

**Endline Situation Survey of
CASP ASP (SOP/FSP)
in Kathmandu District**

FINAL REPORT



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ACRONYMS AND ABBREVIATIONS

ASP	Alternative Schooling Program
ASPMs	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
DoE	Department of Education
ECA	Extra-curricular Activities
EFA	Education for All
EMIS	Education Management Information System
EV	Education Volunteer
FGD	Focus Group Discussion
FORSE	Forum for Social Enlightenment
FSC	Facilitator Selection Committee
FSP	Flexible Schooling Program
GAN	Global Action Nepal
GoN	Government of Nepal
HT	Head-Teachers
I A	Intermediate in Arts
ICDC	Integrated Community Development Center
INGO	International Non-Governmental Organization
JICA	Japan International Cooperation Agency
JP Foundation	Jaya Prasad Dahal Foundation
KAP	Knowledge, Attitude and Practices
MOES	Ministry of Education and Sports
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organization

NHDR	Nepal Human Development Report
NPC	National Planning Commission
NRCS	National Red Cross Society
OSP	Out of School Children Program
PIRE Center	Public Interest Resource – Center
PNGO	Partner NGO
PTA	Parent-Teacher Association
RC	Resource Center
RCCWD	Resource Center for Child and Woman Development
RP	Resource Persons
SID	Society for Integrated Development
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
VIN	Volunteer Initiative Nepal
WSEC	Women Self-reliance and Empowerment Center

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The Study Team

TESON

Executive Summary

Nepal government has initiated various educational programs in order to meet her commitment of Education for All (EFA) and joined hands with various national and international agencies including Japan International Cooperation Agency (JICA) that has supported Community Based Alternative Schooling Program (CASP ASP) in Kathmandu district. CASP ASP has been the pilot activity to create a community based sustainable model to serve the underserved children in order to bring them to the mainstream education system. CASP/JICA projects supported the implementation of CASP ASP in nine Alternative Schooling Program (ASP) centers of Kathmandu district for three years and the pilot phase of the project completed in March 2009. CASP/JICA commissioned the present study to document the results of the CASP ASP program extracting the key implicative elements for their replication to the other ASPs.

Objectives of the study

The objectives of the Endline Situation survey of Kathmandu district were 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 ordinary ASP, and identify the influential factors of its outcome
- 3) To provide recommendations for potential interventions after CASP

The data for the study were collected from the key stakeholders of the CASP ASP program from policy level, implementation level and the beneficiary level. In order to collect information of various types, 13 study tools were used and relevant documents were reviewed. Based on the information collected and observation of the study team, following assessments were made about the CASP ASP program with their implications:

Assessment of CASP ASP outcomes

1. Geographical and operational information

As the distance to mother school from children's homes ranged from 0-45 minutes for FSP and 5-60 minutes for SOP, majority of the SOP/FSP centers have contributed to provide educational access to the hard-to-reach children in their community.

As 8 out of 9 CASP ASP centers conducted their classes for four hours, they were found operating their classes as per the directives (2064) of the NFEC. However, one center had conducted the class for more than the stipulated hours.

2. Enrolment, attendance, transfer, dropout and completion rate

Enrolment: Majority of the children enrolled in the SOP centers are from the age bracket of 4 to 12 and 5 to 14 for FSP centers. However, no significant difference was noticed between the ages of enrolment of boys and girls in both types of centers. It clearly indicates that some children who were enrolled at the centers were less than the required age bracket in both the centers. The under age-overage problem was more visible in the SOP centers.

Attendance: As it is seen from the analysis, not much difference was noticed between the attendance rate of boys and girls in both types of centers. FSP shows an increasing trend in the attendance rate of boys and girls whereas the SOP indicates fluctuation in the rate.

Transfer: Transfer of students to mother schools from both SOP FSP centers, on an average, was 65%, however, this differed significantly by type of program: in SOP, of 89 children who completed it, 73 children (82%) were transferred into the mother schools; in FSP, of 98 children who completed it, 48 children (nearly 50 %) were transferred into the mother school. The analysis indicates that FSP has a lower rate of transfer to mother school compared to SOP.

Dropout and completion: As the dropout situation of CASP ASP is about 21 percent, this is similar to the primary level dropout in the mainstream education. The dropout situation kept increasing in the SOP centres over the levels (I-III) whereas fluctuation marked the FSP centers in the dropout rate. Comparatively, more boys than girls dropped out from SOP centres. The dropout rate of FSP centers was found to be very high compared to SOP. When SOP is compared to FSP from dropout point of view, FSP had more dropouts than SOP indicating that FSP suffered from critical problem of level completion. Engagement in household chores, migration for work, involvement in daily wage earning, parental unawareness, poverty and early marriage stood as the major causes behind the dropout.

3. Physical facilities and services

Physical facilities and services in SOP FSP centers were not up to the expectations of the children and their parents. SOP centers were mostly run in places other than school buildings meaning that the facilities available were substandard. However, as the community has started constructing physical facilities for SOP after its start, community awareness seems to be building up to provide the minimum facilities to the children with a vision of converting these facilities into primary school. But in case of FSP facilities, the situation was different as these facilities were mostly available in regular schools. The common problems noticed in both these centers were congested classroom, lack of adequate furniture and lack of separate toilets for boys and girls.

4. Textbooks and school materials

Availability of textbooks and their timely distribution marked the good aspect of both SOP and FSP classes. Regarding the school materials such as school bag, stationeries and school dress, which were of good quality, were however delivered not in the beginning of the first level indicating a delay of the delivery of materials from the district to the center. The satisfaction of the parents, CMC members and children expressed toward the quality of the materials indicates that the materials distributed to the children were of good quality.

5. Curriculum

Not much difficulty was noticed in the curricular contents of SOP classes compared to the FSP curriculum. Due to the condensed nature of FSP curriculum, it is rather difficult to complete it in time compared to the SOP curriculum. The respondents are of the view that curricular contents are inadequate to address learners' basic needs including the vocational and life skills. The need is obvious to revisit the curriculum, mainly the FSP curriculum, to enable the children to adjust to the changing societal needs. This is deemed necessary as the school transfer rate of FSP children is low indicating that majority of them join the labour market.

6. Extracurricular activity

ECA wise no difference was observed between the activities of SOP and FSP classes. The ECAs most liked by the children as part of the indoor activities- singing and dancing, observation of the center day, cleanliness of the classroom- indicate two things: little varieties in activities and more focus on recreational activities. Similarly, the ECAs most liked by the children as part of the outdoor activities- visit to mother school, field trip, gardening- indicate that play activities were given little importance by both type of centers. Despite this inadequacy, effective blend of co-curricular and extracurricular activities in the SOP and FSP centers have the potential of being introduced in other ordinary ASP centers with little or no cost implication.

7. Management system

Since there was no representation of female as the chair of CMC in the committee, gender disparity could be seen in the leadership of the FSP/SOP in the management of the centers. As orientation training to the CMC members, regular meetings of the committee and regular sharing of CMC members with facilitators and ASPM were found to be the strength of the CMC in CASP ASP centers, they can be easily replicated in the ordinary ASP with no or little cost implication. CMC members' involvement in the operation and strengthening of both SOP and FSP centers is inevitable and therefore, for the mobilization of the community for resource management and monitoring of the centre, their training and exposure seems to be inadequate for the sustainability of both types of centers.

As the ASPM is expected to frequently monitor SOP FSP classes for their smooth running with qualitative delivery, majority of the mother school head teachers were found assigning their juniors to take up their responsibility, as observed mainly in FSP program. Very little monitoring on one hand and near absence of qualitative input to the facilitators and CMC may have resulted into a considerable number of both SOP FSP graduates not joining the desired grades in the mother schools.

8. Networking and community contribution

As it is seen that CASP ASP has effective networking with the mother schools, district level organizations such as the DEO, the community organizations such as VDC and volunteer organizations such as NGO, CASP ASP was seen better in its performance than ordinary ASP. In this context, the role of NGOs should be strengthened in making the network successful while operating the SOP and FSP classes.

Since the DEO, ASPMs and NGO contributed significantly to the establishment of CASP ASP program in the district, their continued support to improve the quality of the FSP/SOP classes is considered highly valuable. Especially, the coordinating role of RPs is considered of crucial importance in bringing together the efforts of the community, NGOs, CBOs, VDC and DEO for the successful operation of the CASP ASP classes. To be further specific, RC system should be made much more effective by empowering the RPs through regular trainings and other support services.

The indication of the study that community organizations and parents are always ready to provide physical and labour support for the establishment, maintenance and management of the FSP/SOP centers, community contribution is to be sought in areas as providing security to the centre, collecting fund for construction and maintenance of furniture, raising awareness of the parents, enquiring about children's progress, lobbying for the center, preparation of

garden and playground for the children and encouraging locally available educated persons to work as facilitators and education volunteers (EVs).

The cost sharing partners contributed in cash and in kind. The contribution in kind included the free wage labor, materials contributions such as timber, stones, transportation of construction materials and so on. The major sources for the funding were the local community, the DEO and CASP JICA. However, some centers received funding for their establishment from the respective VDCs and local NGOs.

9. Establishment and operation cost

As the report presents, the cost of establishment varies from centre to centre with a fluctuation in government as well as JICA CASP contribution as evidenced in areas like training to the facilitators, EVs and SMC members. Since cost and quality are proportionally related to each other and it directly affects the quality of the output, preliminary survey is deemed necessary to ascertain the establishment and operational cost of the SOP FSP classes. Also for the sustainability of such programs, mapping of the justified distribution of the ASP centers with their cost estimate is a necessity.

10. Teaching aspects

The study has mainly outlined qualification of facilitators, their training and that of EVs as the teaching aspects. While assessing these components it is seen that qualification and training of facilitators are satisfactory while the training of EVs was noted to be unsatisfactory. The case of FSP has however drawn the attention of the researchers in so far as its difficulty level is concerned which has direct implication for the qualification of the facilitators. The condensed course of FSP, which is perceived to be difficult by both the facilitators and RPs, therefore, demands raising the qualification of facilitators with supplemental training.

11. Academic performance of CASP ASP (SOP & FSP) children

Since the academic performance of FSP students is found better than that of SOP students, many factors such as maturity of the students, work exposure and school like environment of the center may have contributed to this difference. Performance of both SOP and FSP students in non-academic activities was also found better than those of ordinary ASP classes, as reported by the stakeholders. This indicates that CASP ASP has significantly contributed to the overall development of the students.

As experienced by both SOP FSP children, teachers' teaching skills was the single largest contributing factor to children's academic performance which indicates that more investment is to be made on teachers through training and other supports. Performance result of the students, on the other hand, did not depict satisfactory picture, especially in the academic area. It is suggestive of the fact that the teachers are expected to revisit their delivery techniques so as to boost the academic performance of the students.

12. Situation of CASP ASP graduates in mother school

Enrolment of CASP ASP children in mother school: Distinction between SOP and FSP was obvious in the enrolment of children in the desired grades after the completion of the cycle. Most of the SOP graduates were found to have been enrolled in the desired grade i.e. grade four but majority of FSP graduates have been enrolled in lower grades than the desired grade i.e. grade six. It is indicative that SOP is more successful in Kathmandu than FSP in relation to

enrolment of the children in desired grades. Also, no difference between boys and girls in their enrolment in grades below the desired ones in mother school was noticed. Centre wise variation was noticed in the enrolment of CASP ASP graduates in mother schools. Enrolment in mother schools showed a difference in the range (minimum to maximum) of 12 to 23 in SOP and 6 to 17 in FSP. The condensed form of primary level curriculum into three years and migration of the children led to the difficulty level resulting in the low number of children's enrolment in mother schools, on one hand, and on the other, it may also have contributed to their enrolment in the lower grades.

Factors leading to the transfer to mother school: Factors like learning environment of the school, location of the school, quality of the ASP graduates, physical facilities and parental awareness were the most influential factors which contributed to the transfer of CASP ASP graduates to the mother schools. Among these factors, learning environment of the school stood as the most influential factor as it was agreed by all the respondents.

Attendance of the students in mother school: The finding that SOP graduates were more regular than the FSP graduates with a range of 30 days to one day in three months respectively for SOP and FSP indicates clearly why there is a low turn out of FSP graduates in the mother schools. Interestingly, the SOP graduates are found more regular than FSP graduates and regular mother school students. From regularity point of view, SOP thus stands out as an attractive program for the children. In case of FSP graduates, the school time of the mother school is not appropriate to them as they are from workers' family, they do not have fixed residence and they had to move from one place to another in search of job. Ethnic difference was clearly noticed in attendance rate of SOP FSP graduates in mother school as Brahmin/Chhetri were more regular than Janajati children in SOP whereas the reverse was true for FSP as the Dalit children were more regular than Brahmin/Chhetri and Janajati. In both the cases, Janajati children-one of the target groups of CASP ASP program-were behind than the other groups in maintaining regularity in the schools.

Academic performance: An assessment of the academic performance of the CASP ASP graduates enrolled in mother schools could not be completed due to the beginning of the academic session during the survey time in Kathmandu. The CASP ASP students responses, however, revealed teachers' teaching skills as the most influencing factor that contributed to their current academic performance. Fellow students' support as the influencing factor for increasing the academic performance stood to be significant for FSP students but not so for SOP students indicates that peer support for SOP students and fellow students' support for FSP students should be one of the modalities of classroom instruction.

CASP ASP children not joining the mother schools: The responses of the fellow students of the children who did not join the mother school indicated that poverty followed by taking care of siblings, migration of the parents and changing the temporary place of residence were the deterrents to joining the mother school. It means, these factors as the actors are to be given serious consideration to ensure the transfer of all CASP ASP graduates to the mother school.

13. Future dreams of CASP ASP (SOP & FSP) children

Parental and children's perspective on their future dream converged on one major point of consideration: continuation of their education. Children's preference to teaching job followed by technical job indicates their future dream directed more toward respectable jobs. Parental preference whereas was more toward enabling them to earn while acquiring minimum

competencies from learning. Also, parents were very much aware of detaching their children from the mental traditional work through newly earned survival competencies. Their expectation to educate their children up to SLC level is an indication of two things: minimal survival skills through SLC and discontinuation of higher education due to poverty. Thus, future dream of the children seems to be guided more by their existing economic status than by their capacity to earn higher education.

14. Comparison of CASP ASP (SOP & FSP) with Ordinary ASP

An assessment of the comparative picture of CASP ASP and ordinary ASP is outlined in the following points:

- The CASP ASP classes were effective in terms of their monitoring and supervision, resource management, school facilities and instructional materials compared to ordinary ASP.
- Skills like reading, writing and computation skills of the CASP ASP graduates were better than those of their counterparts in the ordinary ASP.
- In areas as socialization, study habit and behavioural changes, no difference was noticed between the CASP and ordinary ASP graduates.
- The CASP ASP classes were noted for their extracurricular activities, life skills and domestic help compared to the ordinary ASP classes.
- The CASP ASP classes were rated being superior in facilitators' training, material support, community mobilization, monitoring and supervision. However, the ownership of the program by community was weaker in the FSP mostly in the urban areas.
- The stakeholders have rated the CASP ASP as slightly costlier than the ordinary ASP. Given the existing resource constraints in the current NFEC system, the officials have expressed their concern for the replicability of the CASP ASP.

15. Comparison of CASP SOP/FSP class with mother school

While comparing CASP ASP class with mother school, it is seen that learning environment, teachers' teaching skills, knowledge of subject, learning materials, pair/group work were found better in mother school than in SOP centers. However, SOP centers were better in community participation, extracurricular activities and teachers' behaviour. Similarly, FSP centers were better in peer/group work, learning environment and class work/home work than the mother schools as reported by the students.

16. Replicability of CASP ASP

Replicability of the CASP ASP program in regular ASP program can be eased through such provisions as recreational and extra-curricular activities, manageable number of EVs, community mobilization, inclusive and functional CMC, use of female facilitators,

mobilization of NGOs/CBOs and effective monitoring by mother school. To make ASP a truly community owned program, participation is, therefore, to be sought in areas as planning, selection and operation of the centre, collecting and mobilizing resources, monitoring of the operation of the classes and overall evaluation of the program. To this effect, the mother schools can be made much more active than their present ASPM role by providing monitoring and technical support to SOP FSP classes.

