program. Especially, maximize **the involvement of the beneficiaries**, mostly the parents and community members, to make the CMCs and SMCs more representative and functional.
- k) Launch **awareness programs more aggressively for parents and community** in order to motivate them towards the sustainability of the program.
- l) As some parents have still not sent their children to formal school after they completed SOP/FSP, both the children and parents need to be provided **due and appropriate orientation about the continuation of children's education even after they complete the SOP/FSP classes**. Organize more orientation programs for parents to make them aware of the value of education and its benefit to their children.
- m) Have a **provision of some incentive or financial support to the parents**, especially the mothers, to address their immediate needs.
- n) As CASP ASP has been contributory in **shaping the children's behavior** in areas such as personal hygiene, study habits interest in sports and extra-curricular activities, helping parents in household chores, shaping their discipline and so on, the ASP curricula and textbook materials should be revised and updated to broaden these areas. This implies that further programming of CASP ASP needs to be built on keeping these factors into consideration.
- o) Regarding **the non-schooling factors, poverty and household work** have still stood as the major barriers and they need to be addressed simultaneously.
- p) The children who would like to **rejoin the formal school** and educational facilitates have requested timely availability of food, educational materials and study time at home so that they can rejoin and continue the school. Special support program for these children is suggested so that they can continue their education.

Other recommendations;

- q) Provide **day meal facility** especially in such centers attended by children who travel from the distance and are the most vulnerable ones.
- r) It is imperative to **update and upgrade the ASP curricula and the textbooks** to include contents related to local contexts, gender parity, child-friendliness in view of its existing level of difficulty. They should be revised in line with the inclusive approach and local language.
- s) Visit to mother schools, resource classes from mother school and other school teachers and availability of child-friendly self-learning materials would **motivate children** to the study.

- t) **Continue CASP/JICA support** for some time till the community becomes able to manage it on its own.

TABLE OF CONTENTS

Acknowledgements	ii
Executive Summary	iii
Table of Contents	xiv
Acronyms and Abbreviations	xvi
Chapter 1. Introduction	1
1.1. Background	1
1.2. Objectives of the survey	2
1.3. Target group	2
1.4. Methodology	3
1.5. Schedule of the field survey	7
Chapter 2. Documents and Workshop Review	8
2.1. Baseline situation survey	8
2.2. KAP survey	8
2.3. Meetings and main workshops	13
Chapter 3. Implementation of CASP ASP	20
3.1. Geographical and operational information	20
3.2. Enrollment, attendance, transfer, dropout and completion of CASP ASP children	23
3.3. Physical facilities and services	30
3.4. Textbooks and school materials	33
3.5. Curriculum	34
3.6. Extracurricular activity	36
3.7. Management system	38
3.8. Networking and community contribution	44
3.9. Cost - establishment cost, running cost, and sources of funding	47
3.10. Teaching aspects	49
3.11. Academic performance of CASP ASP children	56
3.12. Overall rating of the CASP ASP and its contribution to children's life	59
3.13. Non-schooling factors	67
3.14. Situation of Siraha	68

Chapter 4. Situation after Implementation of CASP ASP	70
4.1 Enrollment of CASP ASP children at mother schools	70
4.2 Situation of CASP ASP children in mother school	76
4.3 Situation of CASP ASP graduates who dropped out mother schools	79
4.4 Situation of CASP ASP children who did not enter mother schools	82
4.5. Future dreams of students	84
Chapter 5. Assessment and Recommendations of CASP ASP	86
5.1. Assessment of CASP ASP	86
5.2. Replicability	91
5.3. Sustainability	92
5.4. Recommendations and implications	92
Selected References	95
Annexure	96
a) Study Tools	
b) Steering Committee	

Acronyms and Abbreviations

ASP	Alternative Schooling Program
ASPM	Alternative Schooling Project Monitors
BA	Bachelor's in Arts
CASP	Community-Based Alternative Schooling Program
CBO	Community Based Organization
CMC	Class Management Committee
DEO	District Education Office/Officer
ECA	Extra-curricular Activities
EFA	Education for All
EV	Education Volunteer
FGD	Focus Group Discussion
FSC	Facilitator Selection Committee
FSP	Flexible Schooling Program
HT	Head-Teachers
I A	Intermediate in Arts
ICDC	Integrated Community Development Center
INGO	International Non-Governmental Organization
JICA	Japan International Cooperation Agency
MOES	Ministry of Education and Sports
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organization
NHDR	Nepal Human Development Report
NRCS	National Red Cross Society
NPC	National Planning Commission
OSP	Out of School Children Program
PNGO	Partner NGO
PTA	Parent-Teacher Association
RP	Resource Persons
SLC	School Leaving Certificate
SMC	School Management Committee
SOP	School Outreach Program
SPSS	Statistical Package for Social Sciences
SS	School Supervisor
ST	Study Tool
TESON	Teacher Educators' Society – Nepal
TOR	Terms of Reference
UPE	Universal Primary Education
VDC	Village Development Committee

CHAPTER ONE INTRODUCTION

"Universal Primary Education (UPE) is not just about getting children into school at an appropriate age. It is also about ensuring that they stay in school to complete a full cycle of quality basic education"

(UNESCO, 2009: 9)

Universal primary education (UPE) is the overarching crosscutting development agenda of all the countries in the world. Remarkable progress has been made in this regard since the Dakar commitments of Education for All (EFA). Nepal government has also developed a 15 year National Plan of Action (2001 – 15) to meet this goal. Several programs have been launched in order to address the EFA goals in Nepal and both government and non-government sectors including the international community have joined hands together to meet the UPE targets in Nepal. This study is an attempt to document one of such initiatives made by Japan International Cooperation Agency (JICA) in relation to the implementation of community based alternative schooling program as a pilot activity in the two districts of Nepal i.e. Dhading and Siraha. The survey intends to make a preliminary assessment of CASP ASP activities that mark the completion of the piloting experience with implication for its extension or replicability in other parts of the country.

1.1. Background

JICA commissioned two studies entitled "Dropout Children Survey of Dhading and Siraha Districts" and "Situation Analysis of School Outreach Program (SOP) and Flexible Schooling Program (FSP)" in the years 2004 and 2005 in order to collect the baseline data. Based on the findings and recommendations of these baseline studies, JICA launched the Community-based Alternative Schooling Project (CASP) in January 2004. The main aim of this project was to develop an operational model of the community-based Alternative Schooling Program (ASP) through pilot activities in Siraha and Dhading Districts. After the implementation of CASP, various programs and activities have been launched in the pilot districts and efforts were made to collaborate with the various stakeholders to bring the programs into a success. Altogether 17 SOP and FSP centers were included in the pilot program of which five SOP and four FSP were from Dhading and four SOP and four FSP were from Siraha. In Dhading the program was implemented for three years and phased out in March 2008 whereas in Siraha the CASP's intensive support could not continue after May 2005 due to the security situation.

District		Name of SOP (VDC and Ward)		Name of FSP (VDC and Ward)
Dhading	SOP	Benighat VDC – 5 Ruding	FSP	Benighat VDC – 9 Matthilo Worbang
		Dhusa VDC – 3 Mijar Gaun		Dhusa VDC – 7 Bungpung
		Dhusa VDC – 9 Grasibas		Gajuri VDC – 1 Subedi Danda
		Gajuri VDC – 6 Lo Gaun		Jogimara VDC – 2 Takthali
		Jogimara VDC – 5 Hekrang		
Siraha	SOP	Bariyarpatti VDC – 1 Bodar	FSP	Bariyarpatti VDC – 7 Baluwa
		Kushaha Laxiniya VDC – 8/9 Dushad		Kushaha Laxiniya VDC – 1 Baniniya
		Tenuwapatti VDC – 3 Navkatole bazar		Tenuwapatti VDC – 8 Sohapur
		Vidyanagar VDC – 6 Chhajana		Vidyanagar VDC – ½ Vidyanagar

When the CASP started its pilot activities, the overall goal of the project as indicated in the diagram below was to create a community-based successful model for the ASP which then can be replicated in other areas (CASP Newsletter, Feb. 2005).

CASP GOAL	
Super goal	School enrollment ratio of children between the ages of 6 – 14 who have no access to the educational system is improved
Overall goal	The model developed by the project is adopted in other areas in Nepal
Project purpose	An operational model of the community-based ASP is developed.

The key focus areas of this project were:

i) ownership and partnership among the stakeholders ii) linkage between non-formal and formal education iii) community participation, and iv) networking among the stakeholders.

All the pilot activities were implemented in this line and programs were launched at various levels involving the key stakeholders. As the pilot activities have been completed in Dhading and the cycle envisaged in the beginning of the project has also been completed, it was now necessary to assess the outcome and impacts of CASP activities for ASP. This study is an attempt in this direction.

1.2. Objectives of the survey

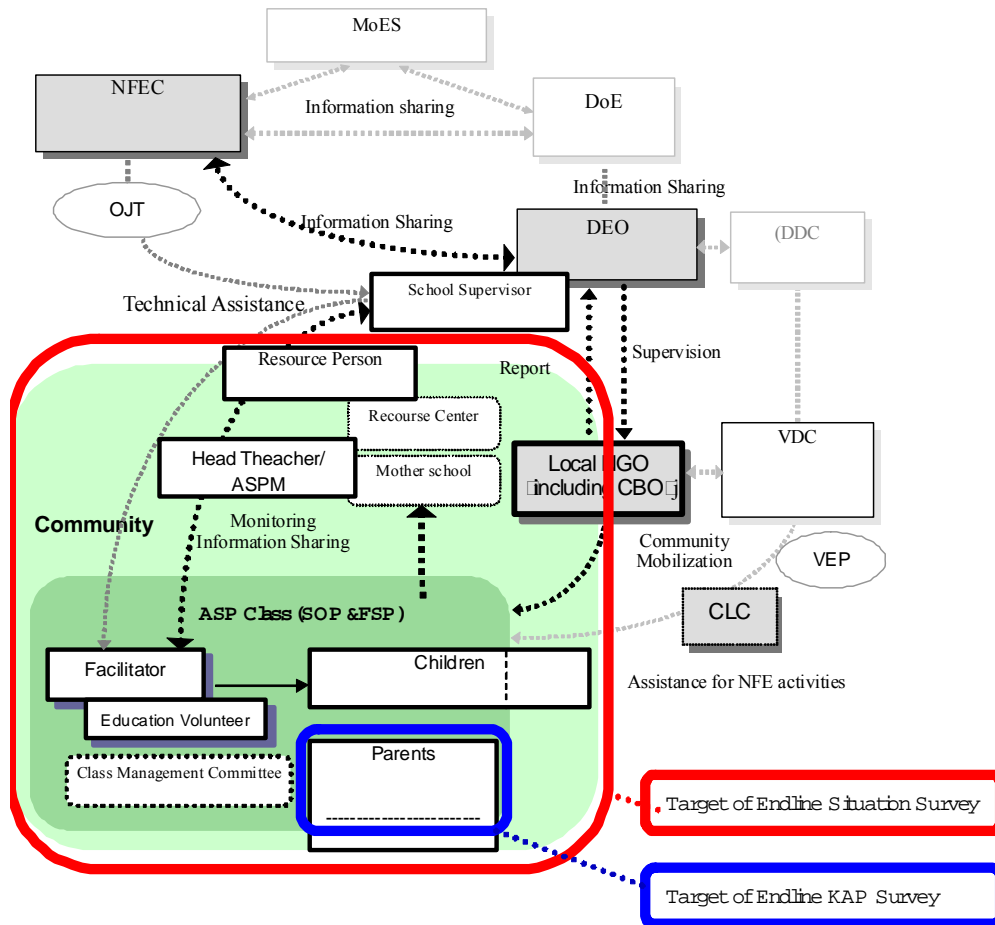
The objectives of the Endline Situation Analysis are as follows:

1. To review the implementation of CASP ASP and analyze the current situation of the graduates of CASP ASP.
2. To assess the outcome of CASP ASP comparing ordinal ASP, and identify the influential factors of its outcome.

1.3. Target group

The target group of this survey was the key stakeholders of the CASP ASP program from central level to the community level. The study made an attempt to draw information from three different levels i.e. policy, implementation and beneficiaries. For policy matters at the central and district level, the study team consulted the NFEC officials and District Education Office. Similarly, at the implementation level, all the actors including DEO, RPs, CMCs, facilitators and community members were consulted. In order see the impact and outcomes of the program at the beneficiary level, children and parents were consulted for this study.

The following diagram illustrates the network of stakeholders involved in this program:



Stakeholders related with CASP

1.4. Methodology

In order to collect the needed information for the survey from the target groups mentioned above, various tools were developed. After the preparation of the tools, they were shared with the Steering Committee members and CASP team and necessary revisions were made. The tools were then piloted and modified based on the piloting experiences before their implementation in the field.

There were 14 different tools altogether each with specific focuses in the different elements of the CASP ASP. The tools used for different respondents also contained similar information in some cases and this was done in order to triangulate the information from various respondents and identify the areas of common concerns and consensus.

List of the tools used for different respondents is attached in *Annex 1*.

The information about the tools used for the study and the contents covered in the tools are given in the table below:

Table 1.1. Study tools matrix

SN	Name of the Tool	Contents covered	Respondents
ST 1	ASP Survey Form (SOP/FSP)	<ul style="list-style-type: none"> - Level-wise enrolment by year, repetition, dropout and cycle completion (2005 – 2008) - Number of ASP graduates who went of formal schools after the completion of ASP class (yearly record of their enrolment in formal schools) - Physical facilities: classroom, toilet (boys and girls), furniture, drinking water, light, playground, equipment and stationery materials - Day meal availability and its quality - Cost of establishment of the center (Establishment cost, sources of funding and yearly running cost) - Community contribution to its establishment and operation 	<ul style="list-style-type: none"> - Facilitators and CMC Chairs
ST 2	Formal School Survey Form	<ul style="list-style-type: none"> - Type of school, number of classes, number of teachers - Number of children (class-wise) - Level-wise enrolment of ASP graduates by year: repetition, dropout and grade completion (2005 – 2008) - Physical facilities: classroom, toilet (boys and girls), furniture, drinking water, light, playground, equipment and stationery materials - Day meal availability and its quality - Time table: for classroom teaching and extra-curricular materials 	<ul style="list-style-type: none"> - Head-teachers of Formal Schools/ Mother Schools
ST 3	Interview Schedule for ASP Graduates who:		
	a) Are enrolled in Formal School at present	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their academic performance and their daily life - Specific skills/knowledge learned in CASP ASP - Opinions of the formal school regarding the quality of education, extra-curricular activities and physical facilities - Parental support for their education - Future dream and level of education desired 	<ul style="list-style-type: none"> - ASP Graduates
	b) Were enrolled in Formal School and dropped out	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their academic performance - Specific skills/knowledge learned in CASP ASP - Opinions of the formal school regarding the quality of education, extra-curricular activities and physical facilities - Reasons for dropping out from formal school - Future dream, priority and needs for their lives 	<ul style="list-style-type: none"> - ASP Graduates
	c) Are not enrolled in Formal School	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their academic performance - Specific skills/knowledge learned in CASP ASP - Reasons for not attending formal school - Future dream, priority and needs for their lives 	<ul style="list-style-type: none"> - ASP Graduates
	d) Did not complete the ASP cycle	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their academic performance - Specific skills/knowledge learned in CASP ASP - Reasons for dropping out from the ASP - Future dream, priority and needs for their lives 	<ul style="list-style-type: none"> - ASP Dropout Children
ST 4	Focus Group Discussion Guidelines for parents whose children		
	a) Are enrolled in Formal School at	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in children's academic performance and their daily life - Specific skills/knowledge learned in CASP ASP 	<ul style="list-style-type: none"> - Parents

	present	<ul style="list-style-type: none"> - Opinions of the formal school regarding the quality of education, extra-curricular activities and physical facilities - Quality of facilitators - Influencing factors for access to SOP/FSP - Future plan about their children's education 	
	b) Were enrolled in Formal School and dropped out	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their children academic performance - Specific skills/knowledge learned in CASP ASP - Opinions of the formal school regarding the quality of education, extra-curricular activities and physical facilities - Quality of facilitators - Influencing factors for access to SOP/FSP - Reasons for dropping their children out of formal school - Future plan about their children 	- Parents
	c) Are not enrolled in Formal School	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their children's academic performance - Specific skills/knowledge learned in CASP ASP - Quality of facilitators - Influencing factors for access to SOP/FSP - Reasons for not sending their children to formal school - Future plan about their children 	- Parents
	d) Did not complete the ASP cycle	<ul style="list-style-type: none"> - General information (name, age, sex, caste/ethnicity) - Contribution of CASP ASP in their children's academic performance - Specific skills/knowledge learned in CASP ASP - Quality of facilitators - Influencing factors for in-access to SOP/FSP - Reasons for dropping their children out from the ASP - Future plan about their children 	- Parents
ST 5	Interview Schedule for Class Management Committee (CMC) Members	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM, etc.) - Self-evaluation on CMC activities (ex. No. and quality of activities, attendance rate of members, case of problem solving, etc.) - Cause of absence and dropout in CASP ASP, influential factors of transfer and academic performance in the CASP ASP Period. - Cause of non enrollment to mother schools. - Sustainability and impact of CASP ASP (including current situation of CASP ASP such as the number of students, situation of facilitators, etc.) 	- Class Management Committee (CMC) Chairs and Members
ST 6	Interview Schedule for Educational Volunteers	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM, etc.) - Self-evaluation on EV's activities (ex. No. and quality of activities, their own attendance rate, problem solving, etc.) - Situation after CASP ASP 	- EVs
ST 7	Interview Schedule for Facilitators	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM, etc.) - Self-evaluation on facilitator's activities (ex. No. and quality of activities, their own attendance rate, problem solving, etc.) - Cause of absence and dropout in CASP ASP, influential factors of transfer and 	- Facilitators

		<p>academic performance in the CASP ASP Period.</p> <ul style="list-style-type: none"> - Cause of non enrollment to mother schools. - Sustainability and impact of CASP ASP (including current situation of CASP ASP such as the number of students, situation of facilitators, etc.) - Situation after CASP ASP 	
ST 8	Interview Schedule for ASP Monitors	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM,) - Self-evaluation on ASPM activities (ex. No. and quality of activities, their own attendance rate, problem solving, etc.) 	- ASP Monitors
ST 9	Interview Schedule for Formal School Head Teachers and Teachers	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Classroom performance of CASP ASP graduates in mother schools (attendance rate, dropout rate, , academic performance and attitude of children) 	- Head Teachers and Teachers
ST 10	Interview Schedule for RPs	<ul style="list-style-type: none"> - General Information (Name, age, occupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM, etc.) - Self-evaluation on RP's activities (ex. No. and quality of activities, their own attendance rate, problem solving, etc.) 	- RPs
ST 11	Interview Schedule for Local NGOs	<ul style="list-style-type: none"> - General Information(Name, history, general activities, experience in pilot sites, etc) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and attitude, school facilities, extracurricular activities, CMC, ASPM, etc.) - Self evaluation on community mobilization activities - Extent of Cooperation between CASP ASP and community. - Sustainability and impact of CASP ASP (including current situation of CASP ASP such as the number of students, situation of facilitators, etc.) 	- Chairs/ - Members of Local NGOs
ST 12	Interview Schedule for DEO and Secondary Data Sources	<ul style="list-style-type: none"> - Statistical data (ex. Attendance rate, completion or dropout rate, transfer rate to mother schools, enrollment rate, etc) - Cost (input of CASP ASP) - Sustainability and impact of CASP ASP (including current situation of CASP ASP such as the number of students, situation of facilitators, etc.) 	- DEOs
ST 13	Interview Schedule for NFEC/CASP People	<ul style="list-style-type: none"> - Statistical data (ex. Attendance rate, completion or dropout rate, transfer rate to mother schools, enrollment rate, etc) - Cost (input of CASP ASP) - Sustainability and impact of CASP ASP (including current situation of CASP ASP such as the number of students, situation of facilitators, etc.) 	- NFEC Officials
ST 14	Case Study Guidelines	<ul style="list-style-type: none"> - ASP Graduates, Parents who have never sent their children to any school facility 	- Parents who did not send their children to formal school and SOP/FSP

It was experienced during the field survey that all the facilitators could not be located during that period. Also, those who were contacted for the information did not have systematic record of these data. In a center of Dhading, the cupboard where all the records were kept was completely damaged by the termites and in some centers no records were readily available. Similarly, in Siraha, three of the facilitators were out of country and in their absence it was not possible to get the objective data about the center especially related to the number of children enrolled in the CASP ASP programs, dropout situation, graduation and enrolment in mother schools. Also, in some cases, the facilitators who started the program were replaced by others and the new ones did not have complete information. Therefore, in this report, data inconsistency maybe noticed which is referred in the respective sections.

1.5. Schedule of the field survey

After the study tools were finalized, TESON formed two different teams for the field visits. A two-day orientation program was organized in Kathmandu and all the study tools were thoroughly discussed. After this orientation, a team led by Prof. Basu Dev Kafle, the Team Leader of the study team left for Dhading and another team led by Dr. Prem Narayan Aryal, the Social Survey Expert of the study, left for Siraha.

In both the districts, the field research team contacted the District Education Office and included the RPs in the team so that the SOP and FSP centers can be reached with ease and the respondents can be contacted without much difficulty. In Dhading, all the field researchers were from Kathmandu and three RPs from the Dhading DEO accompanied them to the field. In case of Siraha, local enumerators were hired and the team from Kathmandu included Dr. Aryal and one field researcher. The local enumerators were the head-teachers and RPs from various schools as advised by the DEO. They were given due orientation before they left for the field and the information collected was checked every evening upon their return from the field. Once the field work was completed, the information was brought to Kathmandu and the field researchers cleaned the data before they were processed in the statistics program.

The information was then processed in the usual computer software (Excel, SPSS, etc.) and the tables were obtained for the analysis. The Steering Committee provided its input during the various phases of the study. The list of the people in the Steering Committee is attached in the annex (*Annex 2*).

CHAPTER TWO

DOCUMENTS AND WORKSHOP REVIEW

The study team reviewed various documents in relation to the present study. Below is the synopsis of the review made by the team in this study:

2.1. Baseline situation survey

JICA/CASP commissioned a study in 2005 entitled "**Situation Analysis of SOP and FSP in Dhading and Siraha Districts**" to analyze the existing situation of SOP and FSP so that they can be improved and sustained to ensure equitable access of children to formal education. The study identified the following problems in the SOP and FSP in those days (*Situation Analysis of SOP and FSP, 2005*):

- i) Some of the SOP and FSP centers were not run true to the objectives of the SOP and FSP programs as reflected by running of the SOP and FSP classes in school building, sending SOP and FSP graduates to lower than desired grades, enrolling children in the SOP and FSP programs in the middle of the cycle every year.
- ii) The SOP and FSP was found serving little, in most cases, the children defined as the target age group (6 – 8 years for SOP and 8 – 14 years for FSP) though more FSP children than the SOP ones were included in the defined age bracket.
- iii) The main problems of SOP and FSP programs are recorded as:
 - No timely availability of materials
 - Lack of substitute facilitators during the absence of main facilitator
 - Late coming of children (tardiness)
 - Diverse age groups leading to learning difficulty
 - Non-supportive learning environment at home
 - Overage of the children
- iv) Economic scarcity, tardiness, difficulty in coping with the subject matter in new class, distance of school and over age were found to be the main problems of the SOP and FSP graduates studying in formal schools.

Based on the analysis of the information, the study also made some recommendations to be adopted in order to improve the ASP.

2.2. KAP survey

A baseline survey of parents/respondents to capture their knowledge, attitude and practice (KAP) relating to the education of children was done in 2005. As the piloting came to an end in Dhading and Siraha districts, there was a need to do an end line KAP survey of the parents of those districts. Institute for Integrated Development Studies (IIDS) conducted Endline KAP Survey from May to September 2008 (Report on the Influence of Community Mobilization Activities under CASP on Parents' and Guardians' Enlightenment and Empowerment based on the Result of Endline KAP Survey in Dhading and Siraha Districts, 2009).

The major findings and future recommendation are as below;

The indicators of the respondents' KAP with child education became better than at the time of baseline survey in both districts and satisfied with the target figures by the end of the CASP Project. The detailed figures of the indicators are as follows;

Table 2.1: Degree of evolution of KAP indicators over time

Indicator of Knowledge and awareness regarding child education among parents	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Target by the end of project
	Dhading				Siraha				
1 Ratio of parents who know about children's right to go to school	47.4	89.2	41.8	1.88	70.1	97.7	27.6	1.39	80
2 Ratio of parents who know about equal right between girls and boys	51.5	90.5	39	1.76	73.9	97.7	23.8	1.32	70
3 Ratio of parents who know about prohibition of child marriage	36.2	77.8	41.6	2.15	67.2	71.2	4	1.06	70
4 Ratio of parents who know about prohibition of child labor force	29.6	76.6	47	2.59	42.5	68.4	25.9	1.61	70
5 Ratio of parents who know about equal right between handicapped/disabled children and normal children	34.7	79.1	44.4	2.28	62.7	83.6	20.9	1.33	70
6 Ratio of parents who know about parents' responsibility for child care	82.7	94.9	12.2	1.15	81.3	93.8	12.5	1.15	85
Average	47.01	84.68	37.67	1.8	66.28	85.4	19.12	1.29	

Indicator of Attitude regarding child education among parents	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Target by the end of project
	Dhading				Siraha				
1 Ratio of parents who agree very much with children's right to go to school	82.7	97.5	14.8	1.18	85.8	96.6	10.8	1.13	85
2 Ratio of parents who agree very much with equal right between girls and boys	82.1	98.7	16.6	1.2	79.1	94.4	15.3	1.19	85
3 Ratio of parents who agree very much with prohibition of child marriage	68.9	93.7	24.8	1.36	68.7	78	9.3	1.14	75
4 Ratio of parents who agree very much with prohibition of child labor force	63.8	86.7	22.9	1.36	53.7	73.4	19.7	1.37	70
5 Ratio of parents who agree very much with equal right between handicapped/disabled children and normal children	74.5	97.5	23	1.31	79.9	92.7	12.8	1.16	80
6 Ratio of parents who agree very much with parents' responsibility for child care	92.9	98.7	5.8	1.06	96.3	98.9	2.6	1.03	95
7 Ratio of parents who perceive that parents should take responsibility to educate children	89.3	91.8	2.5	1.03	98.5	90.4	-8.1	0.92	90
8 Ratio of parents who are willing very much to send children to formal school after completion of FSP/SOP	82.6	100	17.4	1.21	66.1	91	24.9	1.38	85
Average	79.6	95.57	15.97	1.2	78.51	89.42	10.91	1.14	

Indicator of Practice regarding child education among parents	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Baseline data (%)	Endline data (%)	% of rise	Magnification ratio	Target by the end of project
	Dhading				Siraha				
1 Ratio of parents who encourage children to become educated	73.5	100	26.5	1.36	88.1	97.2	9.1	1.1	75
2 Ratio of parents who practice to talk with children about their education	54.6	96.8	42.2	1.77	59	89.8	30.8	1.52	60
3 Ratio of parents who practice to talk with family members about children's education	71.4	82.9	11.5	1.16	73.1	78.5	5.4	1.07	75
4 Ratio of parents who practice to talk with neighbors/community members about children's education	64.3	80.4	16.1	1.25	64.2	76.3	12.1	1.19	70
Average	65.95	90.02	24.07	1.36	71.1	85.45	14.35	1.2	

The tables shows the findings considering the comparison between Dhading and Shiraha as follows;

1. During the baseline, 6 KAP indicators out of 18 (33%) were higher in Dhading than in

Siraha and 12 out of 18 (67%) was higher in Siraha than in Dhading. However, 14 out of 18 (78%) became higher in Dhading than in Siraha and only 4 out of 18 (22%) became higher in Siraha than in Dhading at the time of endline KAP survey.

2. The degree of evolution on Knowledge is outstanding in Dhading than in Siraha considering the of rise and the magnification ratio.
3. Although the degree of evolution had no big difference between in Dhading and in Siraha, almost KAP indicators on Attitude and Practice became higher in Dhading than in Siraha.

The table also shows the findings focusing the situation of Dhading where various community mobilization activities were conducted by CASP as follows;

4. In Dhading, all KAP indicators became higher comparing baseline status and satisfied with the target figures by the end of CASP project.
5. Degree of evolution on many knowledge indicators was outstanding in Dhading, although those indicators were very low at the time of baseline survey. Improvement of knowledge on child labor, handicapped-children, child marriage was distinguished (magnification ratio was over twice).
6. It is noteworthy that almost every parent and guardian (over 95% of them) had positive attitude toward child education, gender equity, handicapped-children, childcare or sending their children to formal schools, and encouraged children to become educated and talked with children about their education.

As seen in the highly improved KAP, parents and guardians in Dhading became more enlightened and empowered than the beginning of the project.

Especially, almost all KAP indicators in Dhading improved more than in Siraha. This might be because there was more active community mobilization activities in Dhading than in Siraha where those activities were cancelled because of security issues. Therefore, the study analyzed “what community mobilization activities were more influential for speeding up the evolution of KAP indicators in Dhading which were very bad there at the time of baseline survey but which improved drastically there at the time of endline survey than in Siraha?” by the statistical methods (odds ratios).

Statistical analysis of the survey showed that major influential community mobilization activities on the parental KAP indicators in Dhading were

1. Provision of incentives for best students,
2. Organization of interactive program between community people and children,
3. Provision of support on physical infrastructure by the community.

Also, the below activities were influential on the parental KAP indicators for the marginalized groups (i.e. Dalits) in Dhading.

1. Formation of child club,
2. Organization of sensitization meetings on child rights,
3. Interactive program among the stakeholders,
4. Provision of incentives for best students

It is possible to classify those activities as follows;

A: Activities which provide tangible or physical benefits to the parents and guardians and also which need financial source for the implementation, and

B: Activities which work on mental, moral, and ethical development of the parents and guardians and also which cost less money for implementation.

Table 2.2: Influential community mobilization to KAP indicators

Major influential community mobilization activities to KAP indicators in general in Dhading

	A: Physical/tangible benefits (costly)	B: Mental/internal development (less costly)
Provision of incentives for best students	○	
Organization of interactive program between community people and children		○
Provision of support on physical infrastructure by the community	○	

Major influential community mobilization activities to KAP indicators among the marginalized group in Dhading

	A: Physical/tangible benefits (costly)	B: Mental/internal development (less costly)
Formation of child club	○	○
Organization of sensitization meetings on child rights		○
Interactive program among the stakeholders		○
Provision of incentives for best students	○	

Provision of incentives for best students gives parents and guardians the tangible benefits contributing to the family incomes. Also, children must have extended the sense of joy to their parents because the provision of incentives increased the children's sense of honor and belonging to the schools. Therefore, it is assumed that the provision of incentives have very positive influence on the parental KAP. Formation of child club enriches the school life and makes the school environment more child-friendly, thus, giving positive impression of school life to the parents and minimizing drop out rate among children who do not like to go to schools. It is further believed that while provision of support on physical infrastructure paves way to exchange the ideas of child education among community people, it also increases the sense of ownership of the program among them. Additionally it is believed that interaction program among children, community people and stakeholders largely enforce the value of education among them.

In Siraha, comparing other community mobilization activities, provision of encouragement to send child to school through door-to-door visit was more effective than in Dhading. That is because the terrain of Siraha was gentle and the settlements there were nucleated, thus, making social interactions easier there than in Dhading. Also, it is estimated that the development of KAP indicators in Siraha in spite of not enough community mobilization activities was caused by geographically better communicative function (e.g. social interaction, enlightenment by mass media, and so forth) and the positive influence from other NGOs' activities not related with CASP.

Based on the above findings, the study makes the following recommendation for ASP implementation in the future, especially regarding parental KAP regarding child education.

- Various community mobilization activities under CASP (intervention factor) are effective for the improvement of parental KAP regarding child education. Especially, both activities which bring in tangible benefits such as provision of various incentives to students or assistance to the improvement of school facilities and activities which have positive influence on the parental awareness-raising such as interactive program or sensitization meeting are important. Considering the ethnographical and socio-economic situations in target areas (structural factor), it is effective to combine and conduct the above activities regularly and intensively in the future ASP implementation.
- However, the activities which bring in tangible benefits can be very costly if CASP is expanded to the wider area. Also, although the parents and guardians suggested the enough number of experienced facilitators for future ASP, it is costly to increase the salary of facilitators for hiring the enough number and keeping up their motivations towards their work. So, the survey highly recommends to make fundraising at the community, district, central and international levels and tie up CASP with relevant other governmental or donor programs (e.g. school feeding program, scholarship program for the disadvantaged groups, and so forth) in the meantime.
- The study also points out that the program like CASP should be tied up with the rural development programs of the donor communities which focus on poverty alleviation and adult literacy for reducing impediment to child education (e.g. the work for living or the early marriage, and so forth) caused by the poverty and ignorance which still exists in the communities, especially among the marginalized groups. In other words, it is important to consider the programs to minimize the impact of such structural factors.
- So, what it comes down to is that it is important to make clear that which internal or external organizations should be responsible for the actual implementation and its finance to expand various community mobilization activities with positive influence on child education to the wider areas in Nepal.

2.3. Meetings and main workshops

JICA/CASP also organized meetings and workshops at various levels in different phases of the CASP implementation. The focus of these meetings and workshops was to review the

implementation of the CASP activities and document the lessons drawn from the experiences. The findings of the meetings and workshops have also been shared with the stakeholders. Some of the sample discussions of the meetings and workshops contents were reviewed by the study team and they are as follows:

Monthly meetings

Monthly Meetings in Dhading were conducted regularly to review the progress of the activities conducted regarding the implementation of the CASP ASP activities. The analysis of the sample meeting minutes indicates that discussions were made on different agenda such as progress of the centers, problems faced by the facilitators, supply of materials, selection of ASP Monitors, repairing of the classes, construction of toilets and sitting arrangements in the CASP ASP centers. Furthermore, RPs and School Supervisors (SSs) also reported about the training provided to the facilitators. During the meeting, it was also reported that class arrangement was a serious problem in Dhading and community people were made committed to arrange the classroom for supporting of DEO (Minute of monthly meeting, April 25, 2005).

Monthly meeting also concluded that Partner NGO (PNGO; ICDC) would confirm the final number of children in each class in coordination with resource persons as soon as possible. Basically, NGO was required to adjust the number which would not exceed 25. It was decided to request NFEC to provide the extra teaching and learning materials. The project coordinator of Partner NGO (ICDC) provided the tentative progress report to the member of meeting and described in briefly about the activities like the orientation of education volunteers (EVs), PRA by means of social mapping, focus group discussion, mobility map, mass communication and education campaign program such as street drama and Bhajan etc. (Minute of monthly meeting, May 17, 2005).

In case of additional textbooks and materials for the extra students, particularly for FSP, the DEO and other participants strongly requested that the additional text books be distributed by NFEC in order to make activities successful under the CASP ASP. As for SOP, the DEO confirmed that they would manage the textbooks in coordination with mother schools (Minute of monthly meeting, June 20, 2005).

PNGO in Dhading, ICDC, presented progress report in the meeting. The following activities conducted by the PNGO show its active participation in the implementation of CASP ASP centers. The progresses made by the NGOs were as follows:

- Child Club established in all centers for the purposes of communities mobilization and extra activities for the children. SOP and FSP children are also members of the club. Children of 8-14 ages participated in various activities.
- Before starting SOP/FSPs classes, an orientation was given to the children and parents about important of education, need of education to the children, and processes of SOP/FSPs to run in the communities. Together with the orientation sessions, an Action Plan was developed by the communities.
- ICDC has deposited NRs 10,000 on accounts of each CMCs. ICDC has assisted the CMCs to develop processes/policies to use the fund.

- ICDC has visited in the ASP classes and talked with the parents about children's problems especially focusing to the irregular children. They have convinced parents to make regular schooling to their children. They also made house visit of the irregular students. Now, there are not any problems of irregularity in all ASPs.
- ICDC provided balls and *Ludo* (game board) to the class for extra activities of children.
- Child Club developed Action Plan. ICDC will support to the Child Club to submit the Action Plan to the DEO and CASP to conduct story telling competition, drama, drawing competition, etc.
- In the assistant of ICDC, Mathillo Worbang CMC made exposure visit/education excursion on 13 Bhadra.
- They prepared Hoarding Board to mobilize communities. (Minute of monthly meeting, September 5, 2005).

It was evident from the minutes that some of the facilitators demanded two day teacher training on "Teaching English (Minute of monthly meeting, 12 January, 2005)." Some of the agendas discussed during were community awareness, distribution of school bag and stationeries to the children as an incentive to encourage students to be regular, sincere, disciplined, cooperative and tidy. Monthly meeting also discussed on the lack of facilitators skills in the child friendly teaching method. Similarly, it was also discussed that the monitoring incentive (Rs.100.00) is low because it was not sufficient to cover lodging and food (a few ASPs were far and need to night hall) during the day of the monitoring. (Minute of monthly meeting, May 9, 2006).

Decisions were also made regarding mass campaign in SOP and FSP centers, door to door visits to all clusters to maintain regularity of children, legal literacy workshop for the parents of the SOP and FSP children. Similarly, **Action Research** was conducted on monitoring under CASP ASP pilot area and non CASP target area, education quality, class management monitoring and problem solving. The major suggestions mentioned in the action research sharing meeting were as follows:

1. The qualification of facilitator should be intermediate level.
2. The physical facilities of ASP should be ensured before the program is implemented.
3. The Non-formal education materials should be distributed as needed at a time.
4. The class hours should determined according to the time children are available.
5. To conduct a parent awareness program in non-CASP site, some incentives need to be provided for parents for sending their children regularly in the class.
6. There should be room of income generation activities for parents through a self-help organization for promoting their socio-economic status.
7. The parents of the non-CASP areas should be encouraged to visit the SOP/FSP
8. The pre-service training for facilitators should be a month long (three weeks for subject wise and one week for management of the class). The refresher training should be twice a year and three to five days each time.
9. To conduct training on "How to use Facilitator Supporting Hand book (FSH)" to the facilitator. The facilitator needs to be encouraged for the use of FSH. The FSH should be distributed in the Non-CASP site also.

10. NFEC must provide the teaching learning materials as needed or organize training on "Teaching Learning Materials Development" using local materials or low cost materials.
11. The School Management (including SOP/FSP monitoring) Training should be organized for the head master of Mother School.
12. The following matters should be considered for regularity of the children in the SOP/FSP.
 - To provide scholarship for the SOP/FSP children
 - To provide necessary feedback on the monitoring sheet of ASP Monitor (ASPM) and RP
 - To provide financial support for the parents for prevention of child domestic work
 - To ensure physical facilities for the SOP/FSP
13. The allowance of facilitators of SOP/FSP should be as equal as primary school teacher's salary so that they stay in the job.
14. The primary school should be established in the areas of ASP as per requirement with minimum infrastructure.
15. A mother school based monitoring system and additional training for facilitator should be implemented in the non-CASP areas.
16. The community mobilization activities should be implemented in the non-CASP areas through the PNGOs. The local NGOs/CBOs should be encouraged for community mobilization. The NGO/CBOs should be hired for each VDC instead of one NGOs in all target VDCs (Minutes of monthly meeting, July 12, 2007).

Some of the minutes of monthly meeting mentioned the observation to identify some of the agendas discussed in the meeting. The minute showed that some of the centers were not started at the proposed date due to the lack of textbooks. As in Dhading, class arrangement was not found serious problem in Siraha. Some social workers and facilitators provided room in their own house. However, there was a main problem of toilet. It was also expressed in the meeting that toilet was not provided to the girls and boys separately. Meeting also decided to make Hording Board to share the message of ASP in order to motivate the out of school children, their parents, as well as illiterate people of community to make the better understanding on education through out the life. The Meeting also suggested to the NGO that one of the houses of poor people, two small children (girl and boy) with school bag and community made ASP center and with the educational slogan in Maithili language should be indicated as a figure of the hording board. The meeting further decided that filing and reporting system in DEO was found poor. Record keeper who was known as a technical assistant did not have skill of record keeping system. Especially in Siraha there was a computer without operator (Minute of monthly meeting, April 22, 2005).

Sharing workshop

A sharing workshop of the stakeholders was organized in Majimtar, Dhading. Participants of the workshop were RP, ASPM, NFEC, DEO, and CASP. ASPM and RPs presented the situation of class (management, material, attendance); quality of education (skill of facilitator and level of understanding by children in comparison with formal school students); and advises to improve the quality.

Suggestions/ recommendations raised by the participants were:

- Information on NFE EMIS should be disseminated to stakeholders to fill up the form.
- Format should be distributed from proper channels.
- Schedule to fill-up the form should be shared clearly.
- Importance of the NFE EMIS and form need to be recognized by RP and all concerned.
- Consensus on NFE EMIS should be developed with mother schools.
- NFE EMIS form should be collected through RP (RC)

The other two workshops were organized in Rechoktar Resource Center, Malekhu, Dhading in 3-4 Nov 2006 and in District Education Office, Tahachal, Kathmandu in 6-7 Nov 2006. These workshops were organized in order to get the feed back on the "Facilitators guide book 2063" and the "pre service training of Alternative Schooling Program" (both School Outreach Program and Flexible Schooling Program). The objectives of the study were to identify the procedure and regularity of conducting classes of Alternative Schooling Program, evaluate the benefit of previous training and to evaluate the effectiveness of the "Facilitators Guidebook 2063".

The major findings of the workshops were need of more subject contents in facilitator guide book, four hours training class was not adequate, there was need of additional educational materials, need of the separate training for Math and English subject. The report also mentions that the supervision and monitoring should be made effective by the DEO/RC.

Review and sharing workshop on ID/OS activities in Dhading

A review and sharing workshop was organized in Dhading in order to review the experiences of implementing the CASP ASP program in Dhading with a focus on its outcomes in terms of institutional development and organizational strengthening (ID/OS) activities and draw some good practices that can be replicated in the non-CASP ASP areas. The participants were NFEC officials, DEO Dhading officials, RPs who were responsible to oversee the CASP ASP implementation in Dhading, ASPMs, Facilitators and CASP/JICA officials.

The discussion on the 'Facilitator Supporting System' derived some conclusions that the support system was very effective to provide 'full support – availing all the teaching and learning materials, providing frequent trainings and conducting workshops, monitoring the classes frequently, managing EVs and CMCs, and so on. It found that the role of CMCs was most important and the management of EVs was a new aspect for the stakeholders. Because of this system, the working efficiency of facilitators was boosted particularly on teaching methodologies, teaching materials preparation and use' (*Proceedings of the Workshop, November 25, 2008*). Similarly, the discussion also confirmed the EVs' role very important in the centers and some of the cases EVs' outstanding contributions during the maternity leave of the facilitators and their training period were presented. It was also highlighted that the monitoring of the CMCs, ASPMs, mother schools was instrumental to make the program effective and the timely delivery of the materials such as textbooks, facilitators handbook and reference materials made the teaching and learning of the SOP/FSP very effective.

Some of the good practices suggested for replication in the non-CASP areas were:

- Coordination system
- Sharing and feedback system

- Management of educational information system
- Using the methods to match the objectives
- Community mobilization
- Mother school monitoring system
- Monitoring reports
- Use of reference materials
- Delivering the teaching materials in time.
- Carry out the activities according to the local needs.

“If CASP had not been launched in the area, at least 14 children from Mathillo Worbang would have been married. But now they are going to school. Because of CASP, high-ranked officials visited the remote place like Worbang. Otherwise, nobody would have cared to see this place.”

Nava Raj Pandey, ASPM of Mathillo Worbang FSP.

Review and sharing workshop on ID/OS activities in Kathmandu

Similar workshop was also organized in Kathmandu with a particular focus 'on the training of the ASP facilitators and Educational Volunteers (EV), introduction of class monitoring, and provision of materials for the class room and children. Manual for the CASP Pilot Activities was developed in order to systematize the process of the ASP implementation' (*Workshop Proceedings, 4 -5 December 2008*). In addition to the reviewing of the CASP ASP experience and collecting best practices, the workshop also aimed at making recommendations for "Manual for the CASP Pilot Activities". Stakeholders of CASP ASP such as representatives of NFEC, DEO, CASP/JICA and the key people who implemented the CASP ASP such as facilitators, ASPMs, RPs and other experts participated in the workshop.

The discussion confirmed the outcomes of the Dhading workshop and further highlighted that the District Monthly Meetings (DMM) were very useful to share and learn from experience and address the problems/issues instantly. The DMMs were useful in distributing the materials and school dress in time and managing the classes. Also, the issues of DMMs such as the interruptions of the work of the government officials to attend the meetings and how to make DMMs more productive were also discussed. The DMMs were particularly useful to involve the stakeholders regularly to report their activities, identify the main problems in the implementation of the program and creating collegial environment among the people.

The workshop also discussed the mother school-based monitoring program and confirmed that such practice has been immensely helpful to make the classes regular, provide support to the facilitators, generating resources for the SOP/FSP centers, maintaining effective communication and ultimately helping children learn effectively. The Manual for the CASP Pilot Activities was also brought into the discussion and some revisions were suggested to the manual. NFEC presenter, on the occasion, shared the policy of the government on the ASP transition.

The workshop made the recommendations that the following activities can be replicated to the other ASPs:

a) Institution Development and Organization Strengthening:

- District Monthly Meetings
 - Mother school-based monitoring system
 - Additional facilitator training
 - Enrollment to formal school
- b) Community Mobilization
- Orientation program
 - Mobilization of CMC
 - Mobilization of EVs
 - Mobilization of ASP children
 - Mobilization of Parents
- c) Networking
- Newsletters
 - Coordination with various stakeholders (VDCs/DDCs/municipalities, line agencies, schools, NGOs/CBOs, etc.)

Policy recommendation workshop

In order to provide policy recommendations based on the CASP experience, a national level workshop was organized in Kathmandu from 15 – 16 February 2009 which was participated by high level officials from the Ministry of Education, NFEC, JICA and CASP.

The participants of the workshop acknowledged that the CASP ASP was indeed a good learning experience and the outcomes and the lessons learnt are very useful for the Ministry of Education at times when the government is doing preparation for the next phase of EFA in which ASP will be one of the key components. It was discussed that 'the current modality of ASP must be reviewed to create the most cost-effective model which can be replicated across the country. The CASP experience can be utilized for that and the activities which incurred little or no cost during the CASP pilot should be considered' (*Workshop Proceedings, 15 – 16 February 2009*)

Following activities were identified to develop a model from CASP/ASP experience:

- Community Mobilization
- Mother School-based monitoring
- Monthly sharing at DMMs by Resource Persons, School Supervisors
- Child Clubs
- Education Volunteer System
- Additional Training for facilitators

The workshop brought the following points into discussion in relation to their implications at the policy level:

- CASP ASP has been a good experience and ways and means of replicating its activities need to be clearly defined as some activities will not be possible to include in the Government's program
- There is no alternative to Alternative Schooling to help achieve the EFA goals in Nepal and CASP ASP could be contributory to expand the ASP in Nepal

- Community mobilization aspect of CASP was very strong and the government might consider its replication
- Information about the ASP classes should be shared monthly through monthly sharing meetings at the Resource Centre level
- CASP activities and its replicability need to be discussed with their financial implications
- A way of sharing the costs of CASP activities between the Ministry of Education and the Ministry of Local Development needs to be determined
- There is a gap between the amount of funding available for ASP through the Ministry of Education and the funds required to implement activities piloted by CASP. This gap should be covered by sharing the costs at the community level
- Following the workshop, the NFEC, the DoE and the MoE need to write a plan for expansion of ASP, determine which activities are feasible to implement and develop a budget
- ASP needs to be included as part of the SSR plan
- JICA is ready and willing to support the expansion of ASP, but the onus is on the NFEC and the MoE to develop the plans and submit a request for support to JICA

CHAPTER THREE

IMPLEMENTATION OF CASP ASP

The Community-based Alternative Schooling Project (CASP) launched in January 2004 had the aims to develop an operational model of the community-based ASP through pilot activities at Dhading and Siraha Districts. The present study has made an attempt to assess the main outcomes of the project and gauge the possibility of its applicability and replicability in regular ASPs. The study team gathered information from various stakeholders and analyzed them in order to derive conclusions in this regard. This chapter discusses the implementation of CASP ASP based on the data collected from the filed study, observations of the researchers and other relevant documents. This chapter discusses the implementation of CASP ASP based on the data collected from the filed study, observations of the researchers and other relevant documents.

3.1 Geographical and operational information

Altogether there were 17 CASP ASP centers in the two districts out of which nine were SOP and eight were FSP. District-wise, there were nine CASP ASP centers in Dhading of which five were SOP and four were FSP. Similarly, of eight centers in Siraha, four were SOP and the same number was of FSP. The programs in Dhading phased out in 2008 but in Siraha, JICA decided to stop providing CASP support to the centers due to the security situation. However, the centers of Siraha ran the program in their own effort. It was also reported that some of the centers were run as the coaching centers.

The table below presents the name of SOP/FSP centers in Dhading and Siraha.

Table 3.1: Name of SOP/FSP center in Dhading and Siraha

District		Name of SOP (VDC and Ward)		Name of FSP (VDC and Ward)
Dhading	SOP	Benighat VDC – 5 Ruding	FSP	Benighat VDC – 9 Matthilo Worbang
		Dhusa VDC – 3 Mijar Gaun		Dhusa VDC – 7 Bungpung
		Dhusa VDC – 9 Grasibas		Gajuri VDC – 1 Subedi Danda
		Gajuri VDC – 6 Lo Gaun		Jogimara VDC – 2 Takthali
		Jogimara VDC – 5 Hekrang		
Siraha	SOP	Bariyarpatti VDC – 1 Bodar	FSP	Bariyarpatti VDC – 7 Baluwa
		Kushaha Laxiniya VDC – 8/9 Dushad		Kushaha Laxiniya VDC – 1 Baniniya
		Tenuwapatti VDC – 3 Navka tole bazar		Tenuwapatti VDC – 8 Sohapur
		Vidyanagar VDC – 6 Chhajana		Vidyanagar VDC – 1/2 Vidyanagar

Distance to mother school

During the survey, the study team collected the information on the travel time taken by children to reach the mother school. This information was gathered to see how far the schools are located from the children's place of residence so that the need of SOP and FSP facility could be justified. The following table gives clear picture of the situation.

Table 3.2: Travel time to mother school

District	SOP/FSP	Name of SOP/FSP (VDC and Ward)	Name of Mother school	Travel time in minutes
Dhading	SOP	Benighat VDC – 5 Ruding	Sri Richok Irang PS	60
		Dhusa VDC – 3 Mijar Gaun	Shree Kalika SS	60
		Dhusa VDC – 9 Grasibas	Shree Panchakanya LSS	40
		Gajuri VDC – 6 Lo Gaun	Shree Kankalini PS	30
		Jogimara VDC – 5 Hekrang	Goirang PS HT	45
			Average travel time	47
	FSP	Benighat VDC – 9 Matthilo Worbang	Shree Worbang PS	30
		Dhusa VDC – 7 Bungpung	Panchyakanya LSS	30
		Gajuri VDC – 1 Subedi Danda	Adharsha HSS	10
		Jogimara VDC – 2 Takthali	Shree Rastriya LSS	45
		Average travel time	28.75	
Siraha	SOP	Bariyarpatti VDC – 1 Bodar	Shree Janata SS	25
		Kushaha Laxiniya VDC – 8/9 Dushad	Shree PS	20
		Tenuwapatti VDC – 3 Navka tole bazar	Shree PS, Tenuwapatti	10
		Vidyanagar VDC – 6 Chhajana	Shree Ram Janaki SS, Chhajana	15
			Average travel time	17.5
	FSP	Bariyarpatti VDC – 7 Baluwa	Shree Janata SS	30
		Kushaha Laxiniya VDC – 1 Baniniya	Shree Shur LSS, Kushaha	15
		Tenuwapatti VDC – 8 Sohapur	Shree PS, Sohapur	15
		Vidyanagar VDC – ½ Vidyanagar	Shree Ram Janaki SS, Chhajana	15
		Average travel time	18.75	
		Average travel time	29.12	

PS = Primary School, LS = Lower Secondary School, SS = Secondary School, HSS = Higher Secondary School

According to the above table, the average time to reach the mother school is 29.12 minutes which, in average, is in line with the access indicators set by EFA (EFA MDA, 2007). However, the establishment of SOP centers in Dhading is justified because of the distance to mother schools which is 47 minutes in average. It means CASP ASP facility brought the educational facilities to the reach of children. Had there been no SOP in these communities in Dhading, these young children probably would not have been able to attend the educational facilities. In case of Siraha the travel time for children to mother school is lower than 30 minutes.

The time span clearly affects the enrolment of the children in the mother school. As the observation of the SOP/FSP centers indicated that some of the younger children did not go to the mother schools, rather they studied in the lower classes available in their locality. It was also known from the guardians that they did not want their younger children to study in a distant school. It clearly indicates that distance to the school is a hindering factor to continue their education beyond the SOP/FSP center.

Places for conducting classes

During the survey, an attempt was made to see the places of conducting classes. Most of the centers conducted the classes in the school-like premises. However, some centers were run in

clubs, private houses and huts. The following table gives a picture of the places where classes were run.

Table 3.3: Places of conducting classes

Program	Place of conducting class	Dhading		Siraha		Total	
		N	%	N	%	N	%
SOP	School-like building	4	80.00	0	0.00	4	50.00
	Club house	1	20.00	1	33.33	2	25.00
	Private house	0	0.00	1	33.33	1	12.50
	Hut and Varandahas	0	0.00	1	33.33	1	12.50
	Total	5	100.00	3	100.00	8	100.00
FSP	School-like building	3	75.00	0	0.00	3	50.00
	Clubhouse	0	0.00	1	50.00	1	16.67
	Hut and Varandahas	1	25.00	1	50.00	2	33.33
	Total	4	100.00	2	100.00	6	100.00

The above table shows that majority (88.89%) centers of Dhading conducted their classes in school-like buildings whereas none of the centers in Siraha conducted their classes in school-like building. Similarly, one center in Dhading and two centers in Siraha conducted their classes in club houses. Likewise, Siraha also conducted their classes in private home as well as in hut and verandah. However, three centers in Siraha could not be located exactly but the parents and community members said that they were run in the facilitators' houses. This information could not be verified due to the absence of those three facilitators who were out of reach of the study team during the time of the field survey. Thus, the data from Siraha includes the responses of five facilitators in this document.

Class duration and timing

The survey was also done to identify the duration of conducting the classes at the centers. The following table presents the duration of the classes at the respective centers.

Table 3.4: Duration of class in different centers

Program	Duration of class (in hours)	Dhading		Siraha		Total	
		N	%	N	%	N	%
SOP	2	2	40.00	0	0.00	2	25.00
	4	3	60.00	3	100.00	6	75.00
	Total	5	100.00	3	100.00	8	100.00
FSP	4	2	50.00	2	100.00	4	66.67
	5	1	25.00	0	0.00	1	16.67
	6	1	25.00	0	0.00	1	16.67
	Total	4	100.00	2	100.00	6	100.00

The above table indicates that in Dhading, 60 percent SOP centers and 50 percent FSP centers conducted their classes for four hours whereas about 40 percent SOP centers conducted classes for two hours only and 50 percent of FSP centers conducted class for five and six

hours. In Siraha, all the centers conducted their classes for four hours. Those facilitators who conducted class for more than four hours said that since the FSP curriculum is a condensed curriculum and the course could not be completed in the stipulated time of four hours as indicated by the PIM (2006), they had to extend their class hours voluntarily beyond four hours. It shows that some of the facilitators were truly dedicated to their job.

The facilitators were also asked whether the class duration of four hours was adequate. The expressions of the respondents are presented in the following table.

Table 3.5: Adequacy of class duration by districts

Program	Adequacy of duration	Dhading		Siraha		Total	
		N	%	N	%	N	%
SOP	Yes	4	80.00	1	33.33	5	62.50
	No	1	20.00	2	66.67	3	37.50
	Total	5	100.00	3	100.00	8	100.00
FSP	Yes	3	75.00	1	50.00	4	66.67
	No	1	25.00	1	50.00	2	33.33
	Total	4	100.00	2	100.00	6	100.00

The above table shows that more 50 percent facilitators said that the duration was adequate. However, a considerable number of facilitators (75% in FSP Dhading and 50% FSP in Siraha) said that the duration was not enough. It is obviously seen that two hours duration is not adequate to deal with the required courses for the SOP/FSP classes. In fact, a two hour class is too short a duration to share the experiences with the students.

The timing of the class is also equally important to run the CASP ASP program. Therefore, the facilitators were also asked about the timing of the class. It was found that about 70 percent centers conducted classes in day time and the rest centers conducted them in the morning. However, the timing was fixed according to the convenience of the children. Therefore, almost all the respondents said that the timing was appropriate.

3.2 Enrollment, attendance, transfer, dropout and completion rate of CASP ASP children

The study also made an attempt to record the status of CASP ASP children in terms of enrolment, attendance, transfer, dropout and their completion rate. However, the data supplied by CASP/JICA office and the data collected by the field survey team in relation to the number of children enrolled, dropout, graduation and enrolment in mother schools may sometimes look different. This is due to the fact that when the field survey team went to different centers, some of the facilitators could not be located during that period. Also, those who were contacted for the information did not have systematic record of these data. In a center of Dhading district, the field researchers were taken to a building of the CASP ASP program where they found that the cupboard where the records were kept was attacked by the termites

resulting in the total destruction of files. Similarly, in case of Siraha, one facilitator has gone to a gulf country and two went to India. In their absence, nobody could provide authentic data and micro level information. Also, in some cases, the facilitators were changed and there were some gaps in the information. Therefore, in this report, the analysis is based on the data either recorded from field survey or collected from documents from CASP/JICA office which is indicated in the respective tables.

Enrolment of children in CASP SOP/FSP

The total number of children enrolled in the SOP/FSP centers is 480 that includes 258 in Dhading and 222 in Siraha. The table below presents the enrolment of children in different centers in the two programs.

Table 3.6: Enrolment of SOP/FSP Children

District	Center/Tole	VDC	Program	Enrolled in first year
Dhading	Hekrang	Jogimara	SOP	42
	Mijar Gaun	Jogimara	SOP	26
	Grasibas	Dhussa	SOP	26
	Ruding	Benighat	SOP	29
	Lo Gaun	Gajuri	SOP	24
		Total SOP		147
	Takthali	Jogimara	FSP	37
	Bungpung	Dhusa	FSP	25
	Mathillo Worbang	Benighat	FSP	22
	Subedi Danda	Gajuri	FSP	27
		Total FSP		111
		Dhading Total ASP		258
Siraha	Charari	Kusaha Laxminiya	SOP	24
	Chhajana	Vidyanagar	SOP	37
	Navka tole	Tenuwapatti	SOP	21
	Border tole	Bariyarpatti	SOP	21
		Total SOP		103
	Salampur	Kusaha Laxminiya	FSP	26
	Vidhyanagar 1,2	Vidyanagar	FSP	29
	Sohapur	Tenuwapatti	FSP	32
	Baluwa	Bariyarpatti	FSP	32
		Total FSP		119
	Siraha Total ASP		222	
	Total SOP		250	
	Total FSP		230	
	Grand Total		480	

Source: CASP/JICA, Sanothimi, 2009

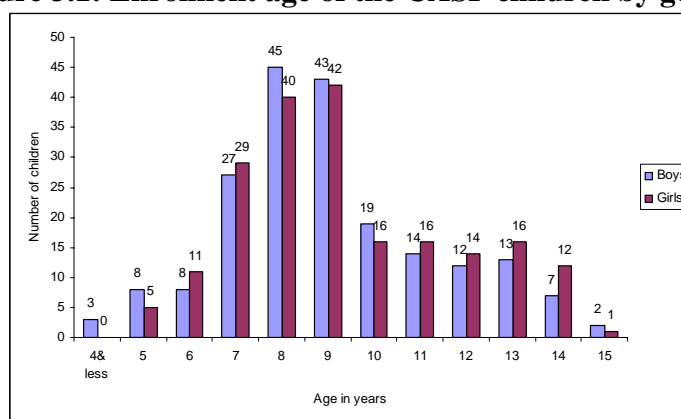
The table shows that of the total 480 students enrolled in the programs, more than 50 percent children were in the SOP. However, in Siraha the SOP enrolment was a little less than in FSP whereas in Dhading the SOP enrolment was more than 50 percent. This indicates that the enrolment of SOP in Dhading was more than that of Siraha. This might be due to the proximity factor (travel time to mother school). In Siraha, the proximity factor for SOP enrolment does not seem to be a deciding factor due to the location of schools in the walking distance. Below is the age at enrolment of children in the CASP. As indicated above, the total number of children in this table is less than the table above as the information of all the children could not be located in the field.

Table 3.7: Enrolment age of the CASP children by gender

Age at enrolment	2062-063 (2005/2006)					
	Boys		Girls		Total	
	N	%	N	%	N	%
4 years or less	3	1.49	0	0.00	3	0.74
5	8	3.98	5	2.48	13	3.23
6	8	3.98	11	5.45	19	4.71
7	27	13.43	29	14.36	56	13.90
8	45	22.39	40	19.80	85	21.09
9	43	21.39	42	20.79	85	21.09
10	19	9.45	16	7.92	35	8.68
11	14	6.97	16	7.92	30	7.44
12	12	5.97	14	6.93	26	6.45
13	13	6.47	16	7.92	29	7.20
14	7	3.48	12	5.94	19	4.71
15	2	1.00	1	0.50	3	0.74
Total	201	100.00	202	100.00	403	100.00

The above table indicates that most of the children enrolled at the centers were eight and nine years of age followed by seven years of age. However, some children who were enrolled at the centers were less than the required age bracket. It means that there was a lack of school in the community. Despite the strong willingness of the parents to send their children to the schools, they could not send them only because of the lack of schools in their own community/locality. The graph below further elaborates the age at enrolment:

Figure 3.1: Enrolment age of the CASP children by gender



Attendance and transfer of the CASP ASP children

The CASP ASP centers may have recorded the attendance of the children in the initial years of the operation of the centers. After the completion of the period of three years, the records on attendance could not be located systematically. This could be due to the liberal promotion policy in which the attendance does not seem to play much role in children's promotion and achievement or simply the stakeholders might not have felt its need after the phase out of the CASP ASP program.

Regarding the transfer of the children during the CASP ASP implementation period to other schools including the mother schools, the center did not have systematic record. As all the children enrolled in the first year have not enrolled in the third year and graduated in the same number, it can be inferred that some of them might have gone to other schools and some might have either dropped out or repeated.

Dropout and completion rate of CASP SOP/FSP children:

One of the big challenges of Nepal is to retain the children in the schools. The CASP centers may not be an exception of the situation. Therefore, information was also collected to find out the drop out situation at the centers. The following table presents the situation.

Table 3.8: Dropout and completion rate of SOP/FSP Children

District	Center/Tole	VDC	Program	Enrolled in first year	Registered No of the 3 rd year	No of total enrollment to Formal School
Dhading	Hekrang	Jogimara	SOP	42	25	25
	Mijar Gaun	Jogimara	SOP	26	23	23
	Grasibas	Dhussa	SOP	26	24	24
	Ruding	Benighat	SOP	29	20	20
	Lo Gaun	Gajuri	SOP	24	19	19
	Total SOP			147	111	111
	Takthali	Jogimara	FSP	37	21	21
	Bungpung	Dhusa	FSP	25	19	19
	MathilloWorbang	Benighat	FSP	22	14	14
	Subedi Danda	Gajuri	FSP	27	15	15
	Total FSP			111	69	69
	Dhading Total ASP			258	180	180
Siraha	Charari	Kusaha Laxminiya	SOP	24	20	20
	Chhajana	Vidyanagar	SOP	37	20	20
	Navka tole	Tenuwapatti	SOP	21	20	20
	Border tole	Bariyarpatti	SOP	21	20	20
	Total SOP			103	80	80
	Salampur	Kusaha Laxminiya	FSP	26	20	20
	Vidhyanagar 1,2	Vidyanagar	FSP	29	20	13
	Sohapur	Tenuwapatti	FSP	32	20	11
	Baluwa	Bariyarpatti	FSP	32	20	20
	Total FSP			119	80	64
Siraha Total ASP			222	160	144	
Total SOP				250	191	191
Total FSP				230	149	133
Grand Total				480	340	324

Source: CASP/JICA, Sanothimi, 2009

The above table shows that out of 480 children only 340 completed the cycle. The remaining number may have either joined other schools during the CASP ASP period or dropped out from the program.

During the field survey, dropout number was also calculated based on the available data (which does not match with the above data due to data inconsistency) and the table below presents the scenario.

Table 3.9: Dropout situation of CASP children by districts

Districts/ Status	Enrolled in Year 1		Retained in Year 2		Retained in Year 3		Dropped out	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Siraha	54	59	52	54	51	48	3	11
Dhading	117	79	110	64	82	57	35	22
Total	171	138	162	118	133	105	38	33

Note: Some centers did not provide the data due to loss of records and memory lapse, etc.

According to the above table, three (5.55 %) boys and 11 (18.64 %) girls from Siraha and 35 (29.91 %) boys and 22 (27.85 %) girls from Dhading dropped out from the centers. The percentage of drop out children in Siraha looked comparatively low because the study team could not collect data from all the centers. Thus, the dropout figure of Siraha does not reflect the complete picture. In Dhading, the drop out situation was found to be approximately 30 percent which might also include the transfer to other schools during the CASP ASP implementation period.

The figures below highlight the same.

Figure 3.2: Dropout situation of CASP children by districts (year 1)

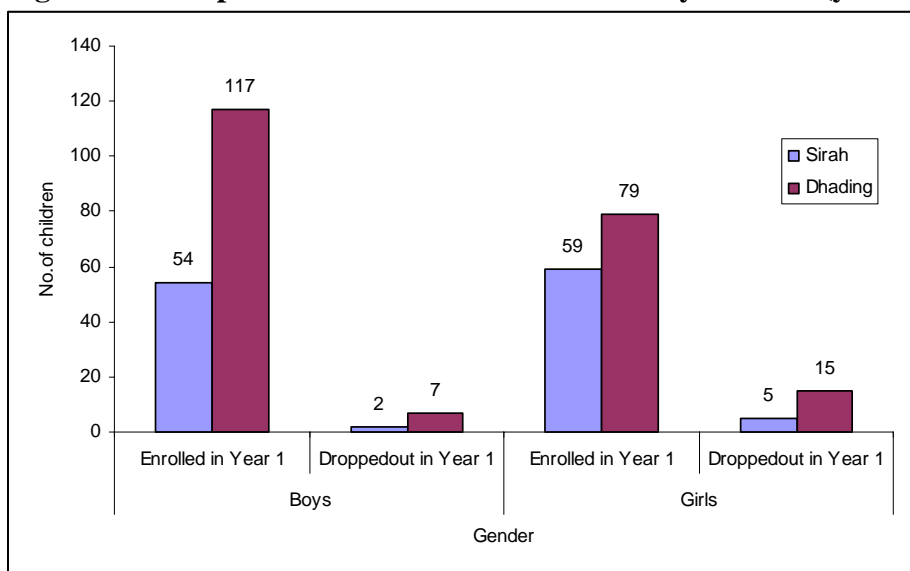


Figure 3.3: Dropout situation of CASP children by districts (year 2)

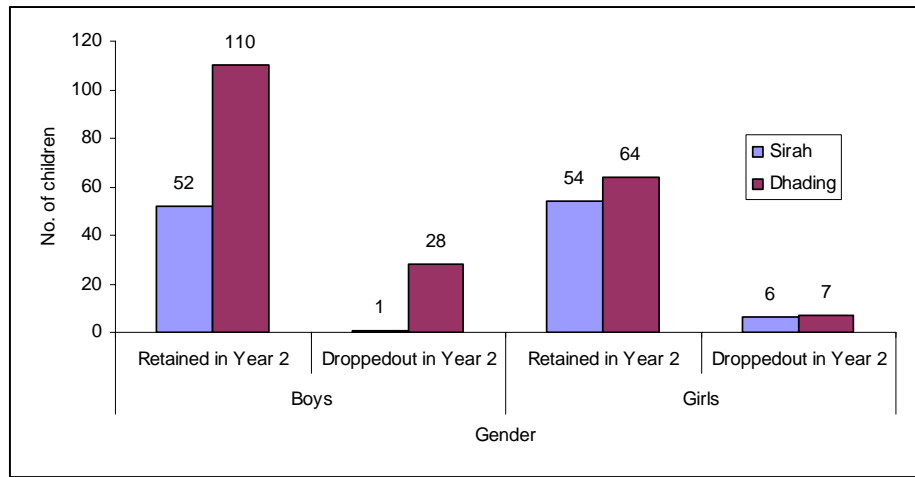
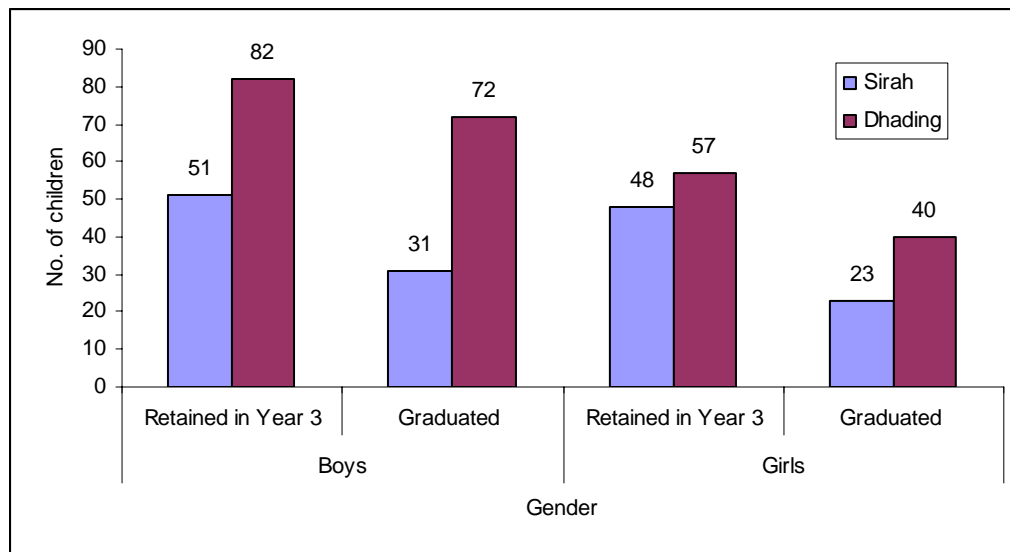


Figure 3.4: Dropout situation of CASP children by districts (year 3)



This situation is really appalling in the context of Nepal. Therefore, an attempt was made to find out the reasons of drop out in the respective areas. The following reasons were identified during the discussion with different respondents.