Replicability of the program can also be ensured through the point of cost involvement. Monitoring by mother school, mobilization of community, active use of CMC, implementation of partnership and ownership concept through partner NGOs/CBOs are such areas that can be easily replicated in the regular ASP classes with no or little cost. Moreover, the specific guidelines, directives and TOR developed by JICA CASP project for the concerned actors and implementers can be replicated for ensuring the effective operation of ASP.

17. Sustainability of CASP ASP

It is seen from the analysis that sustainability of the CASP ASP program can be ensured through such provisions as involving the local government for minimal financial support, mandating the formal schools to provide monitoring and other technical support to the centers as well as sharing of physical infrastructure especially for FSP classes, mapping of the target areas to distribute ASP classes as per the local need. As the local NGOs, not the ones from outside the catchment areas of SOP FSP classes, are found working more seriously for the promotion of ASP program, its sustainability can be promoted through their active involvement in its implementation. Similarly, regular training followed by refresher training to facilitators, CMC members, EVs and ASPMs, making RPs more accountable to provide professional support to the facilitators and CMC members and at the same time, empowering the RPs through regular exposure to latest development in the field of non-formal education can help sustain the program. Also, it is observed that the incentive package for the facilitators is to be revisited in order to sustain their motivation by retaining them in their profession.

Implications of CASP ASP

The overall findings of the CASP ASP end-line survey of Kathmandu district have indicated that the program has functioned as a bridge to bring the out-of-school children to the mainstream education. The stakeholders have very well received the program and its continuation has been strongly requested. Based on the findings of the study, assessment of the CASP ASP outcomes, experience of the stakeholders, and observation of the study team, the following implications are drawn at the policy level, implementation level and beneficiary level in order to replicate the CASP ASP learning to the ordinary ASP in Nepal.

At the policy level;

1. The travel time taken by children to reach the mother school (Table 3.1) indicates that the CASP ASP centers were not that far from the mother schools. Considering the travel time taken to reach the mother schools from the SOP center, operation of SOP in a close distance from the mother school cannot be justified. Similarly, in case of FSP, it can be run as an annex program in the mother schools. This system may reduce center operation cost resulting in sustainability and in making school an institution of social service. The policy directives should be strictly observed that SOP center

should be operated at a location where the formal/mother's school facility is not available.

2. The enrollment data shows that some children who were enrolled at the centers were less than the required age brackets. This under age enrollment may result into high dropout rate and high failure rate. There is also the possibility of not being able to be admitted in the expected grade level after completion of the cycle. This may be the reason that the dropout rate and cycle completion rate of FSP children was found very high. Similarly, a considerable number of both SOP graduates and FSP graduates were enrolled in below the desired grades. In order to overcome this alarming situation, one of the ways may be to enroll children of the desired age level in the program. Hence, it is recommended that the education code should specifically mention the age bracket for enrolling in both SOP and FSP programs and it should be strictly followed while admitting the children in the programs.
3. Majority of the fellow students of the children who did not join the mother's school expressed poverty as the main cause for not joining the school followed by taking care of the siblings and migration of the parents or changing the temporary area of residence. Hence the team recommends providing special scholarship to SOP/FSP children to motivate the parents in extreme poverty to send their children to the centers regularly.
4. As the FSP curriculum was found to be lengthy to complete in the given time and the children who attend FSP are older than the regular children, merely condensing the five year curriculum into three year package might not serve the purpose to address the learning needs of FSP children. Therefore, a need-based curriculum incorporating the vocational and life skills should be prepared in order to enable the FSP graduates to adjust to the changing societal needs.
5. Extracurricular activities were treated as an integral part of the CASP ASP curriculum. As evidenced by the fact that the CASP ASP graduates have outperformed their regular counterparts in the extracurricular activities, effective blend of curricular and extracurricular activities should be introduced in the ordinary ASPs by revisiting the existing curriculum.
6. As the gender disparity was found evident in the management of the CASP ASP, this needs to be addressed in the policy documents of the CASP ASP program in order to involve more females in the leadership and management. *(This also applies at the implementation level)*
7. The stakeholders have indicated that the CASP ASP has been costlier than the ordinary ASP due to the various support costs such as monitoring incentives, meeting/workshop expenses and other non-program costs. Thus, strategies such as making the mother's school's monitoring act mandatory by directives, reducing the meetings/workshop expenses at the minimum and involvement of VDC to share some of the costs would help reduce the cost in order to replicate the CASP ASP experience in the ordinary ASPs. *(This also applies at the implementation level)*
8. The qualifications of the facilitators as mentioned in the NFEC directives is not adequate to effectively manage the instruction, especially at the FSP program. Thus,

the minimum qualifications of the FSP facilitators should be increased with regular supplemental training. *(This also applies at the implementation level)*

9. As most of the FSP graduates have enrolled in the lower grades, the specific causes of their underachievement in the academics in the FSP center need to be assessed so that their performance can come at par with the performance of the children of regular formal schools.
10. Major elements of the CASP ASP that can be replicated to the ordinary ASPs were the provisions as recreational and extra-curricular activities, manageable number of EVs, community mobilization, inclusive and functional CMC, use of female facilitators, mobilization of NGOs/CBOs and effective monitoring by mother school. These programs should, therefore, be incorporated into the NFEC guidelines so that these elements are built-in into the ASP program for its effective implementation. *(This also applies at the implementation level)*
11. Continued involvement of the RPs in the technical aspects and involvement of the local government for minimal financial support might contribute to the sustainability of the CASP ASP experiences in the ordinary ASPs. *(This also applies at the implementation level)*

At the implementation level;

12. In case of places like Chhaimale -4, Kerabari and Sundarijal -5, Waibatole (Siranghar tole) 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 with 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.
13. As the FSP has a lower rate of transfer to mother school compared to SOP, a specific study needs to be made in order find out the causes of not joining mother schools even after the completion of FSP. Since these children are also overaged, perhaps a technical or vocational career path after the completion of FSP might attract them to the higher education studies of technical and vocational importance.
14. As the FSP has more dropout cases and low completion rate caused mostly by the poverty related factors, some incentive mechanism to compensate the opportunity cost of the FSP children while attending the FSP class needs to be worked out. Involvement of parents in some income generation activities through the local NGOs and tying this up with poverty reduction measures of the government could be some options in this regard.
15. Though the quality of textbook and school materials were good in the CASP ASP program, the distribution mechanism is still not efficient and the materials were not enough. This needs to be improved both in the CASP ASP and ordinary ASP so that these materials are promptly distributed in sufficient number. Existing mechanism needs to be revisited to this effect.

16. The management of the CASP ASP program was found effective due to the involvement of the CM, ASPM and the NGOs with their defined roles and responsibilities. The detailed TORs and job descriptions developed during the CASP ASP implementation can be easily replicated to the other ASPs with little or zero cost implications. However, the role of ASPM has been still found not inadequate mainly due to the busy schedules of the head-teachers. Thus, the role of ASPM should be given to the teachers of the mother school so that s/he can spare more time at the center and give the needed feedback support to the program.
17. The role of NGOs was also found effective in the CASP ASP implementation. However, some of the NGOs, particularly the ones not from the local community have not performed up to the expected level. Thus, local NGOs should be involved in the implementation of the ASP program and NGOs strengthening and their capacity building should form the basis of ASP program implementation.
18. Community contribution to the CASP ASP implementation has been established very strongly especially in areas such as physical and labour support for the establishment, maintenance and management of the FSP/SOP centers. Similar contribution should also be explored in areas such as providing security to the centre, collecting fund for construction and maintenance of furniture, raising awareness of the parents, enquiring about children's progress, lobbying for the center, preparation of garden and playground for the children and encouraging locally available educated persons to work as facilitators and education volunteers. *(This also applies at the beneficiary level)*
19. The role of EVs was found to be effective in the CASP ASP as the substitutes of the facilitators. However, the training provided to them was recorded inadequate. Thus, the EVs should be involved in the facilitators' training so that they all learn together and become familiar with their roles during the absence of the facilitators.

At the Beneficiary level;

20. The stakeholders network prepared by the CASP ASP program has been established as a feasible operational model and it worked effectively during the CASP ASP implementation. However, the incentives given to some stakeholders such as the ASPMs, RPs, Ss for their monitoring visit will have financial implications to replicate this network to the other ASPs.
21. The study has clearly indicated that the physical facilities of the CASP ASP except the ones run in schools are still primitive and far beyond the satisfactory level. Thus, the community should be obliged to manage the minimum physical facilities before the SOP classes are allowed to operate. In case the community is not able to manage such facilities due to poverty, NFEC should provide a lump sum grant to cover the cost of basic physical facilities so that the SOP/FSP facilities also become school-like. *(This also applies at the implementation level)*
22. As the children liked learning environment, teachers' teaching skills, knowledge of subject, learning materials, pair/group work in mother school being better than the SOP/FSP centers, it implies that SOP/FSP should also function in school-like manner. Thus, efforts should be made to make children feel that their centers are school-like

places by offering them the school-like facilities in the ASP centers. *(This also applies at the implementation level)*

23. Most of the children who have graduated from the SOP/FSP centers would like to study up-to SLC and even more. The transfer from SOP/FSP center to mother school is, therefore, crucial in this regard. Strategies such as mother schools' involvement in creating school-like learning environment in the centers, bridging the existing gap between formal and non-formal education by easing up the process of transfer from the center to the school and ensuring the continuity of their education at least up to SLC level through incentives are expected to clear the track towards the completion of school study.
24. As CASP ASP children were rated superior both in academic and social behaviors, these aspects are to be strengthened in the regular ASP program by blending both the academic and social skills in classroom practices.

Finally, it can be said that CASP ASP is certainly an effective program and it has drawn good experiences particularly in areas of community mobilization, facilitator training, monitoring, provision of CMC/EV, supply of materials and reaching the defined and targeted beneficiary. Considering the social gains of the beneficiaries of the CASP ASP, the cost can not simply be compared. Similarly, the cost involvement in ordinary ASP and CASP ASP does not significantly differ in that the NFEC is directly involved in supplying the textbooks and stationery materials, meeting the salary cost of the facilitators, making the RPs visit the centers regularly and evaluating the program which are not less costly compared to the expenses of the CASP ASP.

As the VDC is the lowest level administrative unit of the government receiving regularly a significant amount of grants from the government, its accountability toward ASP program should lessen the burden on the community which eventually is responsible for the operation of the program. Also, the grassroots level NGOs and CBOs can be made much more accountable to provide technical support in effectively implementing the ASP program thus directly contributing to its effectiveness and sustainability. The contribution of P NGOs in CASP/JICA program has been favorably recorded which can be easily replicated in the regular ASP program.

As the study has recorded the CASP ASP experience as a contributory factor in bringing children from disadvantaged community to the mainstream education system, and as its gains are greater than the cost incurred in the delivery of the program, the cost factor only should not shadow the gains achieved from the CASP ASP contribution.

CHAPTER ONE

INTRODUCTION

The Universal Declaration of Human Rights (1948) states that "Everyone has the right to education" (Article 26). Today, the aim remains unchanged: to give everyone the chance to learn and benefit from basic education – not as an accident of circumstance, nor as a privilege, but as a RIGHT."

UNESCO Web page: 10 things to know about Education for All;
<http://www.unesco.org/en/efa-international-coordination/the-efa-movement/10-things-to-know-about-efa/>

Following the Dakar commitments of Education for All (EFA), Nepal government has implemented various programs in Nepal in order to meet the EFA goals. Both government and non-government organizations including the donor community working in education sector of Nepal have expanded their reach to different parts of the country. Nepal government through its 15 year National Plan of Action (2001 – 2015) has tried to make the coordinated and concerted efforts to realize the EFA goals. Non-formal education has been one of the approaches to reach the un-reached in places where children have not been able to attend the regular educational facilities due to either the lack of schools in their location or the lack of educational awareness among the parents. International community have joined hands together with the Nepal government in implementing different educational programs both in formal and informal sector. This study is an attempt to assess the outcomes of a program implemented by Japan International Cooperation Agency (JICA) under the Community Based Alternative Schooling Program (CASP ASP) in Kathmandu district.

1.1 Background

"Discrimination still persists against girls and women in education. Today, more than 55% of out-of-school children are girls, and two-thirds of adults without access to literacy are women. Special efforts – from recruiting female teachers to supporting poor families to making schools more girl-friendly – are needed to redress the balance. Other groups have also been neglected, including indigenous populations and remote rural groups, street children, migrants and nomads, the disabled and linguistic and cultural minorities. New approaches must be tailor-made for such groups – we cannot expect to reach them just by increasing opportunities for standard schooling."

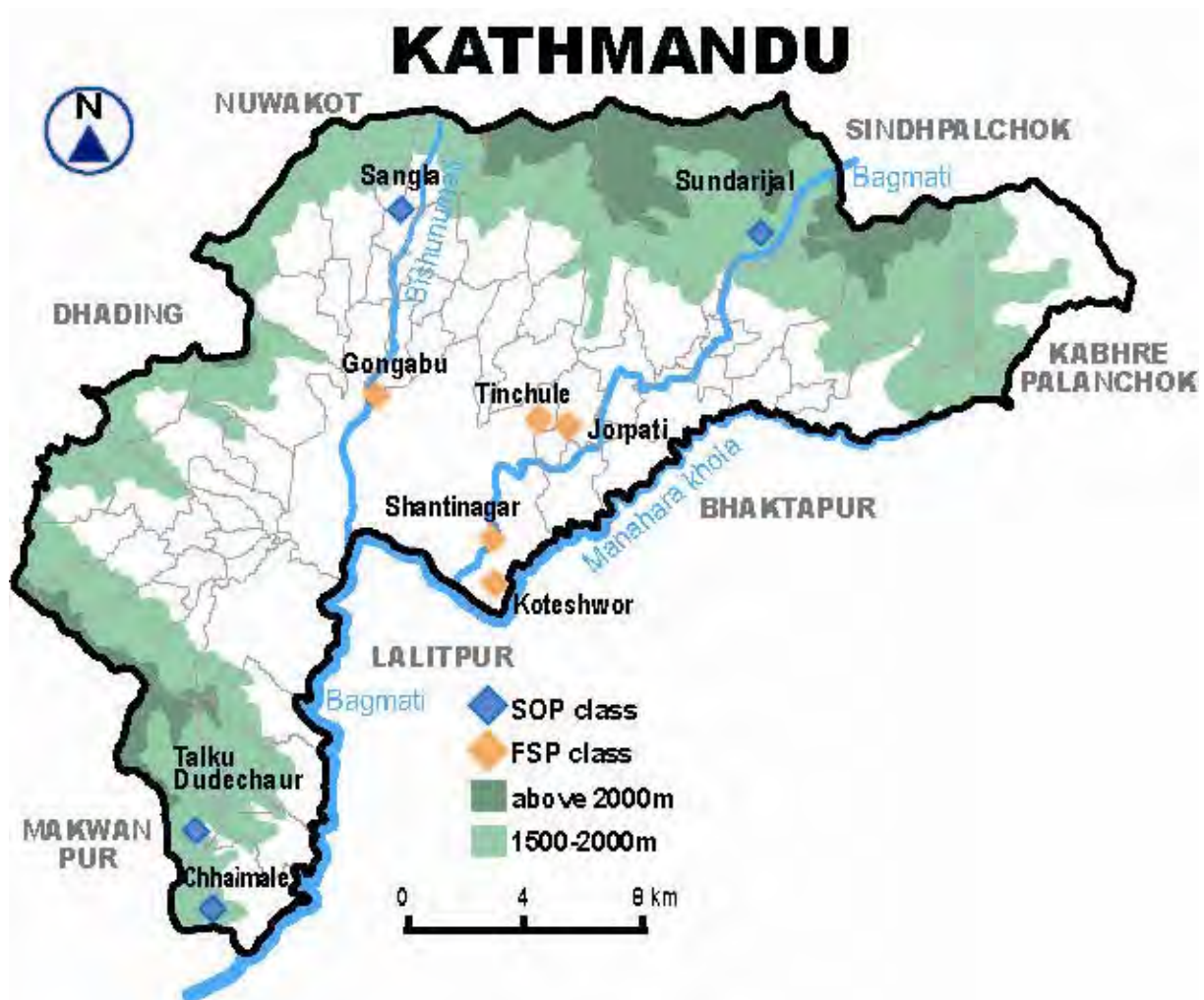
UNESCO Web page: 10 things to know about Education for All;
<http://www.unesco.org/en/efa-international-coordination/the-efa-movement/10-things-to-know-about-efa/>

Upon the request of the then His Majesty's Government of Nepal (HMG), the Japan International Cooperation Agency (JICA) has launched the Community-Based Alternative Schooling Project (CASP) since January 2004 through a project entitled Community-based Alternative Schooling Program (CASP ASP). The program was initially launched in Dhading and Siraha districts and later it was also implemented in 9 Alternative Schooling Program (ASP) centers of Kathmandu district. The Project aimed at developing the operational model of the community-based ASP through pilot activities initially in Dhading and Siraha Districts and later in Kathmandu. Before the CASP ASP was implemented in Dhading and Siraha, a baseline study was commissioned by CASP/JICA and TESON undertook the study. The baseline study assessed the situation of the ASP program in Dhading and Siraha districts and recommended the areas to be addressed through a pilot project. As the program was in progress, JICA decided to stop conducting the pilot activities related to community mobilization in Siraha due to the deteriorated security situation caused by the conflict. Then the similar activities were conducted in the nine centers of Kathmandu district under the same CASP ASP program. The centers where CASP ASP was conducted are given below:

Table 1.1: Name of the FSP SOP centers

SN	Name of SOP	SN	Name of FSP
1	Sangla -1, Kunchhipwakal	1	Jorpati Kathmandu - 2, Baundhara
2	Talku, Dudechaur -4	2	Boudha Tinchoole KTM-6
3	Chhaimale -4, Kerabari	3	Bhimsengola, Shantinagar KTM-9
4	Sundarijal -5, Waiba tole (Siranghar tole),	4	Koteswor , Palpakot KTM-35
		5	Gongabu, Mahadevtar KTM-7

Kathmandu District Education Office (DEO) had started the ASP classes in Kathmandu district under two different programs i.e. School Outreach Program (SOP) and Flexible Schooling Program (FSP) through its 29 different centers in 2006. Out of these centers, the CASP ASP support began in these four SOP and five FSP centers since the beginning of the academic year of 2006. The target areas of the project were 9 centers as they are indicated in the diagram below:



Source: <http://www.casp-nepal.org/link5/VDC-Workshop-ktm.pdf>

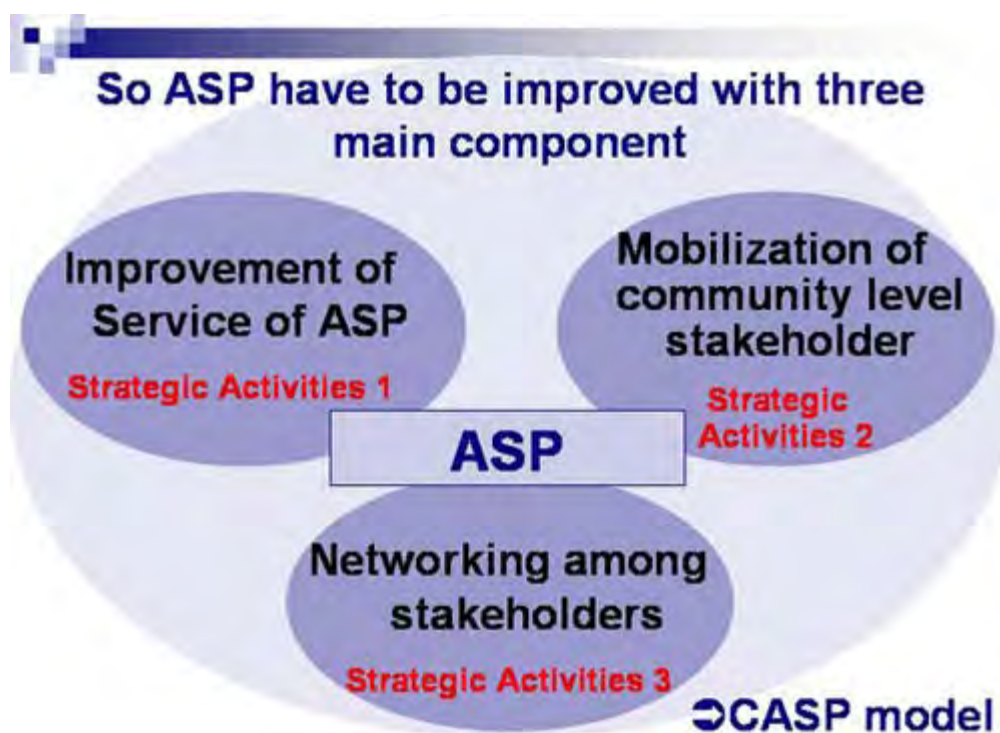
The main focus of the CASP ASP support was to strengthen the ASP program by creating a community based sustainable model of the ASP in Nepal which can then be replicated to the other ordinary ASPs. During the project implementation, the emphasis was, therefore, given to engaging the stakeholders in the establishment and operation of the program at the grassroots level.

The main aim of the CASP ASP was "to develop an operation model of Alternative Schooling Program so as to enroll children into schooling system in the future based on the field

experience of pilot activities" (CASP Nepal website: <http://www.casp-nepal.org>). The key concept of the program as indicated on the same website are:

- a) Ownership/partnership
- b) Linkage between non-formal and formal education
- c) Community participation
- d) Networking among various stakeholders

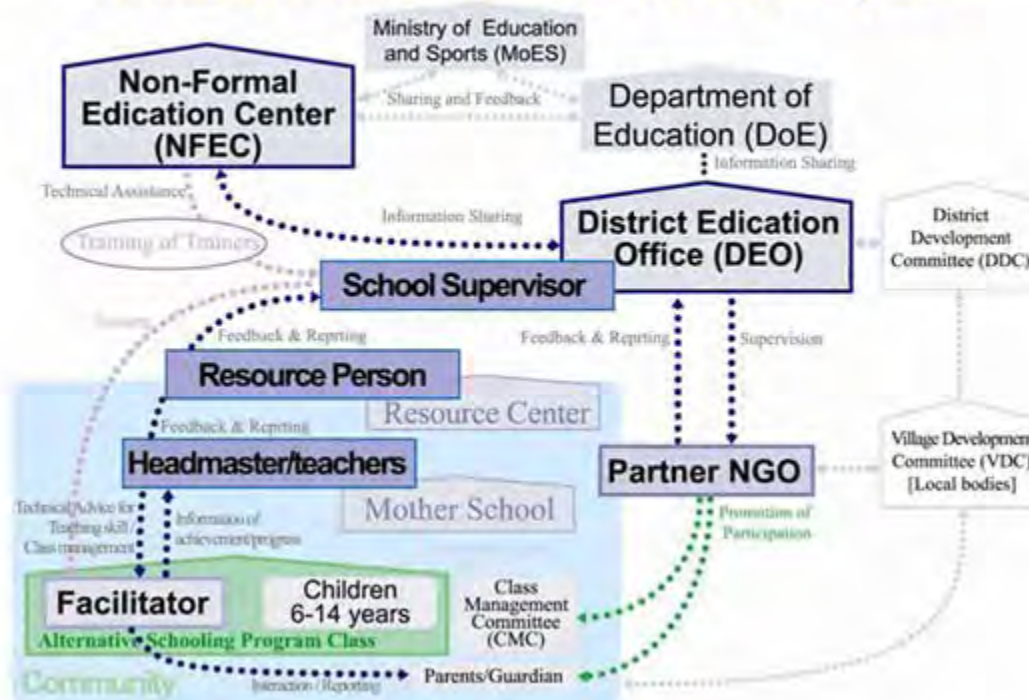
In order to realize these concepts, the following model was used as the implementation strategy:



Source: <http://www.casp-nepal.org/>

Based on this model, the activities were developed and implemented in the pilot sites. For the effective implementation of the CASP ASP activities, the project used the existing non-formal education structure of the Non-formal Education Center (NFEC) of the Ministry of Education. However, the CASP ASP program concentrated on the meaningful involvement of the key stakeholders as illustrated in the diagram below:

Relevant stakeholders in the Project



Source: <http://www.casp-nepal.org/>

Various activities of CASP were implemented in the 9 centers of Kathmandu and the pilot phase of the program ended in March 2009 completing the three year cycle as envisaged by the project. The children graduated from the center and many of them are now studying in different mother schools and other formal schools. Community mobilization was the key of the program and the program was implemented through the partner NGOs (PNGOs) working at the local level. It is now time that the outcomes of the CASP be assessed obtaining the endline data and corroborating the results with the project indicators developed before the implementation of the program. This study is an attempt to document the results of the CASP program drawing the key implicative elements for their replication to the other ASP and their sustainability.

1.2 Objectives of the Survey

The objectives of the Endline Situation Analysis Survey of Kathmandu district were as follows:

- 4) To review the implementation of CASP and analyze the current situation of the graduates of CASP
- 5) To assess the outcome of CASP comparing ordinary ASP, and identify the influential factors of its outcome
- 6) To provide recommendations for potential interventions after CASP

1.3 Target Group

The present study targeted the key stakeholders of the CASP ASP program from central level to the grass root level at 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 and District Education officials. Similarly, at the implementation level, all the actors including DEO, RPs, CMCs, facilitators and community members were consulted. In order to see the impact and outcomes of the program at the beneficiary level, children and parents were consulted for this study.

1.4 Methodology

The study used the survey design in order to collect the data. CASP/JICA office provided the detailed terms of references (TOR) to the study team that clearly indicated the PDM indicators, type of the respondents and the type of contents expected for the report. Based on the given TOR, study tools were developed for each respondent categories and they were shared with the Social Survey Expert of CASP/JICA office. The tools were revised before the final version was prepared based on the feedback received. As TESON conducted similar survey in Dhading and Siraha district for CASP/JICA, the field experiences were also used through the reflective inquiry while revising the tools in the Kathmandu survey. Some of the tools (particularly the ones targeted to the children, parents, facilitators, CMC members, teachers/Head-teachers and Education Volunteers) were then translated into the Nepali language to make them communicable to the respondents at the grassroots level. The translated version of the tools was also shared with the CASP/JICA team and the Steering Committee members and their feedback was also incorporated. The final version of the tools was field tested and based on the field experiences the tools were finalized and printed for their implementation.

Altogether 13 different tools were prepared for the survey. The tools included survey forms, questionnaire, interview schedules, focus group discussion guidelines and field notes. The tools contained forms for statistical information, questions to obtain the specific information and some open ended questions in order to collect the opinions and other qualitative data.

In addition to this, the researchers were also asked to develop cases of each center along with pictures based on their overall impression about the program and activities they observed during the field visit.

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 (2006 – 2009) - 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 	- 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 (2006 – 2009) - 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 	- 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 	- 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 	- 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 	- 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 	- ASP Dropout Children

ST 4	Focus Group Discussion Guidelines for parents whose children		
	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 children's 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 - Quality of facilitators - Influencing factors for access to SOP/FSP - Future plan about their children's education 	- Parents
	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's 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, a ge, o ccupation, 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 (i ncluding c urrent situation of CASP ASP suc h 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, a ge, o ccupation, academic background, family members, etc.) - Evaluation on quality and effectiveness of CASP ASP (ex. Curriculum, school materials, teaching skill-knowledge and 	- EVs

		<p>attitude, school facilities, extracurricular activities, CMC, ASPM, etc.)</p> <ul style="list-style-type: none"> - Self-evaluation on EV's activities (ex. No. and quality of activities, their own attendance rate, problem solving, etc.) - Situation after CASP ASP 	
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 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.) - Situation after CASP ASP 	- Facilitators
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 R P'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	<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 	- DEOs

	Data Sources	situation of CASP ASP such as the number of students, situation of facilitators, etc.)	
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

The tools used in the study are given in **Annex 1**.

In addition to the primary data collected from the field, the study also used some secondary data from the various documents. CASP/JICA web site, various reports of the CASP/JICA, newsletters, minutes of the sharing meetings, reports of the studies related to the ASP program were reviewed during the study period and relevant information was extracted for this report.

During the field work it was experienced that most of the centers did have the statistical data of the CASP ASP children, the NGOs were involved in the implementation of the program and they also recorded the progress of children's achievement. In some centers, the NGO representatives were not found very active and the field team could not locate the NGO people despite their repeated attempts.

In order to provide guidelines to the study team, a Steering Committee was also formed under the chairmanship of the NFEC Director. The committee met several times and provided valuable suggestions to the study team in different phases of the project. List of the people on the committee is given in **Annex 2**.

1.5 Schedule of the Field Survey

TESON formed a team of researchers for the field work and the study team provided detailed orientation to the field team before they departed for the field work. The field researchers were given the list of the key people such as facilitators, NGO representatives, ASP monitor, with their contact telephone numbers and they went to the field with all the required information. The researchers were sent in pairs and each pair was assigned two centers for the collection of the data.

In order to ensure the reliability of the data, the study team members including the team leader accompanied the field researchers to different centers and closely monitored the field activities.

After the completion of the field work, series of meetings were organized at TESON office where all the forms and the data collected from the field were carefully reviewed. The field researchers cleaned the data and submitted them to the Statistician for computer processing. The information was then processed in the usual computer software (Excel, SPSS, etc.) and the tables were developed for the analysis. The tables were then shared with the Social Survey Expert of CASP/JICA before the study team could work to prepare the draft report.

CHAPTER TWO

DOCUMENTS AND WORKSHOP REVIEW

The present study was focused to assess the outcomes of the CASP ASP program. During the CASP ASP implementation, several documents and reports have been produced in different phases of the project. Similarly, several studies were also carried out in relation to the ASP programs. The study team reviewed some of these documents which are relevant to the present study. Below is the summary of the documents reviewed for this study.

2.1. Baseline Situation Survey in Dhading and Siraha

In TES ON's undertaking, CASP/JICA commissioned a study in 2005 entitled "**Situation Analysis of SOP and FSP in Dhading and Siraha Districts**" which aimed at analyzing the existing situation of SOP and FSP in Dhading and Siraha districts. The objective of the study was to document the then current state of affairs of the ASP program and suggest the areas that can be improved and sustained to ensure equitable access of children to formal education. The study, after analyzing the prevailing situation, identified the following problems in the SOP and FSP in the study area (*Situation Analysis of SOP and FSP, 2005*):

1. Most of the SOP and FSP centers did not have real classroom facilities as they were not run in child-friendly places. Classes run in verandah of private houses, public places such as public platform (*chautaro*), public inn (*pati*), club house etc. are such examples. Lack of minimum physical facilities created doubt that such bare facilities might negate the learning process of the children. This was also recorded as the main in-access factor for SOP and FSP classes.
2. The timing of the class was reported to be not appropriate and the designated time for the FSP class was not enough to complete the course.
3. 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.
4. 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.
5. The main problems of SOP and FSP programs were 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
6. Economic scarcity, tardiness, difficulty in coping with the subject matter in new class, distance of school and overage were found to be the main problems of the SOP and FSP graduates studying in formal schools.
7. Poverty stood as the main cause of dropout from the formal school, according to both children and parents, followed by death of parents and sickness of the children. The dropped out children fell between the age range of 11 – 15 years and the main grade of dropout was grade four followed by grade six and five.

8. The main reasons for not joining the schools even after the completion of SOP and FSP are lack of financial resources to meet stationery cost, school uniform (dress) and parental pressure for doing the domestic/household chores.
9. The dropout rates of the SOP and FSP in-completers have spread over 6, 8, 9, 10, 11 and 12 years, the concentration falling on the age group 10 – 12. Level-wise, level 2 and 3 are the main levels the children leave, level three being the major one.
10. Majority of the children were forced to leave SOP and FSP classes in order to look after the siblings at home.
11. The SOP and FSP in-completers are willing to join SOP and FSP classes again upon the approval of their parents and provision of some financial support.
12. Strict discipline, late receipt of books and unfriendly behavior of some facilitators were the least interesting things for children whereas the parents did not like the poor physical facilities of the SOP and FSP centers.