- They had to involve in household chores so they dropped out.
- They got married, especially girls, and they dropped out.
- They were labor group and they migrated from the district so they dropped out.
- The unawareness of the parents contributed to children's discontinuation.
- Some children dropped out because of the poverty.
- Very few cases dropped because of the over age.
- Some dropped out because they went out to city area or abroad to search job.

In this study, attempt was also made to find out the dropout situation of the CASP ASP program and therefore, children who dropped out from the SOP/FSP were asked at what age they dropped out and why they dropped out. The table below presents the dropout age as responded by the children themselves.

Table No 3.10: Age at dropout

Age of dropout SOP/FSP	Dhading		Siraha		Total	
	N	%	N	%	N	%
9	1	8.33	0	0.00	1	4.76
10	1	8.33	4	44.40	5	23.80
11	1	8.33	1	11.10	2	9.52
12	2	16.66	0	0.00	2	9.52
14	2	16.66	3	33.33	5	23.80
15	2	16.66	1	11.10	3	14.28
16	3	25.00	0	0.00	3	14.28
Total	12	100.00	9	100.00	21	100.00

As the table indicates, in Dhading district, 8.33% children each left the center at the age of 9, 10 and 11 years and 16.66% at the age of 12, 14 and 15 respectively. The rest 3 children (25%) left this program at the age of 16 years.

In Siraha, 11.1% had left the center at the age of 11 and 15 years. Children who left the center at the age of 14 years were 33.33 percent whereas 44.4% dropped from the center at the age of 10.

The children were also asked to present their views on the causes of dropout from these facilities. Since there were multiple factors that may have caused the dropout, they were asked to rank the causes starting from number one being the main cause. The table below presents the responses of the children in rank order.

Table 3.11: Causes of dropout in the ranked order

Ranked causes of dropout		Dhading		Siraha		Total	
		N	%	N	%	N	%
First Rank							
FSP	Poverty	1	11.11	5	55.56	6	33.33
	Household chores	3	33.33	4	44.44	7	38.89
	Failure in exams	2	22.22	0	0.00	2	11.11
	Not interested in study	1	11.11	0	0.00	1	5.56
	Early marriage	2	22.22	0	0.00	2	11.11
	Total	9	100.00	9	100.00	18	100.00
SOP	Poverty	1	33.33	1	100.00	2	50.00
	Household chores	1	33.33	0	0.00	1	25.00
	Not interested in study	1	33.33	0	0.00	1	25.00
	Total	3	100.00	1	100.00	4	100.00
Second Rank							
FSP	Poverty	2	25.00	0	0.00	2	11.76

	Household chores	0	0.00	2	66.67	2	11.76
	Lack of parent's awareness	2	25.00	2	66.67	4	23.53
	Illiteracy	0	0.00	1	33.33	1	5.88
	Not getting meal in time	0	0.00	4	133.33	4	23.53
	Not interested in study	2	25.00	0	0.00	2	11.76
	Engagement in traditional work	1	12.50	0	0.00	1	5.88
	Humiliation by friends	1	12.50	0	0.00	1	5.88
	Total	8	100.00	9	300.00	17	100.00
SOP	Household chores	0	0.00	1	100.00	1	25.00
	Not getting meal in time	1	33.33	0	0.00	1	25.00
	Not interested in study	1	33.33	0	0.00	1	25.00
	Engagement in traditional work	1	33.33	0	0.00	1	25.00
	Total	3	100.00	1	100.00	4	100.00
Third Rank							
FSP	Poverty	3	42.86	0	0.00	3	18.75
	Household chores	1	14.29	0	0.00	1	6.25
	Lack of parent's awareness	2	28.57	1	11.11	3	18.75
	Illiteracy	1	14.29	0	0.00	1	6.25
	Not getting meal in time	0	0.00	3	33.33	3	18.75
	Child labour	0	0.00	5	55.56	5	31.25
	Total	7	100.00	9	100.00	16	100.00
SOP	Poverty	2	66.67	0	0.00	2	50.00
	Lack of parent's awareness	0	0.00	1	100.00	1	25.00
	Failure in exams	1	33.33	0	0.00	1	25.00
	Total	3	100.00	1	100.00	4	100.00

The table above is mainly related with the causes given by the children who dropped out of the SOP/FSP. The ranking order for the causes of not completing the class shows that poverty and household chores have stood as the most dominant causes. The other causes that follow them are lack of parental awareness, illiteracy, not getting meal in time, failure in examinations and child labour.

3.3 Physical facilities and services

Physical Facilities are required to run all the academic programs. Physical facilities are permanent structures as school building, classroom, playground, toilet (boys and girls), furniture, drinking water, light/ventilation, etc. The facilities influence massively in delivering learning experiences. Similarly, the school services such as health check-up are also equally important. Therefore, the study team surveyed physical facilities and services available in the CASP ASP centers from different angles. They are analyzed below:

According to the resource persons, facilities such as classroom, furniture, playground, drinking water and toilet facilities were available at the centers of Dhading. But in Siraha,

furniture, playground and toilets were lacking. Similarly, safety/compound wall was not available at the centers.

Table 3.12: Availability of physical facilities

Facilities	Availability of the facilities							
	Dhading = 3				Siraha = 2			
	Available		Not		Available		Not	
	N	%	N	%	N	%	N	%
Classroom	3	100.00	0	0.00	2	100.00	0	0.00
Furniture	3	100.00	0	0.00	0	0.00	2	100.00
Playground	3	100.00	0	0.00	1	50.00	1	50.00
Drinking water	3	100.00	0	0.00	0	0.00	2	100.00
Toilets	3	100.00	0	0.00	0	0.00	2	100.00
Safety/compound wall	1	33.33	2	66.67	0	0.00	2	100.00

Similarly, attempt was also made to find out the quality of available facilities at the centers. The following table presents the quality of facilities available at the centers according to the resource persons.

Table 3.13: Quality of physical facilities

Facilities	Rating of the availability facilities											
	Dhading = 3						Siraha = 2					
	Good		Moderate		Poor		Good		Moderate		Poor	
	N	%	N	%	N	%	N	%	N	%	N	%
Classroom	1	33.33	2	66.67	0	0	0	0	2	100	0	0
Furniture	1	33.33	2	66.67	0	0	0	0	0	0	2	100
Playground	0	0.00	0	0.00	3	100	1	50	1	50	0	0
Drinking water	0	0.00	0	0.00	3	100	0	0	0	0	2	100
Toilets	0	0.00	0	0.00	3	100	0	0	0	0	2	100
Safety/compound wall	0	0.00	0	0.00	3	100	0	0	0	0	2	100

Attempt was also made to find the quality of the available facilities. As the table indicates, one RP pointed out classroom and furniture as being good whereas two RPs said that they were moderate. The condition of playground, drinking water, and compound wall was poor in Dhading. On the other hand, RPs of Siraha said that the quality of classroom was moderate. The center which had playground was good. And the condition of furniture, drinking water, toilets, compound wall and playground was poor in Siraha.

It is also evident from the observation of the researchers that the above mentioned facilities were found in poor condition. The question regarding the facilities was asked to NGOs working in the concerning districts. Their responses are as follows

Dhading NGO representative accepted that all the facilities like classroom, furniture, drinking water, toilets, and compound wall were available at CASP ASP centers except play ground. In Siraha only classroom, play ground and toilets were available. Similarly, the Dhading NGO found all the available facilities in moderate condition except safety and compound wall. But, for Siraha, all the available materials were in moderate condition. Mats were used instead of furniture and public places and other persons' courtyards were used for play ground in most of the centers.

Table 3.14: Physical facilities and services as perceived by the children

Facilities	Type	Rating	Districts				Total	
			Dhading		Siraha			
Classroom	FSP	Satisfactory	42	65.63	57	71.25	99	68.75
		Unsatisfactory	21	32.81	17	21.25	38	26.39
		Undecided	1	1.56	6	7.50	7	4.86
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	68	98.55	57	68.67	125	82.24
		Unsatisfactory	1	1.45	26	31.33	27	17.76
		Undecided	0	0.00	0	0.00	0	0.00
Total		69	100.00	83	100.00	152	100.00	
Furniture	FSP	Satisfactory	51	79.69	41	51.25	92	63.89
		Unsatisfactory	12	18.75	38	47.50	50	34.72
		Undecided	1	1.56	1	1.25	2	1.39
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	65	94.20	39	46.99	104	68.42
		Unsatisfactory	3	4.35	20	24.10	23	15.13
		Undecided	1	1.45	24	28.92	25	16.45
Total		69	100.00	83	100.00	152	100.00	
Playground	FSP	Satisfactory	7	10.94	24	30.00	31	21.53
		Unsatisfactory	38	59.38	36	45.00	74	51.39
		Undecided	19	29.69	20	25.00	39	27.08
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	7	10.14	19	22.89	26	17.11
		Unsatisfactory	39	56.52	32	38.55	71	46.71
		Undecided	23	33.33	32	38.55	55	36.18
Total		69	100.00	83	100.00	152	100.00	
Toilet	FSP	Satisfactory	12	18.75	1	1.25	13	9.03
		Unsatisfactory	17	26.56	35	43.75	52	36.11
		Undecided	35	54.69	44	55.00	79	54.86
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	6	8.70	3	3.61	9	5.92
		Unsatisfactory	35	50.72	50	60.24	85	55.92
		Undecided	28	40.58	30	36.14	58	38.16
Total		69	100.00	83	100.00	152	100.00	
Health check ups	FSP	Satisfactory	11	17.19	7	8.75	18	12.50
		Unsatisfactory	12	18.75	17	21.25	29	20.14
		Undecided	41	64.06	56	70.00	97	67.36
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	5	7.25	5	6.02	10	6.58
		Unsatisfactory	25	36.23	37	44.58	62	40.79
		Undecided	39	56.52	41	49.40	80	52.63
Total		69	100.00	83	100.00	152	100.00	
Water supply	FSP	Satisfactory	14	21.88	8	10.00	22	15.28
		Unsatisfactory	20	31.25	34	42.50	54	37.50
		Undecided	30	46.88	38	47.50	68	47.22

	Total	64	100.00	80	100.00	144	100.00
SOP	Satisfactory	38	55.07	26	31.33	64	42.11
	Unsatisfactory	12	17.39	41	49.40	53	34.87
	Undecided	19	27.54	16	19.28	35	23.03
	Total	69	100.00	83	100.00	152	100.00

The above table indicates that the children rated classroom and furniture as satisfactory in both the districts. But the other facilities as playground, toilet, health check ups and water supply were rated unsatisfactory and undecided. The analysis shows that the centers do have such facilities in the premises but not adequately. The situation was evident while the study team visited the centers. During the discussion it came out very strongly that these facilities need to be improved along with the construction of separate toilets for girls and boys. Only one center in Siraha had separate toilet for girls and boys.

3.4 Textbooks and school materials

The children were also asked about the quality of materials provided to them. School materials included books, stationeries, school dress and bag. Most of them rated the books, delivery of textbooks and stationery materials as good. However, some respondent did not know the quality of books and stationery materials. The detail figures are given in the following table:

Table 3.15: Quality of textbooks and stationery as rated by children

Materials	Type	Status	Dhading		Siraha		Total	
			N	%	N	%	N	%
Books	FSP	Good	57	89.06	76	95.00	133	92.36
		Fair	6	9.38	2	2.50	8	5.56
		Poor	0	0.00	0	0.00	0	0.00
		Don't know	1	1.56	2	2.50	3	2.08
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	68	98.55	75	90.36	143	94.08
		Fair	1	1.45	6	7.23	7	4.61
		Poor	0	0.00	0	0.00	0	0.00
		Don't know	0	0.00	2	2.41	2	1.32
	Total		69	100.00	83	100.00	152	100.00
Delivery of textbooks	FSP	Good	44	68.75	31	38.75	75	52.08
		Fair	19	29.69	30	37.50	49	34.03
		Poor	0	0.00	10	12.50	10	6.94
		Don't know	1	1.56	9	11.25	10	6.94
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	44	63.77	70	84.34	114	75.00
		Fair	25	36.23	11	13.25	36	23.68
		Poor	0	0.00	0	0.00	0	0.00
		Don't know	0	0.00	2	2.41	2	1.32
	Total		69	100.00	83	100.00	152	100.00
FSP	Good	53	82.81	40	50.00	93	64.58	
	Fair	9	14.06	32	40.00	41	28.47	

Stationeries		Poor	0	0.00	6	7.50	6	4.17	
		Don't know	2	3.13	2	2.50	4	2.78	
	Total		64	100.00	80	100.00	144	100.00	
	SOP	Good	61	88.41	63	75.90	124	81.58	
		Fair	8	11.59	6	7.23	14	9.21	
		Poor	0	0.00	2	2.41	2	1.32	
		Don't know	0	0.00	12	14.46	12	7.89	
	Total		69	100.00	83	100.00	152	100.00	
	School dress	FSP	Good	48	75.00	3	3.75	51	35.42
			Fair	13	20.31	0	0.00	13	9.03
Poor			0	0.00	54	67.50	54	37.50	
Don't know			3	4.69	23	28.75	26	18.06	
Total		64	100.00	80	100.00	144	100.00		
SOP		Good	51	73.91	2	2.41	53	34.87	
		Fair	18	26.09	15	18.07	33	21.71	
		Poor	0	0.00	22	26.51	22	14.47	
		Don't know	0	0.00	44	53.01	44	28.95	
Total		69	100.00	83	100.00	152	100.00		
School bags	FSP	Good	47	73.44	3	3.75	50	34.72	
		Fair	4	6.25	0	0.00	4	2.78	
		Poor	9	14.06	53	66.25	62	43.06	
		Don't know	4	6.25	24	30.00	28	19.44	
	Total		64	100.00	80	100.00	144	100.00	
	SOP	Good	53	76.81	0	0.00	53	34.87	
		Fair	16	23.19	16	19.28	32	21.05	
		Poor	0	0.00	23	27.71	23	15.13	
		Don't know	0	0.00	44	53.01	44	28.95	
	Total		69	100.00	83	100.00	152	100.00	

The above table indicates that almost all the children were supplied the same materials which seemed to be of the same quality. Therefore, the children rated them to be almost the same. However, students rated school dress and school bag better in Dhading than in Siraha both in SOP and FSP. It might be because of non-availability of school facilities in Siraha for the last two years. Notable differences were not found between the responses of FSP and SOP graduates of the CASP ASP centers.

The same question was asked to the facilitators to triangulate the information. They said that all the materials provided to the centers were fixed according to the children's number. They were also asked whether the materials were delivered in time. All the responses were in favor of the statement that they were delivered in time and the number was adequate. Children as beneficiaries and the facilitators as implementers did not agree with each other in the supply and quality of materials particularly the school dress and bag in Siraha.

3.5 Curriculum

Regarding the curriculum of CASP ASP program, different respondents were asked about the quality of curriculum and textbooks. The observation of resource persons is presented in the following table.

Table 3.16: Quality & effectiveness of curriculum and textbooks by districts

Quality & effectiveness of curriculum and textbooks		Dhading		Siraha		Total	
		N	%	N	%	N	%
Completion of curricular contents in time.	Yes	1	33.33	0	0.00	1	20.00
	No	2	66.67	0	0.00	2	40.00
	No idea	0	0.00	2	100.00	2	40.00
Well sequenced curricular contents	Yes	3	100.00	2	100.00	5	100.00
	No	0	0.00	0	0.00	0	0.00
	No idea	0	0.00	0	0.00	0	0.00
Reflection of learning needs	Yes	3	100.00	2	100.00	5	100.00
	No	0	0.00	0	0.00	0	0.00
	No idea	0	0.00	0	0.00	0	0.00
Provision of life skills contents.	Yes	3	100.00	2	100.00	5	100.00
	No	0	0.00	0	0.00	0	0.00
	No idea	0	0.00	0	0.00	0	0.00
Interesting presentation of contents	Yes	3	100.00	2	100.00	5	100.00
	No	0	0.00	0	0.00	0	0.00
	No idea	0	0.00	0	0.00	0	0.00
Addressing the diverse needs of learners	Yes	3	100.00	1	50.00	4	80.00
	No	0	0.00	0	0.00	0	0.00
	No idea	0	0.00	1	50.00	1	20.00

The above table indicates that long curricular contents have created difficulty to complete them in the required time. This was particularly the case in the FSP curriculum as evidenced by the discussion note in the field. They were of the view that the condensed curriculum of FSP is more complicated than the curriculum of SOP. Also, they indicated that the completion of FSP course has always been an issue due to the inadequate allocation of time for teaching at the centers. The RPs of Siraha did not respond to this matter because of the untimely closure of the centers there. However, the curriculum as such was found to be in proper order which addressed the learning needs of the children. Similarly, the curriculum was considered to have provided life skills to the children and its presentation was interesting to the children.

With respect to curriculum and textbooks, the NGO representatives agreed that curriculum contents are in proper sequence; they reflected the learning needs of the children; contents are presented in an interesting way. An NGO from Siraha expressed that delivery of the curricular contents was completed in time. However, NGO from Dhading expressed its ignorance about this issue. NGO representative from Dhading said that the curriculum has the provision of life skills contents. However, NGO representative from Siraha did not agree with this point and said that the whole package was based on literacy motives only.

While asking about the effectiveness and quality of CASP ASP curricula, DEOs of both districts opined that the same curriculum was used for both CASP ASP and other ASP. Difference was observed in its implementation and delivery. DEO of Siraha district expressed

that he did not know about this as he was new to the district whereas the DEO of Dhading district expressed that curriculum and textbooks were satisfactory.

3.6 Extracurricular activity

A child's wholesome development lies in activities s/he is involved in. Extracurricular Activities (ECAs) play vital roles in developing personality of the children. The ECAs at the centers comprise a range of activities as singing and dancing, indoor-outdoor games, field trips, gardening, cleanliness of the classroom, center-day observation, contests as poems and essay, drawing and quiz, visit to mother school. ECAs are at the center stage of CASP ASP from several perspectives; they contribute directly to socio-linguistic development of children, enhance creative thinking of the children, contribute to their confidence development and overall, they help pave way for developing skills for self-dependence. As the children were asked to rate the ECAs based on their experience, the following table summarizes their response:

Table 3. 17: Situation of extracurricular activities

ECA	Type of Center	Rating	Dhading		Siraha		Total	
			N	%	N	%	N	%
Singing and dancing	FSP	Satisfactory	46	71.88	35	43.75	81	56.25
		Undecided	17	26.56	18	22.50	35	24.31
		Unsatisfactory	1	1.56	14	17.50	15	10.42
		Not in use	0	0.00	13	16.25	13	9.03
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	31	44.93	55	66.27	86	56.58
		Undecided	33	47.83	24	28.92	57	37.50
		Unsatisfactory	3	4.35	4	4.82	7	4.61
		Not in use	2	2.90	0	0.00	2	1.32
	Total		69	100.00	83	100.00	152	100.00
Indoor games	FSP	Satisfactory	26	40.63	16	20.00	42	29.17
		Undecided	29	45.31	40	50.00	69	47.92
		Unsatisfactory	8	12.50	21	26.25	29	20.14
		Not in use	1	1.56	3	3.75	4	2.78
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	22	31.88	34	40.96	56	36.84
		Undecided	37	53.62	44	53.01	81	53.29
		Unsatisfactory	4	5.80	4	4.82	8	5.26
		Not in use	6	8.70	1	1.20	7	4.61
	Total		69	100.00	83	100.00	152	100.00
Outdoor games	FSP	Satisfactory	17	26.56	16	20.00	33	22.92
		Undecided	33	51.56	31	38.75	64	44.44
		Unsatisfactory	8	12.50	21	26.25	29	20.14
		Not in use	6	9.38	12	15.00	187	129.86
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	16	23.19	9	10.84	25	16.45
		Undecided	30	43.48	31	37.35	61	40.13
		Unsatisfactory	22	31.88	23	27.71	45	29.61
		Not in use	1	1.45	20	24.10	21	13.82
	Total		69	100.00	83	100.00	152	100.00
Field trips	FSP	Satisfactory	6	9.38	32	40.00	38	26.39
		Undecided	21	32.81	16	20.00	37	25.69
		Unsatisfactory	17	26.56	19	23.75	36	25.00
		Not in use	20	31.25	13	16.25	33	22.92

		Total	64	100.00	80	100.00	144	100.00	
	SOP	Satisfactory	9	13.04	18	21.69	27	17.76	
		Undecided	8	11.59	35	42.17	43	28.29	
		Unsatisfactory	27	39.13	6	7.23	33	21.71	
		Not in use	25	36.23	24	28.92	49	32.24	
		Total	69	100.00	83	100.00	152	100.00	
Gardening	FSP	Satisfactory	13	20.31	15	18.75	28	19.44	
		Undecided	23	35.94	17	21.25	40	27.78	
		Unsatisfactory	16	25.00	14	17.50	30	20.83	
		Not in use	12	18.75	34	42.50	46	31.94	
			Total	64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	8	11.59	5	6.02	13	8.55	
		Undecided	19	27.54	45	54.22	64	42.11	
		Unsatisfactory	27	39.13	8	9.64	35	23.03	
		Not in use	15	21.74	25	30.12	40	26.32	
			Total	69	100.00	83	100.00	152	100.00
Cleanliness of the classroom	FSP	Satisfactory	29	45.31	42	52.50	71	49.31	
		Undecided	29	45.31	27	33.75	56	38.89	
		Unsatisfactory	2	3.13	3	3.75	5	3.47	
		Not in use	4	6.25	8	10.00	12	8.33	
			Total	64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	27	39.13	45	54.22	72	47.37	
		Undecided	40	57.97	26	31.33	66	43.42	
		Unsatisfactory	1	1.45	4	4.82	5	3.29	
		Not in use	1	1.45	8	9.64	9	5.92	
			Total	69	100.00	83	100.00	152	100.00
School day	FSP	Satisfactory	5	7.81	56	70.00	61	42.36	
		Undecided	6	9.38	13	16.25	19	13.19	
		Unsatisfactory	12	18.75	5	6.25	17	11.81	
		Not in use	41	64.06	6	7.50	47	32.64	
			Total	64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	4	5.80	21	25.30	25	16.45	
		Undecided	1	1.45	8	9.64	9	5.92	
		Unsatisfactory	10	14.49	11	13.25	21	13.82	
		Not in use	54	78.26	43	51.81	97	63.82	
			Total	69	100.00	83	100.00	152	100.00
Poem and essay contest	FSP	Satisfactory	5	7.81	17	21.25	22	15.28	
		Undecided	27	42.19	19	23.75	46	31.94	
		Unsatisfactory	10	15.63	25	31.25	35	24.31	
		Not in use	22	34.38	19	23.75	41	28.47	
			Total	64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	7	10.14	5	6.02	12	7.89	
		Undecided	13	18.84	21	25.30	34	22.37	
		Unsatisfactory	13	18.84	39	46.99	52	34.21	
		Not in use	36	52.17	18	21.69	54	35.53	
			Total	69	100.00	83	100.00	152	100.00
Drawing contest	FSP	Satisfactory	8	12.50	16	20.00	24	16.67	
		Undecided	29	45.31	24	30.00	53	36.81	
		Unsatisfactory	20	31.25	23	28.75	43	29.86	
		Not in use	7	10.94	17	21.25	24	16.67	
			Total	64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	11	15.94	7	8.43	18	11.84	
		Undecided	41	59.42	18	21.69	59	38.82	
		Unsatisfactory	16	23.19	39	46.99	55	36.18	
		Not in use	1	1.45	19	22.89	20	13.16	
			Total	69	100.00	83	100.00	152	100.00
		Satisfactory	4	6.25	24	30.00	28	19.44	

Quiz contest	FSP	Undecided	15	23.44	22	27.50	37	25.69
		Unsatisfactory	17	26.56	19	23.75	36	25.00
		Not in use	28	43.75	15	18.75	43	29.86
	Total		64	100.00	80	100.00	144	100.00
	SOP	Satisfactory	8	11.59	11	13.25	19	12.50
		Undecided	12	17.39	21	25.30	33	21.71
		Unsatisfactory	29	42.03	42	50.60	71	46.71
		Not in use	20	28.99	9	10.84	29	19.08
	Total		69	100.00	83	100.00	152	100.00
	Visit to mother school	FSP	Satisfactory	17	26.56	31	38.75	48	33.33
Undecided			32	50.00	10	12.50	42	29.17
Unsatisfactory			8	12.50	5	6.25	13	9.03
Not in use			7	10.94	34	42.50	41	28.47
Total		64	100.00	80	100.00	144	100.00	
SOP		Satisfactory	10	14.49	9	10.84	19	12.50
		Undecided	25	36.23	31	37.35	56	36.84
		Unsatisfactory	24	34.78	22	26.51	46	30.26
		Not in use	10	14.49	21	25.30	31	20.39
Total		69	100.00	83	100.00	152	100.00	

The table portrays an interesting picture about the situation of ECAs as experienced by the children. On an average the children of both the districts seemed to be satisfied with what they had as ECAs at the centers in the form of observation of the enter day, visit to mother school, singing and dancing and cleanliness of the classroom. Interestingly, the children were either undecided or unsatisfactory with activities like poem and essay, drawing and quiz contests, indoor-outdoor games, field trips and gardening activity. Program-wise, no significant difference was noticed between SOP and FSP. District-wise, difference was noticed in activities as field trips, indoor games, center day observation, poem and essay contest: field trip being more in favour of Siraha, indoor games in favour of Dhading FSP and Siraha FSP, center day observation more in favour of Siraha FSP and Dhading SOP.

Seemingly, the Siraha children here rated the ECAs as being more satisfactory than the Dhading children. It is obvious that the children of Siraha had the experience of CASP ASP exposure/intervention for about 10 months (about a year) compared to the full-fledged exposure of 3 years by the Dhading children. The short-lived exposure experience of Siraha children may have prompted them to rate these activities as being more satisfactory than those of Dhading children who, after trying the 3 year long experience of JICA/CASP ASP support may have been demanded more activities to satisfy their growing aspiration toward the ECAs.

3.7 Management System

The management system of CASP ASP can be seen at two different levels i.e. CMC level and ASPM level. The CMC was more involved in the overall management of the center whereas the ASPM was involved in the day-to-day academic affairs who would go to the center and provide backstopping support to the facilitator. The section below presents the information about the management system at the SOP/FSP centers.

Class Management Committee (CMC)

Regarding the roles and responsibilities carried out by the CMC, information was collected from CMC member/chair (one from each center), DEO of both the districts and two NFEC officials through interview and FGD at each center with the parents.

A: Preparatory training to the CMC

As reported by the sample of CMC members/chairs of each center, all had received training and or orientation organized by JICA CASP and/or by Red Cross. In Dhading the training and or workshop was organized by JICA CASP whereas in Siraha it was done by Red Cross. But the duration of training and workshop was not uniform in both districts. As reported by the CMC members/chairs of the respective districts the training and workshop lasted from one day to three days in Dhading and two days to seven days in Siraha. The CMC members/chairs have reported that the major contents discussed during the training and workshops in both districts were:

- Ways of motivating or bringing children in SOP
- CMC management and school management
- SOP establishment
- Fund generation
- Running SOP /ASP classes
- Ways of monitoring classes

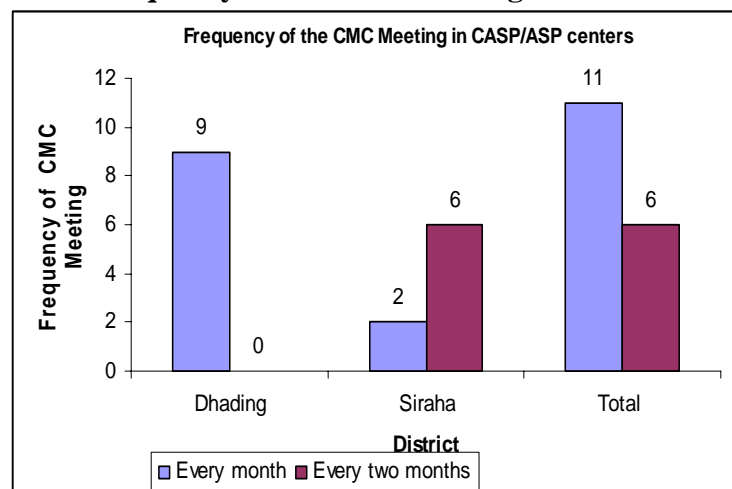
Regarding the usefulness of training and or workshop, the CMC members/chairs of both the districts reported that the training was helpful in managing class. No one reported that the training was not useful. According to them, the training and workshop was helpful in managing class, motivating children to learn and teaching and caring of children.

Moreover, the participants of Dhading also reported that they learned to maintain regularity in running the center, to motivate parents and children to send their children to learn at the center and monitor the class. In Siraha, one member also said that s/he learned to mobilize resources and construct the center.

B: The frequency of CMC Meeting

As reported by majority of the CMC members /chairs (11 out of 17) CMC meetings were held every month. However, district wise situation was different. In Dhading the meetings were held every month at all the centers where as in Siraha monthly meetings were held only at one fourth of the total centers. In Siraha most of the meetings (6 out of 8) were held every two months. The following figure presents a picture of meetings held by CMC members.

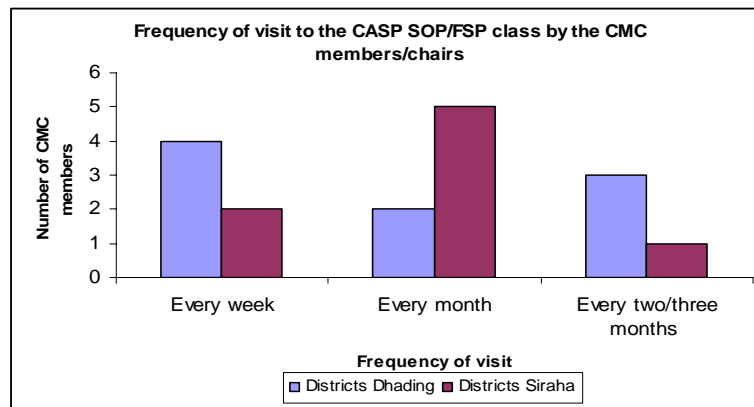
Figure 3.5: Frequency of the CMC meeting at CASP ASP centers



C: Frequency of CMC visit to the CASP ASP Class

When asked about frequency of visit to the CASP ASP class (center), the CMC members or chairs of both the districts were not univocal. As reported by them, out of seventeen respondents, the highest number (7) used to visit the center/class every month followed by every week (6) and every three months (4). In district wise basis, majority of the Siraha CMC members/chairs (5 out of 8) used to visit the center every month and one fourth of them visited the center/class every week whereas in Dhading district the highest number (4 out of 9) visited it every week followed by every three months (one third) and every month (2 out of 9). At one center of Dhading, as reported by the interviewee, the CMC had made a routine of visiting the center every month by one of the members in rotation.

Figure 3.6: Frequency of visit to the CASP SOP/FSP class by the CMC members/chairs



As reported by them, the CMC members/chairs had several reasons to visit the CASP SOP/FSP classes in both the districts. According to them the prominent reasons to visit the center were:

- To monitor the regularity of the class
- To monitor the regularity of all children in the class
- To observe classes run by the facilitator
- To learn about the problems of the center and solve them
- To maintain quality

In Siraha, one CMC member reported that she used to go to the center to meet and show love to her child.

According to the DEO and NFEC officials, the provision of CMC was very effective for the mobilization of the class. Regular monitoring of the CASP ASP classes as well as sharing of information every month with the facilitators helped in running the classes effectively.

D: Activities performed by CMC at the CASP ASP centers

The CMC members/chairs were also asked about the activities performed by them at the CASP ASP Center. As reported by them, they had performed several activities at the center in both the districts that include:

- Construction of cottage/building, office room for the center
- Sending children to the center for study

- Door to door visit for awareness campaign to convince parents to send children to center
- Conducting meetings
- Solving problems of the center
- Looking after the center
- Collection of wood/timber and managing furniture, benches etc. from the village
- Voluntary labor contribution/ free labor
- Repairing work such as door, furniture etc
- Planting vegetables
- Managing qualified facilitator/teacher and monitoring their activities
- Playing Deausi/Bhailo to collect resources for making building or hut
- Door to door campaigning to collect money
- Visiting and contacting DEO/RP for physical facility of the center and Chepang education problems

From the list, it is clear that the CMC members/chairs of both districts were involved not only in awareness campaign to send children to the learning centers but also in community mobilization in order to generate resources such as money and materials for the center. In addition, they were able to motivate the community to participate voluntarily for the development of the center.

E: Successful activities performed by the CMC

Among the several activities performed by them, the CMC members/chairs of the centers in both the district reported a list of activities as being successful with reasons behind them. The successful activities and their reasons as provided by them are;

- a) Bringing children to the center by making them aware of their parents the rights of education
- b) Mobilizing community people on voluntarily basis to build the center/school and temporary toilets at some centers of Dhading and to build small huts for the center in Siraha.
- c) Also, they were successful to collect money, furniture and other resources for the center/school of both the districts.
- d) The establishment of centers at convenient places with the material, labor and monetary help of local people has, according to them, helped even the poor parents to send their children to study.
- e) Some of the CMC members/chairs were also of the view that they were able to run the classes smoothly which resulted to make all the attending students pass the level of the center.