The study made the following recommendations to address the situation of the ASP program in Dhading and Siraha district:

1. As the number of children in the SOP and FSP program is growing as evidenced by the overcrowded centers, especially in Siraha, and the number of out of school children is still large, it is strongly recommended that there has to be more SOP and FSP centers in the vicinity of the children who are out of school.
2. Since gender gap in enrolment is seen wider in both the districts, comprehensive support package to increase girls' enrolment is recommended.
3. As evidenced by the study, the number of dalit children in the SOP and FSP programs is still not up to the expectation, therefore, dalit focused program should be extended to the un-reached areas.
4. It is observed that the coverage of the SOP and FSP children has resulted in incompleteness both in SOP and FSP and formal schools with a tendency of not joining the formal schools. The following specific measures are, therefore, recommended for adoption:
 - a. Revisit the defined age brackets,
 - b. Prepare age specific non-formal primary education materials,
 - c. Integrate literacy skills with vocational skills specially in the FSP programs
5. Considering the poor physical facilities of the SOP and FSP classes such as inappropriate/inadequate classrooms, lack of toilet facilities specially for girls, inadequate and inappropriate playground and the absence of furniture, which were also the main in-access factors for the SOP and FSP, minimum basic physical facilities should be specified and ensured before conducting the SOP and FSP programs in the target areas.
6. The NFE materials have reached almost all the SOP and FSP centers but their distribution to the centers has to be made in time with the needed quantity.
7. To ensure access to the SOP and FSP classes particularly of the girl child, recruitment of the female facilitators should be given high priority.
8. The efforts made by the facilitators through door-to-door visit and parental contact have been commendable and therefore, they should be continued to reach the yet unreached children.
9. As the majority of the SOP and FSP classes were found running during the day time like regular school hours, flexibility in the time to suit the needs of the children at the local level is recommended.
10. The low level of education of the majority of the parents mainly from dalit background with corresponding low enrolment of their children necessitates the running of parental awareness programs and functional literacy classes along with the provision of parental incentives to motivate them to send their children to the SOP and FSP programs.
11. The targeted groups of the SOP and FSP programs are wage earning people with low annual income, insufficient land for food production, low social participation and household facilities

- implying that income generating activities are to be launched through self-help organizations for their socio-economic benefits.
12. To make the SOP and FSP programs more contributory to children's learning, parents should be encouraged to visit the SOP and FSP classes so as to interact with the facilitators about their children's performance through parent linkage program such as participation of parents in centre, organizing cultural activities and launching cleaning campaign, plantation of trees and health awareness program.
 13. To keep up with the current spirit of the government regarding the management transfer of the schools to the community, the SOP and FSP programs should be brought directly under the operation of the community and community schools so that a close monitoring of the SOP and FSP programs from the community is made possible with technical backstopping from the DEO.
 14. To address the needs of facilitators to have professional support and more training, the following measures are to be adopted:
 - a. Increase the duration of pre-service training from 15 days to 30 days,
 - b. Deliver in-service training in the form of follow-up program of the pre-service training,
 - c. Revise the existing training packages to include more teaching techniques such as grouping techniques with also the provision of related reference materials.
 - d. Make a senior and qualified head-teacher/teacher of the mother school, with defined incentives, responsible for monitoring the SOP and FSP programs and providing professional support with necessary feedback to the facilitators.
 15. The head-teachers of mother schools should be provided with school management training with a focus on dealing with the SOP and FSP graduates enrolled in their schools.
 16. Educate the parents through parental education to help create suitable learning environment for their children at home as well as involve the community to create conducive learning environment in the SOP and FSP classes in cooperation with both the facilitators and mother schools.
 17. To address the problem of dropout children from both the SOP and FSP classes and formal schools, financial support should be provided to the parents so that they would not engage their children in domestic chores and household businesses.
 18. As the NGOs/INGOs were found to have conducted community development programs including non-formal education, partnership with these organizations should be initiated and strengthened at the local grassroots level.
 19. Based on the suggestions supplied by the respondents, the following measures are to be adopted to improve the SOP and FSP programs:
 - Continuity of the program with the suggested change
 - Need-based and demand driven program based on need identification before the introduction of the SOP and FSP programs
 - Increment of the salary of facilitator to meet the salary level of a primary teacher
 - Regular participatory monitoring and supervision of the program at the local and district level with necessary feedback
 - Transparency of the program in operation
 - Appropriate and adequate classroom and furniture
 - Primary focus on target groups
 - Increased stationery support to children
 - parental incentive or support for income generation
 - Integrated supervision
 - Availability of basic physical facilities
 - Maintenance scholarship to the students

2.2 Action Research in Kathmandu

In order to compare the situation of the ASP center in CASP pilot and non-pilot area in Kathmandu district, an action research was carried out by the district education office, Kathmandu. The main findings of this action research are as follows:

1. No significant difference in the academic qualification of the facilitators was noticed as most of the facilitators were intermediate and some of them were S.L.C.
2. The enrolment pattern and the attendance rate were also found similar in both CASP pilot site and non-pilot site. However, there were some underage children in the SOP centers.
3. The academic achievement of the children in CASP pilot site was better than the children of non-CASP centers as evidenced by the average score of 54.33% and 32% in some centers of CASP pilot site and non CASP pilot site respectively.
4. The use of Facilitator Supporting Handbook (FSH) is satisfactory in CASP pilot site but there is no FSH in non CASP pilot site. Almost all parts of FSH are useful and the charts, pictures and local material are useful in teaching.
5. Teaching technique of the facilitator and student participation is slightly better in CASP pilot site than in non CASP pilot site.
6. Some of the classes in both sites are conducted on school building and some other are conducted on rented building. The rent for the class room is managed locally by NGOs. Sitting arrangement and furniture for student in almost all classes are satisfactory. Drinking water and toilet facilities are not sufficient. There is no significant difference in the facilities available between CASP pilot site and non CASP pilot sites. CMC is slightly active in CASP pilot site than in non CASP pilot site. The role of CMC is not satisfactory in both CASP pilot site and non CASP pilot site.
7. The support of partner NGO is remarkable in both CASP pilot site and non CASP pilot site. The class seems to be more effective where the partner NGO is more active and supportive. The role of partner NGO in FSP Basundhara and FSP Gaushala (non CASP pilot site) is seen to be more effective than in the CASP pilot site.
8. The distribution of material is satisfactory in both CASP pilot site and non CASP pilot sites. Sufficient text books are available in time. According to facilitators pencil and note copies are not sufficient in some classes. In some of the classes there are white boards. The record keeping system and their management is seemed to be somewhat better in CASP pilot sites. Students attendance register, minute book and other records are appropriately kept in steel cupboard in CASP pilot sites.
9. Monitoring system and interaction with stake holder is better in CASP pilot sites but the effect of these monitoring and interaction is not adequately reflected in the students' achievement. There is no adequate technical support from the ASPM. RPs seem to be working more like administrative supervisors. Facilitators are ready to apply the applicable suggestion to improve their teaching skill. The monitoring system and the interaction with stakeholders are very weak or not in existence in non CASP pilot site.
10. Formally, mother schools are committed to support the ASP class but in practice there is no such condition. Most of the teachers, even Head Teacher, are unknown about ASP classes and their objectives. The condition is somewhat better in CASP pilot site.

Mainly ASPMs visit the school twice a month but he/she does not talk about the class with other teachers of mother school. The FSP class at Kirtipur is running in mother school. School manages all the facilities for the class but Head Teacher is not adequately aware about the FSP class and its objectives.

11. Most of the FSP classes except FSP Kirtipur are within one to two kilometer distance from mother school. SOP class at Kunchipwakal is within 200 meter distance from the mother school which is not appropriate as per the concept of SOP.
12. In both CASP pilot site and non CASP pilot sites, there are some positive changes in the community. They are positive about the conduction of ASP classes. Parents have now started to feel the importance of education. They have become aware of their children's education but they are unable to afford for the continuation of their children's education.
13. There is no Educational Volunteer (EV) in non CASP pilot sites. There are EVs in CASP pilot sites but most of them are not active. Only few of them are helping the facilitator.
14. Drop out of one student and new entrance of another is one of the major problems in some classes. Under aged children is another great problem for the better achievement of the program.
15. Facilitators are not motivated. They hardly spend four hours in the classroom. They are disappointed from their remuneration and facilities. In this condition no one can expect more than this from the facilitators.
16. However, the management of the ASP class and the student's achievement is somewhat better in CASP pilot site than in non CASP pilot site, and it is not satisfactory in comparison to the effort made for these classes.

2.3 Monthly Meetings in Kathmandu

One of the key activities observed during the CASP ASP implementation is that there was a regular meeting schedule agreed among the district level stakeholders. These monthly meetings were organized to review the progress of the CASP ASP implementation. This practice began right from the beginning of the project as evidenced by the first monthly meeting organized on 28 November 2005. In this meeting very important issues such as the feasibility survey for the implementation of CASP ASP, project information of the CASP ASP, role of different stakeholders in the CASP ASP implementation were discussed and some important decisions were made. In the sub-subsequent meetings, CASP/JICA prepared the guidelines of the monthly meetings and all the key stakeholders like, NFEC, DEO, RPs, Supervisors, CASP/JICA members would attend these meetings and review the project activities on regular basis.

The monthly meetings were very instrumental to maintain transparency in the operation of the CASP ASP activities as all the key information was shared to the stakeholders. Selection of the NGOs, sharing implementation action plan, sharing workshop agenda discussion etc. are the evidences which reflect the good information flow among the different actors of the program.

These monthly meetings discussed the progress of the centers one by one and immediate decisions were made in order to address the issues raised during the meeting. A sample minute of such meeting recorded during the CASP implementation reflects the commitment of the stakeholders:

Minutes of the 16th Monthly Meeting, Kathmandu DEO	
Date: March 23, 2007 (Chaitra 9, 2063) Time: 11:30-14:00 Venue: DEO, Kathmandu	
Participants	<ol style="list-style-type: none"> 1. Mr. Durga Nath Gautam (District Education Officer, DEO) 2. Mr. Rudra Hari Bhandari (Section Officer, DEO) 3. Mr.R.P. Dhungana (School Supervisor, DEO in charge of Talkhududechour and Chhaimale) 4. Ms. Dinesh Khanal (School Supervisor, DEO in charge of Sangla) 5. Ms. Muna Sapkota (Technical Assistant, DEO) 6. Mr. Basu Dev Regmi (Resource Person, Chhaimale & Talkhududechour) 7. Mr. Ram Bhakta Sigdel (Resource Person, Sangla) 8. Mr. Yadu Nath Bhattarai (Resource person, Jorpati and Sundarijal) 9. Mr. Ram Bahadur Bhandari (Resource Person, Gongabu) 10. Mr. Siddha Raj Mishra (Resource Person, Koteshwor) 11. Mr. Hari Har Bhandari (Resource Person, Baneshwor) 12. Mr. Ram Narayan Shah (Resource Person, Bauddha Tinchule) 13. Mr. Mohan Prasad Ghimire (Focal Person, J.P. Foundation) 14. Mr. Rajan Ojha (Focal Person, SID) 15. Mr. Kashi Lal Chaudhari (Focal Person, RCCWD) 16. Ms. Sarita Gautam (Focal Person, WSEC) 17. Ms. Jamuna Ghimire (Focal Person, MSK) 18. Mr. Sudeep Shrestha (Representative, GAN) 19. Mr. Narayan Bhatta (Programme Coordinator, CASP/JICA) 20. Ms. Radha Pradhananga (Programme Coordinator, CASP/JICA) Notetaker
The meeting discussed and decided as follows:	
Agenda 1: Progress reports from partner NGOs and concerned RP (monitoring) of the SOP/ FSP classes	
1.1 SOP Napuchour, Talkhududechour <ul style="list-style-type: none"> - Report from P/NGOs Ms. Ghimire, FP, MSK observed the class on March 9, 2007 (Falgun 25, 2063). <ul style="list-style-type: none"> • The final examination was held March 13 (Falgun 29) to March 23, 2007 (Chaitra 9, 2063). After the examination, the class would run for two hours before starting the second year. Only English and Mathematics would be taught during that period. • The community building is under construction where the SOP class is to be run - Report from RP Mr. Regmi, RP, Chhaimale observed the class on March 5, 2007 (Falgun 21, 2063). <ul style="list-style-type: none"> • Among 23 children only 18 children were presented on that day. • The community building is under construction. • The Mother School will provide question paper for final examination. • The class is running smoothly. 	
1.2 SOP Kerabari, Chhaimale	

- **Report from P/NGOs**

Mr. Nir Kumar Lama, FP, PIRE- Center did not attend the meeting.

- **Report from RP**

Mr. Regmi reported that he visited the class with Ms. Pradhananga and Ms. Oda of CASP on March 2 (Falgun 18) and Japanese press on March 5, 2007 (Falgun 21, 2063), respectively.

- 11 students attended the class on March 2. There was no class on March 5 due to a marriage ceremony of the house owner.
- Attended the meeting on March 2, 2007. The participants were CMC, community people, RP, Facilitators, EVs, VDC, local police office and CASP. It was decided to construct a school building by the second week of April 2007 (end of the Chaitra 2063). Land is donated by Mr. Suka Bahadur Bomjan. Mr. Basu also informed that Ms. Oda, CASP personally donated Rs. 6000.00 for school building construction on March 5, 2007.

1.3 SOP Sangla

- **Report from P/NGO**

- Mr. Shrestha, representative of GAN reported that the SOP facilitator attended 3-day Life Skill Training organized by GAN.
- GAN observed the Literacy class. 7 parents of SOP children attended. The FP monitored the SOP class.

- **Report from RP**

- Mr. Sigdel, RP, Sangla reported he would coordinate with VDC for class room management.

1.4 SOP Mulkharka, Sundarijal

- **Report from P/NGO**

Ms. Gautam, FP, WSEC reported that the final examination was held from March 13 (Falgun 29) to March 22, 2007 (Chaitra 8, 2063).

- **Report from RP**

Mr. Sharma RP, Sundarijal did not visit.

1.5 FSP Jorpati:

- **Report from P/NGO**

Mr. Purna Bahadur Tamang did not attend the meeting.

- **Report from RP**

Mr. Sharma visited the class on March 11, 2007 (Falgun 27, 2063). 17 of 22 children attended the class during the visit. 5 children dropped out and their reasons are not known. He also took a demonstration class.

1.6 FSP Bouddha Tinchule

- **Report from P/NGOs**

Mr. Ghimire, FP, J.P. Foundation reported as follows.

- Stationery was distributed as per requirement. The children are improving in reading and writing.
- The child club meeting was held on Feb 23, 2007.
- The quiz contest was organized on March 14, 2007 as an extra curricular activity. The prizes were distributed to children who came in first, second and third position.

- **Report from RP**

Mr. Shah, RP, Bouddha Tinchule informed that he visited the class on March 9, 2007 (Falgun 25, 2063) but the class was not running due to an educational strike.

1.7 FSP Gongabu

- **Report from P/NGO**

No attendance from DERCEN-Nepal.

- **Report from RP**

Mr. Bhandari, RP, Gongabu informed he visited the class frequently because the resource center is located in the same school. The class is running, despite the inactivity of the P/NGO.

He inquired how the class could be run next year. Mr. Gautam, , DEO stated that DEO would send a letter to DERCEN to discontinue the contract after this meeting.

Then, it was discussed how P/NGO runs FSP Gongabu. Mr. Ojha showed an interest. Mr. Bhandari, SO, DEO told that "Volunteers Initiative-Nepal (VIN)," a NGO, also submitted an application for the implementation of the FSP, Gongabu. VIN is handled by Mr. Bhupendra Ghimire (Ex. Focal Person, GAN). The meeting decided to contract VIN. CASP asked if DEO could directly hire a new NGO. The DEO responded that a new NGO can be hired without any obstacle.

1.8 FSP Koteshwor

- Report from P/NGOs

- Mr. Ojha, FP, SID reported that only 14 children were regular in the class. The final examination started on March 21, 2007.
- The hoarding board will be displayed after a couple of days.
- The CMC meeting could not be conducted due to lack of time of Chairperson. Mr. Ghimire suggested that the meeting be conducted in the presence of Vice-chairperson.

- Report from RP

Mr. Mishra, RP, Koteshwor did not report.

1.9 FSP Shantinagar

- Report from P/NGOs

Mr. Chaudhari, FP, RCCWD reported as follows:

- The Interaction Program with Parents was held on March 15, 2007 (Chaitra 1, 2063). 8 parents participated.
- The Interaction Program with CMC was conducted on March 17, 2007 (Chaitra 3, 2063). 5 CMC members attended the program.
- RCCWD coordinated with Ms. Sarita Gautam and Ms. Shobha K. C. of Siddhi Beauty Parlor Training Center for cutting the hair of all children free of cost.
- RCCWD coordinated with students of Rato Bangla Secondary School. The students provided school bags for children on March 14, 2007 (Falgun 30, 2063).

- Report from RP

Mr. Bhandari, RP, Baneshwor did not report.

1.10 Any other matters

None.

2.4 Sharing Workshop on Community Mobilization in Kathmandu

Community mobilization was the key aspect of the CASP ASP program as the main purpose of this project was to offer a community-based sustainable model of the ASP program. Thus, the partners NGOs (PNGOs) were involved in community mobilization activities and all the PNGOs signed the work agreement with CASP for community mobilization activities. In order to assess the effectiveness of the community mobilization and identify the areas to be addressed for the betterment of the CASP ASP program in relation to the community mobilization, sharing workshops were organized at different time intervals. The first sharing meeting was organized on 19 September 2006 with the objectives of reviewing and sharing the problems of community mobilization, identifying the solutions to the problems and sharing the best practices of the community mobilization among the PNGOs.

In this workshop the participants worked in various thematic groups, identified key challenges in relation to the given themes and suggested feasible solutions. Key themes discussed in the workshop were; i) Identification of ASP children, ii) Formation and mobilization of Class

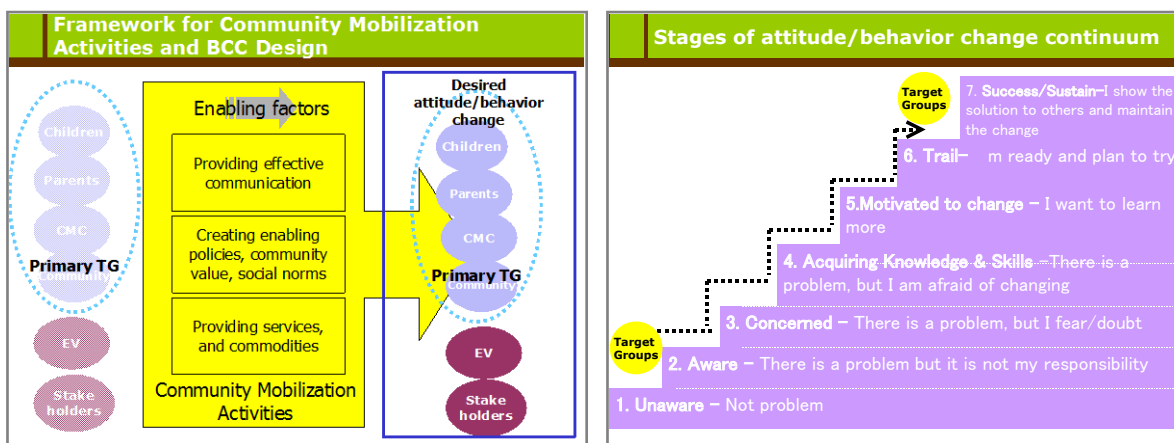
Management Committee (CMC), and iii) Mobilization of Community people and parents. The table below presents a sample of the group presentation.

Group Presentation			
Group D: FSP Gongabu, Jorpati and Shantinagar Bouddha			
	Good Practices/Experiences	Challenges/Problems	Feasible Solutions
Identification of ASP Children	<ul style="list-style-type: none"> • Door-to-door visit • Meeting and discussing with community, NGOs, ward representative, social worker, different political parties in the local level 	<ul style="list-style-type: none"> • Parents want to present their other problems. • They could not help us • The identified children were not present in class. 	<ul style="list-style-type: none"> • We convinced them and motivated them to fulfill our work. • We worked very hard ourselves and solved their problems.
Formation & Mobilization of CMC	<ul style="list-style-type: none"> • We organized community level orientation programme and discussed about CMC and its rules and responsibilities in FSP classes and identify CMC members. 	<ul style="list-style-type: none"> • Due to lack of facilities, they did not want to be involved in CMC at first. • The members of CMC regularly did not attend the meeting. 	<ul style="list-style-type: none"> • We convinced them. • ?
Mobilization of Community People & Parents	<ul style="list-style-type: none"> • Both the parents and children were active about education. 	<ul style="list-style-type: none"> • Parents did not send their children to class regularly due to work of time. 	<ul style="list-style-type: none"> • ?

Similar review meeting was organized again in 2007 but the agenda of this workshop were different. The main objectives of this workshop were:

- ❑ To analyze behavior change stages of target groups of community mobilization
- ❑ To analyze impacts on attitude and behavior changes of target groups
- ❑ To analyze and discuss good practice
- ❑ To discuss challenges and feasible solutions for effective implementation of community mobilization

The workshop discussed on the behaviour change and assessed the impact of such changes in the CASP ASP implementation. The participants in the group work i) discussed desired attitude and behavior changes among target groups, ii) compared and analyzed attitude/behavior changes among target groups before and after the implementation of community mobilization activities and iii) identified which community mobilization activities are effective for attitude/behavior changes of target groups. The participants used the following analytical framework of behavior and attitude changes while working in the group.



The workshop concluded that there had been a lot of changes in the behavior and such changes have demonstrated tangible results in the program operation. The sample presentation of one of the groups in the workshop shows the changes and heir impact.

Group Presentation	
Group 1: SOP Sangla and Sundarijal	
Target Group (TG): Community people	
1. Change/ Impacts	2. Effective community mobilization activities that stimulate attitude/behavior changes
<ul style="list-style-type: none"> • All stakeholders became involved in decision making process and have had a sense of ownership for SOP • They decided what class management is needed for their children. 	<ul style="list-style-type: none"> • Regular stakeholders' meeting • NGO personnel oriented them • Support from SMC of mother school • All the activities were done after consulting with stakeholders • Other CBOs were facilitating them (e.g. CECG)
<ul style="list-style-type: none"> • All the children of community were enrolled in SOP and mother school. 	<ul style="list-style-type: none"> • Orientation • Sharing of other case studies • Interaction among stakeholders • Frequent monitoring from stakeholders • Drama presentation

<ul style="list-style-type: none"> • Children became involved in class room management well. 	<ul style="list-style-type: none"> • Community coordinated with parents and women group with the help of CMC members. • NGO encouraged and supported fully. • Provided orientation to the facilitator
<ul style="list-style-type: none"> • SOP is running well without any controversial issues 	<ul style="list-style-type: none"> • Community people were orientated on Education for All • Community people participated in district level interaction program
<ul style="list-style-type: none"> • Gender balance was observed in terms of education 	<ul style="list-style-type: none"> • Orientation, training • Door to door visit • Gender view, sharing

The last sharing workshop on community mobilization was organized in Kathmandu from 31 August – 1 September 2008 with the following objectives;

- ✚ To examine and recommend the necessary and effective community mobilization activities for each target group
- ✚ To review the good practices and the case studies which can indicate the actual procedures and issues of community mobilization activities, and which can indicate impacts generated by community mobilization activities
- ✚ To review and make recommendations for “Manual for the CASP Pilot Activities”

This workshop was useful to identify some of the effective community mobilization activities for each target group and it was able to make some recommendations for the preparation of the "Manual of the CASP Pilot Activities"

2.5 Sharing Workshop on ID/OS Activities in Kathmandu

The operation of a program and its management largely depends on the capacity of the organization that runs the program. Institutional development and organizational strengthening (ID/OS) are, therefore, very important elements that play significant role in the implementation of the program. ID/OS is yet another important component of the CASP ASP and in order to review the ID/OS support, review and sharing workshop was organized in Kathmandu in relation to the implementation of the CASP ASP program. The main purpose of this workshop was to review the ID/OS activities of the CASP ASP programs particularly the facilitators support system, mother school-based monitoring system, provision of textbooks and materials, preparation of enrollment in mother school under CASP ASP and identify the good practices of the ID/OS activities which can be applied to the non-CASP areas.

The workshop after the discussion drew the following conclusions:

- a) There was a strong facilitator support system under the CASP ASP as the facilitators learned new techniques to teach, to control the class and to use teaching materials. The ability of facilitators was enriched by basic training and other refresher training during the long course of period. They truly benefited from the regular visiting and monitoring of RPs and ASPMs, and the management of EVs and CMCs. It also came in the discussion that the

Handbook was of immense help for the facilitators to make different plans. Also, the EVs played important role during the absence of the facilitator.

- b) The coordination mechanism was also effective as the problems emerged during the CASP ASP implementation were addressed immediately at the local level and all the stakeholders played their roles effectively. Similarly, "the coordination mechanism was helpful to build the classroom and furniture, to have regular participation and to run the classes regularly. The sufficient support from Mother School also made easier to achieve the goals of the ASP. Mother Schools were ready to admit the SOP and FSP graduates for free of charge". (Workshop Report)
- c) Mother School-based Monitoring System was one of the most successful activities and it was appreciated by the participants. "It became like the backbone of the project, which identified the problems and the stakeholders suggested for the solution. It also helped in child friendly education, regularity and effectiveness of classes, Mother School's sense of ownership, use of local resources and cost effective management. In addition, the monitoring activities contributed for mobilization of EVs in absence of the facilitator and the communication among the stakeholders" (Workshop Report).
- d) The distribution of textbooks and materials had a mixed response and it was not mentioned as being satisfactory.
- e) DEO's role was expected to be very important to enroll the children in mother schools. It was suggested that the DEO can organize meeting with the admaster of Mother School, RP, SS, ASPM, NGOs and other concerned parties to increase the rate of the enrollment.

CHAPTER THREE

IMPLEMENTATION OF CASP ASP

The Community-based Alternative Schooling Project (CASP) launched in Kathmandu has been studied to ensure the implementation of the program. The aim of the study is to see the effectiveness of the program as well as to compare the program with the regular ASP programs run by the government sector. The study team gathered information from children from various centers 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.

3.1 Geographical and Operational Information

There were altogether nine CASP ASP centers in Kathmandu which were established in 2006 and phased out in 2009. Out of them five were FSP and the remaining four were SOP centers.

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 3.1: Travel time to mother school

SN		Name of SOP/FSP	Name of the Mother School	Travel Time in Minutes
1	FSP	Jorpati -2, Baundhara	Chamunda HSS	15
2		Boudha Tinchoole KTM-6	Jankalyan HSS	5
3		Bhimsengola, Sukumbasi tole KTM-9	Guheswori HSS	10
4		Koteswor , Palpakot KTM-35	Sarveswor LSS	0
5		Gangabu, Mahadevtar KTM-7	Manohar HSS	0
6	SOP	Sangla -1, Kunchhipwakal	Kunchhipwakal LSS	5
7		Talku, Dudechaur -4	Setidevi SS	10
8		Chhaimale -4, Kerabari	Panchakanya LSS	60
9		Sundarijal -5, Waiba tole (Siranghar tole),	Sundarijal PS	45

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

The above table indicates that the average travel time to reach mother school for FSP is 6 minutes and SOP is 30 minutes. Some of the FSPs are run in the same mother school; therefore, the average travel time is found to be less. However, the maximum travel time to reach FSP is 15 minutes. Similarly, the travel time to reach mother schools for SOP center range from 5 to 60 minutes.

Places for conducting classes

During the survey, an attempt was made to see the places of conducting classes. About one third centers conducted classes in the mother schools. Out of nine centers, two centers were run in the private house. Rests of the centers were run in clubs, ward office and huts. The following table gives a picture of the places where classes were run as expressed by the facilitators:

Table 3.2: Places of conducting classes

Class conducted	Frequency	%
School building	3	33.3
Club house	1	11.1
Private house	2	22.2
Ward office	1	11.1
Hut and Verandah	1	11.1
TAHARA	1	11.1
Total	9	100.0

Class duration and timing

The survey was also done to identify the duration of conducting the classes at the centers. The following table, as recorded by the facilitators, presents the duration of the classes at the respective centers.

Table 3.3: Duration of class in different centers

Duration of the class (in hours)	Duration	Number	%
	Four hours	8	88.9
	Five hours	1	11.1
	Total	9	100.0

The above table indicates that 88.9 percent centers conducted their classes for four hours whereas only one center (11.1%) conducted classes for five hours. 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 3.4: Adequacy of class duration

Adequate	8	88.9
Inadequate	1	11.1
Total	9	100.0

The above table shows that almost all the facilitators except one felt that the four hours duration of class was adequate. Therefore, the facilitator, who responded inadequate, conducted classes five hours a day.

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 88.9 percent centers conducted classes in day time and only one center conducted classes in the evening. Almost all the respondents said that the timing was appropriate because the time was fixed according to their convenience.

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 enrollment, attendance, transfer, dropout and their completion rate. The study team collected the copy of attendance register so that the authentic data can be obtained.

Enrolment of children in CASP SOP/FSP

An attempt was made to collect the number of children enrolled in SOP/FSP centers. The table below presents the enrolment of children in SOP/FSP.

Table 3.5: Enrolment of SOP/FSP Children

SOP/FSP	Name of the centre	Gender		Total
		BOYS	GIRLS	
SOP	Waiba tole, Sundarijal, Siranghar tole	13	8	21
	Talku, Nappuchaur, Dedechaur	17	13	30
	PrathamicSwastha BistarKaryakram , Chhaimale, Kerabari	9	11	20
	Kunchhipwakal, Sangal	7	11	18
	Total	46	43	89
FSP	Baundhara Jorpati	15	15	30
	Boudha Tinchule	14	16	30
	Bhimsengola, Sukumbashi tole	12	13	25
	Palpakot, Koteswor	14	26	40
	Mahadevtar, Gangabu	16	9	25
	Total	71	79	150

According to the above table, altogether 239 children were enrolled in SOP/FSP centers. Among them, 89 were enrolled in SOP and 150 in FSP. Among 89 enrolled in SOP, 46 were boys and 43 were girls. Similarly, 150 enrolled in FSP, 71 were boys and 79 were girls. It seems that in gender perspective both the sexes were almost equal in the centers.

Table 3.6: Enrolment age of the CASP children by gender

SOP FSP	Age in years	Boys		Girls		Total	
		N	%	N	%	N	%
SOP	4	5	10.87	4	9.30	9	10.11
	5	7	15.22	8	18.60	15	16.85
	6	8	17.39	6	13.95	14	15.73
	7	2	4.35	5	11.63	7	7.87
	8	4	8.70	6	13.95	10	11.24

	9	11	23.91	6	13.95	17	19.10
	10	2	4.35	6	13.95	8	8.99
	11	6	13.04	2	4.65	8	8.99
	12	1	2.17	0	0.00	1	1.12
	Total	46	100.00	43	100.00	89	100.00
FSP	5	0	0.00	1	1.27	1	0.67
	7	5	7.04	2	2.53	7	4.67
	8	20	28.17	17	21.52	37	24.67
	9	18	25.35	22	27.85	40	26.67
	10	13	18.31	18	22.78	31	20.67
	11	8	11.27	8	10.13	16	10.67
	12	4	5.63	6	7.59	10	6.67
	13	3	4.23	4	5.06	7	4.67
	14	0	0.00	1	1.27	1	0.67
	Total	71	100.00	79	100.00	150	100.00

The above table indicates that the age of children enrolled at the centers was randomly distributed. However, age ranges from 4 to 12 years in SOP and 5 to 14 years in FSP. It clearly indicates that some children who were enrolled at the centers were less than the required age bracket. It means that the children do not want to go to the formal school even though the schools are located near from their community.