F: Problems faced during the implementation of CASP SOP/FSP

As reported by the CMC members/chairs, common problems faced by them were as following:

- Collect monetary and physical resources for the center from the local people
- Financial problem to complete the construction of the centers
- Convincing parents to send their children to the centers
- Manage Tiffin for the children of the center

Dhading

- Destruction of the hut/building by the wind.
- Difficulty in getting raw materials such as wood and cement to construct center hut/building and toilets even though they have money
- Mobilize people in voluntary basis because of their poor economic status
- Making students regular in the class

Siraha

- Find out appropriate place for the location of the center
- Fighting against people's negative attitude towards the center
- Collecting resources to set up the center

In order to solve the problems mentioned above, the CMC members/chairs reported that they adopted several strategies. For example, to bring children to school they tried to convince guardians repeatedly at some centers. At one center, the CMC mobilized Tamang Association in Dhading and in Siraha they launched awareness campaign from time to time. In Dhading, when the roof of one of the centers was destroyed by wind they gathered all the parents of the community and approached community forest users' group chairman to get permission to collect wood from the community forest. This activity, according to one CMC member/chair, helped to repair the center in time. In one center of Dhading, the CMC members/chairs contacted local co-operative committee for help and that committee helped the center with Rs. 8,500/ The money was used to buy Tin for the roof of the center. In Siraha, the CMC of one center launched donation drive for the construction of a center.

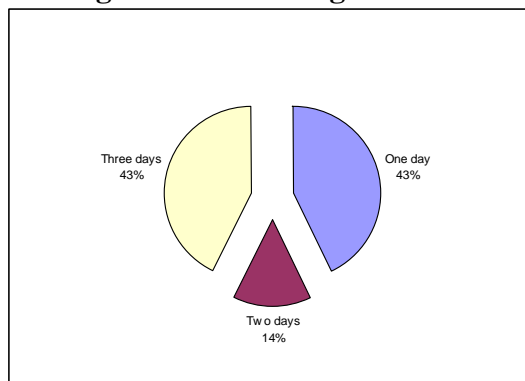
Management System and the ASP Monitors (ASPM)

One of the key elements of CASP ASP is the provision of the ASP monitors in each center and their involvement in the implementation of the classes. The monitors were mostly the head-teachers from the nearby schools who were locally available. The study team also included some ASPMs in the research and collected their responses in different aspects of the CASP ASP. The sections below present the summary of their responses.

A: Preparatory training

In order to help the ASPMs smoothly monitor the implementation of the CASP ASP, training and workshop were organized for them at different times and due orientation was given. The duration of such training ranges from one day to three day as indicated by the diagram below:

Figure 3.7: Training of ASPM



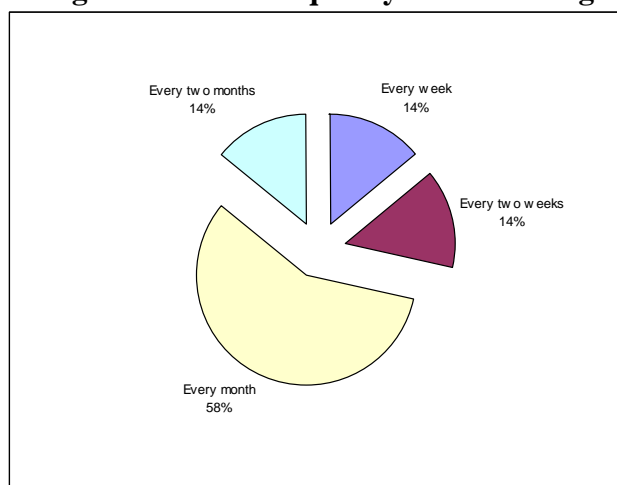
The orientation and training programs were organized by CASP/JICA and ICDC. The contents covered during the orientation and workshop were:

- How to observe and provide feedback to the ASP programs
- Ways of monitoring
- CASP ASP program, co-curricular activities and teaching
- Management of CASP ASP

B: The frequency of ASPM monitoring to the CASP ASP Class

The ASPM said that the training was useful to look after the centers and they often visited the centers during their operation. Most of the ASPM visited the center every month as indicated in the diagram below and some of them also visited the center in every one and two weeks.

Figure 3.8: The frequency of monitoring



Some of the ASPM also visited the center in every two months. This shows the varied frequency of the ASPMs' visit to the centers.

C: Activities performed by ASPM

The ASPMs were also asked to mention the main activities performed by them and below is what they have said:

- Visit centers 2 times a month for class observation,
- Provide feedback and offer suggestions to the facilitators
- Monitor SOP/FSP
- Encourage children to join the centers
- Visit the centers, find out weaknesses and provide feedback and suggestion for their betterment
- Observe facilitator's class and CMC's work
- Monitor students' attendance

D: Problems observed during the implementation of CASP SOP/FSP

The ASPMs noticed several problems during the implementation of the CASP ASP and they tried to solve them through various strategies. Major problems they observed and their efforts to solve them are as follows:

Problems observed	Strategies adopted to address them
<ul style="list-style-type: none"> • No enough seats for children • Children's unclean behavior • Untimely delivery of stationery materials and text books etc. • Children's dropout from the center • Student performance was poor 	<ul style="list-style-type: none"> • Initiate locally to make some arrangement • Community awareness to run cleanliness/sanitation campaigns • Convinced parents and community to regularly visit the centers to make request for the timely availability of the materials. To convince parents for the continuation of their children's education • To give class work to the students by devoting more time

The information above shows that the ASPMs were active in their work and they have contributed to the CASP ASP implementation. In Dhading, ASPMs were appointed for all the centers and all of them did complete their work. In case of Siraha, the ASPMs were nominated but most of them were not found to have completed their work. Since the CASP ASP modality did not continue in Siraha after a year, the monitoring system was also affected and the ASPMs did not pay much attention to the centers.

3.8. Networking and community contribution

Networking plays a vital role in managing the centre effectively. Community contribution in the establishment and running of the centre help effective functioning of the centre. Different stakeholders' responses on networking and community contribution are presented in separate headings as follows:

DEO contribution

One of the focus areas of the CASP ASP was building network among the stakeholders. During the study, respondents were asked to present their views on networking mechanism with reference to the extent of cooperation from various organizations. Below is the response of the Facilitators, CMC Chairs/Members, and ASP Monitors regarding the cooperation between CASP SOP/FSP and District Education office.

Table 3.18: Extent of cooperation between CASP SOP/FSP and DEO as reported by Facilitators, CMC Chairs/Members and ASP Monitors

Areas of cooperation	Rating	Facilitators				CMC Chairs/Members				ASP Monitors	
		<i>Dhading</i>		<i>Siraha</i>		<i>Dhading</i>		<i>Siraha</i>		<i>Dhading</i>	
		N	%	N	%	N	%	N	%	N	%
Monitoring and consultation system by RPs	Good	3	33.33	1	20.00	2	22.22	5	71.43	3	42.86
	Fair	3	33.33	2	40.00	3	33.33	2	28.57	1	14.29
	Poor	2	22.22	2	40.00	3	33.33	0	0.00	1	14.29

	Don't know	1	11.11	0	0.00	1	11.11	0	0.00	2	28.57
Monitoring and consultation system by School Supervisors	Good	1	11.11	1	20.00	1	11.11	4	57.14	2	28.57
	Fair	5	55.56	3	60.00	2	22.22	2	28.57	2	28.57
	Poor	2	22.22	1	20.00	4	44.44	1	14.29	1	14.29
	Don't know	0	0.00	0	0.00	2	22.22	0	0.00	2	28.57
Cost of educational administration	Good	0	0.00	1	20.00	1	11.11	2	28.57	1	14.29
	Fair	3	33.33	1	20.00	1	11.11	2	28.57	1	14.29
	Poor	2	22.22	1	20.00	3	33.33	1	14.29	1	14.29
	Don't know	3	33.33	2	40.00	3	33.33	2	28.57	4	57.14
CMC Fund	Good	3	33.33	1	20.00	2	22.22	2	28.57	1	14.29
	Fair	0	0.00	2	40.00	1	11.11	1	14.29	0	0.00
	Poor	3	33.33	1	20.00	3	33.33	2	28.57	4	57.14
	Don't know	2	22.22	1	20.00	2	22.22	2	28.57	2	28.57

The table indicates that majority of the respondents find monitoring by RPs and supervisors both in Dhading and Siraha to be satisfactory. But the resources required for educational administration and the center were found to be poor in both the districts. The respondents' view is found to be uniform in this regard.

These respondents were also asked to provide information on the supports received from the VDC and DDC in the establishment and implementation of the CASP ASP centers. The points below summarize the type of supports received by the centers:

- Availability of public property to run the class
- Availability of furniture
- Construction of toilet
- Financial support
- Water supply
- Construction of the roof of the building
- Facilitators' remuneration
- Zinc for the construction of roof
- Moral support and encouragement

The support received by the center from these organizations in Siraha was reported to be very minimum. Similarly, in some centers, the respondents also reported that there was no support at all from the VDC and DDC.

NGO contribution

NGOs that were providing support to CASP ASP were providing community support in the following areas:

- Community mobilization and advocacy program
- Conducting awareness programs to the parents and concerned target groups
- Forming Child Clubs
- Education of adolescent girl
- Program of Inclusive Education

Also, NGOs involved in supporting CASP SOP/FSP classes were reported to support the program in various ways such as in establishing the centre in the community, in the selection of the facilitators and Education Volunteers with DEO, mobilizing local resources and community people, monitoring the centers, observing SOP and FSP classes, providing training to facilitators and EVs and school management.

NGO representative from Dhading also motivated community people through different advocacy programs in the community. They had also mobilized community people for collecting fund. Community mobilization was a successful campaign in that community and people established CASP ASP centers, a Dhading NGO representative indicated. He suggested allocation adequate fund in order to manage the centers more effectively.

Nepal Red Cross Society in Siraha was also involved in awareness program through street drama and VDC wise orientation program to the community people and organization of regular meetings of different stakeholders at the centers. NGO representative from Siraha suggested for more orientation and advocacy programs, defining the objectives more clearly, defining roles and responsibilities more explicitly and organizing street drama and launching hoarding board in some specified areas of the community. Nepal Red Cross Society has also contributed the community in the following ways:

- Disaster management,
- Poverty Alleviation Program (PAP),
- Health and Communication, Education and social mobilization (SCAlian/US)
- Community mobilization,
- Monitoring of the programs,
- Organization of the training,
- Support in the selection of the CASP ASP site

In Siraha, Red Cross was the main NGO involved in the implementation of the project. However, other NGOs like Bhawani, Srijana were also working effectively during the implementation of CASP at the local level (CASP center). The DEO further added that involvement of NFEC and CASP was not found more contributing because of their very short involvement in the implementation of the program.

Community contribution

Community contribution has been regarded as one of the major factors for the successful operation of educational institutions in a community based country like Nepal. For CASP ASP center, attempt has been made to mobilize community for its successful operation. In order to identify the contribution made by community, parents and NGOs were asked relevant questions. Six FGDs (four in Siraha and two in Dhading) were conducted with the parents. Their responses are presented in the following paragraphs:

Parents from both the districts (Dhading and Siraha) expressed that they provided support to the CASP ASP center in the following ways:

- Buying land
- Providing free labour

- Proving educated and locally available persons to work as education volunteers (EVs)
- Forming the center management committee (CMC)
- Managing and observing classes
- Enquiring about children's progress
- Lobbying for the center
- Providing free labour to the center for building construction
- Acquisition of land from the VDC
- Preparation of playground for the children
- Showing concern about their kids' education
- By providing construction materials like stones, timber wood etc. for the center
- By transporting materials like zinc sheet (*Jasta pata*) from the DEO to the center

One of the parents from Dhading expressed his opinion regarding the support extended to the centre in the following ways:

Drinking water was not potable at the center. One of the community members provided the potable drinking water upon the active initiation of the management committee which regularly checked the total activities of the SOP centre. The management committee/class management committee was engaged in the regular supervision of the total activities of the centre and maintained regularity of the facilitator and students. Community people were directly involved in the management of the centre. However, after discontinuation of the support by JICA CASP, we have continued our support for our children's future. We have supported these centers in the form of coaching centre hoping that this program will be restarted by the concerned organization.

Community people have been mobilized through different activities like street drama, awareness campaign and meetings with different stakeholders as expressed by NGO representative of Siraha. He also said that Nepal Red Cross Society (NRCS) has launched awareness programs for avoiding early marriage in the community and advocacy programs for seeking legal rights and security. NGO people in Siraha have also raised awareness for proper use of the toilets.

3.9. Cost (Establishment Cost, Running Cost, and Sources of Funding)

In course of the study, the study team also tried to find out the cost of CASP ASP establishment as well as its operation. As the records of necessary details were not available, the facilitators were asked to record their observation in this regard. What came out from them is presented as tentative figures of the establishment cost.

Table 3.19: Cost of establishment

District	Name of Center	Program	Community cash contribution	In kind Contribution of community	DEO Cash	CASP Cash	Other Cash	Total
Dhading	Hekrang, Jogimara	SOP	5,000	15,000	.	10,000	.	30,000
	Mijar Gaun, Jogimara	SOP	.	.	.	10,000	.	10,000
	Grasibas, Dhusa	SOP	.	.	.	-	.	
	Ruding, Benighat	SOP	.	390,000	.	10,000	.	400,000

	Lo Gaun, Gajuri	SOP	.	25,000	.	15,000	.	40,000
	Takthali, Jogimara	FSP	.	25,000	.	10,000	.	35,000
	Bung Pung, Dhusa	FSP	.	25,000	10,000	-	.	35,000
	Mathillo Orbang, Benighat	FSP	174,000	.	6,000	10,000	9,000	199,000
	Subedidada, Gajuri	FSP	0	40,000	0	20,000	16,000	76,000
Siraha	Charari, Kusaha Laxminiya	SOP	.	.	.	.	.
	Chhajana, Vidyanagar	SOP	2,000	27,000	.	15,000	.	44,000
	Navka Tole, Tenuwapatti	SOP	.	.	.	.	.
	Bodertole, Bairiyarpati	SOP	.	.	.	.	.
	Salampur, Kusaha Laxminiya	FSP	40,000	.	2,000	.	.	42,000
	Vidhyanagar 1/2	FSP	.	.	.	.	.
	Sohapur, Tenuwapatti	FSP	.	91,500	.	.	.	91,500
	Baluwa, Bairiyarpati	FSP	.	.	.	.	.
	Total		221,000	638,500	18,000	100,000	25,000	1,002,500

The community cash contribution means the cash generated by the community members for the establishment of the centers which included various forms such as playing *deusi/bhailo* (donation collection through cultural performances), donation drive campaigns etc. Similarly, in-kind contribution included the free wage labour, materials contribution such as timber, stones, transportation of construction materials and so on.

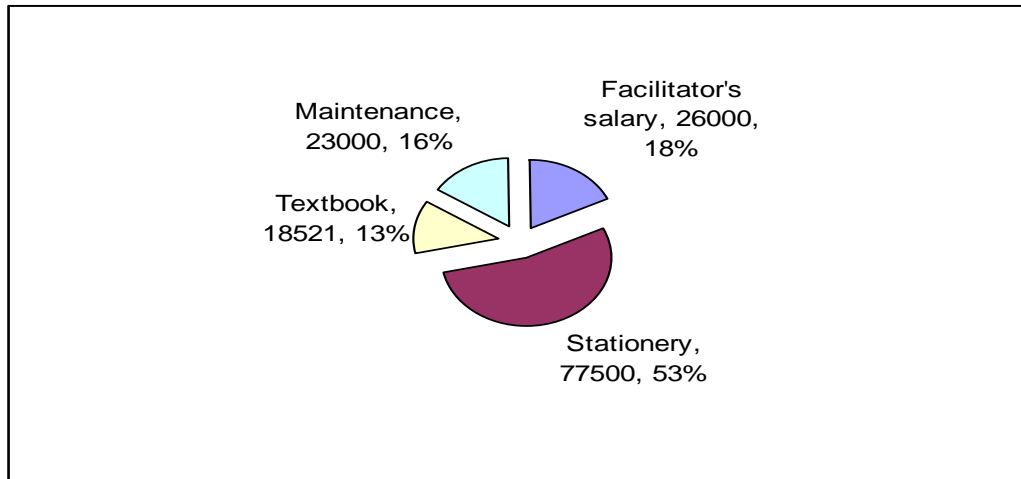
According to the above table, the cost of establishment varies from center to center. It ranges from NRS 10,000 to NRS 400,000. When the cost share was analyzed, the community was found to have spent about 88 percent of the cost. In terms of cost sharing, DEO has a very nominal share and CASP about 10 percent. It clearly indicates that community was found to be aware in establishing the center with their own effort. Their involvement was quite appreciable. However, the sharing of the community was of different nature.

Other cash was collected from the local organizations and donor such as forest user's group.

The data on the cost of establishment was also obtained from the CASP/JICA office which stated that each center in Dhading received NRS. 10,000 initially as the establishment cost and NRS 5,000 per year per center in the subsequent two years of their operation. In case of Siraha only one center received 20,000 through the DEO and 15,000 through CASP/JICA, and the rest did not receive any direct financial support from DEO and CASP/JICA.

The study team also tried to find the operating cost of the centers, which is presented in the following chart.

Figure 3.9 Operation Cost (yearly)



According to the above chart, stationery was the main part of the operating cost. Almost all the centers received the same amount for the facilitator's salary from JICA/DEO. The stationery materials and textbooks were provided through the program itself, however, they spent additional amount on stationery materials ranging from NRS 500.00 to NRS 15000.00 per year. Some of the centers were supported by local NGOs also. Therefore, they spent a bit more in the stationery materials. Similarly, very few centers spent money on maintenance of the center. However, the amount is very nominal.

The DEO of Dhading was interviewed about the cost of CASP ASP and its quality. According to her version, CASP ASP program has some financial implications linked with various incentive packages that might make this program a bit costly for the government. The DEO also reported that the output of the program was satisfactory but its cost needs to be reviewed before its replication. Her concern was directed towards the money paid to different people for their visits to the centers.

3.10. Teaching Aspects

Training of the Facilitators and Education Volunteers (EVs) plays a vital role in the effective operation with quality assurance of the centre. Provision of trainings to different stakeholders is discussed in the following sections:

Facilitators

The facilitators of the SOP/FSP centers were recruited locally by following the standard criteria. Though the NFEC has mentioned the criteria for the selection of the facilitators in the PIM (2006), CASP/JICA developed additional guidelines for their selection with a provision of Facilitator Selection Committee (FSC) which was chiefly responsible for the entire selection process (Facilitators Selection Guidelines, 2006). The profile of the facilitators shows that majority of them are female aged between 20 and 38 years with SLC to Bachelor's level qualifications. It shows that the facilitators of the SOP/FSP are qualified and they are professionally competent.

Table 3.20: Profile of the facilitators

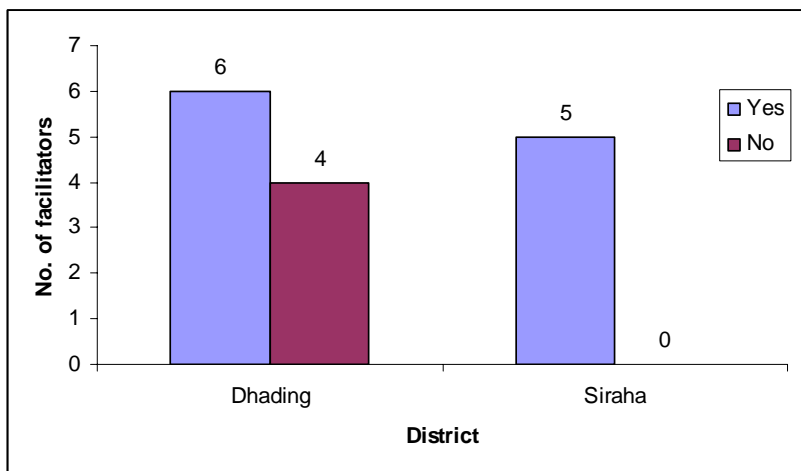
District	Program	Centers	Age	Sex	Qualification	Facilitators since (BS)
Dhading	SOP	Nauloghar	25	Male	IED	2064
	SOP	Lo gaun	38	Male	SLC	2064
	SOP	Ruding	25	Female	SLC	2062
	SOP	Jalakanya Devi Alternative school	27	Female	SLC	2062
	SOP	Jana pravat school	25	Female	SLC	2062
	FSP	Subedidanda	26	Male	SLC	2062
	FSP	Mathillo Orbang	20	Female	BED	2062
	FSP	Bumpung	22	Female	BED	2064
	SOP	Hekrang	25	Female	IA	2062
Siraha	SOP	Chhajana, Vidyanagar	29	Female	SLC	2062
	SOP	Navka Tole, Tenuwapatti	25	Female	IA	2062
	SOP	Bodertole, Bairiyarpati	35	Male	IA	2062
	FSP	Salampur, Kusaha Laxminiya	37	Male	SLC	2062
	FSP	Vidhyanagar 1/2	30	Female	SLC	2062

In CASP ASP, facilitators were found more responsible in running the centers more effectively in comparison to ordinary ASP. Selection of facilitators was fair in CASP ASP because they were selected by DEO. In case of ordinary ASP, they used to be selected by RPs which was not found effective. Also, for Siraha, six girls were selected as facilitators and Dalits were promoted to be the facilitators.

A: Training of the facilitators

Training of the facilitators is equally important to run the centers effectively. Therefore, the study team tried to find out the training status of the facilitators. The following table presents the status of their training.

Figure 3.10 Training received by the facilitators by district



The above figures indicate that out of 15 facilitators, 11 of them received the training. The facilitators were also asked about the types of training and their duration. Their responses are presented in the following table.

Table 3.21: Types and duration of training received by the facilitators

Workshop or Training attended	Duration of training	Major contents	Who organized workshops or trainings
Dhading			
Pre-service training	15 days <input type="checkbox"/>	Child psychology, subject specific methods, Teaching technique	JICA/DEO together
Orientation Class	15, 7, 7, 7, 5 days <input type="checkbox"/>	Teaching technique on Maths, English, Nepali,	JICA/DEO/KDC <input type="checkbox"/>
Refresher/pre-services training	15 days, 5 days, 15 days <input type="checkbox"/>	Maths	JICA supported DEO
Refresher/in service training <input type="checkbox"/>	15 days, 5 days, <input type="checkbox"/>	All subjects pedagogy	DEO
Refresher Training <input type="checkbox"/>	2 days <input type="checkbox"/> 2 days <input type="checkbox"/>	Methods Maths, Science, English	JICA/DEO/ICDC <input type="checkbox"/> JICA
Orientation	15 days	Teaching methods	JICA
Workshop	<input type="checkbox"/> 3 days	Nepali, Maths, English	<input type="checkbox"/> JICA
Training	5 – days	Teaching method	JICA
Siraha			
SOP training	15 days	Teaching technique and games How to teach SOP class	DEO(SS) resource center
SOP training	10 days	Teaching	DEO, Red Cross
Red Cross	7-days	Teaching methods, class management	Red Cross Society
FSP training	15 days	Teaching methods	Red Cross Society

The above table shows that there were different training programs conducted in Dhading district especially for the facilitators, whereas in Siraha, there were comparatively less number of trainings. The trainings of Dhading consisted of pre-service training, orientation training and refresher training. The duration ranged from two days to 15 days. Similarly in Siraha, most of the trainings were related to pedagogy and class management. The duration of training ranged from seven days to 15 days. Almost all the training programs were conducted by JICA/DEO; however in some training programs, local NGOs and Red Cross Society were also involved.

The facilitators were also asked about the adequacy of the contents and methodology in the training program. Most of the responses were related to the inadequacy of the training. They also demanded separate package on child psychology on how to deal with the children. However, all of them were agreed with the effectiveness of the methodology. In addition, they appreciated the training programs though they were of short duration. Regarding the usefulness of the training, all the facilitators said that they were very useful in teaching the

children. They learnt to construct teaching materials from the training and the training was very interesting. However, it was discussed in the monthly meeting that the facilitators demanded more intensive training in Maths and English subjects.

B: Teaching skills of the facilitators

Teaching is a crucial aspect to run the CASP ASP centers. Teaching aspect was observed with respect to facilitators' teaching skills, attitudes and regularity. The success and failure of these centers largely depend on the teaching skill (facilitation skills) of the facilitator. Therefore, the children were asked to respond to these aspects. The following table presents the situation.

Table 3.22: Teaching skills of facilitators as responded by children

Responses			Dhading		Siraha		Total	
			N	%	N	%	N	%
Teaching skill(e.g. easy to understand, clear voice, etc)	FSP	Good	37	57.81	71	88.75	108	75.00
		Fair	17	26.56	8	10.00	25	17.36
		Poor	10	15.63	1	1.25	11	7.64
		Total	64	100.00	80	100.00	144	100.00
	SOP	Good	52	75.36	81	97.59	133	87.50
		Fair	17	24.64	2	2.41	19	12.50
		Poor	0	0.00	0	0.00	0	0.00
		Total	69	100.00	83	100.00	152	100.00
Attitude(eg kindness, child-friendliness, fairness, etc)	FSP	Good	39	60.94	56	70.00	95	65.97
		Fair	15	23.44	23	28.75	38	26.39
		Poor	10	15.63	1	1.25	11	7.64
		Total	64	100.00	80	100.00	144	100.00
	SOP	Good	59	85.51	72	86.75	131	86.18
		Fair	10	14.49	11	13.25	21	13.82
		Poor	0	0.00	0	0.00	0	0.00
		Total	69	100.00	83	100.00	152	100.00
Regularity of the facilitators	FSP	Good	28	44.44	59	73.75	87	60.84
		Fair	26	41.27	9	11.25	35	24.48
		Poor	9	14.29	12	15.00	21	14.69
		Total	63	100.00	80	100.00	143	100.00
	SOP	Good	45	65.22	57	69.51	102	67.55
		Fair	24	34.78	25	30.49	49	32.45
		Poor	0	0.00	0	0.00	0	0.00
		Total	69	100.00	82	100.00	151	100.00

As per the above table, more than 90 percent of the children rated the teaching skills of the facilitators as satisfactory. They said that the facilitators were kind, friendly and fair. Finally, a question was also asked about the regularity of the facilitators. More than 90 percent children responded that they were regular. The same question was asked to the parents also to triangulate the information. The responses of parents are listed as below:

- Facilitators were nice with warm behavior
- Facilitators were friendly with caring nature
- There is good relationship between center and community

- Facilitators are competent and loving

The chairman/member of CMC also said that the facilitators were good. Out of 17 respondents, 11 said that they were good. Similarly, four of them did not respond. The analysis of the above table clearly indicates that the facilitators were good enough to handle the CASP ASP centers effectively.

The Resource Persons were asked about the performance of the facilitators. They were basically asked about the teaching learning activities at the CASP ASP centers. Their responses are presented below.

Table 3.23: Teaching learning activities

Teaching learning activities	Quality of activity			
	Dhading		Siraha	
	Very good	Moderate	Very good	Moderate
Motivational activities	2	1	2	0
Delivery of contents	1	2	2	0
Students participation	1	2	2	0
Use of teaching learning materials	1	2	2	0
Child friendly environment	1	2	2	0
Assessment of students' progress	1	2	1	1
Record keeping	1	2	1	1
Quality of facilitator	1	2	1	1

According to the above table, motivational activities of the facilitators were found to be very good according to the resource persons. However, one resource person from Dhading said that it was of moderate quality. Similarly, the other factors such as delivery of contents, students' participation, use of teaching materials, child friendly environment, record keeping, children's assessment and facilitators' quality were rated moderate by two resource persons and very good by one resource person. In case of Siraha, students' participation, use of teaching materials, child friendly environment and quality of facilitators were rated very good by one resource person and moderate by the other resource person. The same questions were also asked to the local NGOs. Their responses are described below.

Both the NGO representatives agreed that motivational activities, students' performance, and record keeping and quality of facilitator were found as very good. NGO representatives of Siraha expressed that some of the centers were good in the delivery of contents and others were not. The NGO representative from Siraha said that assessment of students' progress was poor but the representative of Dhading NGO regarded it as a very good activity. For Dhading NGO, quality of facilitator, Education Volunteers, CMC and ASP Monitor were of moderate quality. However, for Siraha, they were seen very well. As former ASP facilitators, retired teachers, private school teachers and educated/literate housewives were selected as Education Volunteers, they could do better as helpers to run the classes effectively as opined by the NGO representative of Siraha. In Dhading, Nepal Chepang Association was also involved in teaching and learning activities of CASP ASP centers. In Siraha, Nepal Red Cross Society had deputed one person for regular supervision and monitoring of CASP ASP centers. Selection of two to three EVs in one center had been a good strategy to ensure the regularity of running the classes.

Education Volunteers

One of the important interventions of CASP/ASP program is the provision of education volunteer (EV). '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' (EV selection guidelines, 2006). Thus, it was assumed that EVs can engage the CASP/ASP children in the absence of the facilitators. CASP/JICA guidelines had a provision of selecting at least three EVs for each center and they were engaged in teaching at different times. Therefore, the study team interviewed some of the EVs assigned in different centers of Dhading district. Altogether eight volunteers (four from SOP and four from FSP) were interviewed about the effectiveness of the CASP/ASP program in Dhading. Attempt was also made to draw some feedback from them in order to improve the CASP/ASP program in future. The reflections from interview are described under different headings.

Attempt was made to collect information regarding the personal profile of the volunteers. It was found that all the interviewed volunteers are males. The information regarding their age, qualification etc are presented in the following table.

Table 3.24: Personal profile of EVs in Dhading

Centers	Program	Age in years	Qualification	Education volunteer since	Nature of the job
Hekrang, (Jogimara-5)	SOP	45	VII	2062 BS	Training Allowance
Mijar Gaun, (Jogimara)	SOP	34	V	2062 BS	Training Allowance
Grasibas, (Dhusa)	SOP	30	IX	2063 BS	Free
Mathillo Urbang (Benighat-9)	SOP	40	IX	2062 BS	Free
Lo Gaun, (Gajuri)	SOP	17	SLC	2062 BS	NRs 2000.00
Thakthali, (Jogimara)	FSP	37	X	2062 BS	Training Allowance
Bung Pung, Dhusa-7	FSP	30	IV	2062 BS	Free
Subedi dada, (Gajuri)	FSP	37	SLC	2062 BS	Free

According to the above table, out of eight Volunteers, only two were SLC graduates. Some of them had passed only four or five classes, which was considered under-qualified for teaching in primary level. However, their major duty was to engage the children whenever the facilitators remained absent. Again the Education Volunteers were asked about the motivating factors to become a volunteer. Since CASP ASP program was discontinued after one year of its implementation, Education Volunteers could not be contacted for their interview in Siraha. Only EVs from Dhading were consulted for their responses. It was reported by DEO personnel from Siraha that EVs did not get opportunity to support the CASP ASP center. However, responses of the EVs from Dhading are given in the following table:

Table 3.25: Motivating factors to become a volunteer

Factors	Frequency	Percentage
For social service	6	75.00
Future job prospects	1	12.50
To pass time	2	25.00
To help children	6	75.00
Community pressure	1	12.50
To gain experience	6	75.00

Note: The frequency exceeds 100 percent because there is a provision for multiple responses.

The above table depicts that majority of Education Volunteers were motivated towards CASP ASP activities for providing social services, helping children and collecting experiences. Some of them also opined that they were motivated due to the cause of passing their time. A few of them (12%) also expressed their hope for their future job opportunity and a few of them were involved because of their community pressure. The above observation of the volunteers indicates that they were not actually motivated for earning for living. They had taken it as a social service.

A: Working schedule of the EVs

The EVs were asked about their working schedule at the center. Three out of eight volunteers responded that they took classes only in the absence of the facilitators; the other three responded that they took classes once in a week. Similarly one EV responded that he took classes twice in a month and the last one responded that he took classes for a month because of the sickness of the facilitator.

B: Training of the EVs

Regarding the training of the EVs, three out of eight volunteers did not have training, however, five of them had one day orientation and two among the five had additional training for two days and six days. According to the volunteers, the contents of the orientation and training concentrated on how to facilitate children to learn and class management. Some EVs did not get opportunity to join the orientation class because they were lately assigned for their job at the centers.

C: Problems and suggestions of the EVs

Out of eight EVs, two said that they did not have problems while they were looking after CASP ASP program. Two of them faced the problem of the lack of the building and they themselves managed the land and donated money and labor to construct the building. One volunteer faced the problem of English teaching so he engaged children in the games and activities. Similarly two EVs felt difficulty in class management; however, they followed the facilitator's idea to manage the class. In addition to these, two EVs felt other the problem of children's irregularity and they convinced their parents to send their children to the center.

Finally, the EVs were also asked to provide suggestions to improve CASP ASP program in the future. Their responses are diversified. Some of them are in favor of increment of incentives to the facilitators whereas other suggestions are to recognize EV's activities.

Similarly, some suggestions are related to management as people's participation on facility development, provision of day meal. One of the EVs suggested that the JICA support should be continued.

3.11 Academic performance of CASP ASP children

Academic performance of students is equally important while studying in CASP ASP. If the standard of the CASP children goes below the average performance there may be a problem of their enrolment in the mother school. Therefore, an attempt was made to ask the children about their academic performance from different angles. The following table presents their interactions about their academic performance as responded by children.

Table 3.26: Academic performance of the CASP ASP children

Districts			Dhading		Siraha		Total	
Areas of Performance	Status	N	%	N	%	N	%	
Reading, writing and computation	FSP	Good	29	45.31	3	3.75	32	22.22
		Fair	24	37.50	10	12.50	34	23.61
		Poor	10	15.63	66	82.50	76	52.78
		Don't know	1	1.56	1	1.25	2	1.39
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	32	46.38	7	8.43	39	25.66
		Fair	35	50.72	4	4.82	39	25.66
		Poor	2	2.90	69	83.13	71	46.71
		Don't know	0	0.00	3	3.61	3	1.97
	Total		69	100.00	83	100.00	152	100.00
Behavioral/life skills	FSP	Good	19	29.69	2	2.50	21	15.58
		Fair	33	51.56	39	48.75	72	50.00
		Poor	11	17.19	38	47.50	49	34.03
		Don't know	1	1.56	1	1.25	2	1.39
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	22	31.88	7	8.43	29	19.08
		Fair	41	59.42	14	16.87	55	36.18
		Poor	6	8.70	59	71.08	65	42.76
		Don't know	0	0.00	3	3.61	3	1.97
	Total		69	100.00	83	100.00	152	100.00
Domestic help	FSP	Good	46	71.88	30	37.50	76	52.78
		Fair	14	21.88	12	15.00	26	18.06
		Poor	2	3.13	36	45.00	38	26.39
		Don't know	2	3.13	2	2.50	4	2.78
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	47	68.12	55	66.27	102	67.11
		Fair	21	30.43	14	16.87	35	23.03
		Poor	0	0.00	11	13.25	11	7.24
		Don't know	1	1.45	3	3.61	4	2.63
	Total		69	100.00	83	100.00	152	100.00

Extra curricular activities	FSP	Good	19	29.69	34	42.50	53	38.81
		Fair	33	51.56	14	17.50	47	32.64
		Poor	8	12.50	23	28.75	31	21.53
		Don't know	4	6.25	9	11.25	13	9.03
	Total		64	100.00	80	100.00	144	100.00
	SOP	Good	18	26.09	13	15.66	31	20.39
		Fair	47	68.12	35	42.17	82	53.95
		Poor	4	5.80	20	24.10	24	15.79
		Don't know	0	0.00	15	18.07	15	9.87
		Total		69	100.00	83	100.00	152	100.00

The above table is indicative of the fact that CASP ASP children from Dhading are better in all academic skills such as reading, writing and computing, behavioural skills, life skills, extracurricular activities as well as domestic help.