Attendance and transfer of the CASP ASP children

Attendance and regularity of the children in the center are must crucial part of continuing their education. Therefore, the study team tried to collect the necessary information about the attendance of the children which are presented in the following table.

Table 3.7: Attendance of CASP ASP children in the center by gender

SOP/FSP	Particulars	Average Attendance in Level 1		Average Attendance in Level 2		Average Attendance in Level 3	
		Boys	Girls	Boys	Girls	Boys	Girls
S O P	Gender						
	Number of children	46	43	42	40	35	35
	Attendance	151.43	158.30	147.54	140.17	150.31	146.60
	Minimum	10.00	11.00	75.00	16.00	64.00	75.00
	Maximum	212.00	211.00	208.00	210.00	208.00	210.00
F S P	Number of children	71	79	36	45	27	34
	Attendance	130.53	136.11	167.19	167.55	181.48	188.62
	Minimum	3.00	3.00	16.00	16.00	19.00	46.00
	Maximum	200.00	210.00	237.00	239.00	233.00	210.00

Note: Total day of class in the CASP ASP was 240 in average for three years

According to the above table, the average attendance of SOP boys was found to be 151.43 days in Level I, whereas the average attendance of SOP girls was found to be 158.30 days in Level I. In the same way, the average attendance of SOP boys was found to be 147.54 days in Level II, whereas the average attendance of SOP girls was found to be 140.17 days in Level II. Likewise in Level III, the average attendance of boys was a bit better as compared to the girls. Similarly, in the case of FSP children, the average attendance of both boys and girls were almost similar.

The above table also tells us about the irregularity of the children because the average attendance of the children hardly reaches 30 percent in some cases. It is seen because the dropout children were found to be more in the first level.

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

SOP/ FSP	Level completed or dropped out	Level I completed						Level II completed						Level III completed					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SOP	Completed	43	93.48	42	97.67	85	95.51	35	76.09	37	86.05	72	80.90	35	76.09	35	81.40	70	78.65
	Dropped out	3	6.52	1	2.33	4	4.49	11	23.91	6	13.95	17	19.10	11	23.91	8	18.60	19	21.35
	Total	46	100.00	43	100.00	89	100.00	46	100.00	43	100.00	89	100.00	46	100.00	43	100.00	89	100.00
FSP	Completed	44	61.97	50	63.29	94	62.67	33	46.48	39	49.37	72	48.00	24	33.80	28	35.44	52	34.67
	Dropped out	27	38.03	29	36.71	56	37.33	38	53.52	40	50.63	78	52.00	47	66.20	51	64.56	98	65.33
	Total	71	100.00	79	100.00	150	100.00	71	100.00	79	100.00	150	100.00	71	100.00	79	100.00	150	100.00

The above table indicates that more than 95 percent boys of SOP completed Level I. In Level II, only 80 percent children completed it. Finally in Level III, 78.65 percent completed the cycle. This shows that dropout among boys were found to be higher as compared to the girls.

In case of FSP centers, about 62 percent completed in Level I, 48 percent completed in Level II and only 34.67 percent completed the cycle. It seems that the dropout rate of FSP centers was found to be very high.

Situation of CASP ASP Children who dropped out CASP ASP classes

CASP ASP graduates who joined mother's school were also asked about the reasons for children who dropped out from CASP ASP classes. Their responses regarding the reasons for their fellow students' drop out from the centre are presented in the following table:

Table 3.9: Reasons for drop out from the centre as expressed by fellow students

Reasons for dropped out from CASP SOP/FSP classes	N=84	%
Lack of awareness and illiteracy of parents	70	83.33
Household chores/looking siblings	68	80.95
Poverty	65	77.38
Migration of father and mother and go back to the village	55	65.48
Don't like to read	45	53.57
Earning money for livelihood or getting job	40	47.62
Involvement in street children/uncontrolled group	24	28.57
Went to the other school	23	27.38

Due to quarrel of father and mother as drinking alcohol	21	25.00
No meal in time	13	15.48
Go to abroad	11	13.10
Overage	9	10.71
Death of father/mother	8	9.52

As seen in the above table, majority of the children did not complete CASP ASP classes because of the lack of awareness and illiteracy of the parents (83.33%) followed by household chores/looking siblings (80.95%), poverty (77.38%), migration of father and mother and go back to the village (65.48%) and don't like to read (53.57%). It is really interesting that majority of them also opined that their friends did not complete because they did not like to go to schools. Nearly half of them also opined that their friends had joined job for earning livelihood. The study has also indicated that more children from FSP had dropped out than SOP children. It might be due to the reason that they have to earn for living. In case of FSP children, they have to earn for himself and his family. Since FSP students are grown up children, they have to support the family in different ways either joining the job or going abroad or helping to look after younger siblings.

The table also shows that due to the lack of record in SOP FSP centre, 27.38 percent children were regarded as dropped out; however, they were admitted to other schools. Street children did not like to be disciplined and start learning. As some of the facilitators opined it was very difficult for the children who had come from among the street children and joined the centre. It takes time to tame them for study habit. As the above table shows, 28.57 percent of the children opined that their fellow students dropped out FSP classes

The study team made a contact with the children who had dropped out CASP ASP classes. They were also asked about the reasons behind their dropping out from CASP ASP classes. Only three children from SOP and six students from FSP gave their responses. According to them, poverty, harassment from school and home, illiteracy of parents and lack of parent's awareness, failure in exams, early marriage, overage/underage and gender discrimination were the major reasons behind their drop out from the centre. When they were asked about their interest to rejoin the centre, majority of them (8 out of 9) disclosed that they did not like to rejoin the class.

An attempt was also made to find out the reasons of drop out in the respective centers. 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.
- Most of them were daily wage earners so they migrated from the community to search new jobs.
- The unawareness of the parents contributed to children's discontinuation.
- Some children dropped out because of the poverty.
- Very few cases dropped because they started jobs.
- Some dropped out because they went out abroad to search job.

The study also tried to find out the status of CASP ASP graduates whether or not they were enrolled in mother schools. The following table presents the exact situation of the graduates.

Table 3.10: Joining status of CASP ASP graduates

SOP FSP	Gender	Joined in mother school		Not joined in mother school		Total	
		N	%	N	%	N	%
SOP	Boys	35	76.09	11	23.91	46	100
	Girls	35	81.39	8	18.61	43	100
	Total	70	78.65	19	21.35	89	100
FSP	Boys	24	33.80	47	66.20	71	100
	Girls	27	34.18	52	65.82	79	100
	Total	51	34.00	99	66.00	150	100

The above table shows that 70 (78.65%) SOP children joined the mother school whereas only 51 (34%) out of 150 FSP children joined the mother school. It is also seen from the table that slightly more percentage of girls joined mother school as compared to the boys. The status of joining the mother schools was worse in case of FSP children. It is because of the growing age of the children as well as some of them have already engaged in their job and most of them migrated from the place.

3.3 Physical Facilities and Services

Physical facilities are permanent structures as school building, classroom, playground, toilet (boys and girls), furniture, drinking water, light/ventilation, etc. These are required to run all the academic programs. Facilities also attract children to retain in the center. They should be managed in such a way that children can enjoy there. The facilities influence massively in delivering learning experiences. Similarly, the school services such as health check-up are also equally important to promote the health status of the children. Therefore, the study team surveyed physical facilities and services available in the CASP ASP centers from different angles. They are analyzed below:

Table 3.11: Availability of facilities in the center

Facilities	Facilities available		Facilities not available	
	N	%	N	%
Classroom facilities	8	88.89	1	11.11
Playground	5	55.56	4	44.44
Toilet	7	77.78	2	22.22
Separate toilet for boys and girls	2	22.22	7	77.78
Furniture	7	77.78	2	22.22
Blackboard	9	100.00	0	0.00
Water supply	5	55.56	4	44.44
Drinking water	5	55.56	4	44.44
Tiffin facility	1	11.11	8	88.89

The above table indicates that almost all the centers have classroom facilities except one. Five centers have playground, and drinking water facilities. Similarly, seven centers out of nine centers have toilets and furniture. However, only two centers have separate toilets for girls. All the centers have blackboard but only one center has Tiffin facilities. The study team also

tried to collect comments on physical facilities available in the centers. The responses regarding physical facilities are different from different stakeholders. However, in totality the average responses and study team's observation are mentioned below:

- In some centers, classroom facilities were made after six months of launching the program, the community people provided limited area because there were no public land for playground, toilet and other facilities.
- Similarly, after 6 months of the centers' establishment, community provided furniture, water near the ground, there is a tap, drinking water from taking be getting, and Congested playground, filtered and jar water, Students are responsible to their Tiffin
- There is no provision of Tiffin providing
- Playground is very congested, there is only one single toilet
- All required facilities are available, but inadequate. Students themselves are responsible for preparing Tiffin.

The next issue raised in the FGDs was the extent to which the facilities the children received in the SOP/FSP center were similar to those of the mother schools. As most of the FSP classes are conducted at the mother school and other private school, the physical facilities such as classroom, playground, drinking water and toilet facilities were same in both mother schools and FSP. Where FSP program was conducted at the place other than such schools, the classroom management and other facilities were found to be poor. In such FSP centers, the classes were conducted in a rented room. The common problems in these centers were congested classroom, lack of adequate furniture and lack of separate toilets for boys and girls. The same kinds of problems were observed in the SOP center as well. Since each of the SOP class was conducted in a private house or someplace in a poorly built hut, there were problems of security, light, space and furniture.

Some of the parents stressed that though the facilities children received at the FSP center were poorer than those of the mother schools, students could not enjoy these facilities equally because of the higher number of students at the mother schools. According to them, the school had to manage facilities for many students whereas FSP center can look after every child even with minimum facilities because of the manageable number of children at FSP center.

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 3.12: Quality of physical facilities

Facilities	Rating of the availability facilities					
	Very Good	%	Good	%	Poor	%
Classroom	1	14.29	4	57.14	2	28.57
Furniture	3	42.86	1	14.29	3	42.86
Play ground	1	14.29	3	42.86	3	42.86
Drinking water	0	0.00	5	71.43	2	28.57
Toilets	0	0.00	4	57.14	2	28.57
Safety /compound wall	0	0.00	3	42.86	4	57.14

Attempt was also made to find the quality of the available facilities. As the table indicates, one out of nine RPs pointed out classroom as very good whereas four RPs said that they were good. Rest two said it was poor. The condition of playground, furniture, and compound wall was poor. On the other hand, Drinking water and toilet facilities were found to be good. It is also evident from the observation of the researchers that the above mentioned facilities were found in moderate condition.

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 3.13: Quality of textbooks and stationery as rated by children

Materials		Rating of the materials					
		Good	%	Fair	%	Poor	%
Books availability	SOP	44	91.67	4	8.33	0	0.00
	FSP	42	93.33	3	6.67	0	0.00
Books delivery in time	SOP	26	54.17	22	45.83	0	0.00
	FSP	38	84.44	7	15.56	0	0.00
Stationeries	SOP	24	50.00	24	50.00	0	0.00
	FSP	24	53.33	10	22.22	11	24.44
School dress	SOP	21	43.75	3	6.25	24	50.00
	FSP	40	88.89	5	11.11	0	0.00
School bag	SOP	43	89.58	5	10.42	0	0.00
	FSP	41	91.11	3	6.67	1	2.22

The above table indicates that more than 90 percent SOP/FSP children rated that the availability of books and school bag as good. Similarly, 54 percent SOP children rated that books were delivered in time and 45 percent SOP children rated as fair. In the same rating 84 percent FSP children rated as good. It is obviously seen that the availability of books and delivery of books were found to be satisfactory because no one rated as poor in this category. Regarding the stationeries, only 50 percent SOP/FSP children rated as good and 22 FSP children rated poor in this category. On the other hand, 50 percent SOP children rated school dress as poor and in contrast to that about 90 percent FSP children rated school dress as good. Almost all the children got the school bag, therefore, about 90 percent rated them good. It can be understood from the above table that the materials distributed to the children were of good quality.

The views about quality of materials were also collected from the parents. According to their views, the materials children received were of good quality. The parents also showed their satisfaction on supply process of these materials. However, majority of them stress the lack of adequacy of copy, pencil and other stationery materials for each child. Some parents complained for not distributing dress and bag in the first two years of the study. Their views

point out that though the quality of materials was good, they were not enough in quantity and the materials were not evenly distributed in each of the three years.

The same issues about the quality of materials were also raised to CMC members. Their responses are presented in the following table.

Table 3.14: Quality of textbooks and stationery as rated by CMC members

Elements of CASP SOP/FSP	Good		Fair		Poor	
	N=9	%	N=9	%	N=9	%
Textbook	5	55.56	1	11.11	2	22.22
Stationery materials	5	55.56	4	44.44	0	0.00
Uniform	5	55.56	2	22.22	2	22.22
School bag	7	77.78	2	22.22	0	0.00

It is evident from the above table that more than 55 percent CMC members rated the materials as good. Very few respondents rated textbook and uniform as poor. The research team also tried to find the reasons for being poor regarding the textbook and uniforms. Their responses are presented in the following points.

- NGO did not provide the text book in time (late),
- Stationeries were sufficient but they were distributed very late
- Uniforms were provided only in the third level

The observation regarding the quality of materials was also sought from the Education Volunteers as well as Facilitators. Their responses were also very similar to the members of CMC. Therefore it can be concluded that the materials provided were of good quality.

Regarding the quality of textbook, most of the facilitators and ASPMs showed their satisfaction on its overall quality. However, few facilitators and ASPM stressed the need for incorporating extra contents; illustration and picture. RPs and DEO opined that the condensed nature of FSP curriculum has a limitation to incorporate sufficient contents in the text book. Some parents in the FGDs suggested printing the letters and pictures in various color so that children get attracted by the curricular contents. The following two tables summarize the evaluation of text book by the facilitators and ASP monitors.

Table 3.15: Rating of textbook by facilitators and ASPM

Elements of CASP SOP/FSP	Rating	N	%
Rating by the facilitators			
Textbook	Good	5	55.56
	Fair	4	44.44
	Poor	0	0.00
	Total	9	100.00
Rating by ASPM			
Textbook	Good	3	33.33
	Fair	6	66.67
	Poor	0	0.00
	Total	9	100.00

3.5 Curriculum

Curriculum is an aggregate of the study plan and program designed to achieve the aims of education. As a program of teaching and learning, the CASP ASP did not have its own curriculum. Rather, the CASP ASP used the same curriculum that NFE produced and used for the ordinary ASP classes. A separate curriculum for SOP and FSP has been produced and used in both the CASP ASP and the ordinary ASP. In terms of the organization of contents, FSP curriculum has condensed the materials of formal school curriculum from grade 1 to 5. So it is technically heavier than that of SOP curriculum. SOP curriculum has the similar kind of contents that of the grade 1 to 3 in formal schools. Regarding the curriculum of CASP ASP program, different respondents were asked about the quality of curriculum and textbooks. The observation of NGO persons is presented in the following table.

Table 3. 16: Quality & effectiveness of curriculum and textbooks as observed by NGO personnel

CASP ASP Curriculum and Textbooks	Response	N=7	%
Completion of curricular contents in time.	Yes	6	85.71
	No	0	0.00
	No Idea	1	14.29
Well sequenced curricular contents	Yes	6	85.71
	No	0	0.00
	No Idea	1	14.29
Reflection of learning needs	Yes	6	85.71
	No	0	0.00
	No Idea	1	14.29
Provision of life skills contents.	Yes	5	71.43
	No	1	14.29
	No Idea	1	14.29
Interesting presentation of contents	Yes	5	71.43
	No	1	14.29
	No Idea	1	14.29
Addressing the diverse needs of learners	Yes	4	57.14
	No	1	14.29
	No Idea	2	28.57
Total		7	100.00

The above table indicates that curricular contents are not so long in order to complete them in time. However because of the condensed nature of curriculum, it is rather difficult to complete the FSP curriculum than the SOP curriculum in time. The facilitators agreed that the curricular contents are well sequenced but the RPs have different opinion that there is a need for revising content in order to make them well sequenced. Similarly, the facilitators agreed that the curricular content reflects the need of the learners. However, various parents, RPs and DEO commented that the curricular contents are still far from addressing learners' basic needs that required them to adjust to this dynamic society. Mostly, they stress a need for integrating skill-based content with the theory-based matter. Regarding the CASP ASP curriculum and textbooks, the RPs agreed that the curricular contents were completed in time but facilitators made extra effort to complete the contents of the FSP curriculum in comparison with those of

the SOP curriculum. The contents were presented interestingly but they did not properly reflect the learning needs of the students. Nor did the contents have sufficient matters for life skills and address the diverse needs of the learners. They stressed the need for incorporating the contents to enhance the vocational and life-based skills of the learners.