Specifically, they were asked to also mention the specific areas of achievement and the figures below present the number of children who are good at various performances.

Figure 3.11: Performance of the CASP children in reading, writing and computation

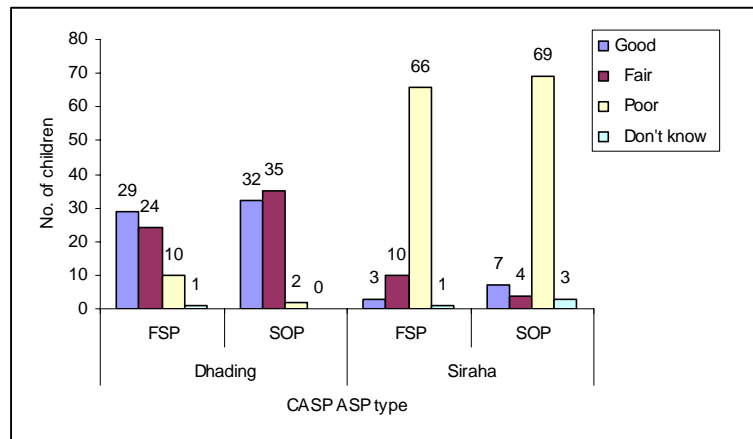


Figure 3.12: Performance of the CASP children in behavioral/life skills

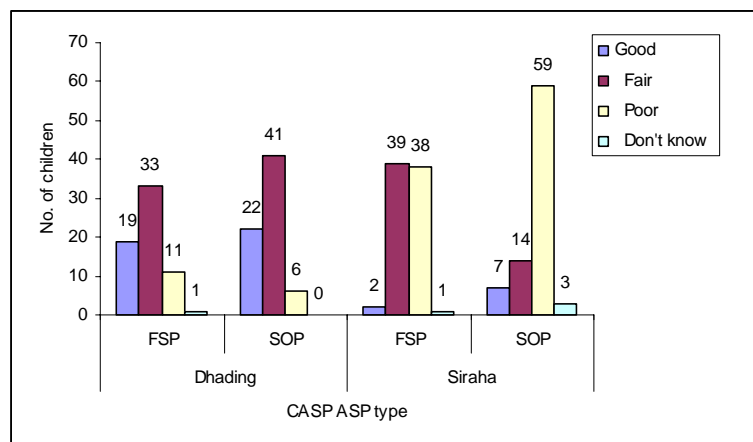


Figure 3.13: Performance of the CASP children in domestic help

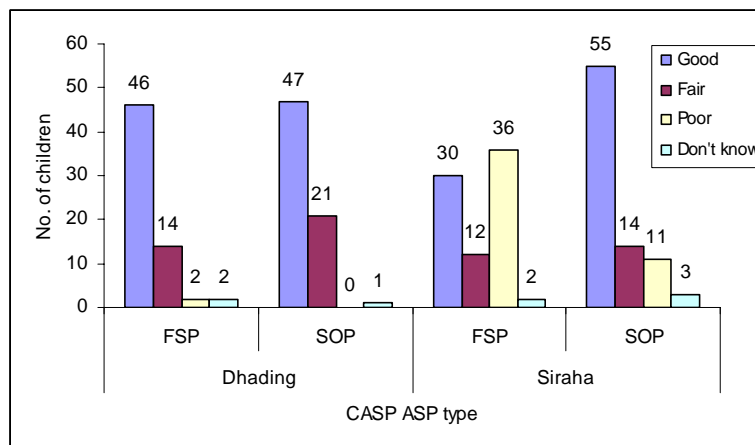
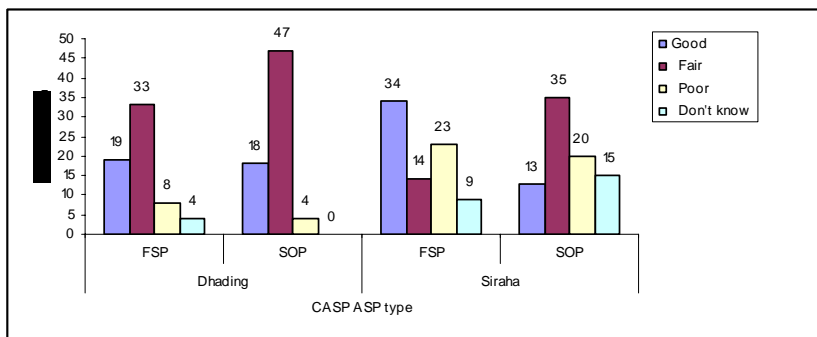


Figure 3.14: Performance of the CASP children in extra curricular activities



Regarding the academic achievement of the children, some parents were asked about the contribution of CASP ASP to their children's academic performance. One of the parents' versions is presented here as a case.

"This community is remotely located and majority of the people living in this area are Tamang, Chepang and Bhujel with a small number of Brahmin and Chhetris. Most of the people here are illiterate and access to school in the past was impossible. We opened a primary school in Puchar Gaun i.e. down the hill but our children could not attend it because it was too far from here and the children could not walk up to school. With the active initiation of Dhan Bahadur Bhujel and Sundar Tamang, we established a center in our village and we all unanimously decided to send all our children to the center. Almost all children with some exception of the elder children attended the

center and we are very happy to see them literate. They speak good Nepali and some English. They are also able to solve day-to-day mathematical problems. One of the remarkable achievements is that three years ago, we had to find someone from the distant village to read a letter but now there are children in every family who can read letters. Probably this is due to the impact of the center that children have started washing their hands and face regularly, take bath every Saturday except in winter and they are also motivated to wash their clothes. This is a big contribution of the center to this village and many children have now enrolled in a local primary school."

The above case is only a reflection of the parents. The study team also noticed during their field visits that some of the communities have cent percent enrolment in the school where SOP has been converted into a primary school. Parents from Dhading district also agreed that CASP ASP has given opportunity of education to the children of deprived community. According to them it has also been the cause for increasing access to education. Academic performance of the children was also found satisfactory in the sense that they had developed the habit of doing homework in time, they showed good behavior, developed good socialization skills and cooperative attitudes.

Parents from Siraha expressed that reading, writing environment and class assignment at these centers was found satisfactory. Facilitators used to come to the centre regularly and love their children, regular assignment was provided and checking system was very much satisfactory, most of the children were engaged in extra curricular activities to strengthen their learning environment. The provided materials from the centre such as books, copies, pencils and pencil cutters were good and satisfactory. The parents from Siraha expressed these as the reasons behind the satisfactory academic performance of their children in the FSP/SOP center.

Efforts were also made to get the scores of the students' exams in the SOP/FSP center. Due to the liberal educational policy and the lack of past record in the centers, the facilitators were not able to provide any record of the students' scores in different subjects to verify children's academic performance. Thus, the study team collected the opinions of the stakeholders who were asked to compare the CASP ASP graduate with their non-CASP ASP counterparts. Below is the summary of their responses.

3.12. Overall rating of the CASP ASP and its contribution to children's life

The respondents were asked to make an overall rating of the CASP and mention the contributions of CASP ASP to the life of the children. Similarly, ASP monitors, facilitators and CMC members were also asked to rate the CASP. Their responses are presented in the sections below:

Overall Rating of the CASP by Respondents in beneficiary level

The parents were asked to mention the major contributions of the CASP program in the life of their children. One of the biggest achievements the parents see as the contribution of the CASP is that it provided access to education for the children of the deprived community. The centers (SOP/FSP) brought school to their village and the access to education to such children

was otherwise impossible.

Almost all the parents agreed that the CASP was instrumental to bring behavioral changes in the life of their children.

"Almost all children with some exception of the elder children attended the center and we are very happy to see them literate. They speak good Nepali and some English. They are also able to solve day-to-day mathematical problems".

A parent in Dhading

Another parent in the same district says,

"One of the remarkable achievements is that three years ago, we had to find someone from the distant village to read a letter for us but now there are children in every family who can read letters".

Major contributions of the CASP as recorded by the parents during the focus group discussion are summarized in the points below:

- Children have started washing their hands and face regularly
- They take bath every Saturday except in the winter
- They are motivated to wash their clothes
- Children have developed habit of doing homework in time
- Reading writing habits have been established among the children
- Children show interest in sports activities
- Cleanliness and sanitation awareness among children has created awareness in community sanitation
- Children also help in household chores to their parents who in extend support to them in their education
- There is an increased concentration in study among children as opposed to hanging around in the past
- Children are more disciplined now
- They show respect to the elders in the community
- Children show good socializations skills in public in social activities in the community and they are proactive to lend their hands in social functions
- They have developed cooperative attitude not only in the family but also in schools and communities

Regular **CASP SOP/FSP graduates** who know the difference ASP classes and formal schools were also asked to assess the quality of CASP SOP/FSP centers in different aspects. They were asked to assess their quality in three different ranks as good, fair and poor. Their responses are presented in the following table:

Table 3.27: District wise comparison of the quality of CASP ASP centre

Areas of comparison	Ranking of the quality	Name of the district				Total	
		Dhading=114		Siraha=86			
		N	%	N	%	N	%
Teacher's teaching skill	Good	66	57.89	61	70.93	127	63.50
	Fair	43	37.72	25	29.07	68	34.00
	Poor	5	4.39	0	0.00	5	2.50

Teacher's attitude	Good	78	68.42	57	66.28	135	67.50
	Fair	31	27.19	29	33.72	60	30.00
	Poor	5	4.39	0	0.00	5	2.50
Teacher's attendance	Good	75	65.79	66	76.74	141	70.50
	Fair	34	29.82	19	22.09	53	26.50
	Poor	5	4.39	1	1.16	6	3.00
Learning materials	Good	50	43.86	54	62.79	104	52.00
	Fair	55	48.25	30	34.88	85	42.50
	Poor	9	7.89	2	2.33	11	5.50
Class work/group work	Good	42	36.84	48	55.81	90	45.00
	Fair	57	50.00	35	40.70	92	46.00
	Poor	15	13.16	3	3.49	18	9.00
Learning environment	Good	59	51.75	45	52.33	104	52.00
	Fair	46	40.35	36	41.86	82	41.00
	Poor	9	7.89	5	5.81	14	7.00
Pair/group work	Good	34	29.82	48	55.81	82	41.00
	Fair	58	50.88	33	38.37	91	45.50
	Poor	22	19.30	4	4.65	26	13.00
Extra-curricular activities	Good	39	34.21	36	41.86	75	37.50
	Fair	68	59.65	41	47.67	109	54.50
	Poor	7	6.14	9	10.47	16	8.00
School facilities	Good	31	27.19	46	53.49	77	38.50
	Fair	69	60.53	28	32.56	97	48.50
	Poor	14	12.28	12	13.95	26	13.00
Community participation	Good	44	38.60	37	43.02	81	40.50
	Fair	52	45.61	36	41.86	88	44.00
	Poor	18	15.79	13	15.12	31	15.50

The above table indicates that CASP SOP/FSP centers were found good in the areas like teacher's teaching skill (63.5%), teacher's attitude (67.5%), teacher's attendance (70.5%), learning materials (52.0%) and learning environment (52.0%). However, according to the regular CASP ASP graduates in the school, these centers were fair in the areas like class work/group work (46.0%), pair/group work (45.5%), extra-curricular activities (54.5%), school facilities (48.5%), and community participation (44.0%) in both the districts as responded by all the CASP ASP graduates from both the districts.

Some differences were also reported by the students with respect to the qualities of the facilities provided by the CASP ASP centers. With respect to learning materials, class work/group work, pair/group work, and school facilities students from Siraha reported them to be good but the students from Dhading reported them to be fair.

Regular CASP SOP/FSP graduates were also asked to assess the quality of mother schools in different aspects. They were asked to assess their quality in three different ranks as good, fair and poor. Their responses are presented in the following table:

Table 3.28: District wise comparison of the quality of mother school

Ranking of the quality	Name of the district		Total
	Dhading (n=114)	Siraha=86	

		N	%	N	%	N	%
Teacher's teaching skill	Good	55	48.25	54	62.79	109	54.50
	Fair	58	50.88	31	36.05	89	44.50
	Poor	1	0.88	1	1.16	2	1.00
Teacher's attitude	Good	43	37.72	50	58.14	93	46.50
	Fair	70	61.40	35	40.70	105	52.50
	Poor	1	0.88	1	1.16	2	1.00
Teacher's attendance	Good	55	48.25	57	66.28	112	56.00
	Fair	57	50.00	26	30.23	83	41.50
	Poor	2	1.75	3	3.49	5	2.50
Learning materials	Good	43	37.72	40	46.51	83	41.50
	Fair	61	53.51	33	38.37	94	47.00
	Poor	10	8.77	13	15.12	23	11.50
Class work/group work	Good	39	34.21	42	48.84	81	40.50
	Fair	66	57.89	28	32.56	94	47.00
	Poor	9	7.89	16	18.60	25	12.50
Learning environment	Good	38	33.33	39	45.35	77	38.50
	Fair	69	60.53	33	38.37	102	51.00
	Poor	7	6.14	14	16.28	21	10.50
Pair/group work	Good	29	25.44	33	38.37	62	31.00
	Fair	70	61.40	32	37.21	102	51.00
	Poor	15	13.16	21	24.42	36	18.00
Extra-curricular activities	Good	30	26.32	28	32.56	58	29.00
	Fair	76	66.67	40	46.51	116	58.00
	Poor	8	7.02	18	20.93	26	13.00
School facilities	Good	52	45.61	41	47.67	93	46.50
	Fair	53	46.49	35	40.70	88	44.00
	Poor	9	7.89	10	11.63	19	9.50
Community participation	Good	28	24.56	38	44.19	66	33.00
	Fair	67	58.77	30	34.88	97	48.50
	Poor	19	16.67	18	20.93	37	18.50
Total		114	100.00	86	100.00	200	100.00

The above table clearly shows that quality of mother school, in total, was found good in the areas like teachers' teaching skill (54.5%), teachers' attendance (56.00%) and school facilities (46.5%). While comparing the quality of mother school, it was found that Siraha was better in teachers' teaching skills, teachers' attitudes, teachers' attendance and learning materials. Similarly, Dhading was found better as assessed by the students, in extra-curricular activities, class work/group work, learning environment, and community participation. It is indicative that students were more satisfied with the different aspects of school education in Siraha than in Dhading. It indicates that CASP ASP graduates of Siraha did not have longer opportunity of receiving CASP ASP facilities. Therefore, they may have assessed the quality of school as being higher than that of CASP ASP centers.

CASP ASP graduates who were regular in formal school had expressed their attitude towards CASP ASP centre and mother school with respect to their quality. A comparative picture of their responses is presented in the following table:

Table 3.29: Comparison of the quality of CASP ASP centre with mother school

Ranking of the quality		CASP ASP centre		Mother school	
		N=200	%	N=200	%
Teacher's teaching skill	Good	127	63.50	109	54.50
	Fair	68	34.00	89	44.50
	Poor	5	2.50	2	1.00
Teacher's attitude	Good	135	67.50	93	46.50
	Fair	60	30.00	105	52.50
	Poor	5	2.50	2	1.00
Teacher's attendance	Good	141	70.50	112	56.00
	Fair	53	26.50	83	41.50
	Poor	6	3.00	5	2.50
Learning materials	Good	104	52.00	83	41.50
	Fair	85	42.50	94	47.00
	Poor	11	5.50	23	11.50
Class work/group work	Good	90	45.00	81	40.50
	Fair	92	46.00	94	47.00
	Poor	18	9.00	25	12.50
Learning environment	Good	104	52.00	77	38.50
	Fair	82	41.00	102	51.00
	Poor	14	7.00	21	10.50
Pair/group work	Good	82	41.00	62	31.00
	Fair	91	45.50	102	51.00
	Poor	26	13.00	36	18.00
Extra-curricular activities	Good	75	37.50	58	29.00
	Fair	109	54.50	116	58.00
	Poor	16	8.00	26	13.00
School facilities	Good	77	38.50	93	46.50
	Fair	97	48.50	88	44.00
	Poor	26	13.00	19	9.50
Community participation	Good	81	40.50	66	33.00
	Fair	88	44.00	97	48.50
	Poor	31	15.50	37	18.50

The above table presents the evidence that CASP ASP centers were better in the areas like teacher's teaching skill, teacher's attitude, teacher's attendance, learning materials and learning environment than formal school. However, mother schools were found better in the areas like pair/group work extra-curricular activities and school facilities.

Overall Rating of the CASP by Respondents in lower-implementation level

Respondents at the implementation level were also asked to make the rating of the overall state of the CASP ASP. The rating they have given to this program is presented in the table below.

Table 3.30: Overall rating of CASP by Districts, Facilitators, CMC members, ASP Monitors and Head-teachers/Teachers

Rating	Facilitators						CMC members						ASPM	
	Dhading		Siraha		Total		Dhading		Siraha		Total		Dhading	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Excellent	4	40.00	5	100.00	9	60.00	6	66.67	2	25.00	8	47.06	1	14.29
Good	6	60.00	0	0.00	6	40.00	3	33.33	5	62.50	8	47.06	5	71.43
Poor	0	0.00	0	0.00	0	0.00	0	0.00	1	12.50	1	5.88	1	14.29
Undecided	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0	0	0
Total	10	100.00	5	100.00	15	100.00	9	100.00	8	100.00	17	100.00	7	100
		0		0		0		0		0		0		
Rating	Head-teachers/Teachers													
	Dhading		Siraha		Total									
	N	%	N	%	N	%								
Excellent	1	12.50	5	71.43	6	40.00								
Good	7	87.50	2	28.57	9	60.00								
Poor	0	0.00	0	0.00	0	0.00								
Undecided	0	0.00	0	0.00	0	0.00								
Total	8	100.00	7	100.00	15	100.00								
		0		0		0								

As indicated in the table above, more than 50 percent of the facilitators rated the CASP as excellent program followed by good. Thus, the facilitators find this program very good and this shows that they are committed to this program and they fully own it.

All the **Facilitators** in Dhading who responded to this question unanimously said that CASP has contributed to the life of children and more than 50 percent from both districts mention that it is highly contributory. The reasons that the facilitators have presented on why the CASP is contributory have been summarized in the points below:

- Left-out children got an opportunity to learn
- The program helped reduce literacy
- Mother schools support and JICA support in terms of materials was instrumental to bring change
- Chepang children got educational opportunity
- The program helped children to adjust in society
- Community developed ownership in educational activities through the centers

About 50 percent **CMC members** found the CASP highly contributory followed by good and moderately contributory rating. This shows that the CMCs have found the program very useful for the children. However, it is interesting to note that one CMC member in Siraha did not find this program very useful. The CMC members have outlined different reasons. Parents from Dhading feel that the program is good because:

- All children of the community have been able to get education
- Children of the marginalized families benefited from the program and they have become literate

- Children learned to get dressed properly
- Due to this program, parents are motivated to send their children to schools i.e. mother schools

"Chepang children who used to run away from the strangers in the past not only now interact with the new faces and communicate with them in a relaxed manner but also attend schools. Isn't this a big contribution of the CASP?"

A CMC member in Dhading.

The CMC members in Siraha also presented their views in the same line. Those who felt that it was contributory have mentioned the following reasons:

- Children have been admitted to schools
- The centers brought the school to their village and it made them easier for them to attend classes at their door step
- The centers have developed positive attitude towards education among the parents
- Children are motivated to study

However, the CMC member who felt that the CASP was not contributory said that the program did not run the way it was planned and it did not run the classes as per the need of the children.

Most of the **ASP monitors** i.e. more than 70 percent, rated the CASP as good whereas only one monitor rated it as excellent followed by another who rated it as poor. The points below justify their response:

- Attraction to education has been created
- In absence of schools the CASP facilities provide education to the children
- The community was helpless before due to the lack of educational facilities and CASP now offered them the opportunity for their children's education
- There was more attraction to the SOP than in the FSP

Likewise, all the **head-teachers/teachers** also agreed with the other respondents and majority of them rated the program as good followed by excellent rating.

Interestingly, majority of the respondents in Dhading have rated the program as good as opposed to the respondents of Siraha where majority rated the program as excellent.

Overall Rating of the CASP by Respondents in upper-implementation level

When asked about the effectiveness and quality of CASP ASP, the **DEOs** of both districts opined that same curriculum was used for both CASP and ASP. Difference was observed in the implementation and delivery mechanism of the program.

The DEO of Dhading district expressed that curriculum, school facilities, teaching skills and knowledge of the facilitators, extra-curricular facilities and support to the facilitators was satisfactory. Also, the DEO from Dhading opined that CMC was more effective than the facilitators, education volunteers and ASPM in their work. Similarly, RPS, local NGOs, NFEC and CASP were found satisfactory to the DEO of Dhading.

DEO from Siraha did not have any knowledge about the effectiveness of CMC, education volunteer and ASPM. Based on the experience of one year of implementation in Siraha, School Supervisor opined that community involvement through NGO was found to be more effective. In case of Siraha, Education Volunteers got no opportunity to work in CASP ASP centers. RPs involvement in the operation of the program was there but their professional support to facilitators could not go beyond the first year of CASP ASP implementation. It was because they used to receive allowance for their visit to the field. School Supervisor also said that in some centers CMCs were more effective than others. For example, CMC of Bariyarpatti was effective in monitoring the program and Kushaha Laxminiya effective in collecting materials for FSP program. Generally, CMCs had their involvement in collecting materials and managing rooms for running the program. Also, the DEO from Siraha expressed that RPs were found effective to the extent they received incentive. They visited the CASP ASP program because they received additional incentive for the visit. They did not observe ASP program because they did not receive any incentive from DEO and other related organizations.

Comparison of CASP ASP with ordinary ASP

In both the districts there are ordinary ASP classes running at the same time with the CASP ASP. However, the obvious difference one could see was that community involvement was made more intensive in the CASP ASP as opposed to the ordinary ASP. Respondents have pointed out some of the subtle differences as follows:

Table 3.31: Differences between CASP ASP and ordinary ASP

Respondents	CASP ASP	Ordinary ASP
Facilitators	<ul style="list-style-type: none"> ▪ Good academic performance of children ▪ Regular monitoring and follow up ▪ Refresher training to the facilitators ▪ High motivation ▪ Different incentive packages ▪ Distribution of materials ▪ Fair selection of facilitators ▪ Strong community support ▪ Better socialization skills among the children 	<ul style="list-style-type: none"> ▪ Poor academic performance of children ▪ Inadequate monitoring and follow up ▪ Lack of refresher training to the facilitators ▪ Low level of motivation ▪ Lack of adequate incentive ▪ Lack of enough materials ▪ Lack of transparency in the selection of facilitators ▪ Low magnitude of community involvement ▪ Socialization not evident in children as an outcome of ASP
ASP Monitors	<ul style="list-style-type: none"> ▪ Regular monitoring ▪ More facilities and incentives ▪ Difference in pay scale (salary) ▪ Community ownership ▪ Sense of responsibility ▪ Provision of training and workshops 	<ul style="list-style-type: none"> ▪ No monitoring ▪ Less facilities and no incentive ▪ Less attractive pay scale (salary) ▪ Non-defined responsibility for the center and its activities ▪ No regular training and workshops

District Education Officers have also rated CASP ASP superior to ordinary ASP focusing establishment cost, material cost/material support, community involvement, students' dress

and stationery being more effective in CASP ASP. Similarly, the head-teachers/teachers outlined the quality of CASP ASP graduates as being better than their counterparts in areas such as overall academic achievement, study habit, class participation and co-curricular activities.

While reviewing critically the differences between the CASP ASP and ordinary ASP based on the available data and observations during the study, there are certain factors which are key to the success of the program. Involvement of stakeholders at various levels with due focus on regular communication, interaction, monitoring, follow up and support has made this CASP ASP distinct from the ordinary ASP.

Due to the involvement of the local agencies such as VDCs, NGOs, CBOs and the civil society along with parents and designated responsibilities assigned to them, ownership has been strongly built in the CASP ASP program.

The NGO involvement was more pronounced not only in the implementation of the program but also in its operation. This will go a long way in making the program sustainable and replicable.

3.13. Non-schooling factors – parental cases

The study also made an attempt to find out and observe the non-schooling situations from the respondents. This chapter briefly discusses about this situation in the sections below:

During the study, the parents of children who never went to school were also asked to present their views on the non-schooling factors. The main problems they mentioned were related to domestic work; most of the children had to be engaged in home chores, formal school was far from their dwelling places and children were compelled to work for earning; they had to take care of the young sisters and brothers. In both districts, children come from ethnic and Dalit groups whose guardians are still not aware about the importance of education. However, they wanted their children to join formal school and/or CASP SOP/FSP classes. Poverty, however, stood on their way.

Below are some of the cases of parents who could not send their children to any of the educational facilities.

Case 1

District: Siraha

VDC: Bariyarpatti VDC – 1 Bodar

Age: 42

Caste: Dalit

Occupation: Agriculture laborer

Economic condition: Landless laborer.

Education: Illiterate

Lokhar Saday did not have enough knowledge of Alternative Schooling, SOP and FSP. He knows very little about school. He was not aware of the importance of education. He lives in a community where majority of the people are poor and they do not prefer to send their children to school. As both husband and wife had to go to the field early in the morning and come back late afternoon, their children could not get food in time so as to go to school in time.

He also expected the supply of food if he had to send his children to school. His children were engaged in domestic work like cattle grazing, and collecting fire-woods for the family.

Case 2

District: Siraha

VDC: Kushaha Laxminiya 9 Dushad

Age: 45 Caste: Dalit (Dom) Occupation: Agriculture laborer (keeping pigs) Number of children: 4, Economic condition: Landless laborer. Education: Illiterate

There is a small community of Dom people in the village. These people are labeled as "untouchable" caste in the village. Most of these people make bamboo baskets and earn their livelihood. Pramod is also from this backward community. He has the knowledge of primary school and non-formal school centre (SOP and FSP) in the village. Two of his children go to work for wage earning. Two who are below 16 look after pigs and are involved in domestic activities. Most of the time they play in dirty places and quarrel with each other.

Pramod is aware of the political change in Nepal. He has become the political activist of a particular party in the village. He was also found politically conscious. He was in favor of change in the community. When asked about his children's education, he said it was due to poverty and domination of upper caste people that his children could not get opportunity of education. He did not realize that it was his responsibility to educate his children. He was expecting financial support for their children's education.

Case 3

District: Siraha

VDC: Vidyanagar-6 Chhajana

Caste: Dalit Age: 45

Occupation: Agriculture laborer

Economic condition: Landless laborer.

Education: Illiterate

Bihari has three sons and one daughter. He has no income to feed his children nor does he have ability to give clothes to their children. His neighboring environment is comparatively good. During discussion, he was found less worried about his children's education. He viewed formal education or going to school as one of the unnecessary involvement of his children. His community tried to encourage him to send children to SOP/FSP, but he did not listen to them. Now he feels that he needs to send children to school. It was due to demonstration effects.

3.14 Situation of Siraha

In Siraha, the CASP/JICA support was withdrawn after about a year of implementation. After this, some of the centers continued their operations through community support but majority of them converted to private tuition centers and coaching centers and the classes were run in the private houses, huts and club house. NGO (Nepal Red Cross Society) also stopped its support to the centres as per the nature of the program but continued its other programs such as poverty alleviation program and awareness campaign in the same areas. By being motivated by the first year of CASP ASP implementation, community people tried to continue the ASP program in their own efforts. Facilitators also tried to support this cause through the coaching centers. Head-teachers, teachers and parents liked the CASP ASP on the first year but they were disappointed as they could not get the continued support from CASP/JICA due to security reason.

During field study, the researchers from Kathmandu could not visit the centres. However, RPs and head teachers visited the centres and collected information. Some of the facilitators, head teachers and SMC members were brought to the highway side and they were interviewed. They said that after the withdrawal of the CASP/JICA support, the programs could not run systematically. The EVs did not participate in the program and the monitoring of ASPM and CMCs was also affected. Three of the facilitators left the village for alternative employment. They also said that the parents have demanded the CASP ASP in their areas in the way that it was implemented in its first year.

At the district level, the DEO was newly appointed and he could not give his detail impression about the program and the RPs also could not regularly monitor the situation due to the local security problems.

CHAPTER FOUR

SITUATION AFTER IMPLEMENTATION OF CASP ASP

CASP ASP was implemented in Dhading and Siraha after conducting a base line survey on the situation analysis of alternative schooling programs in the same districts for the children who were deprived of the opportunity of formal schooling. The main objective of this study is to analyze the situation of CASP ASP after its implementation in these two districts. Status of the sample children at the time of survey was categorized into four groups i.e. those children who have graduated CASP SOP/FSP and entered formal school, those children who have graduated CASP SOP/FSP, entered formal school but dropped out, those children who have graduated CASP SOP/FSP and did not enter formal school, and those who entered CASP SOP/FSP but could not complete the program.

4.1 Enrollment of CASP ASP children to mother schools

According to the data presented in the previous table, out of 296 children included in the sample, 200 of them (67.57%) children enrolled in the mother schools. Since the data of SOP/FSP were not adequately available and without children's information from the center it was difficult to find the status of the exact number of children in each category mentioned above, the study team also obtained the data from the CASP/JICA office. According to the records received, 68 percent of children enrolled in mother schools. The table below presents the number of SOP/FSP graduates who enrolled in the formal schools:

Table 4.1: Number of children enrolled in formal schools

District	Center/Tole	VDC	Program	Enrolled in first year	Registered No of the 3 rd year	No of total enrollment to Formal School	Transfer rate from 1 st year	Transfer rate from 3 rd year	
Dhading	Hekrang	Jogimara	SOP	42	25	25	60%	100%	
	Mijar Gaun	Jogimara	SOP	26	23	23	88%	100%	
	Grasibas	Dhussa	SOP	26	24	24	92%	100%	
	Ruding	Benighat	SOP	29	20	20	69%	100%	
	Lo Gaun	Gajuri	SOP	24	19	19	79%	100%	
		Total SOP			147	111	111	78%	100%
	Takthali	Jogimara	FSP	37	21	21	57%	100%	
	Bungpung	Dhusa	FSP	25	19	19	76%	100%	
	MathilloWorbang	Benighat	FSP	22	14	14	64%	100%	
	Subedi Danda	Gajuri	FSP	27	15	15	56%	100%	
		Total FSP			111	69	69	63%	100%
	Dhading Total ASP			258	180	180			
Siraha	Charari	Kusaha Laxminiya	SOP	24	20	20	83%	100%	
	Chhajana	Vidyanagar	SOP	37	20	20	54%	100%	
	Navka tole	Tenuwapatti	SOP	21	20	20	95%	100%	

	Border tole	Bariyarpatti	SOP	21	20	20	95%	100%
		Total SOP		103	80	80	82%	100%
	Salampur	Kusaha Laxminiya	FSP	26	20	20	77%	100%
	Vidhyanagar 1,2	Vidyanagar	FSP	29	20	13	45%	65%
	Sohapur	Tenuwapatti	FSP	32	20	11	34%	55%
	Baluwa	Bariyarpatti	FSP	32	20	20	63%	100%
		Total FSP		119	80	64	55%	80%
		Siraha Total ASP		222	160	144		
		Total SOP		250	191	191		
		Total FSP		230	149	133		
		Grand Total		480	340	324	68%	95%

Source: CASP/JICA, Sanothimi, 2009

The table above indicates that 68 percent of children who enrolled in year 1 have enrolled in mother school. Program-wise, 82 percent SOP children in Siraha and 78 percent SOP children in Dhading have enrolled in formal schools. In FSP, 55 percent in Siraha and 63 percent in Dhading enrolled in formal schools.

Enrolment in desired grades

The CASP SOP and FSP children are expected to join the defined grades i.e. grade four for SOP graduates and grade six for FSP graduates, in formal schools (mother school) after the completion of the three year study in the SOP and FSP centers.

Table 4.2: Enrolment of CASP ASP graduates in desired grades

District	Center/Tole	VDC	Program	No of total enrollment to Formal School	Enrolled grade:									
					2		3		4		5		6	
					N	%	N	%	N	%	N	%	N	%
Dhading	Hekrang	Jogimara	SOP	25			9	36	16	64				
	Mijar Gaun	Jogimara	SOP	23	2	9	1	4	20	87				
	Grasibas	Dhussa	SOP	24	2	8	17	71	5	21				
	Ruding	Benighat	SOP	20	7	35			13	65				
	Lo Gaun	Gajuri	SOP	19	10	53	1	5	8	42				
		Total SOP		111	21	19	28	25	62	56				
	Takthali	Jogimara	FSP	21	14	67			4	19	3	14		
	Bungpung	Dhusa	FSP	19			6	32			7	36	6	32
	MathilloWorbang	Benighat	FSP	14							13	93	1	7
	Subedi Danda	Gajuri	FSP	15			5	33	1	7			9	60
	Total FSP		69	14	20	11	16	5	8	23	33	16	23	
Siraha	Charari	Kusaha Laxminiya	SOP	20					20	100				

Chhajana	Vidyanagar	SOP	20					20	100				
Navka tole	Tenuwapatti	SOP	20					20	100				
Border tole	Bariyarpatti	SOP	20					20	100				
	Total SOP		80					80	100				
Salampur	Kusaha Laxminiya	FSP	20									20	100
Vidhyanagar 1,2	Vidyanagar	FSP	13			1	8	6	46	6	46		
Sohapur	Tenuwapatti	FSP	11					11	100				
Baluwa	Bariyarpatti	FSP	20									17	85
	Total FSP		64			1	2	17	27	6	9	37	58
	Total SOP		250										
	Total FSP		230										

Source: CASP/JICA, Sanothimi, 2009

The above table shows that 56 percent SOP children and 23 percent FSP children in Dhading were enrolled in the desired grades of four and six respectively. Similarly, 100 percent of SOP children and 58 percent of FSP were enrolled in the desired grades. However, the data obtained from the field presents a different picture though the field data are not complete as they were not available in all the centers.

The table below presents the enrolment scenario of CASP ASP graduates.