The RPs were asked to evaluate the quality of teaching learning activities of both the SOP and FSP. They said that the motivation activities of both the students and facilitators were good due to the system of combining teaching with other extracurricular activities. The provision and activities of children club also provided additional motivation for children to take part in various curricular and extracurricular activities. Regarding the delivery of contents, the RPs said that the content delivery was good in Tinchule center but it was poor at SOP center at Chhaimale due to the lack of proper academic knowledge and experience of the facilitator. Student' participation, according to them, depends on the factors of their age, parental support and level of motivation. The students at FSP Tinchule found to be irregular whereas participation and regularity of the students at SOP sundaridal was good. The RPs said that the use of teaching learning materials, the practice of creating child-friendly environment, the effective practice of assessing and record keeping of students' progress found to be good. The RPs also said that the overall quality of facilitator and EVs was satisfactory in terms of delivery of the content.

3.6 Extracurricular Activity

It is generally agreed that children's overall development lies in the various kinds of activities, both curricular and extracurricular, they 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

Contribution Areas	SOP FSP	Rating	Gender				Total	
			BOYS		GIRLS		N	%
			N	%	N	%		
Singing and dancing	SOP	Satisfied	18	75.00	9	37.50	27	56.25
		Good but not enough	5	20.83	5	20.83	10	20.83
		Fair	1	4.17	10	41.67	11	22.92
		Poor	0	0.00	0	0.00	0	0.00
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	17	70.83	17	80.95	34	75.56
		Good but not	5	20.83	2	9.52	7	15.56

		enough						
		Fair	1	4.17	2	9.52	3	6.67
		Poor	1	4.17	0	0.00	1	2.22
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	21	100.00	45	100.00
Indoor games	SOP	Satisfied	3	12.50	2	8.33	5	10.42
		Good bu t no t enough	15	62.50	8	33.33	23	47.92
		Fair	6	25.00	14	58.33	20	41.67
		Poor	0	0.00	0	0.00	0	0.00
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	10	41.67	9	42.86	19	42.22
		Good bu t no t enough	12	50.00	7	33.33	19	42.22
		Fair	2	8.33	2	9.52	4	8.89
		Poor	0	0.00	3	14.29	3	6.67
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	21	100.00	45	100.00
Outdoor games	SOP	Satisfied	0	0.00	1	4.17	1	2.08
		Good bu t no t enough	7	29.17	3	12.50	10	20.83
		Fair	2	8.33	6	25.00	8	16.67
		Poor	14	58.33	13	54.17	27	56.25
		Not in use	1	4.17	1	4.17	2	4.17
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	12	50.00	14	66.67	26	57.78
		Good bu t no t enough	4	16.67	2	9.52	6	13.33
		Fair	2	8.33	2	9.52	4	8.89
		Poor	4	16.67	2	9.52	6	13.33
		Not in use	2	8.33	1	4.76	3	6.67
		Total	24	100.00	21	100.00	45	100.00
Field trips	SOP	Satisfied	9	37.50	5	20.83	14	29.17
		Good bu t no t enough	6	25.00	6	25.00	12	25.00
		Fair	4	16.67	8	33.33	12	25.00
		Poor	0	0.00	1	4.17	1	2.08
		Not in use	5	20.83	4	16.67	9	18.75
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	3	12.50	9	42.86	12	26.67
		Good bu t no t enough	17	70.83	9	42.86	26	57.78
		Fair	4	16.67	2	9.52	6	13.33
		Poor	0	0.00	1	4.76	1	2.22
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	21	100.00	45	100.00
Gardening	SOP	Satisfied	3	12.50	0	0.00	3	6.25
		Good bu t no t enough	4	16.67	2	8.33	6	12.50

		Fair	8	33.33	12	50.00	20	41.67
		Poor	4	16.67	6	25.00	10	20.83
		Not in use	5	20.83	4	16.67	9	18.75
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	1	4.17	1	4.76	2	4.44
		Good but not enough	2	8.33	1	4.76	3	6.67
		Fair	5	20.83	5	23.81	10	22.22
		Poor	4	16.67	3	14.29	7	15.56
		Not in use	12	50.00	11	52.38	23	51.11
		Total	24	100.00	21	100.00	45	100.00
Cleanliness of the classroom	SOP	Satisfied	9	37.50	5	20.83	14	29.17
		Good but not enough	6	25.00	4	16.67	10	20.83
		Fair	9	37.50	15	62.50	24	50.00
		Poor	0	0.00	0	0.00	0	0.00
		Not in use	0	0.00	0	0.00	0	0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	18	75.00	17	80.95	35	77.78
		Good but not enough	5	20.83	3	14.29	8	17.78
		Fair	1	4.17	0	0.00	1	2.22
		Poor	0	0.00	0	0.00	0	0.00
Not in use		0	0.00	1	4.76	1	2.22	
Total	24	100.00	21	100.00	45	100.00		
Visit to other school (interaction) Observation of school day	SOP	Satisfied	11	45.83	6	25.00	17	35.42
		Good but not enough	8	33.33	7	29.17	15	31.25
		Fair	4	16.67	9	37.50	13	27.08
		Poor	0	0.00	0	0.00	0	0.00
		Not in use	1	4.17	2	8.33	3	6.25
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	7	29.17	9	42.86	16	35.56
		Good but not enough	15	62.50	8	38.10	23	51.11
		Fair	1	4.17	0	0.00	1	2.22
		Poor	1	4.17	2	9.52	3	6.67
Not in use		0	0.00	2	9.52	2	4.44	
Total	24	100.00	21	100.00	45	100.00		
Observation of school day	SOP	Satisfied	4	16.67	2	8.33	6	12.50
		Good but not enough	5	20.83	5	20.83	10	20.83
		Fair	5	20.83	10	41.67	15	31.25
		Poor	1	4.17	0	0.00	1	2.08
		Not in use	9	37.50	7	29.17	16	33.33
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	9	37.50	10	47.62	19	42.22
		Good but not enough	12	50.00	7	33.33	19	42.22
		Fair	1	4.17	0	0.00	1	2.22

	Poor	1	4.17	1	4.76	2	4.44
	Not in use	1	4.17	3	14.29	4	8.89
	Total	24	100.00	21	100.00	45	100.00

The above table shows an interesting picture about the situation of ECAs as experienced by the children. On an average the children seemed to be satisfied with what they had as ECAs at the centers in the form of singing and dancing, observation of the enter day, visit to mother school, singing and dancing and cleanliness of the classroom. Program-wise, no significant difference was noticed between SOP and FSP. According to the degree of satisfaction shown by children, the most popular activities in both SOP and FSP are singing, dancing and other indoor games. A greater number of SOP children showed this discontentment about the provision of outdoor games. This may be due to the lack of playground as most of the SOP classes were conducted in a privately owned houses or rented room. One of the peculiar activities that children of both FSP and SOP groups admired much is field trip. Similar kind of positive response was found in the activities of gardening and cleaning of the classroom.

Analysis of the responses of various stakeholders indicates that the FSP/SOP graduates are always performing better in the extracurricular activities than the students of ordinary ASP classes and formal schools. Thus all of the respondents agreed that one of the motivational factors for students' regularity and better performance in both the FSP and SOP classes is the effective blend of co-curricular and extracurricular activities. DEO and RPs also appreciated the ways SOP/FSP center were organizing extracurricular activities and admitted to introduce such good practices in other ordinary ASP centers.

3.7 Management System

Management system plays an important role for successful implementation of any program. CASP ASP has found to pay utmost attention on effective management of both the FSP and SOP by developing a two-tier management system, i.e. at 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. Generally, the ASPM would visit the center regularly 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)

CMC at each FSP and SOP is normally comprised of the representatives of various stakeholders such as VDC, mother school, parents, facilitator and Mahila Samuha (Women's group), if that exists in the local community. This study attempts to analyze the roles undertaken collectively by them in general and by CMC chair in particular. In order to seek the relevant information for this purpose, separate tools were developed for the CMC member/chair (one from each center), RPs and DEO. Moreover, the FGD carried out with the parents at each center also attempted to discuss the ways CMC contribute to the effective management of the classes run at each center. The following sections discuss the detail aspect of the characteristics, roles and responsibilities of the CMC.

Demographic characteristics of CMC chairs

Each of the CMC at 9 FSP SOP and FSP centers in Kathmandu has 5 to 9 members, making average number of CMC members at each center 6.5. Majority of the CMC chair are belonged to the upper caste Brahmin, followed by Janajatis and Dalit. The average age of them is 40 that indicate the leadership of CMC is neither too young nor too old. One of the major shortcomings observed in the composition of CMC is that none of the CMC chair is female that indicates poor represents of women in the leadership of the FSP/SOP management. Regarding the academic qualification of the CMC chair, majority (5 out of 9) has qualification less than SLC, one holds SLC, and other 3 has university degree. This shows that very few CASP ASP center had opportunities to get wider academic and management support based on the academic knowledge and experience of them. The major demographic and academic information of CMC chair of each SOP and FSP in Kathmandu district is summarized in the following table.

Table 3.18: Demographic characteristics of the CMC chair

Name and Address of Center	SOP/ FSP	Name of CMC Chair	Age	Gender	Qualification	Present designation	Since	No. of CMC members*
Sundarijal, 5 , Sundarijal	SOP	Moiman Tamang	37	Male	Primary level	Chairman	2063	7
Talku, 4 Bhagal	SOP	Arun Tamang	34	Male	Literate	Chairman	2065	9
Chhaimale, 4 , Kerabari	SOP	ShyamKumar Tamang	42	Male	Literate	Chairman	2062	7
Sangla- 2, Devkota tole	SOP	Uddhab Devkota	34	Male	9 class	Chairman	2062	5
Jorpati - Narayantar	FSP	Mahendra Pd Bhattarai	38	Male	BSC	Chairman	2063	7
Boudha Tinchule 6	FSP	Meghnath Ghimire	50	Male	SLC	Chairman	2063	7
Sukumbasitole KTM-34	FSP	Narayan Pariyar	45	Male	BA	Chairman	2062	7
Kteswor, Palpakot KTM -35	FSP	Navaraj Parajuli	43	Male	ISC	Chairman	2063	5
Gangabu -7 Mahadevtar	FSP	Bachhu Adhikary	43	Male	Literate	Chairman	2063	5

*Composition of CMC members are come from VDC representative, Facilitators, Parents, Mother School Teachers, Mahila Samuha, etc

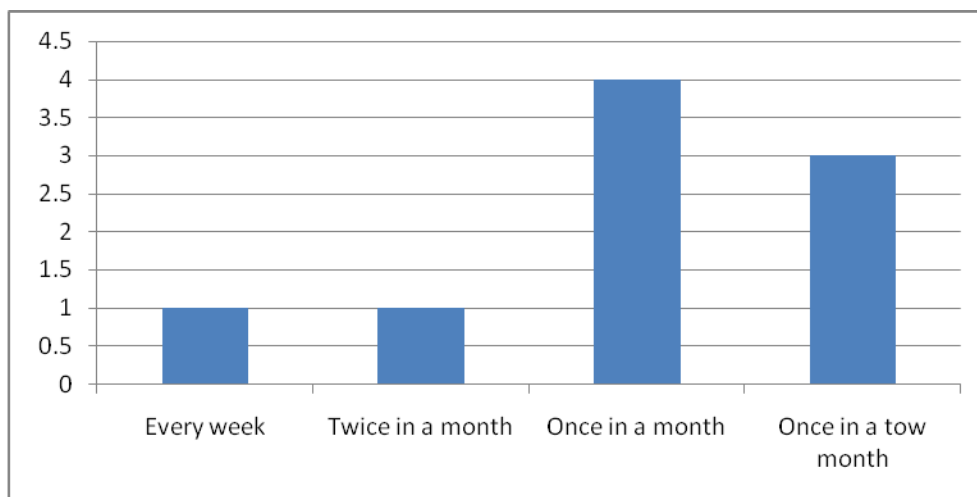
Training received by the CMC chairs

Training is an essential component of any program that needs people of specific knowledge and skill for effective management and implementation of the program. CASP also had a

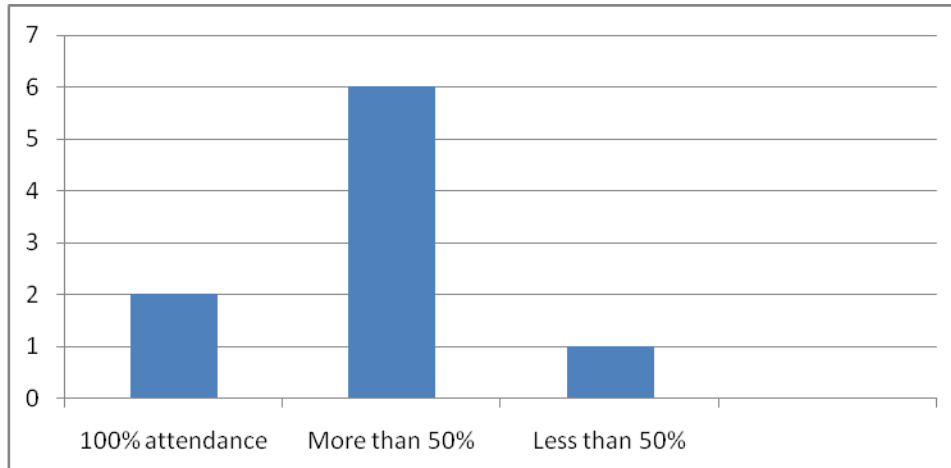
training component in its program for each of the implementer involved in both the SOP and FSP center. They include facilitator, ASPM, CMC and EVs. In this study, CMC chair were asked about the training they received as part of their duties to manage the classroom. According to their information, each of them received training or orientation twice from the JICA CASP, the duration of which is of one and one week respectively. As reported by them, the major contents of training regarding class management were:

- How to manage the class
- How to co-ordinate meeting actively
- How to conduct class and mobilization

Though the training they received is not sufficient to cover wider theoretical and practical aspects of the classroom management, they reported that they learnt fundamental aspect of classroom management that provided a good support for undertaking their responsibilities. As they informed, they gained a considerable experience not only on classroom management but also on the ways of conducting meeting effectively. Regarding the frequency of meeting, one center was found to be very effective that used to conduct CMC meeting once in a week. Four out of nine CMC reported that they organized CMC meeting once in a month while three others used to have CMC meeting once in every two months. Though this kind of variation existed among all nine centers, all the CMC chairs reported that the meeting used to be very regular. The summary of the frequency of meeting of CMC members is displayed in the diagram below.