Table 4.3: Enrolment of CASP ASP graduates in desired grades***

District	Grade	Girls						Boys					
		SOP		FSP		Others		SOP		FSP		Others	
		N	%	N	%	N	%	N	%	N	%	N	%
Dhading	2	0	0.00	0	0.00	35	22.29	0	0.00	0	0	41	22.78
	3	4	12.12	0	0.00	21	13.38	1	2.17	0	0	19	10.56
	4	29	87.88	0	0.00	44	28.03	45	97.83	0	0	47	26.11
	5	0	0.00	2	13.33	14	8.92	0	0.00	0	8	20	11.11
	6	0	0.00	13	86.67	43	27.39	0	0.00	25	100	53	29.44
	Total	33	100.00	15	100.00	157	100.00	46	100.00	25	100	180	100.00
Siraha	2	1	3.13	0	0.00	0	0.00	0	0.00	0	0	0	0.00
	3	5	15.62	0	0.00	0	0.00	1	4.76	0	0	24	8.19
	4	26	81.25	1	5.00	139	80.35	20	95.24	1	3.70	191	65.19
	5	0	0.00	3	15.00	0	0.00	0	0.00	1	3.70	0	0.00
	6	0	0.00	16	80.00	34	19.65	0	0.00	25	92.60	78	26.62
	Total	32	100.00	20	100.00	173	100.00	21	100.00	27	100	293	100.00

***Some centers could not make available the detail data due to loss of records or memory lapse
Others are the students who are from other schools and students from ordinary ASPs.

Field survey makes it clear that majority of SOP graduates were admitted in grade four and FSP graduates in grade six. It was also reported that some of the SOP graduates were admitted in lower grades (grades 2 and 3) or lower than expected grades as one girl child in Siraha was enrolled in grade two. Similarly, 6 children in Siraha and 5 children in Dhading were enrolled in grade 3 instead of grade four. FSP graduates had to be admitted generally in grade six. However, some of them were also admitted in lower grades like grades 4 and 5. In Siraha, two

FSP graduates (one girl and one boy) were enrolled in grade four instead of grade six. Similarly, four graduates from Siraha and two from Dhading were admitted in grade five. It is indicative of the fact that the quality of CASP ASP graduates was found weaker in Siraha than in Dhading.

It is essential to mention here that due to discontinuation of the CASP ASP program in Siraha, facilitators could not be contacted and hence a total picture could not be presented before the study team. In some cases, complete data could not be made available from Dhading as well. From the data available during the field survey, the distribution of children enrolled in different grades is given in the following figures.

Figure 4.1: Enrolment of CASP ASP graduates in desired grades in Dhading

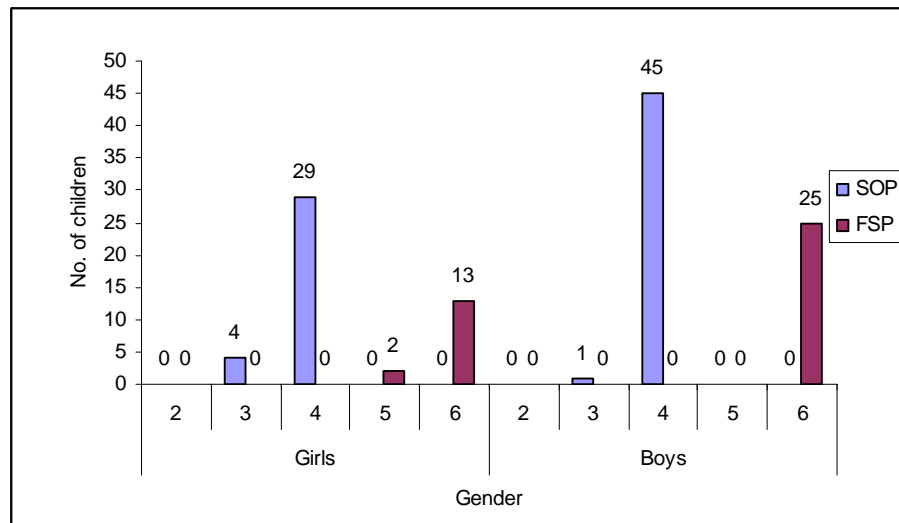
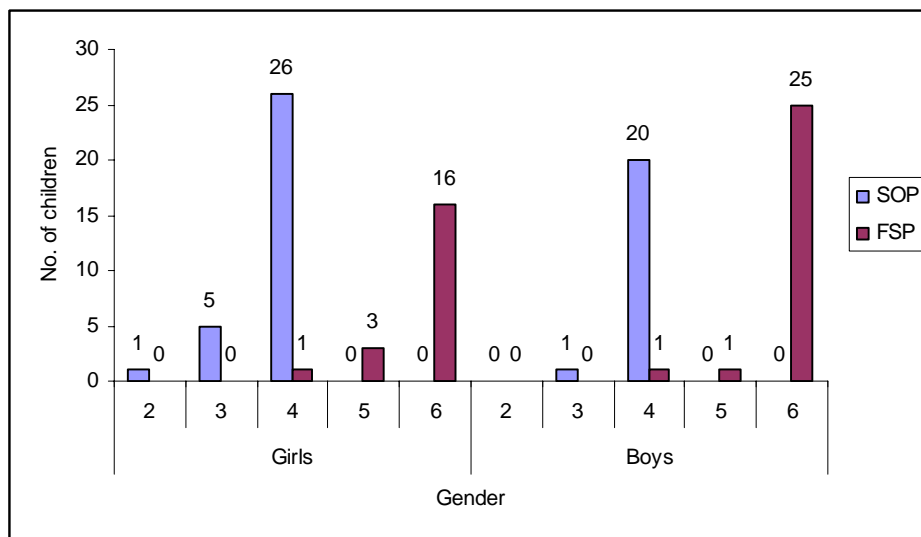


Figure 4.1: Enrolment of CASP ASP graduates in desired grades in Siraha



Factors leading to the transfer/non-transfer to mother school

The main purpose of the CASP ASP project was to develop quality of the CASP ASP graduates so that they can be transferred to formal school and catch up their study in line with their regular counterparts. The CASP ASP graduates were asked to assess the influencing factors that lead to the transfer/non-transfer to formal or mother school. Their responses in this respect are presented in the following table:

Table 4.4: Influencing factors leading to transfer/non-transfer to formal school

Influencing Factors	Transfer				Non-transfer			
	Dhading N=7		Siraha N=7		Dhading N=7		Siraha N=7	
	N	%	N	%	N	%	N	%
Location of school	6	85.71	4	57.14	1	14.29	3	42.86
Quality of the ASP graduates	5	71.43	6	85.71	0	0.00	1	14.29
Learning environment of school	6	85.71	3	42.86	0	0.00	4	57.14
Parental awareness	4	57.14	5	71.43	1	14.29	2	28.57
Gender of facilitators	5	71.43	3	42.86	0	0.00	3	42.86
School facilities	5	71.43	7	100.00	0	0.00	0	0.00

The above table shows that majority of the CMC members (nearly 86%) opined that location and learning environment of the school were the major influencing factors for transfer of the graduates to mother school followed by their quality, gender of facilitators and school facilities. A considerable number of graduates in Dhading also opined that location of school and parental awareness (14.25% of each) were also the other influencing factors for their non-transfer to formal school. All CMC members of Siraha accepted that school facilities of the formal schools were major influencing factors for the transfer of CASP ASP graduates to mother school followed by quality of the ASP graduates (85.71%). However, learning environment of the school (57.14%) was reported as the influencing factor for the non-transfer followed by location of the school (42.86%) and gender of facilitators (42.86%). Some of the CMC members of Siraha also mentioned that parental awareness and quality of ASP graduates were also the influencing factors for their non-transfer to formal schools. Opinion of the CASP ASP graduates in Siraha indicates that they did not use the facilities as influencing factors for their transfer to mother schools.

Facilitators, ASPM and teachers/head teachers were also interviewed to elicit information regarding the influencing factors that lead to transfer/non-transfer of the CASP ASP graduates to mother school. Their responses regarding transfer and non-transfer factors are presented in the following table:

Table 4.5: Stakeholders' opinion regarding influencing factors for transfer/non-transfer to mother school

Factors	Dhading						Siraha			
	Transfer			Non-transfer			Transfer		Non-transfer	
	Facilitators	ASPM	HT/T	Facilitators	ASPM	HT/T	Facilitators	HT/T	Facilitators	HT/T

	N=10	N=7	H=8	N=5	N=7	N=7	N=5	N=7	N=5	N=7
Location of school	70.00	71.43	62.50	30.00	28.57	37.50	80.00	57.14	20.00	42.86
Quality of the ASP graduates	70.00	57.14	62.50	30.00	42.86	37.50	100.00	85.71	0.00	14.29
Learning environment of school	70.00	71.43	50.00	30.00	28.57	50.00	100.00	100.00	0.00	0.00
Parental awareness	50.00	28.57	50.00	50.00	71.43	50.00	80.00	85.71	20.00	14.29
Gender of facilitators	50.00	42.86	12.50	50.00	57.14	87.50	60.00	100.00	40.00	0.00

The above table depicts that the facilitators, ASPM, and head teacher/teachers outlined location of the school and quality of ASP graduates as the influencing factors for transfer of CASP ASP graduates to mother school. The facilitators and ASPMs argued that learning environment of the school was influencing factor for the transfer to mother school. The ASPMs argued that parental awareness was the factor that did not influence the transfer of the graduates to mother school. For both the facilitators and head teachers/teachers, learning environment was regarded as factor equally influencing both transfer and non-transfer of the graduates to mother school. Majority of the head teachers and teachers accepted that gender of the facilitators (87.5%) had not been a factor to influence their transfer to mother school.

All the facilitators and head teachers/teachers accepted that learning environment of the school was the influencing factor for transfer of CASP ASP graduates to mother school. All the facilitators accepted quality of the ASP graduates as the influencing factor for the transfer. Similarly, the entire head teachers accepted gender of facilitators as the influencing factor for the transfer. Majority of the respondents in Siraha opined that location of school, quality of the ASP graduates, learning environment of the school, parental awareness and gender of facilitators were the influencing factors for the transfer of CASP ASP graduates to mother school.

The RPs were also asked about the influencing factors for the transfer of CASP ASP graduates to formal schools. According to them, school dress was the most influencing factor for the transfer to formal school. For RPs of Siraha, poverty was one of the most influencing factors for their non-transfer to mother school. They also added that old age of parents and domestic work were also the other major factors for the non-transfer to formal school.

The DEO from Siraha said that the most influential factors for the transfer of CASP ASP graduates to mother school were child friendly school environment, more attractive text books and opportunity of extra-curricular activities in the school. With respect to better classroom performance of the CASP ASP graduates in the school, teacher's friendly behaviour, and academic exercises based on children's interest and ability, and recreational activities were the more influential factors in the eyes of the DEO. As the DEO from Dhading district expressed, school dress and stationery to the children were more influential factors for the transfer to mother school. The DEO did not agree that there were certain distinctive causes for better classroom performance of CASP ASP graduates in the school. The same causes as that of the non-CASP ASP graduates were responsible for their better performance in the school.

The most influential factors for the transfer of CASP/ASP graduates in mother school, according to the NFEC officials, were the establishment of good relationship between center

and the Mother School through monitoring and information sharing as well as awareness of the graduates and the parents.

The most influential factors for better classroom performance of CASP/ASP graduates were the better inputs like preparation of the facilitators, proper monitoring and information sharing, and proper networking among the partners at the local level, as said by the officials.

4.2 Situation of CASP ASP children in mother school

It is important that the children who graduated from the CASP ASP and enrolled in mother schools perform well in the schools and learn at par with the other students in the formal schools. During the study, efforts were made to find out the situation of the CASP ASP graduates in the formal schools and the sections below discuss their situation.

Attendance of the students

Regularity of the students in their classes is regarded as one of the contributing factors in students' academic performance. Attendance of the CASP ASP and other students during survey was recorded for their analysis and interpretation. Grade wise attendance of the students is presented in the following table:

Table 4.6: Grade wise attendance of CASP ASP and other students

Grade	CASP	Other	Average
2	70.50	80	75.25
3	63.34	83	73.17
4	60.10	98	79.05
5	62.39	99	80.70
6	63.21	81	72.11
Average	63.91	88.2	76.05

It is shown from the above table that majority of the CASP ASP students were found more regular (70.05%) in grade two than the other grades followed by grade three (63.34%) and six (63.21%). However, the other students of the school (non-CASP ASP and non-ASP) were found more regular in grade five (99%) and grade four (98) followed by grade two (80%), grade three (83%) and grade six (81%). On an average, CASP ASP graduates had nearly 64 percent attendance against 88 percent attendance of other students of the school. It is indicative that other students of the school were more regular than the CASP ASP graduates in formal school.

Academic performance

The CASP ASP graduates were also asked about influencing factors that contributed to their learning. The following table shows influencing factors that contributed to their academic performance.

Table 4.7: Influencing factors contributed to CASP ASP graduates' academic performance

Influencing Factors	Dhading		Siraha	
	N	%	N	%
Teacher's teaching skills	94	82.46	60	69.77
Teacher's attitude	76	66.67	68	79.07
Instruction materials	55	48.25	37	43.02
School facilities like class room, furniture	69	60.53	48	55.81
Home work/class work	62	54.39	38	44.19
Fellow students' support	28	21.05	12	7.36

Majority of the students from Dhading expressed teachers' teaching skills (82.46%), teachers' attitudes (66.67%) and school facilities like class room, furniture (60.53%) as the influencing factors for their academic performance. Similarly, majority of the CASP ASP graduates from Siraha mentioned teachers' attitudes (79.07%) and teachers' teaching skills (69.77%) as the main influencing factors that contributed to their academic performance.

RPs were also asked to differentiate the quality of CASP ASP graduates with that of formal school students with respect to different aspects of their achievement. Altogether five RPs (three from Dhading and two from Siraha) were consulted for their response. One RP from Dhading mentioned quality of CASP ASP students better in the areas like reading writing and computation and life skill; and two RPs mentioned their quality to have been better in socialization. All of them, however, mentioned that no difference was noticed in the areas like study habit, completion of assignment in time, behavioural change, domestic help, participation in co/extra curricular activities and recreation (singing, dancing). It is indicative that performance of both CASP ASP graduates and other regular students in the school was almost equal. Some cases have better result because of better support for instructional management and necessary support to the facilitators in CASP ASP centre. However, RPs from Siraha mentioned that quality of CASP ASP was better in life skills and reading writing and computation. They found no differences in any other areas mentioned above.

Table 4.8: District wise comparison of quality attributes of CASP ASP graduates

Quality Attributes	CASP ASP graduates											
	Dhading						Siraha					
	Better		Poorer		Not different		Better		Poorer		Not different	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading, writing and computation	1	33.33	0	0.00	2	66.67	1	50.00	0	0.00	1	50.00
Study habit	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00
Socialization	2	66.67	0	0.00	1	33.33	0	0.00	0	0.00	2	100.00
Completion of assignment in time	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00
Behavioral change	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00
Life skills	1	33.33	0	0.00	2	66.67	2	100.00	0	0.00	0	0.00
Domestic help	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00

Participation in co/extra curricular activities	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00
Recreation (singing, dancing)	0	0.00	0	0.00	3	100.00	0	0.00	0	0.00	2	100.00

NGO representatives were also asked to compare the quality of CASP ASP graduates with that of formal school students. These representatives from both the districts accepted that CASP ASP graduates' participation in co/extra curricular activities and recreational activities was found better than that of regular school students. Similarly, they agreed that no difference was observed in behavioral change and domestic help. In other cases they, however, differed. From Dhading side, ASP graduates were poorer in reading, writing and computation, study habit, and socialization and no different in completion of assignment in time and life skills. However, Siraha representative accepted reading, writing and computation, completion of assignment in time and life skills as better. He also opined that study habit and socialization as not different. They did not mention any remarks behind their responses.

The DEO from Siraha district expressed that he did not have any experience and knowledge towards CASP ASP graduates and its cost and quality. School Supervisor of Siraha concluded that enrolment of CASP ASP in mother school was encouraging even if it was discontinued very early i.e. after one year of operation. CASP ASP facilitators were found more responsible for their graduates' enrolment in mother school and to follow up their regularity in the school along with their achievement. CASP ASP graduates were found more regular than non-CASP ASP graduates in Siraha. Main reason for the drop out of the graduates from mother school is the tendency of seeking job by them. They were found in need of financial support. However, after discontinuation of support in Siraha, community people were found reluctant to extend support to the program.

The DEO from Dhading expressed that enrolment situation of CASP ASP, attitude and attendance situation (regularity and punctuality) in mother school were found positive or good in comparison to ordinary ASP students. Similarly, he expressed that class room performance in mother school was moderate, absence and dropout rates were low in CASP ASP programs. She further reported that causes behind absence and dropout were mostly financial and distance of the centre from home.

When asked about gender gap, the DEO from Dhading said that gender gap was not found in classroom performance. However, it was noticed in enrolment, attendance, retention, repetition, dropout and absence. She also suggested to modify the program to address the factors causing gender gap.

CASP SOP/FSP students were compared with mother school students in order to assess the impact of CASP SOP/FSP programs implemented by JICA CASP project. Responses of CMC members and facilitators with respect to quality of both types of students are presented in the following table:

Table 4.9 Comparison of students in quality aspects by district

Quality aspects	Comparison	CMC members				Facilitators			
		Dhading		Siraha		Dhading		Siraha	
		N	%	N	%	N	%	N	%
Academic achievement	Similar	5	55.56	4	50.00	5	55.56	0	0.00
	Better	3	33.33	4	50.00	3	33.33	5	100.00
	Poor	1	11.11	0	0.00	1	11.11	0	0.00
Performance in co/extra-curricular activities	Similar	5	55.56	4	50.00	9	100.00	2	40.00
	Better	2	22.22	3	37.50	0	0.00	3	60.00
	Poor	2	22.22	1	12.50	0	0.00	0	0.00
Study habit	Similar	5	55.56	6	75.00	6	66.67	0	0.00
	Better	3	33.33	2	25.00	2	22.22	5	100.00
	Poor	1	11.11	0	0.00	1	11.11	0	0.00
Behavioral change at home and community	Similar	5	55.56	2	25.00	6	66.67	2	40.00
	Better	4	44.44	3	37.50	2	22.22	3	60.00
	Poor	0	0.00	3	37.50	1	11.11	0	0.00
Total		9	100.00	8	100.00	9	100.00	5	100.00

The above table clearly shows that 75 percent of CMC members in Siraha accepted that study habit of CASP SOP/FSP students was similar to that of formal school students. However, only 55.6 percent of CMC members in Dhading accepted it as similar. About 50 percent of CMC members in Dhading and Siraha accepted that academic achievement, performance in co/extra curricular activities were also similar in both types of students; CASP ASP graduates and formal school students. According to CMC members in Dhading, behavioural change at home and community was similar in Dhading. All the facilitators from Dhading accepted that academic achievement and study habit were found better in CASP ASP graduates than formal school students. Similarly, all the facilitators from Dhading concluded that performance in extra-curricular activities was better in CASP ASP graduates than in formal school students. Likewise, majority of the facilitators (60.0%) in Siraha also said that CASP ASP graduates were better in performance in co/extra-curricular activities and behavioral change at home and community. However, majority of the facilitators in Dhading opined that study habit (66.7%), behavioral change at home and community (66.67%) and academic achievement were found similar to that of formal school students.

Parents were also asked to compare the contributions made by CASP ASP centre and mother school. Parents from Dhading opined that facilitators' behavior was found friendlier in the CASP ASP than in mother school. Similarly, teachers in mother schools were considered to be more competent in subject matter than in the CASP ASP centre and physical facilities were found better in mother schools than in the CASP ASP centre. However, parents from both the districts agreed that extracurricular activities were found better in CASP ASP than in mother schools.

4.3. Situation of CASP ASP graduates who dropped out mother schools

Some CASP ASP graduates who enrolled in mother schools have stopped coming to schools and they have dropped out. The study tried to record their observations on the causes of dropout and find out the ways of bringing them back to formal schools. The table below presents their responses.

Causes of leaving schools

Students were also asked to mention the causes of leaving the formal school after joining it. They were also asked to rank the causes in order of their priority. Causes of leaving school as mentioned by the dropped out children are presented as follows:

Table 4.10: Causes of leaving school (in ranked order)

Rank	Causes of leaving school	
	<i>Dhading</i>	<i>Siraha</i>
1	Humiliation by friends Not interested in study	Poverty Early marriage
2	Household chores Poverty	Household chores Poverty
3	Lack of parent’s awareness, Household chores Looking after young siblings	Not getting meal in time Lack of parent’s awareness
4	Parental in-difference towards school education	Looking after young sibling Illiteracy of parents
5	Overage/underage	Not getting meal in time Overage/underage

The above table clearly shows that for Dhading humiliation by friends and no interest in study were the major causes for CASP ASP graduates for dropping out from the school. However, it was poverty and early marriage in Siraha. For both the districts, household chores and poverty were the second major causes for the dropout of the children from the mother school. Hence poverty has been found to be the leading cause of not continuing the formal school. The other causes of dropout for the children of Dhading were lack of parental awareness followed by looking after young siblings, parental in-difference towards school education and overage/underage. Lack of parental awareness was ranked as the third cause of dropout for also the CASP ASP graduates of Siraha. The other causes of dropout for these graduates in Siraha are not getting meal in time followed by looking after young siblings, illiteracy of the parents and overage/underage.

Among the four types of children, the two types were those who either dropped out CASP ASP classes or who completed CASP ASP but could not enter the formal schools. The CASP ASP children who were regular in formal schools were asked about the reasons of their friends for not continuing school or not joining school after graduation from CASP ASP program. Reasons given by the regular CASP ASP graduates in mother schools are presented in the following table:

Table 4.11: Reasons of dropout provided by regular CASP ASP graduates in mother schools for their fellow friends

Reasons	Dhading(114)		Siraha (86)	%	Total (200)	%
	N	%				
No interest to continue	7	6.14	0	0.00	7	3.50

Dalit related factors	9	7.89	7	8.14	16	8.00
Early marriage	13	11.40	9	10.47	22	11.00
Domestic worker	8	7.02	2	2.33	10	5.00
Failure	16	14.04	0	0.00	16	8.00
Poverty	18	15.79	18	20.93	36	18.00
Did not have time at home	7	6.14	0	0.00	7	3.50
Got punishment in school	17	14.91	1	1.16	18	9.00
Not supported by parents	5	4.39	3	3.49	8	4.00
No body advised	6	5.26	8	9.30	14	7.00
Don't know	8	7.02	28	32.56	36	18.00
Grazing cattle	6	5.26	8	9.30	14	7.00
Illiterate parents	6	5.26	3	3.49	9	4.50
Father went abroad	0	0.00	2	2.33	2	1.00
Went to town with friend	7	6.14	5	5.81	12	6.00
Lack of meal in time	4	3.51	1	1.16	5	2.50
Looking after siblings	4	3.51	2	2.33	6	3.00
Old mother /orphan	2	1.75	1	1.16	3	1.50
School is very far from home	2	1.75	0	0.00	2	1.00
Difficulty to study,	2	1.75	1	1.16	3	1.50
Not advised by friends	1	0.88	3	3.49	4	2.00
Went to boarding school	1	0.88	0	0.00	1	0.50

The above table shows that 18 percent of the regular CASP SOP/FSP children of the mother school responded that they had no idea why their colleagues' dropped out from the school. CASP SOP/FSP children from both the districts mentioned that poverty has been the major reason of their dropout. The other cause of drop out was found to be early marriage of the graduates after completion of their CASP SOP/FSP classes. For Dhading, the major cause of dropout beside poverty was found to be punishment given in the school (14.91%) and failure in the school exams. It is indicative of the fact that teaching learning environment of the school is little suitable for CASP SOP/FSP graduates in the school. Besides, the other considerable causes of dropout from the formal school in Dhading were early marriage (11.40%), Dalit (7.89%), domestic work (7.02%), no time to study at home (6.14%) and going to town with friends for seeking job (6.14%). Similarly, in Siraha, the major causes of dropout beside poverty were found to be early marriage (10.47%) followed by no body consulted (9.30%), grazing cattle (9.30%) and Dalit related factors (8.14%) such as accompanying parents for work, hatred in schools etc.

Kind of support needed to rejoin the school

There were some CASP ASP graduates who dropped out after joining the school. Only six students from Dhading and six students from Siraha were interviewed to know their interest in rejoining the school. Of the six students from Dhading, 3 students expressed their interest in rejoining the school. However, in Siraha, four out of six students expressed their to rejoin the school. While asked about the support they needed for rejoining the school, CASP ASP graduates from Dhading expressed that availability of meal in time (33.3%) and support in providing time to study (33.3%) may motivate them to rejoin the schools.

Similarly, the graduates (100%) from Siraha expressed the same major support for their rejoining the school. However, other supports demanded by them were providing educational materials, day meal /snacks at school, availability of books and stationeries, not giving corporal punishment in schools, peer support/encouragement, teacher's encouragement in

study and not engaging them to look after young siblings. The following table presents the picture of their reasons for rejoining the schools. Some students, who did not want to rejoin the school, expressed their areas of engagement in future life. Six students from Dhading mentioned two areas for their involvement in the future i.e. engagement in traditional work/occupation and involvement in their household chores. CASP ASP graduates from Siraha mentioned involvement in household chores as the major area of their engagement in the future followed by going to India/abroad for work, internal migration/going to city areas to search for work and involvement in labour work.

Table 4.12: Supports needed by the students to rejoin the school

Kind of support	Dhading (N=6)		Siraha (N=6)	
	N	%	N	%
Availability of meal in time	2	33.3	6	100
Provision of educational materials			4	66.7
Providing time to study	2	33.3	6	100
Not to look after young siblings			2	33.3
Teacher's encouragement in study			2	33.3
Day meal /snacks at school			4	66.7
Availability of books and stationeries			4	66.7
Peer support/ encouragement			3	33.3
Not giving corporal punishment in schools			4	66.7

Those who did not want to rejoin the school were asked about their future involvement. The areas they mentioned for their future involvement are:

- Engagement in traditional work/occupation
- Involvement in household chores
- Internal migration/going to city areas to search for work
- Going to India/abroad for work
- Involvement in labour work

4.4. Situation of CASP ASP Children who did not enter Mother Schools

It was also found that some of the children who graduated from CASP ASP did not join mother school. Fellow students who were regular in mother schools were asked to mention the reasons for not joining the schools..

Causes of non-enrolment in mother schools

In Dhading, only one among the interviewed CASP SOP/FSP graduate had not joined the formal school. However, in Siraha, the number of not joining the formal school was 61. Those who did not join the formal school were asked the reasons for not joining it. Their responses are presented in the following table.

Table 4.13: Reasons given by CASP SOP/FSP graduates who did not enter formal school in Siraha

Causes	Siraha		Dhading
	N=61		
	N	%	
To be involved in household chores	57	93.4	Almost all the CASP SOP/FSP graduates were enrolled in the desired grades.
To be involved in labour work for livelihood	48	78.7	
Looking after young siblings	48	78.7	
To be involved in supporting father's traditional occupation	28	45.9	
To be involved in grazing cattle	11	18.0	
Overage/underage	19	31.1	
Early marriage	13	21.3	
Not interested in study	3	4.9	

The above table depicts the fact that majority of the students did not join the school because of involvement in household chores (93.4%) followed by involvement in labour work for livelihood (78.7%) and looking after young siblings (78.7%). Other considerable reasons for not joining the school were involvement in supporting father's traditional occupation (45.9%), overage/underage (31.1%), early marriage (21.3%) and involvement in grazing cattle (18.0%). A few of them (4.9%) however, interestingly expressed that they did not have interest in the study. This is based on the information provided by the CASP ASP graduates not enrolled in formal schools in Siraha.

According to the parents from Siraha, most of the children graduated the CASP ASP program but many issues and causes worked as the disturbances for them for not entering the formal school. They have kids and older children had to look after younger ones because of parental absence from the house for earning for living. Household chores and attending cattle, engaging in field work, washing utensils, taking care of home and sharing their parents' burden of work were the main causes not to enter the formal school.

The CASP ASP graduates studying regularly in formal schools were also asked about the reasons for not joining the school by some of their colleagues who graduated from CASP ASP centers. Their responses regarding the reasons for not joining the school are presented in the following table:

Table 4.14: Reasons of not joining the school by fellow friends as responded by regular CASP SOP/FSP graduates studying in mother schools

Reasons	Dhading (N=114)	%	Siraha (N=86)	%	Total (200)	%
Child work/household work	17	14.91	2	2.33	19	9.50
Working at others house for earning	6	5.26	4	4.65	10	5.00
No scholarship and dress	16	14.04	21	24.42	37	18.50
Lack of awareness towards study	0	0.00	8	9.30	8	4.00
Parents are not aware for their study	8	7.02	14	16.28	22	11.00
Home is far away from school	12	10.53	7	8.14	19	9.50
Do not get food in time	9	7.89	6	6.98	15	7.50
Poverty	27	23.68	31	36.05	58	29.00

Father married another woman	1	0.88	0	0.00	1	0.50
Geographical constraints (river, forest, steep hills to climb)	7	6.14	0	0.00	7	3.50
Joined boarding school	4	3.51	0	0.00	4	2.00
Nobody advised to join school	0	0.00	7	8.14	7	3.50
Went to relatives for study (mamaghar)	3	2.63	1	1.16	4	2.00
Don't know	27	23.68	5	5.81	32	16.00

It is obvious from the above table that poverty was reported as one of the genuine causes for not joining the school by CASP SOP/FSP graduates in the school. Not providing scholarship and dress was found to be the other major cause of not joining the formal school. A considerable number of students (23.78% in Dhading and 5.81% in Siraha) expressed that they did not know the reasons for not joining the formal schools by their friends. In Dhading they expressed that household work/child work (14.91%), being home far away from school (10.53%), not getting food in time (7.89%) and lack of parental awareness (7.02%) in their children's education were some of the reasons for their friends for not joining the formal school. Similarly, in case of Siraha, besides poverty and not getting food in time, lack of parental awareness towards their education (16.28%), lack of awareness towards study (9.30%), being home far away from school (8.14%), nobody advising them for their study (8.14%) were other major reasons for not joining the formal school. The other considerable reasons for them were not getting food in time (6.98%), and condition of working at others house for earning (4.65%).

4.5. Future dreams of students

Students were asked about their future involvement. While asking what you dream about your life, they responded differently as per their expectation in life. Their responses are listed in order of importance and priority given by them.

- To do social work
- Construction work
- To be a teacher
- To go abroad
- To help sick people
- To build temple
- To be engaged in agriculture work
- To do political work
- To supply drinking water in the village
- To help the disabled

The parents of the children regularly studying in mother schools of Dhading expressed about the future of their children that they very much wanted to continue their children's education as much as they can. While asking about the reasons for continuation of their children's education in the future, they expressed their expectation of government job after good education of their children. In Siraha, parents' expectation was found to make their children teachers in the future followed by seeking jobs in India and abroad. These observations of

parents indicate that the parents from Dhading were found more aware of the importance of education than these from Siraha.

CHAPTER FIVE

ASSESSMENT AND RECOMMENDATIONS OF CASP ASP

CASP ASP is a pilot model which was implemented in the target VDCs of the two districts viz. Dhading and Siraha. The outcomes of the program are of significant importance because they provide key information to the success of the pilot CASP program. They might also serve as the determinants to replicate the program in the ordinary ASP. Based on the stakeholders' perceptions, observation of the study team and review of related documents, the study team has made the following assessment of the program including the recommendations.

5.1 Assessment of the CASP ASP

The CASP ASP program has been assessed in relation to the findings of the study outlined in the previous chapters. The assessment captures the information related to geographical and operational information, enrollment, attendance, transfer, dropout and completion of CASP ASP children, school facilities and services, textbooks and school materials, curriculum, extracurricular activity, management system, networking and community contribution, cost and sources of funding, teaching aspects, academic performance of CASP ASP children, overall rating of the CASP ASP and its contributions to children's life, non-schooling factors and situation after implementation of CASP ASP

Geographical and operational information

As the distance to mother school from children's homes ranged from 10 minutes to one hour as evidenced by table 3.2, majority of the SOP/FSP centers have contributed to provide educational access to the hard-to-reach children in their community. This is supported by the case of Dhading where the travel time to mother school ranges from 30 minutes to one hour with the average distance of 47 minutes. These children would not have been able to attend the school facilities in the absence of these SOP centers.

Time (distance) for SOP is a crucial factor due to the young age of children. Some of the younger children did not go to the mother schools; rather they studied in the lower classes available in their locality due to this factor. Guardians preferred their younger children to study in their own locality instead of going to a distant school. It clearly indicates that the distance to the school is a hindering factor to continue their education beyond the SOP center and this demands the conversion of SOP into a full-fledged primary school.

Enrollment, attendance, transfer, dropout and completion of CASP ASP children

As majority of the children enrolled in the SOP/FSP centers are from the age bracket of 7 to 13 for boys and 6 to 14 for girls (Table 3.7), the SOP/FSP centers have truly enrolled the children who were out of schools despite their school going age. The age bracket for boys and girls from enrolment point of view was not significantly different.

The attendance of children in the SOP/FSP centers and their transfer rate to mother and other schools during the CASP ASP implementation period could not be truly assessed due to the lack of systematic and objective data. Neither the mother schools nor the centers were found to have maintained these records which implies that documentation of data and information at the SOP/FSP centers is inadequate.

As the dropout situation of CASP ASP is about 30 percent (Table 3.9) which is similar to the primary level dropout in the mainstream education, this shows that CASP ASP has also to address the problem of educational wastage while further planning ASP program.

Out of 480 children enrolled in the first year and 340 retained in the third year of SOP/FSP cycle, 324 (68% of first year and 95% of third year) children were enrolled in the mother schools (table 4.2). This indicates that a high majority of children who completed the cycle continued their education beyond SOP/FSP meaning that they have a strong desire to pursue their education.

Physical facilities and services

Baseline data obtained in 2005 (Situational Analysis Report) shows the SOP and FSP facilities were primitive and classes were mostly run in private houses, public platform and public inn whereas the present study shows that majority of the classes under CASP ASP program run in school-like buildings in Dhading. (Table 3.3). This indicates that the community has now been aware of the construction of classroom facilities for the SOP/FSP centers. In case of Siraha, the classes were still run in the private houses and club facilities. Children seem happy with classroom facilities and furniture but facilities like playground, toilet, health services and water supply appear to be not satisfactory (Tables 3.12, 3.13, 3.14). Physical facilities and services such as classroom and furniture, playground, toilet, health check ups and water supply were available in the centers. However, the children have voiced their concern about their adequacy and quality. During the discussion it came out very strongly that these facilities need to be improved along with the construction of separate toilets for girls and boys.

Textbooks and school materials

The availability and quality of textbooks and stationeries appear satisfactory to the children against the other school materials as school dress and school bags which appear to be poor for the children of Siraha (Table 3.15). Premature withdrawal of CASP/JICA support in Siraha may have contributed to this state.

Curriculum

As indicated by table 3.8, the rate of FSP completion is less in FSP (57%) than SOP (76%) with the average of 67 percent children completing the ASP cycle. It stands as an evidence of the level of difficulty of FSP being higher than that of SOP. The SOP completion rate is at par with the national average of primary level cycle completion.

The distinction between SOP and FSP could be outlined in the level completion rate which has obviously gone in favour of SOP. The data received from CASP/JICA shows that SOP

completion rate of Siraha is 82 percent against the 55 percent FSP completion rate. Similarly, SOP completion in Dhading stood at 78 percent against 63 percent in FSP. This is one of the indicators of higher level of achievement of the SOP over the FSP.

The facilitators in FSP classes could not complete the course in the stipulated time frame and some of them extended the class hours up to six hours a day (Table 3.5) on a voluntary basis for the added hours. Since the FSP curriculum is condensed curriculum of five years into three years, the four hour time-frame for SOP and FSP might not be appropriate meaning that provision of flexible hours for the FSP class might be necessary.

Extracurricular activities

On an average, children find themselves satisfied with the provision of extracurricular activities particularly in observation of the center day, visit to mother school, singing and dancing and cleanliness of the classroom (Table 3.17). However, the Siraha children have rated the ECAs as being more satisfactory than the Dhading children. Siraha children experienced CASP ASP exposure for about 10 months compared to the full-fledged 3 years exposure in Dhading. The short-lived exposure experience of Siraha children may have prompted them to rate these activities as being more satisfactory than those of Dhading who may have demanded more activities to satisfy their growing aspiration toward the ECAs.

Management system

Existing two tiered management modality (CMC and ASPM) of CASP ASP has the potential to contribute to the smooth operation of the centers, where the CMC takes care of the overall management of the center and the ASPM the day-to-day academic affairs to provide backstopping support to the facilitator. As indicated by the respondents, CMC members/chairs were involved not only in awareness campaign to send children to the learning centers but also in community mobilization in order to generate resources such as money and materials for the center. In addition, they were able to motivate the community to participate voluntarily for the development of the center.

ASPMs' role and activity were highly visible in Dhading compared to Siraha where their presence was negligible mainly due to the withdrawal of the CASP support after a year of its implementation.

Networking and community contribution

Involvement of the community and related stakeholders right from the beginning of the program has helped to own and monitor the quality of the program. Networking between CASP ASP and DEO and the community appeared to be satisfactory (Table 3.18). As indicated by the respondents, the community contribution appeared to be commendable both in terms of financial and non-financial (in-kind) aspects.

Due to this close community participation, most of the centers, where CASP/JICA support was not possible due to security reasons in Siraha, still continued to operate in some forms (coaching center or tuition center) and some children were able to complete the cycle of FSP/SOP in order to be enrolled in the formal schools.

As the SOP/FSP centers bore different forms of community contribution and multiple channels of support both in kind and cash, the exact cost of establishment and operation, and generation of resources could not be estimated meaning that variation in these aspects marked the management of the centers. The establishment cost and operation cost analysis reflects that the community was found to have covered up to 88 percent of the costs. It clearly indicates that community is found to be aware in establishing the center with their own effort. Their involvement was quite appreciable. However, the sharing of the community was made in different kinds. (Table 3.19)

Cost

The cost of establishment of SOP/FSP has been varied from place to place due to the differences in community contribution. CASP/JICA and DEO have also provided cash support to these centers but the exact calculation for the establishment and operation of the center in average is a matter of further exploration.

Teaching aspects

Progress over the situation indicated by the base line survey (2005) was noticed in terms of the number of facilitators which is gone in favour of females. The present study shows that majority of facilitators in the CASP ASP are female as opposed to the male. This has not only added value to gender parity but also contributed to raise enrolment of children in the center by creating a caring and loving environment.

The teaching of facilitators in the eyes of children appeared to be good in their teaching skills, attitude and regularity in both the programs, more so in the SOP (Table 3.22). This may have been the contributory factor for the higher cycle completion rate of SOP over FSP.

Some of the problems identified by the previous study such as lack of substitute facilitators, no timely availability of materials and non-supporting learning environment at home have been addressed in the CASP ASP implementation by making a provision of EVs, delivering materials in time through the partner NGOs and launching parental awareness programs respectively.

Academic performance of CASP ASP children

The areas that SOP and FSP have contributed to the academic achievement of children are reading, writing and computation skills, behavioral skills, life skills, domestic help and extracurricular activities (Table 3.26). But in case of Siraha, the academic achievement in areas like reading, writing, computation, behavioral skills and life skills was not as good as in Dhading. This may have been due to the poor monitoring of the program.

As viewed by the parents and observed by the study team, the CASP ASP was found to have served the children of deprived community by increasing their access to education and contributing to their behavioral development in areas as the habit of doing homework in time, showing good behavior, good socialization skills and having cooperative attitudes. The contribution of CASP ASP was indicated by the respondents in areas like their socialization, skills, cooperativeness and friendliness as it was also indicated by the baseline study.

Overall rating of CASP ASP

It is evident from this study that CASP ASP centers were better in the areas like teacher's teaching skill, teacher's attitude, teacher's attendance, learning materials and learning environment than the formal school as opposed to the findings of the previous study which indicated the same facilities being better in the formal school (Tables 3.27, 3.28, 3.29).

As all the respondents from lower to upper implementation levels have rated CASP ASP as an effective program, it seems to have served the intended purpose of CASP/JICA initiative: access to educational opportunity, positive attitude towards education among parents, children's motivation to study, behavioural change in children and focused intervention to the children from deprived community.

Non-schooling factors

Poverty continues to stand as one of the dominant factors that acts as a barrier to schooling opportunity as made evident by the parental cases of non-school going children.

Situation after implementation of CASP ASP

A major distinction between SOP and FSP was noticed in the enrolment of children in the desired grades after the completion of cycle. Most of the SOP graduates were found to have been enrolled in the desired grade i.e. grade four (Table 4.2, 4.3) but majority of FSP graduates have been enrolled in lower grades than the desired grade i. e. grade six (according to the figures supplied by CASP/JICA). As the FSP is the condensed form of primary level and the facilitators have to complete the five year course in three years within the same duration of the SOP, the non-completion of the course in the FSP and its difficulty level may have contributed to their enrolment in the lower grades.

Based on the observations and the outcomes of the CASP ASP, it can be inferred that SOP can stand as an easy and viable alternative to regular primary grades of 1 through 3 whereas FSP has not been able to demonstrate its equivalence to the primary grades of one through five though a considerable number of FSP graduates in Dhading have been enrolled in the desired grade.

Several factors were noticed as the influencing factors for the transfer to mother schools, major factors being location of school, learning environment of school, quality of ASP graduates, gender of the facilitators, school facilities and parental awareness. Similarly, major contributing factors for CASP ASP graduates' academic performance in school were teachers' teaching skills, teacher's attitude, school facilities, homework/class work, and peer support. This shows that the teacher's role and performance is the main contributing factor in influencing the children's performance. (Tables 4.4, 4.5, 4.7)

Comprehensive assessment

As per the accumulated data sets, field notes of the researchers and observation of the research team, CASP ASP is seen to have possessed several strengths as intensive support from CASP/JICA, regularity of children, involvement of community, distribution of

educational materials, dress, stationery, community mobilization, mother school support, supportive teachers, EVs replacing classes during the absence of facilitators, regular supervision and monitoring, regularity of the classes and regular extra-curricular activities being the major ones. NRCS program report of Siraha (2004/05), submitted to JICA/CASP also confirms this claim where the report mentions the strengths of CASP ASP as: regular attendance of children, community acceptance, regular monitoring and supervision, community awareness activities, timely conducted regular classes, materials, basic training for facilitator, provision of Education Volunteers and class/center management committee selected and owned by community.

Community has received CASP ASP program positively. Some of the key strengths as community mobilization, supportive teachers, regular supervision and monitoring are worth considering in the regular schools as well.

Department of Education has recently brought a point to a discussion that existing schools should be encouraged to run the extension class in areas where SOP centers need to be established. The possibility of such provision explored through this study shows that the extension is possible if necessary support is provided by the government. However, some respondents mentioned that the schools are already over-loaded leaving little room for taking additional load of running such centers and such kind of responsibility should be that of the District Education Office or the government.

If such provision is translated into action, the schools will be helping these children to provide school facilities with the potential of having good relationship with the community and in turn these extension classes will deliver the need of the local community. In the communities without schools, SOP/FSP should continue until the students are ensured to have access to primary education.

5.2 Replicability

During the consultation process in the study, stakeholders have outlined some of the key elements of CASP ASP that can be replicated to the ordinary ASP. Based on the suggestions made by the respondents in this study, review of the workshop documents (Workshop Proceedings, 2008/2009) and the insights drawn from this research, the study team suggests following for potential replication of the program.

- Implementation of strategies of CASP ASP in some modified form as utilization of local NGO and other community based organizations in monitoring and supporting schools, in launching awareness campaign for parents to send their children to school and in organizing extra-curricular activities for better functioning of the centers.
- Provision of educational volunteers not only to substitute the facilitators during their absence but also to involve them in managing the center
- Clear division of roles of different stakeholders with specific job descriptions
- Entertainment and extra-curricular activities
- Incentive to the monitors and other key actors

- Involvement of the community right from designing of the program to its implementation
- Regular training including professional backstopping support to the facilitators

5.3. Sustainability

Sustainability of the CASP ASP was yet another issue in which different stakeholders including the NFEC officials were more critical about. The officials at the NFEC and the DEO have viewed that the CASP ASP might have resource implications for the government for its sustainability. In this context, mainstreaming of the CASP ASP centers is considered to be a viable strategy which is being already implemented in Dhading where seven CASP ASP centers have already been converted into regular primary schools.

Another key feature of sustainability is the continued involvement of the local NGOs/CBOs including the local government who are familiar with the local realities and are accountable to the local populace. This will help create a base for the smooth operation of the ASP program to deliver the intended social good especially to the children of the vulnerable groups.

5.4. Recommendations and implications

CASP ASP has reasonably left a very good impression in the community as it has been very well received by the key stakeholders. The implementation of the CASP ASP has also worked as a ground to draw some implications at policy level, implementation level and beneficiary level. Improvement of CASP ASP is considered to be contingent on a number of factors that the study team and stakeholders observed in relation to the study. The available documents and research reports on the form and contents of ASP have also outlined the need for improving it to ensure accessibility of the vulnerable children to quality primary education. Based on the assessment of the CASP ASP outcomes, observation of the study team and experience of the stakeholders, the study team would like to make following recommendations with their implications at different levels.

At the policy level;

- a) In **SOP** centers where the formal school facilities are still in-accessible but SOP are still in need due to the growing number of out of school children, the existing SOPs can be **converted into regular primary schools**. Similarly, in communities where **FSP** centers are running and there is no opportunity for FSP graduates to enroll in the desired grades i.e. grade six due to non-availability of the schools in their locality, the existing primary schools can be **upgraded to lower secondary schools**. This can be done by carrying out school-mapping of the area.
- b) As the **FSP** is for bigger children and they have to learn the condensed course of five years in three year's time, **the number of hours per day** should be increased from the current four hours. Thus, the facilitators should be given the flexibility to extend class hours as per the need.
- c) The team recommends to provide **special scholarship to SOP/FSP children** to motivate the parents in extreme poverty to send their children to the centers regularly.

At the implementation level;

- d) One of the key success indicators of the CASP ASP is **the regular monitoring and follow-up of the program** by different individuals and agencies. **The ASPM's contribution** has also been recorded favorably. The other ASP should, therefore, adopt this strategy to make the program more efficient and effective. However, it should be careful that the schools are already over-loaded leaving little room for supporting ASP classes. Have a **provision of some incentive or financial support to the mother schools.**
- e) One of the key points that came into the discussion with almost all the respondents was **the facilitators' salary** and incentive which, the study team also recommends for its revision as per the changing time.
- f) **The qualifications of the facilitators** vary from place to place and center to center ranging from SLC to B. A. pass. Considering the difficulty level of the contents of the CASP ASP program in its condensed form, the facilitators' qualifications should be upgraded to be at least 12th grade pass. If this is not possible at this stage, intensive training should be given to the facilitators not only on how to teach but also on what to teach i.e. content enrichment.
- g) **Train the facilitators** not only on how to teach children but also on how to give care to them.
- h) **The provision of EVs** has been very useful to run the classes in the absence of facilitators and it was found to have worked well. Recognize, therefore, their contributions for the smooth operation of the center.
- i) The extra-curricular activities were also regularly conducted in the CASP ASP program and children appreciated this very much. The indoor activities in the SOP were also found to have impressed the children and parents. However, the respondents said that singing and dancing were the most common ECA activities with less attention to other programs. Thus, ECA should make **balance among various child-friendly activities.**

At the beneficiary level;

- j) CASP ASP has touched the community base and involvement of the community throughout its cycle has been instrumental to make the program more effective. Thus, **the community involvement** part of the CASP ASP should be at the center stage of ASP implementation for its implicative contribution to the effective implementation of the program. Especially, maximize **the involvement of the beneficiaries**, mostly the parents and community members, to make the CMCs and SMCs more representative and functional.
- k) Launch **awareness programs more aggressively for parents and community** in order to motivate them towards the sustainability of the program.

- l) As some parents have still not sent their children to formal school after they completed SOP/FSP, both the children and parents need to be provided **due and appropriate orientation about the continuation of children's education even after they complete the SOP/FSP classes**. Organize more orientation programs for parents to make them aware of the value of education and its benefit to their children.
- m) Have a **provision of some incentive or financial support to the parents**, especially the mothers, to address their immediate needs.
- n) As CASP ASP has been contributory in **shaping the children's behavior** in areas such as personal hygiene, study habits interest in sports and extra-curricular activities, helping parents in household chores, shaping their discipline and so on, the ASP curricula and textbook materials should be revised and updated to broaden these areas. This implies that further programming of CASP ASP needs to be built on keeping these factors into consideration.
- o) Regarding **the non-schooling factors, poverty and household work** have still stood as the major barriers and they need to be addressed simultaneously.
- p) The children who would like **to rejoin the formal school** and educational facilities have requested timely availability of food, educational materials and study time at home so that they can rejoin and continue the school. Special support program for these children is suggested so that they can continue their education.

Other recommendations;

- q) Provide **day meal facility** especially in such centers attended by children who travel from the distance and are the most vulnerable ones.
- r) It is imperative to **update and upgrade the ASP curricula and the textbooks** to include contents related to local contexts, gender parity, child-friendliness in view of its existing level of difficulty. They should be revised in line with the inclusive approach and local language.
- s) Visit to mother schools, resource classes from mother school and other school teachers and availability of child-friendly self-learning materials would **motivate children** to the study.
- t) **Continue CASP/JICA support** for some time till the community becomes able to manage it on its own.

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Annexure

Annex 1. Study Tools

Annex 2. Steering Committee

Annexure

Appendix I: Study Tools

Appendix II: Steering Committee

Endline Situation Survey of CASP ASP

CASP ASP (SOP/FSP) Survey Form

CASP SOP
 CASP FSP

1. Name of the CASP SOP/FSP:

VDC: Ward No: Tole

District:

Establishment year:

Name of Mother School:

Travel time to reach the mother school? (In minutes)

Name of the facilitator:

Operation status:

- a) In operation and phasing out in
- b) In no operation and phased out in
- c) Closed in

2. Enrolment Age of CASP SOP/FSP Children:

Age at enrolment	2062-063 (2005/2006)	
	Boys	Girls
4 years or less		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16 and above		
Total		

3. Dropout Situation

Enrolled in Year 1		Retained in Year 2		Retained Year 3		Graduated	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

4. Profile of CASP SOP/FSP children (Starting year)

SN	Name	Gender:	Caste/ Ethnicity	Year of Adm.	Level Completed: 1=YES, 2=NO			Attendance Days			Joined Mother School 1=YES, 2=NO
					Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	
1.											
2.											
3.											
4.											
5.											
6.											
7.											

8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												

Code for Gender: 1=Male, 2=Female Code for Castes: 1=Brahmin/Chhetry, 2=Janajati, 3=Dalits, 4=Others

5. Total teaching Days:

- a) Level 1:
- b) Level 2:
- c) Level 3:

6. Availability of Facilities

Facilities	1=YES, 2=NO	Remarks
Classroom facilities		
Playground		
Toilet		
Separate toilet for boys and girls		
Furniture		
Blackboard		
Water supply		
Drinking water		
Tiffin facility		

7. Cost of Establishment

Contribution by	Cash (Rs.)	Kind (Equivalent in Rs.)	Remarks
Community			
DEO			
CASP/JICA			
Other (specify)			
Total			

8. Operation Cost (yearly)

Budget Head	Expenditure	Source	Remarks
Facilitator's salary			
Stationery			
Textbooks			
Day Meal			
Maintenance			
Other (specify)			
Total			

Survey form recorded by: Name:

Designation:

Date:

**Endline Situation Survey of CASP ASP
Formal/Mother School Survey Form**

School:
 Name of School: District:
 Level of School: Primary Lower Secondary Secondary
 VDC Ward: Tole:
 Name of the Head Teacher:

1. Teachers' Profile:

S.N.	Name	Gender Male=1 & Female=2	Age	Ethnicity 1=Brahmin/Chhetri , 2=Janajati, 3=Dalit 4=Others	Training Full=1 & Partial=2
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Note: Write code number in the columns

2. Enrollment of CASP SOP/FSP graduates and others:**Academic Year 2063/064 (2006/2007)**

Grade	Girls			Boys			Total		
	SOP	FSP	Others	SOP	FSP	Others	SOP	FSP	Others
4									
5									
6									
Total									

Academic Year 2064/065 (2007/2008)

Grade	Girls			Boys			Total		
	SOP	FSP	Others	SOP	FSP	Others	SOP	FSP	Others
2									
3									
4									
5									
6									
Total									

3. Attendance of the students: Class: 3

SN	Name of the student	Type of student			Sex	Ethnicity	Total attendance	Dropout or Repeater
		CASP	ASP (regular ASP not CASP)	Others				
1								
2								
3								
4								
5								
6								

7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									

Total class days:

Summary table of Class 3

Type of students	Male	Female	Brahmin Chhetri	Janajati	Dalits	Others	Average attendance	Dropout	Repeater
CASP									
ASP									
Others									
Total									

4. Attendance of the students: Class: 4

SN	Name of the student	Type of student			Sex	Ethnicity	Total attendance	Dropout or Repeater
		CASP	ASP (regular ASP not CASP)	Others				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								

25									
26									
27									
28									
29									
30									

Total class days:

Summary table of Class 4

Type of students	Male	Female	Brahmin Chhetri	Janajati	Dalits	Others	Average attendance	Dropout	Repeater
CASP									
ASP									
Others									
Total									

5. Attendance of the students: Class: 5

SN	Name of the student	Type of student			Sex	Ethnicity	Total attendance	Dropout or Repeater
		CASP	ASP (regular ASP not CASP)	Others				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								

Total class days:

Summary table of Class 5

Type of students	Male	Female	Brahmin Chhetri	Janajati	Dalits	Others	Average attendance	Dropout	Repeater
CASP									
ASP									
Others									
Total									

6. Attendance of the students: Class: 6

SN	Name of the student	Type of student			Sex	Ethnicity	Total attendance	Dropout or Repeater
		CASP	ASP <i>(regular ASP not CASP)</i>	Others				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								

Total class days:

Summary table of Class 6

Type of students	Male	Female	Brahmin Chhetri	Janajati	Dalits	Others	Average attendance	Dropout	Repeater
CASP									
ASP									
Others									
Total									

7. Availability of Facilities

Facilities	1=YES, 2=NO	Remarks
Classroom facilities		
Playground		
Toilet		
Separate toilet for boys and girls		
Furniture		
Blackboard		
Water supply		
Drinking water		
Tiffin facility		

Survey form recorded by:

Name:

Designation:

Date:

(Please get the timetable of classes. Copy the time table that is in use.)

Endline Situation Survey of CASP ASP

Interview questionnaire for children**Children's Profile**

District: VDC: Ward No.

Name of the child Child ID:

Age: [] Gender: 1=Male, 2=Female []

Caste: 1=Brahmin/Kshetri 2= Janajati 3= Dalit 4=OthersMother tongue:

Name of the Center of CASP SOP/FSP attended:

1. How was your performance in the following areas as contributed by CASP SOP/FSP?

SN	Contribution	1=Satisfactory, 2=Unsatisfactory 3=Undecided	Remarks
1	Socialization (friendly, accommodative)		
2	Study habit		
3	Class work		
4	Academic Achievement		
5	Co/extra curricular activities		
6	Maturity (behaves responsibly and takes initiatives)		
7	Others (if any)		

2. How were the following facilities like in the CASP SOP/FSP?

SN	Facilities	1=Satisfactory, 2=Unsatisfactory 3=Undecided	Remarks
1	Classroom		
2	Furniture		
3	Day meal		
4	Playground		
5	Toilet		
6	Health check ups		
7	Water Supply		

3. Was there a provision of separate toilet for girls? 1=YES D

4. How were the facilitators in CASP SOP/FSP like in the following areas?

SN	Responses	1=Good, 2= Fair, 3=Poor	Remarks (Which points?)
1	Teaching skill (<i>e.g. easy to understand, clear voice, etc</i>)		
2	Attitude (<i>e.g. kindness, child-friendliness, fairness, etc</i>)		
3	Attendance		
4	Others (if any)		

5. How were the Education Volunteers in CASP SOP/FSP like in the following areas?

SN	Responses	1=Good, 2= Fair, 3=Poor	Remarks (Which points?)
1	Teaching skill (<i>e.g. easy to understand, clear voice, etc</i>)		
2	Attitude (<i>e.g. kindness, child-friendliness, fairness, etc</i>)		
3	Attendance		
4	Others (if any)		

6. How were the extra-curricular activities in CASP SOP/FSP like?

SN	Extra-curricular activities	1=Good, 2=Fair, 3=Poor 4=Not in use	Remarks
1	Singing and dancing		
2	Indoor games		
3	Outdoor games		
4	Field trips		
5	Gardening		
6	Cleanliness of the classroom		
7	School day		
8	Poem and essay contest?		
9	Drawing contest?		
10	Quiz game?		
11	Visit to mother school?		
12	Others (if any)		

7. How was the CASP SOP/FSP class operated?

SN	Responses	1=Good, 2=Fair, 3=Poor	Remarks
1	Class conducted regularly		
2	Classes Observed by CMCs		
3	Classes Observed by ASPM		
4	Classes Observed by RPs		
5	Materials supplied in time		
6	Their problems listened		
7	Others (if any)		

8. What specific skills did you learn from the CASP SOP/FSP class?

SN	Responses	1=Good, 2= Fair, 3=Poor	Remarks
1	Reading, writing and computation		
2	Behavioral/life skills		
3	Domestic help		
4	Extra-curricular activities		
5	Others (if any)		

9. How were the materials you received like in the CASP SOP/FSP?

SN	Responses	1=Good, 2=Fair, 3=Poor	Remarks
1	Books		
2	Delivery of textbook		
3	Stationeries		
4	School dress		
5	School bag		
6	Others (if any)		

10. What is your expectation in the future?

1. Desired level of education.....
2. Job/ occupation
3. Social work
4. Don't know
5. Others (If any)

11. What is your status now?
- 1=Graduated CASP SOP/FSP and entered formal school.
(Go to Section A)
- 2=Graduated CASP SOP/FSP, entered formal school but dropped out
(Go to Section B)
- 3=Graduated CASP SOP/FSP and did not enter formal school
(Go to Section C)
- 4=Entered CASP SOP/FSP but could not complete
(Go to Section D)

“Section A”

Graduated from CASP SOP/FSP and entered formal school.

Formal school: Grade:

12A. What are the main differences between CASP SOP/FSP class and your present school (mother school)?

SN	Aspects	CASP SOP/FSP	Mother school
		1=Good, 2=Fair, 3=Poor	1=Good, 2=Fair, 3=Poor
1	Teacher’s teaching skill		
2	Teacher’s attitude		
3	Teacher’s attendance		
4	Learning materials		
5	Class work/group work		
6	Learning environment		
7	Pair/group work		
8	Extra-curricular activities		
9	School facilities		
10	Community participation		
11	Others (if any)		

- 13A. How do your parents support in your education now?
- a. giving time for study
 - b. supporting in doing home works
 - c. enquiring the progress
 - d. providing necessary materials in time
 - e. managing meals and snacks in time
 - f. Others (If any).....

- 14A. What are the main influencing factors that contributed to your current academic performance?
- a. Teacher’s teaching skills
 - b. Teacher’s attitude
 - c. Instruction materials
 - d. School facilities like class room, furniture
 - e. Home work/class work
 - f. Fellow students’ support
 - g. Other (If any).....

15A. There were children who dropped out CASP SOP/FSP classes or some of them who completed CASP SOP/FSP but couldn’t enter the formal schools. What do you think are the reasons?

- a) Who dropped out CASP SOP/FSP
.....
- b) Completed CASP SOP/FSP but couldn’t enter the formal schools
.....

16A. Did you do anything to encourage such children?
.....

17A. Why did you keep going to CASP SOP/FSP? (e.g. encouragement by someone, some incentives, fear to non-study, favor to study, etc.)
.....
.....

18A. What is your impression about the CASP SOP/FSP classes you attended before?

.....

“Section B”

Graduated CASP SOP/FSP, entered formal school but dropped out

Formal school: Grade:

12B. At what age [.....] and at what grade [.....] did you leave the school?

13B. Why did you leave the formal school? (Rank the following as 1,2,3,4...)

Rank	Causes of leaving school	Remarks
	Poverty	
	Household chores	
	Lack of parent's awareness	
	Illiteracy	
	Not getting meal in time	
	Looking young siblings	
	Failure in exams	
	Not interested in study	
	Parental difference towards school education	
	Child labour	
	Early marriage	
	Early marriage	
	Overage/underage	
	Engagement in traditional work	
	Gender discrimination	
	Harassment from school and home	
	Humiliation by friends	

14B. What are the main differences between CASP SOP/FSP centre and your present school (formal school)?

SN	Aspects	CASP SOP/FSP	Mother school
		1=Good, 2=Fair, 3=Poor	1=Good, 2=Fair, 3=Poor
1	Teacher's behavior		
	Teacher's teaching skill		
	Teacher's knowledge of subject matter		
2	Learning materials		
3	Class work/group work		
4	Learning environment		
5	Pair/group work		
6	Extra-curricular activities		
7	School facilities		
8	Community participation		

15B. Do you want to rejoin the school? 1=YES, 2=NO

16B. What kind of support do you need to rejoin the school?

1. Availability of meal in time
2. Support in providing educational materials
3. Support in providing time to study
4. Not to look after young siblings
5. Teacher's encouragement in study
6. Day meal /snacks at school
7. Availability of books and stationeries
8. Peer support/ encouragement
9. Not giving corporal punishment in schools
10. Others (If any).....

17B. What do you want to do if you do not want to rejoin the school?

1. Engagement in traditional work/occupation
2. Involve in household chores
3. Involve in labour work
4. Going India/abroad for work
5. Internal migration/ going to city areas to search work
6. Others (If any).....

18B. There were children who dropped out CASP SOP/FSP classes or some of them who completed CASP SOP/FSP but couldn't enter the formal schools. What do you think are the reasons?

a) Who dropped out CASP SOP/FSP

.....

b) Completed CASP SOP/FSP but couldn't enter the formal schools

.....

19B. Did you do anything to encourage such children?

.....

20B. Why did you keep going to CASP SOP/FSP? (e.g. encouragement by someone, some incentives, fear to non-study, favor to study, etc.)

.....
.....

21B. What is your impression about the CASP SOP/FSP classes you attended before?

.....
.....

“Section C”

Graduated CASP SOP/FSP and did not enter formal school

12C. Why did not you join the formal school?

1. To be involved in household chores
2. To be involved in labour work for livelihood
3. To be involved in supporting father's traditional occupation
4. To be involved in grazing cattle
5. Overage/underage
6. Early marriage
7. Not interested in study
8. Looking after young siblings
9. Others (If any).....

13C. Do you want to join the school? 1=YES, 2=NO

14C. What supports are needed to join the formal school?

1. Availability of meal in time
2. Support in providing educational materials
3. Support in providing time to study
4. Not to look after young siblings
5. Teacher's encouragement in study
6. Day meal /snacks at school
7. Availability of books and stationeries
8. Peer support/ encouragement
9. Not giving corporal punishment in schools
10. Others (If any).....

15C. What other alternative(s) do you want if you are not able to join the school?

1. Engagement in traditional work/occupation
2. Involve in household chores
3. Involve in labour work
4. Going India/abroad for work
5. Internal migration/ going to city areas to search work
6. Others (If any).....

16C. There were children who dropped out CASP SOP/FSP classes. What do you think are the reasons?

a) Who dropped out CASP SOP/FSP

.....

17C. Did you do anything to encourage such children?
.....

18C. Why did you keep going to CASP SOP/FSP? (e.g. encouragement by someone, some incentives, fear to non-study, favor to study, etc.)
.....
.....

19C. What is your impression about the CASP SOP/FSP classes you attended before?
.....
.....

“Section D”

Entered CASP SOP/FSP but could not complete

12D. At what age did you join CASP SOP/FSP? [.....]

13D. When did you leave CASP SOP/FSP?

At what age [] and At what level/year of the enrolment []?

14D. Why did you leave the CASP SOP/FSP? Rank the following as 1,2,3.....

Rank	Causes of leaving school	Remarks
	Poverty	
	Household chores	
	Lack of parent’s awareness	
	Illiteracy	
	Not getting meal in time	
	Looking young siblings	
	Failure in exams	
	Not interested in study	
	Parental difference towards school education	
	Child labour	
	Early marriage	
	Overage/underage	
	Engagement in traditional work	
	Gender discrimination	
	Harassment from school and home	
	Humiliation by friends	

15D. Do you want to join educational facility? 1=YES, 2=NO

16D. What other alternative(s) do you want if you are not able to join the school

1. Engagement in traditional work/occupation
2. Involve in household chores
3. Involve in labour work
4. Going India/abroad for work
5. Internal migration/ going to city areas to search work/conflict
6. Others (If any).....

Name of the Interviewer:

Date:

Endline Situation Survey of CASP/ASP in Dhading and Siraha Districts

FGD Guidelines for parents

Participants' Profile

Type of CASP ASP: SOP FSPDistrict ID VDC ID

Participants' Record

S N	Name of the Parent	Child ID	Parent's age	Gender (1=M/ 2=F)	Caste: 1=Brahmin/K shetri, 2=Dalit, 3=Janjati, 4=Others	Educatio n	Occupation 1=Service, 2=Own agri, 3=labour, 4=Business, 5=other
1							
2							
3							
4							
5							
6							
7							
8							

Discussion Guidelines

1. Contributions made to CASP SOP/FSP (free labour, supervision, construction, concern towards child's learning, contribution in setting up CASP SOP/FSP etc.)
2. Contributions of CASP SOP/FSP to child's academic performance (Socialization-friendly, accommodative, study habit, class work, achievement, co/extra curricular activities)
3. Evaluation of the school facilities of CASP SOP/FSP (classroom, furniture, day meal, playground, toilet, health check ups)
4. Quality of the facilitators in CASP SOP/FSP (teaching skill, knowledge of subject matter, attitude, regularity, cooperative, child-friendly)
5. Quality of the materials received by your child in CASP SOP/FSP
6. Influencing factors for access to CASP SOP/FSP (Facilitator's behaviour, play environment, distance, school facilities, instruction materials, parent's encouragement, fellow students' help etc.)

Ask following questions to the specific parents:

a. Graduated from CASP SOP/FSP and entered formal school

7A Differences between CASP SOP/FSP class and present mother school (teacher's behavior, teacher's teaching skill, teacher's knowledge of subject matter, learning materials, class work/group work, learning environment, pair/group work, extra-curricular activities, school facilities)

8A. Support to your child in his/her education (giving time for study, supporting in doing home works, enquiring the progress, providing necessary materials in time, managing meals and snacks in time)

9A. Planning for your child's future (Continuation in education, make him/her literate only, sending him/her abroad after a certain level of education, involve him/her in traditional occupation, send him/her to town in search of better job)

10A. Main problems you have faced in your child's education at formal/mother school.

11A. Problems of CASP SOP/FSP in your experience

b. Graduated CASP SOP/FSP, entered formal school but dropped out

7B. Reasons for leaving formal school

8B. Differences between CASP SOP/FSP class and present mother school (teacher's behavior, teacher's teaching skill, teacher's knowledge of subject matter, learning materials, class work/group work, learning environment, pair/group work, extra-curricular activities, school facilities)

9B. Support needed to rejoin the school

10B. Planning for your child's future (Continuation in education, make him/her literate only, sending him/her abroad after a certain level of education, involve him/her in traditional occupation, send him/her to town in search of better job)

11B. Problems of CASP SOP/FSP in your experience

c. Graduated CASP SOP/FSP and did not enter formal school

7C. Reasons for not sending child to formal school after the completion of CASP SOP/FSP

8C. Contributions of CASP SOP/FSP to your child's academic performance

9C. Support needed to join the school

10C. Planning for your child's future (Continuation in education, make him/her literate only, sending him/her abroad after a certain level of education, involve him/her in traditional occupation, send him/her to town in search of better job)

11C. Problems of CASP SOP/FSP in your experience

d. Entered CASP SOP/FSP but could not complete

7D. Contributions of CASP SOP/FSP to your child's academic performance

8D. Reasons for incompleteness of CASP SOP/FSP

9D. Support needed to send child back to CASP SOP/FSP

10D. Planning for your child's future (Continuation in education, make him/her literate only, sending him/her abroad after a certain level of education, involve him/her in traditional occupation, send him/her to town in search of better job)

11D. Problems of CASP SOP/FSP in your experience

Endline Situation Survey of CASP ASP
Interview Schedule for CMC Chairs/Members

District:
 VDC and Ward No: Tole

Code of SOP/FSP

Name of the CASP SOP/FSP:

Personal Profile

Name: Age: Gender: 1=Male, 2=Female...

Qualifications: Designation in the CMC: Since

1. What are the main activities that your CMC has done in this center?

- a)
 b)
 c)

2. What were the successful activities and why do you think so?

Successful activities	Why

3. Did you face any problems during the implementation of CASP SOP/FSP? How did you solve those problems?

Problems encountered	Strategies adopted to solve them

4. How was the frequency of the CMC Meeting and the attendance of members in the CMC meeting?

<input type="text"/> Frequency of meeting	<input type="text"/> Attendance in the Meeting
1=Every week	1=Everybody attends
2=Every month	2=More than 50%
3=Every two months	3=Less than 50%
4=Other (specify)	4=Others (specify)

5. How often do you visit to the CASP SOP/FSP class and why?

<input type="text"/> Frequency of visit	Reasons of the visit
1=Every week	
2=Every month	
3=Others (specify)	

6. Did you receive any workshops or trainings regarding the management of CASP SOP/FSP classes? (*please go to question No. 8, if the answer is NO*)

Workshop or Training attended	Duration of training	Major contents	Who organized workshops or trainings?

7. How did the workshops or trainings help you in managing the class?

.....

8. How do you assess the quality of the following in relation to CASP SOP/FSP class?

Elements of CASP SOP/FSP	1=Good, 2=Fair, 3=Poor, 4=I don't know
Textbook	
Stationery materials	
Physical facilities	
Extra-curricular activities	
Regularity	
Facilitators	
Education Volunteers	
ASP Monitors	
RPs	
Local NGO	
NFEC, DEO, CASP	
Other (specify)	

9. How do you rate CASP SOP/FSP program?

= Excellent, 2=Good, 3=Poor, 4=Undecided.

10. How do you rate the overall contribution of CASP SOP/FSP program to the children in the community?

	Rating	Reasons
1=Excellent and highly contributory		
2=Good and moderately contributory		
3=Not very contributory		
4=No idea		
5=Other (specify)		

11. What is the dropout situation of CASP SOP/FSP children during the implementation and what are the reasons behind the dropout?

Dropout Situation	Reasons of dropout

12. What is the attitude of mother school teachers and head-teachers towards the graduates of CASP SOP/FSP?

	Attitude	Indicators
1=Very welcoming to enroll them in their school		
2=OK		
3=Not very welcoming		
4=Indifferent		
5=I don't know		

13. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP SOP/FSP?

Factors	Transfer	Non-transfer	Remarks
Location of school			
Quality of the ASP graduates			
Learning environment of school			
Parental awareness			
Gender of facilitators			
School facilities			
Other (specify)			

14. How do you compare the CASP SOP/FSP students with mother school students in relation to the following?

Qualities	1=Similar, 2= Better, 3= Poor
Academic achievement	
Performance in co/extra-curricular activities	
Study habit	
Behavioral change at home and community	
Other (specify)	

15. Has there been any CASP SOP/FSP graduates who have not joined the mother school after their graduation from CASP SOP/FSP? 1=YES, 2=NO
 If NO please go to question No. 18

16. If yes, what are the reasons for not joining the school by the CASP SOP/FSP graduates?

17. Did you do anything to encourage such children?

18. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? 1=YES, 2=NO
 If NO please go to question No. 20.

19. If yes, what are the reasons do you think for not sending their children to formal school and/or CASP SOP/FSP class?

20. How is this CASP SOP/FSP different from the ordinary SOP/FSP in your district?

21. Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the activities that can be easily replicated without adding much of the resources?

Activities to be replicated easily	Reasons

22. What is your observation about the extent of cooperation between CASP SOP/FSP and the DEO (District Education Office) as below?

SN	Cooperation	1=Good, 2= Fair, 3=Poor, 4=N/A or I don't know	Remarks
1	Monitoring and consultation system by RPs		
2	Monitoring and consultation system by School Supervisors		
3	Educational administration fee		
4	CMC Fund		
5	Others (if any)		

23. What supports from VDC/DDC were there?

24. What suggestions do you have to improve the CASP SOP/FSP program in the future?

Name of Interviewer: Designation: Date:

Endline Situation Survey of CASP ASP

Interview Schedule for Education Volunteers

District:
 VDC and Ward No: Tole

Code of SOP/FSP

Name of the CASP SOP/FSP:

Personal Profile

Name: Age: Gender: 1=Male, 2=Female...
 Qualifications: Education volunteer since

1. How did you learn about CASP SOP/FSP and its volunteering service?

.....

2. What motivated you to become a volunteer?

- a) For social service
- b) Future job prospects
- c) To pass time
- d) Family pressure
- e) To help children
- f) Community pressure
- g) To collect experience
- h) Other (specify)

3. Were there the cases you got any salaries or fees? Which occasion and from who?

.....

4. How often do you need to volunteer in the CASP SOP/FSP class and why?

	Frequency of volunteer	Reasons
1=Every week		
2=Every month		
3=Others (specify)		

5. Did you receive any workshops or trainings regarding teaching in the CASP SOP/FSP class? (If NO: please go to question No. 6)

Workshop or Training attended	Duration of training	Major contents	Who organized workshops or trainings

6. Which workshops or trainings were useful for developing your ability as an education volunteer and why?

Workshop or training	Reasons

7. Did you face any problems during the implementation of CASP SOP/FSP? How did you solve those problems?

Problems encountered	Strategies adopted to solve them

8. How do you assess the quality of the following in relation to CASP SOP/FSP class, and why?

Elements of CASP SOP/FSP	1=Good, 2=Fair, 3= Poor, 4=I don't know	Why? (Reasons)
Textbook		
Stationery materials		
Physical facilities		
Extra-curricular activities		
Regularity		
Facilitators		
CMC		
ASP Monitors		
RPs		
Local NGO		
NFEC, DEO, CASP		
Other (specify)		

9. How do you rate CASP SOP/FSP program?

1=Excellent, 2= Good 3=Poor 4=Undecided.

10. How do you rate the overall contribution of CASP SOP/FSP program to the children in the community?

<input type="checkbox"/>	Rating	Reasons
	1=Excellent and highly contributory	
	2=Good and moderately contributory	
	3=Not very contributory	
	4=No idea	
	5=Other (specify)	

11. What is the dropout situation of CASP SOP/FSP children during the implementation and what are the reasons behind the dropout?

Dropout situation	Reasons of dropout

12. What is the attitude of mother school teachers and head-teachers towards the graduates of CASP SOP/FSP?

<input type="checkbox"/>	Attitude	Indicators
	1=Very welcoming to enroll them in their school	
	2=OK	
	3=Not very welcoming	
	4=No idea	
	5=Other (specify)	

13. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP SOP/FSP?

Factors	Transfer	Non-transfer	Remarks
Location of school			
Quality of the ASP graduates			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Other (specify)			

14. How do you compare the CASP SOP/FSP students with mother school students in relation to the following?

Qualities	1=Similar, 2=Better, 3=Poor
Academic achievement	
Performance in co/extra-curricular activities	
Study habit	
Behavioral change at home and community	
Other (specify)	

15. Has there been any CASP SOP/FSP graduates in your notice who have not joined the mother school after they graduate from CASP SOP/FSP? 1=YES, 2=NO

If NO: Go to question No. 17.

16. If yes, what are the reasons for not joining the school by the CASP SOP/FSP graduates?

.....

17. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? 1=YES, 2=NO

... If NO; Please go to question No. 19

18. If yes, what are the reasons do you think for not sending their children to formal school and/or CASP SOP/FSP class?

.....

19. How is this CASP SOP/FSP different from the ordinary SOP/FSP in your district?

.....

20. What is the future of CASP SOP/FSP in your opinion?

<input type="checkbox"/> Plan	Reasons
1=It will continue it as it is	
2=It will convert it to a primary school	
3=It will close	
4=Other (specify)	

21. Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the activities that can be easily replicated without adding much of the resources?

Activities to be replicated easily	Reasons

22. Did you do anything related with education after you finished EV of CASP SOP/FSP?

.....

23. What suggestions do you have to improve the CASP SOP/FSP program in the future?

.....

Name of Interviewer: Designation:
 Date:

Endline Situation Survey of CASP ASP

Interview Schedule for CASP SOP/FSP Facilitators

District:
 VDC and Ward No: Tole

Code of SOP/FSP

Name of the CASP SOP/FSP:

Personal Profile

Name: Age: Gender: 1= female
 Qualifications: Designation in the CMC: Since

1. Location of the CASP SOP/FSP class:

District		VDC	
Ward		Village/Tole	

2. Where was the class conducted?

- 1= School building 2= Club house
 3= Private house 4= Public house (*dharmasala*)
 5= Ward office 6= VDC building
 7= Hut and Verandah 8= Any other (specify)

3. Duration of the class (in hours):

Was this duration adequate? 1=YES, 2=NO

Timing of the class: 1=Morning, 2=Day, 3=Evening

Was this time appropriate? 1=YES, 2=NO

4. Facilities provided to CASP SOP/FSP classes:

SN	Items	Quantity	1=Timely, 2=Untimely Provided	1=Adequate, 2=Inadequate
1.	Copy			
2.	Books			
3.	Pencils			
4.	Bags			
5.	School dress			
6.	Snacks/Tiffin			
7.	Blackboard			
8.	Chalk/duster			

5. What motivated you to become a facilitator?

- 1) For social service
- 2) Future job prospects
- 3) To pass time
- 4) Family pressure
- 5) To help children
- 6) Community pressure
- 7) To collect experience
- 8) To earn money
- 9) Other (specify)

6. Did you receive any workshops or trainings regarding teaching in the CASP SOP/FSP class? 1=YES, 2=NO
 (e.g. sharing workshop, additional training, facilitator supporting handbook orientation, district monthly meeting, etc)

If NO; please go to question No. 9

Workshop or Training attended	Duration of training	Major contents	Who organized workshops or trainings

7. How do you assess the workshops or trainings in terms of its adequacy of the contents and methodology?

.....

8. Which workshops or trainings were useful for developing your ability as a facilitator and why?

Workshop or training	Reasons

9. Did you face any problems during the implementation of CASP SOP/FSP? How did you solve those problems?

Problems encountered	Strategies adopted to solve them

10. What factors contributed in motivating the girls, dalits and ethnic children towards CASP SOP/FSP?

Factors	Girls	Dalits	Ethnic children	Others
Access to SOP/FSP information				
Parental awareness				
Distribution of stationeries				
Timing of the class				
Facilities				
Other (specify)				

Open remarks:

11. How many children did you produce as CASP SOP/FSP graduates from the class?

.....

12. What was your expectation like in relation to the following?

	1=Satisfactory 2=Unsatisfactory 3=Undecided
Number of CASP SOP/FSP graduated children	
Parental support	
Children's participation in learning	
Professional support from the local supervisor such as Resource Person and School Supervisor	

13. How many children could not participate in the CASP SOP/FSP though the program was there?

.....

14. How do you assess the quality of the following in relation to CASP SOP/FSP class, and why?

Elements of CASP SOP/FSP	1=Good, 2=Fair, 3=Poor, 4=I don't know	Reason
Textbook		
Stationary materials		
Physical facilities		
Extra-curricular activities		
Regularity		

Facilitator supporting handbook		
Facilitator supporting handbook orientation		
Sharing workshop		
Additional training		
Education Volunteers		
CMC		
ASP Monitors		
RPs		
Local NGO		
NFEC, DEO, CASP		
Other (specify)		

15. How do you rate CASP SOP/FSP program?

1=Excellent 2= Good 3=Poor 4=Undecided.

16. How do you rate the overall contribution of CASP SOP/FSP program to the children in the community?

	Rating	Reasons
<input type="checkbox"/>	1=Excellent and highly contributory	
<input type="checkbox"/>	2=Good and moderately contributory	
<input type="checkbox"/>	3=Not very contributory	
<input type="checkbox"/>	4=No idea	
<input type="checkbox"/>	5=Other (specify)	

17. What is the dropout situation of CASP SOP/FSP children during the implementation and what are the reasons behind the dropout?

Dropout Situation	Reasons of dropout

18. What is the attitude of mother school teachers and head-teachers towards the graduates of CASP SOP/FSP?

	Attitude	Indicators
<input type="checkbox"/>	1=Very welcoming to enroll them in their school	
<input type="checkbox"/>	2=OK	
<input type="checkbox"/>	3=Not very welcoming	
<input type="checkbox"/>	4=No idea	
<input type="checkbox"/>	5=Other (specify)	

19. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP SOP/FSP?

Factors	Transfer	Non-transfer	Remarks
Location of school			
Quality of the ASP graduates			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Other (specify)			

20. How do you compare the CASP SOP/FSP students with mother school students in relation to the following?
(Based on your observation in the community)

Qualities	1=Similar, 2=Better, 3=Poor
Academic achievement	
Performance in co/extra-curricular activities	
Study habit	
Behavioral change at home and community	
Other (specify)	

21. Has there been any CASP SOP/FSP graduates in your notice who have not joined the mother school after they graduate from CASP SOP/FSP? 1=YES, 2=NO

If No, please go to question No. 23.

22. If yes, what are the reasons for not joining the school by the CASP SOP/FSP graduates?

.....

23. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? 1=YES, 2=NO

If No: please go to question No. 25

24. If yes, what are the reasons do you think for not sending their children to formal school and/or CASP SOP/FSP class?

.....

25. How is this CASP SOP/FSP different from the ordinary SOP/FSP in your district?

.....

26. Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the activities that can be easily replicated without adding much of the resources?

Activities to be replicated easily	Reasons

27. What is your observation about the extent of cooperation between CASP SOP/FSP and the DEO (District Education Office) as below?

SN	Cooperation	1=Good, 2= Fair, 3=Poor, 4=N/A or I don't know	Remarks
1	Monitoring and consultation system by RPs		
2	Monitoring and consultation system by School Supervisors		
3	Educational administration fee		
4	CMC Fund		
5	Others (if any)		

28. What supports from VDC/DDC were there?

.....

29. Did you do anything related with education after you finished Facilitator of CASP SOP/FSP?

.....

30. What suggestions do you have to improve the CASP SOP/FSP program in the future?

.....

Name of Interviewer: Designation:
Date:

Endline Situation Survey of CASP ASP
Interview Schedule for ASP Monitors

District:
VDC and Ward No: Tole

Name of the SOP/FSP:

Personal Profile

Name: Age: Gender: =Female

Qualifications: ASP Monitor since

1. Who appointed you as the monitor?
.....
2. What are the key responsibilities of an ASP monitor?
.....
3. What is the frequency of monitoring and what do you do during the monitoring?

Frequency of monitoring	Main job during monitoring
1=Every week	1=Everybody attends
2=Every month	2=More than 50%
3=Every two months	3=Less than 50%
4=Other (specify)	4=Others (specify)

4. Did you receive any workshops or trainings regarding the monitoring of ASP classes? (*If NO: please go to question No. 6*)

Workshop or Training attended	Duration of training	Major contents	Who organized workshops or trainings

5. How did the workshops or trainings help you in monitoring the ASP class?
.....
.....

6. What major problems did you see during the monitoring and how did you address those problems?

Problems observed	Strategies adopted to address them

7. How do you assess the quality of the following in relation to CASP ASP class, and why?

Elements of CASP SOP/FSP	1=Good, 2=Fair, 3=Poor, 4=I don't know	Reason
Textbook		
Stationary materials		
Physical facilities		
Extra-curricular activities		
Regularity		
Facilitator supporting handbook		

Facilitator supporting handbook orientation for facilitators		
Sharing workshop for facilitators		
Additional training for facilitators		
Facilitators		
Education Volunteers		
CMC		
RP		
Local NGO		
NFEC, DEO, CASP		
Other (specify)		

8. How do you rate CASP SOP/FSP?

1=Excellent 2=Good 3=Poor 4=Undecided.

9. How do you rate the overall contribution of CASP ASP program to the children in the community?

	Rating	Reasons
1=Excellent and highly contributory		
2=Good and moderately contributory		
3=Not very contributory		
4=No idea		
5=Other (specify)		

10. What is the dropout situation of CASP ASP children during the implementation and what are the reasons behind the dropout?

Dropout Situation	Reasons of dropout

11. What is the attitude of mother school teachers and head-teachers towards the graduates of CASP ASP?

	Attitude	Indicators
1=Very welcoming to enroll them in their school		
2=OK		
3=Not very welcoming		
4=No idea		
5=Other (specify)		

12. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP ASP?

Factors	Transfer	Non-transfer	Remarks
Location of school			
Quality of the ASP graduates			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Other (specify)			

13. How do you compare the CASP ASP students with mother school students in relation to the following?

Qualities	1=Similar, 2=Better, 3=Poor
Academic achievement	
Performance in co/extra-curricular activities	
Study habit	

Behavioral change at home and community	
Other (specify)	

14. Has there been any CASP ASP graduates in your notice who have not joined the other school after they graduate from CASP ASP? 1=YES, 2=NO

15. If yes, what are the reasons for not joining the school by the CASP ASP graduates?
.....

16. Are there any parents in the community who do not send their children to formal school and CASP ASP class? 1=YES, 2=NO

If NO; please go to question No. 18

17. If yes, what are the reasons do you think for not sending their children to formal school and/or CASP ASP class?
.....

18. How is this CASP ASP different from the ordinary ASP in your district?
.....

19. Can CASP ASP be replicated in other ordinary ASP? What are the activities that can be easily replicated without adding much of the resources?

Activities to be replicated easily	Reasons

20. What is your observation about the extent of cooperation between CASP SOP/FSP and the DEO (District Education Office) as below?

SN	Cooperation	1=Good, 2= Fair, 3=Poor, 4=N/A or I don't know	Remarks
1	Monitoring and consultation system by RPs		
2	Monitoring and consultation system by School Supervisors		
3	Educational administration fee		
4	CMC Fund		
5	Others (if any)		

21. What supports from VDC/DDC were there?
.....

22. What suggestions do you have to improve the CASP ASP program in the future?
.....

Name of Interviewer: Designation: Date:

**Endline Situation Survey of CASP ASP
Head Teacher's/Teachers' Interview Form**

Name of the school:
District:
VDC and Ward No: Tole

Personal Profile

Name: Age: Gender: =Male, =Female...
Qualifications: Teaching experience:
Training: Management training: Teacher training:

1. How many SOP/FSP class are running in your catchments area? Name them.

SOP: FSP:

2. What is the role of the mother school in the implementation of CASP ASP in your community?
.....

3. What is the enrolment situation of CASP ASP graduates in your school?
.....

4. What is your observation on the quality of CASP SOP/FSP graduates in comparison with regular students in the same grade in relation to the following?

Qualities	1=Better, 2=Same, 3=Poorer	Reasons
Academic achievement		
Performance in co/extra-curricular activities		
Study habit		
Classroom participation		

5. What is your observation on the quality of CASP SOP/FSP graduates in comparison with students who graduated the ordinary SOP/FSP in the same grade in relation to the following? (*←if there is a case like this...*)

Qualities	1=Better, 2=Same, 3=Poorer	Reasons
Academic achievement		
Performance in co/extra-curricular activities		
Study habit		
Classroom participation		

6. What is the situation of CASP SOP/FSP graduates in your school as compared to regular students?

	1=High, 2= Moderate, 3=Low,	Remarks
Tardiness rate		
Absence rate		
Dropout ratio		
Repetition ratio		

7. What is the situation of CASP SOP/FSP graduates in your school as compared to students who graduated the ordinary SOP/FSP? (←if there is a case like this...)

	1=High, 2=Moderate, 3=Low	Remarks
Tardiness rate		
Absence rate		
Dropout ratio		
Repetition ratio		

8. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP SOP/FSP class?

Factors	Transfer	Non-transfer	Remarks
Location of school			
Quality of the ASP graduates			
Learning environment of school			
Parental awareness			
Gender of facilitators			
Other (specify)			

9. How do you rate CASP SOP/FSP?

1=Excellent 2=Good 3=Poor 4=Undecided.

10. What are the main strengths of CASP SOP/FSP? Why?

Strengths	Reasons

11. What are the main problems/challenges of CASP SOP/FSP? Why?

Problems/challenges	Reasons

12. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? 1=YES, 2=NO

If NO, please go to question No. 14.

13. If yes, what are the reasons do you think for not sending their children to formal school and/or CASP SOP/FSP class?

.....

14. Do you think that the CASP SOP/FSP classes are still needed in your community? Why? 1=YES, 2=NO

Reasons:

15. If there is no SOP, will you be able to run an extension class in the remote parts of your catchments area as provisioned by the Department of Education?

=YES, 2=NO, 3= No idea/Not aware of the policy

Reasons:

16. Any observations/suggestions to improve CASP SOP/FSP in the future?

.....

Name of Interviewer:

Date:

Endline Situation Survey of CASP ASP

Interview schedule for RPs

Name: District:

Gender: RP of this center since

Total ASP class in your working area.....

1. How often do you visit to the CASP ASP class and why?

Frequency of visit	Reasons of the visit
Every week	
Every month	
Others (specify)	

2. How did you facilitate the establishment of the CASP ASP classes in your districts?
.....

3. How did you help CASP ASP class in the following activities?

SN	Activities	Type of support provided
1	Select the facilitator	
2	Select and mobilizing Education Volunteers	
3	Mobilize local resources	
4	Mobilize community	
5	Monitor the centers	
6	Observe CASP ASP classes	
7	Provide training to the Facilitators and EVs	
8	Other (specify)	
9		
10		

4. What is your observation regarding the CASP ASP curriculum and textbooks?

SN	Quality and Effectiveness of Curriculum and Textbooks	1=YES 2=NO 3=NO Idea	Remarks
1	Completion of curricular contents in time.		
2	Well sequenced curricular contents		
3	Reflection of learning needs		
4	Provision of life skills contents.		
5	Interesting presentation of contents		
6	Addressing the diverse needs of learners		
7	Other (specify)		

5. Teaching and learning activities of CASP ASP: How did you find the teaching and learning of the CASP ASP?

SN	Teaching learning activities	Quality of activity	Remarks
		1=Very good, 2= Moderate, 3=Poor, 4=I don't know	
1	Motivational activities		
2	Delivery of contents		
3	Students participation		
4	Use of teaching learning materials		
5	Child friendly environment		
6	Assessment of students' progress		
7	Record keeping		
8	Quality of facilitator		

9	Quality of Education Volunteer		
10	Quality of CMC		
11	Quality of ASP Monitor		
12	Quality of local NGO		
13	Other (specify)		

6. What is your assessment regarding the quality of CASP ASP graduates with that of formal school students?

SN	Quality Attributes	CASP ASP graduates	Reasons
		1=Better 2=Poorer 3=Not different	
1	Reading, writing and computation		
2	Study habit		
3	Socialization		
4	Completion of assignment in time		
5	Behavioral change		
6	Life skills		
7	Domestic help		
8	Participation in co/extra curricular activities		
9	Recreation (singing, dancing)		
10	Others (Specify)		

7. What is your observation regarding the status materials and services?

SN	Materials provided	Rating: 1=Very good, 2=Moderate, 3= Poor
1	School bag	
2	Textbooks	
3	Stationeries	
4	School dress	
5	Day meal	
6	Medical check ups	
7	Other (specify)	
8		

8. What is your observation regarding the facilities?

SN	Facilities	1=Available, 2=Not available	Rating: 1= Good, 2= Moderate, 3= Poor
1	Classroom		
2	Furniture		
3	Play ground		
4	Drinking water		

5	Toilets		
6	Safety /compound wall		
7	Other (specify)		
8			

9. Did you observe any problems during the implementation of CASP ASP of your working area? How did you solve those problems?

Problems encountered	Strategies adopted to solve them

10. How do you compare the contribution of community organizations to CASP ASP and ordinary ASP?

SN	Community organizations	Areas of contribution to CASP ASP	Areas of contribution to ordinary ASP
1	VDC		
2	Local NGOs		
3	Mother school		
4	Resource Center		
5	Mothers' groups		
6	Youth clubs		
7	Community Learning Center		
8	Other (specify)		

11. Influential Factors:

- a) What are the most influential factors for the transfer to mother school?

- b) What are the most influential factors for better classroom performance of the ASP graduates?

12. Sustainability

- a) What is your impression about the sustainability of the CASP ASP?

- b) Should it be replicated in the other parts of the country in its modified/existing form?

- c) How will the community/school take over CASPASP after the discontinuation of the support?

- d) How can we make it sustainable in the absence of the existing support?

13. Future

- a) What do you suggest for its continuation/discontinuation?

- b) What implications does it have for the future?

- c) What are your suggestions for its improvement?

Name of Interviewer: Designation: Date:

Endline Situation Survey of CASP ASP
Interview schedule for Local NGOs

Name of NGO: District:
 VDC: Ward No:
 Name of the person interviewed: Gender:.....
 Designation in the NGO:
 Involvement with: SOP FSP Both
 (mention the name of the center)

Establishment date:

1. Activities performed so far:

a) Type of NGO

- 1) Education
- 2) Advocacy
- 3) Health
- 4) Disability
- 5) Community Development
- 6) Other (Specify)

b) Major activities performed so far

.....

c) Activities/experiences performed for CASP

ASP

.....

2. How did your organization help CASP SOP/FSP class?

1. Establish the center in the community
2. Select the facilitator
3. Select and mobilizing Education Volunteers
4. Mobilize local resources
5. Mobilize community
6. Manage financial support
7. Monitor the centers
8. Observe SOP and FSP classes
9. Provide training to the facilitators and EVs
10. Other (specify)

3. What is your observation regarding the ASP curriculum and textbooks?

SN	Quality and Effectiveness of Curriculum and Textbooks	1=YES, 2=NO, 3=NO Idea	Remarks
1	Completion of curricular contents in time.		
2	Well sequenced curricular contents		
3	Reflection of learning needs		
4	Provision of life skills contents.		
5	Interesting presentation of contents		
6	Addressing the diverse needs of learners		
7	Other (specify)		

4. Teaching and learning activities of CASP ASP: How did you find the teaching and learning of the CASP ASP?

SN	Teaching learning activities	Quality of activity	Remarks
		1= Very good, 2= Moderate 3= Poor, 4= I don't know	
1	Motivational activities		
2	Delivery of contents		
3	Students participation		
4	Use of teaching learning materials		
5	Child friendly environment		
6	Assessment of students' progress		
7	Record keeping		

8	Quality of facilitator		
9	Quality of education volunteer		
10	Quality of CMC		
11	Quality of ASP monitor		
12	Quality of local NGO		
13	Other (specify)		

5. How do you compare the quality of ASP graduates with that of formal school students?

SN	Quality Attributes	SOP/FSP graduates	Reasons
		1=Better,2=Poorer 3=Not different	
1	Reading, writing and computation		
2	Study habit		
3	Socialization		
4	Completion of assignment in time		
5	Behavioral change		
6	Life skills		
7	Domestic help		
8	Participation in co/extra curricular activities		
9	Recreation (singing, dancing)		
10	Others (Specify)		

6. What is your observation regarding the status materials and services?

SN	Materials provided	Rating: 1=Very good, 2= Moderate, 3= Poor
1	School bag	
2	Textbooks	
3	Stationeries	
4	School dress	
5	Day meal	
6	Medical check ups	
7	Other (specify)	
8		

7. What is your observation regarding the facilities?

SN	Facilities	1=Available, 2=Not available	Rating: 1=Good 2=Moderate, 3=Poor
1	Classroom		
2	Furniture		
3	Play ground		
4	Drinking water		
5	Toilets		
6	Safety /compound wall		
7	Other (specify)		

8a . How have you mobilized the community for CASP ASP purpose? (fund, labor, motivating resource persons, security to center etc.)

.....

8b .What activities for community mobilization were successful and useful, and why?

.....

8c . What do you suggest to improve the community mobilization activities?

.....

9. How do you compare the contribution of community organizations to CASP ASP and ordinary ASP?

SN	Community organizations	Areas of contribution to CASP ASP	Areas of contribution to ordinary ASP
1	VDC		
2	Local NGOs		
3	Mother school		
4	Resource Center		
5	Mothers' groups		
6	Youth clubs		
7	Community Learning Center		
8	Other (specify)		

10. What are the areas that need to be improved in the CASP ASP?

SN	Areas	Improvement suggested
1.	Curriculum	
2.	Textbooks	
3.	Supplies (stationery, meal, dress etc.)	
4.	CMC Management	
5.	Facilitators	
6.	Training	
7.	Mother school involvement including monitoring	
8.	Other (specify)	

11. What do you suggest to sustain ASP program after the CASP support is phased-out?

.....

Name of Interviewer: *Designation:* *Date:*

Endline Situation Survey of CASP ASP

Interview Schedule for DEOs

General Profile:

Name: District: DEO in this district since

1. Implementation Process:

- 1.1 How was CASP ASP implemented?

- 1.2 How did it differ from other ASP (SOP/FSP) in its implementation?

- 1.3 What went on smoothly? And why?

- 1.4 What went on poorly? And why?

2. Effectiveness and Quality of CASP ASP

- 2.1 How effective and qualitative are the:
- a) Curriculum
 - b) School materials
 - c) Teaching skill and knowledge
 - d) School facilities
 - e) Extra curricular activities
 - f) Technical support to facilitators
- 2.2 How effective is the CMC?

- 2.3 How effective is the Facilitator?

- 2.4 How effective is the Education Volunteer?

- 2.5 How effective is the ASPM?

- 2.6 How effective is the RPs?

- 2.7 How effective is the Local NGOs?

- 2.8 How effective is NFEC and CASP?

3. Linkage

- 3.1 What/how is the linkage of ASP with mother school like?

- 3.2 How does CASP ASP relate with other NFEC programs?

- 3.2. What is the network system between ASP and formal education (FE) like in the district and center?

4. CASP ASP and other ASP

- 4.1 How does CASP ASP differ from other ASP in terms of
- a) Cost
 - b) Material support
 - c) Training to facilitators/volunteers.....
 - d) Community mobilization
 - e) Resource allocation/use
 - f) Quality
 - g) Effectiveness
 - h) Monitoring and supervision
- 4.2 What is the intensity and magnitude of community ownership of CASP ASP program compared with other ASP program?

5. CASP ASP Piloting

- 5.1 What are the characteristic features of CASP ASP piloting in terms of:
 - a) Community mobilization and ownership
 - b) Material support
 - c) Training
 - d) Mother school monitoring
 - e) Volunteer mobilization
- 5.2 What are the lessons learnt from piloting experience?

6. Perception toward CASP ASP graduates

- 6.1 What is their enrollment situation like in mother school?

- 6.2 What is their attendance situation in mother school? (regularity, punctuality etc)

- 6.3 What is their attitude toward their education and mother school?

- 6.4 What is their classroom performance like in the mother school?

- 6.5 What is their absence rate like?

- 6.6 What are the causes behind their absence?

- 6.7 What is their dropout rate like in the mother school?

- 6.8 What could be the causes of their dropout from the school?

- 6.9 What kind of gender gap did you notice in terms of their:
 - a) Enrollment
 - b) Attendance
 - c) Retention
 - d) Repetition
 - e) Dropout
 - f) Absenteeism
 - g) Classroom performance

7. Cost of CASP ASP and Quality

- 7.1 How does the input of CASP ASP differ from other ASP?

- 7.2. How do you justify the existing cost of CASP ASP in terms of its output?

- 7.3. What is the implication of the cost (input) in terms of its sustainability?

- 7.4. What is your impression about the quality/cost of the input?

- 7.5. What is the transfer rate of CASP ASP graduates to mother school/formal school?

- 7.6. What are the causes behind non-enrollment in mother school?

8. Influential Factors:

- 8.1 What are the most influential factors for the transfer to mother school?

- 8.2 What are the most influential factors for better classroom performance of the CASP ASP graduates?

9. Sustainability

- 9.1 What is your impression about the sustainability of the CASP ASP?

9.2 Should it be replicated in the other parts of the country in its modified/existing form?

9.3 How will the community/school take over CASP ASP after the discontinuation of the support?

9.4 How can we make it sustainable in the absence of the existing support?

10. Future

10.1 What do you suggest for its continuation/discontinuation?

10.2 What implications does it have for the future?

10.3 What are your suggestions for its improvement?

Name of the interviewer Designation

Date of interview

Endline Situation Survey of CASP ASP

Interview Schedule for NFEC Officials

General Profile:

Name:

Position at the NFEC/CASP(Designation): Gender:

Work experience in relation to CASP/ASP:

1. Implementation Process:

1.1 How was CASP/ASP implemented?

1.2 How did it differ from other ASP (SOP/FSP) in its implementation?

1.3. What went on smoothly? And why?

1.4. What went on poorly? And why?

2. Effectiveness and Quality of CASP ASP

2.1 How effective and qualitative are the:

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- j) School facilities
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 - j) Material support
 - k) Training to facilitators/volunteers.....
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10. Future

10.1 What do you suggest for its continuation/discontinuation?

10.2. What implications does it have for the future?

10.3. What are your suggestions for its improvement?

Name of the interviewer Designation

Date of interview

Endline Situation Survey of CASP/ASP in Dhading and Siraha Districts

Case Study Guidelines for Parents who never sent their children to FE/ASP facility**Personal Profile:****District: Dhading/Siraha**

Name of the parent:

VDC/Municipality:

Gender: Male/Female

Ward:

Age:

Tole:

Number of children
the family:

Profession/Vocation:

in

Literacy Status: Literate/Illiterate:

Education: Educated (up to SLC level)
 Educated (above SLC level)

Caste: Brahmin, Chhetri, Newar, Occupational caste: Specify:

Ethnicity:

Mother tongue:

Location: Rural/Urban/Semi-urban

1. Socio-economic status of the family:
2. Main occupation/profession adopted for livelihood:
3. Household environment: friendly, dominating, neglecting:
4. Information about FE/ASP (knowledge of the facility)
5. Attitude toward education, particularly children's education:
6. Value attached to education:
7. Demonstration effect of little or no education:
8. Attitude toward life skills/survival skills
9. Parental reasons for not sending children to ASP/FE facility:
10. Social deterrents:
11. Economic deterrents:
12. Cultural deterrents (if any):
13. Religious deterrents (if any):
14. Gender deterrents (if any):
15. Occupational deterrents (if any):
16. Any other deterrents (please specify)
17. Priorities and needs other than the need of children's education:
18. Immediate neighbourhood as motivating/demotivating factor:
19. Issues and challenges and parental concerns:
20. Implicative conclusions/questions that need to be answered to motivate the parents to send their children to education facility:

Name of the Interviewer:

Designation:

Date interview taken:

Steering Committee Members

Endline Situation Survey of Community-based Alternative School
Project (CASP) ASP in Dhading and Siraha Districts
JICA/CASP Study Steering Committee

Formed by TESON Executive Committee on 30 September 2008 and approved by IC Net Japan (Mr. Handa) on 1 October 2008.

SN	Name	Organisation	Designation
1.	Mr. Sushil Pandey	Director, NFEC	Chair
2.	Prof. Basu Dev Kafle	Team Leader, JICA/CASP Study and Chair, TESON	Member
3.	Prof. Tirtha Raj Parajuli	Vice Chair, TESON (TESON Representative)	Member
4.	Dr. Prem Narayan Aryal	General Secretary, TESON) Study Team Representative	Member
5.	Mr. Laxman Khanal	Deputy Director, NFEC (NFEC Representative)	Member
6.	Mr. Pramod Sharma	EMIS Officer, NFEC (NFEC Representative)	Member
7.	Mr. Rajeswor Acharya	JICA/CASP	Member
8.	Mr. Madhav Dahal	JICA/CASP Representative	Member
9.	Mr. Ganga Ram Gautam	Project Coordinator and TESON Executive Member	Member Secretary