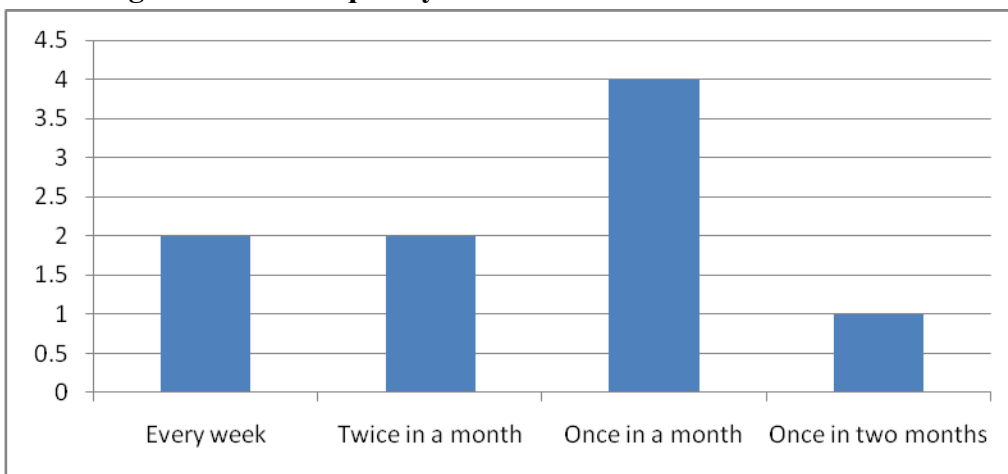


The participation rate of the CMC members in the meeting was found to be satisfactory. As reported by the CMC chairs, two centers have the highest rate of participation, six other have average participation rate, that is, more than 50% members used to attend the meeting. Only one center used to have less than 50% members participating in the meeting. The chart below summarizes the frequency of attendance.



When asked about frequency of visit to the CASP ASP class (center), the CMC chairs were not univocal. As reported by them, out of 9 respondents, the highest number (4) used to visit the center/class every month followed by every week (2) twice a month (2) and every two months (1). This data shows that monitoring classroom by the CMC chair is not guided by any consistent regulation. Rather, they used their own decision for monitoring CASP ASP classes. Despite this inconsistency, each of the CMC chair said that they had to remain in good touch with the facilitators and ASPM and in case of emergency or of need they used to visit the center at any time.

Figure Frequency of CMC visit to the CASP ASP classes



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 whether facilitator conduct class regularly

- To monitor the regularity of the students
- To help facilitator for conducting class regularly and making class effective
- To listen to the facilitator about the kinds of problem s/he facing
- To identify the problems of physical facilities of classroom and mobilize resources, both human and economic, to address the problems.
- To help facilitators maintain quality of teaching and other extracurricular activities

Activities performed by CMC at the CASP ASP centers

The CMC 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 that include:

- Regular visiting and monitoring of classroom
- Providing support to the facilitators
- Construction of cottage/building, office room for the center
- Help parents send their children to the center for study
- Door to door visit for awareness campaign to convince parents to send children to center
- Conducting meetings
- Solving kinds of problems facilitator report
- 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
- Providing labor support for gardening
- Managing qualified facilitator/teacher and monitoring their activities
- Mobilizing parents and local community to collect resources for making building or hut
- Visiting and contacting DEO/RP for physical facility of the center and Chepang education problems

From the list, it is clear that the CMC chairs were involved not only in both the task of classroom management and 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.

Successful activities performed by the CMC

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

- a) Door to door campaign to Bring children to the center by making parents aware of the rights of education
- b) Mobilizing community people on voluntarily basis to build the center/school and temporary toilets

- c) Managing resources, money, furniture and labor support for the establishment and construction of classroom
- 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) Providing monitoring and supervisory support to the facilitator for improving quality of the teaching
- f) Organizing parental meeting for reporting children's academic and extracurricular development

Problems faced during the implementation of CASP SOP/FSP

There are diverse kinds of problems faced by the CMC chairs in each of the 9 SOP and FSP center in Kathmandu center. As reported by the CMC members/chairs, common problems faced by them were as following:

- Finding appropriate venue to run the SOP classes
- Bringing out-of-school children to the FSP/SOP classes
- Irregularity of the students
- Low attendance of CMC members
- Lack of parental awareness
- Lack of appropriate physical facilities including furniture and teaching materials
- Low remuneration of the facilitator
- Lack of parental involvement in monitoring of children's learning.

In order to solve the problems mentioned above, the CMC members/chairs reported that they adopted several strategies. It is reported that CMC is working effectively in rural areas than in urban areas in order to solve these problems. In some of the center, role of CMC is seen in shadow since more responsibility is given to NGO.

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 teachers from the nearby schools who were locally available. The majority of ASPM are Male. Out of 9 ASPM, only 3 were female. All the ASPMs are between 29 and 48, making average age of 35.6. Majority of them have BEd degree and no one has less than SLC. This indicates that each of the ASPM has maintained a certain academic level that might helped them to assist facilitators in academic matters. Each center has a team of ASPMs' team comprising members from 3 to 6, all of them appointed by the DEO. The study team also included some ASPMs in the research and collected their responses in different aspects of the CASP ASP. The table below presents the general information about the ASPM of each FSP and SOP center.

Table: 3. 19: General information about the characteristics of ASPMs

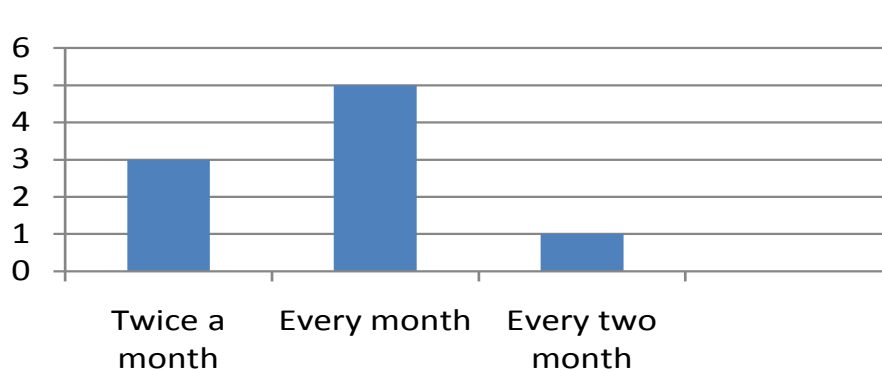
Center and address	SOP/FSP	Name of ASP monitors	Age	Gender	Qualification	Working as ASPM Since	ASPM member composition	Appointed by
Sundarijal, 9,	SOP	Prakash	40	Male	SLC	2063	3	DEO

Waiba tole		Karmacharya						
Talku, 1, Dudechaur	SOP	Gajendra KC	37	Male	BED	2063	3	Head teacher recommended and DEO appointed
Chhaimale, 4, Kerabari, Bal club	SOP	Bidur Paud	48	Male	IA	2064	4	DEO gives letter as appointed ASP monitor to monitoring for three years
Sangla -2, Sangla	SOP	Raju Nepal	30	Male	BED	2064	4	DEO
Jorpati, 4 Narayantar	FSP	Sona Shrestha	35	Female	BA	2065	4	DEO from the recommendation of head teacher
Tichule, 6, Boudha, KTM	FSP	Baikuntha Pyakurel	30	Male	BED	2063	4	DEO as recommended by Head teacher
Shantinagar, 9, Sinamangal, KTM	FSP	Gayatri Thapaliya	39	Female	BED	2062	4	DEO
Sarveswori PS Paipakot, KTM	FSP	Radha Pudasaini	33	Female	Icom	2063	6	RP
Mahadevtar, Gangabu	FSP	Shambhu KC	29	Male	BED	2063	4	NFE/JICA

Frequency of monitoring the classes

Monitoring of FSP/SOP class and providing appropriate support and feedback to the facilitator is one of the major responsibilities of the ASPM. Each of the ASPM in this regard was asked how often they visited and monitored the FSP/SOP classes and the mixed type of answer was obtained. Out of the 9 ASPM, majority (5) used to monitor classroom once in a month that is followed by twice a month (3) and once in every two month (1). This shows that ASPM are less frequent in monitoring the FSP/SOP classes. The chart below summarizes the frequency of monitoring of these classes by ASPMs.

Figure Frequency of Monitoring the FSP/SOP classes by ASPMS



Main tasks of monitoring

ASPMs were given overall responsibilities of monitoring classroom and providing effective feedback to the facilitator for the betterment of classroom teaching as well as of the extracurricular activities. In relation to this responsibility, the ASPMs were asked what activities they undertaken in the course of discharging their duties and the following results were obtained:

- Class observation and Assistance in teaching
- Taking model class for facilitator
- Assisting facilitators for delivery of materials, making students regular, solving disciplinary problems of the students and maintaining academic environment at the center.
- Monitoring the smooth running of the class, the regularity of children, and maintaining learning environment
- Organising ASPMs' meeting and guide to teaching learning activities
- Assist facilitators for the construction and use of instructional materials
- Supervise students' activity and behavior, providing suggestions to children for their regularly, and providing sporadic help to solve their problems
- Make proper judgment of the utilization of resources provided by JICA

Training received by ASPM

Training is one of the major components of the CASP ASP. Regarding the availability of training facilities, out of the 9 ASPMs, a majority (5) said that they received a small-scale (from one day to one week) orientation/training while others reported that they did not receive any kind of training in relation to their role as ASPM. According to the ASPMs who participated in the training, the major outcomes of the training program were:

- Getting acquaintance of the objectives of program
- To know the ASPM role, whether RPs visit or not in the centre
- Technique to conduct class and selected to teaching learning process
- Help to solve major problems of classroom
- Monitoring skills

Some of the participants suggested for increasing the duration of training covering wider aspects of the curriculum, classroom supervision, monitoring and management. Moreover, they expressed a need for conducting a joint training among various stakeholders including facilitators, EVs, and CMC members. Overall, as reported ASPMs gained a considerable experience on the field of monitoring and supervision of the classes. However, because of the voluntary nature of the work and the amount of time it demands, most of the head teachers in Kathmandu did not like to work as ASP monitor. Instead, they assigned this role to other teachers of the school. This system in Kathmandu is not found effective than in Dhading and Siraha. Similarly, role of NGO in Kathmandu is found more administrative than academic.

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:

Table 3. 20: Problems observed by ASPM in the implementation of CASP ASP

Difficulties/Problems	Suggestions
After teaching 3 years in SOP/ASP centre the facilitators, the future of facilitator is uncertain. Similarly, after the termination of program, the future of the center is also uncertain.	Convert the centre either in Bal Shishukendra (Child Learning Center) or primary school and provide government quota to the facilitators
Selection of NGO is not appropriate and Selection of centre is not appropriate	Need for selecting local NGOs. Keeping the centre in appropriate place of settlement
SOP is established in very remote village, where very people are residing. So SOP is not running smoothly.	Establish primary school replacing the SOP center
Lack of physical facility in most of the SOP center	Giving economic package to run the SOP
Irregularity of students, lack of playing ground, low salary for facilitators,	Stationaries should be provided enough, Building for classrooms should be selected with enough physical facility, Salaries should be provided equivalent to that of primary level teachers
Irregular of children,	Day meal should be provided
Inadequate monitoring, Lack of parental support in monitoring children's education	Provision of proper monitoring training, Provision of regular awareness program for parents
CMC was not so active	Proper training and facilities should be provided to the facilitators

3.8 Networking and Community Contribution

Effective networking is always a key to success of any kind of social institutions in achieving their goals. In the case of CASP ASP as well, 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. In this regard, this study also sought to take information from different stakeholders in order to analyze and assess the effectiveness of networking and community contribution to the overall development of the FSP/SOP center and its program. Analysis of the various data shows that the CASP ASP has effective networking with the mother schools, district level organizations such as the DEO and the community organizations such as VDC. Establishing such networking was found due to the contribution made by the DEO, the concerned NGO and the community itself, each of which is discussed in separate heading below:

DEO contribution

In the existing structure of educational administration of Nepal, each district has a District Education Office that is responsible for coordinating, implementing, managing and supervising all the activities, plan and program of educational activities carried out in the

district. DEO thus also has responsibility for managing, coordinating, supervising, and monitoring of any kinds of Non-Formal Education programs, including those of CASP ASP. One of the focus areas of the CASP ASP was building network among the various government and non-government organizations both in the community and in the district. In relation to the relationship of each SOP and FSP with the DEO, respondents were asked to present their views on networking mechanism with reference to the extent of cooperation from the DEO. The facilitators reported that the DEO provided good support in the area of monitoring and training. Every month there had been a joint meeting among various stakeholders and the meeting used to focus on solving problems each SOP/FSP had been facing. ASMs and NGO representatives reported that from the establishment of the FSP/SOP center, the DEO provided overall supports in the area of facilitators' selection, resource allocation, establishing relation with the mother school, providing training to various stakeholders, monitoring the effectiveness of the program and providing proper feedback and suggestion to improve the quality of the FSP/SOP classes

Many stakeholders admired the contribution made by the RPs to the overall development of the SOP/ASP center. RPs worked as a representative of the DEO and it was easy to pass on information to the DEO with his/her help. As reported by the RPs, they used to visit each center at least once a month, take part in the meetings with the ASPs and CMC members, listen to the facilitator about the problems she had facing and provide effective feedback on her/his work and help her/him solve academic problems. One RP at Boudha center even used to take model class when he visited the FSP center. He said

I used to link FSP/SOP center and the DEO. I used to listen to the CMC members, ASPMs and facilitator, discuss the problems they had been facing and report them to the concerned person to the DEO if I became unable to solve them on my own. Sometimes, I used to take model class for helping facilitator in teaching. I had many times provided support for how to use teaching materials, create enjoying environment in the classroom, and make students take part in learning activities.

The RPs and DEO personnel also compared the support they had been making to both the CASP ASP and ordinary ASP. As they reported, because of the various program components of the CASP ASP, they are little bit more involved in the CASP ASP than the ordinary ASP. DEO personnel said:

For ordinary ASP, we helped to select NGO and provided training to the facilitators at the time of establishment of the center. After then, we do not have proper communication with them. But with CASP FSP/FSP we have a regular meeting, both formally and informally. They used to ask our support and invite in many kinds of program. We once had a good opportunity to visit various successful ASP program within the country and outside as well. In fact, it is desirable to use some of the good component of the CASP ASP to the ordinary ASP.

The DEO and RPs opined that the RPs' role should be additionally strengthened in the area of NGO selection and providing training to facilitators, EVs and ASPMs. They also suggested spending a higher portion of CASP budget to the FSP/SOP center rather than at higher level.

Overall, the DEO saw the sustainability of the CASP program and was enthusiastic to provide support to these kinds of programs in future.

NGO contribution

As a general rule, one of the local NGOs was selected to support, manage and run each of the SOP/FSP classes. These NGOs were working in various fields of society such as education, advocacy, health, and community development. At the beginning, nine NGOs were selected to support CASP ASP classes. However, two of them could not function effectively because of their different locality and constraints like their inability to adjust themselves in the local community. As they reported, out of the 7 NGOs involved in the FSP/SOP in Kathmandu district, all of them are working in the field of education, 4 NGOs were also working in area of health, 3 also in advocacy and 2 also in community development. Each of these NGOs provided support in various areas of the CASP program. The major areas of their support were reported as following:

- Selection of classroom for conducting classes
- Establishing good relationship with the mother school
- Conducting training and advocacy program
- Providing economic and material support to the center and the students
- Door-to-door campaign for raising awareness of the community people
- Bringing out-of-school children to the FSP/SOP center
- Community mobilization for resource generation
- Conducting awareness programs to the parents and concerned target groups
- Forming Child Clubs
- Education of adolescent girl
- Program of Inclusive Education
- Distributing medical KIT BOX to the school children
- Raising awareness of education by organizing an open theatre program
- Conducting Non formal woman literacy and Vocational training program
- Sanitation campaign for rural water supply and sanitation project,
- Scholarship provided to students of different level, monthly and half yearly and yearly reports to JICA and DEO
- Guidelines development, Study carried out in the field of monitoring, gender and equity/equality,
- Gender related training
- Impact study of non-formal education
- Women empowerment

Few parents in the FGDs also mentioned the extra support of the local NGO as another influential factor for the success of the program. Parents took the name of JP foundation in Tinchule Boudha, and VIN in Gongabu for their appreciative effort to bring each of the out-of-the-school children in FSP center. However, they also contended that because of the poor support on the part of the hotel owner, and owner of the domestic children, this program could not bring all the out-of-the-school children at the FSP center.

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 working in collaboration with the DEO, , monitoring the centers, observing SOP and FSP classes, providing training to facilitators and EVs and school management. In specific terms, the programs/activities carried out by these NGOs in terms of CASP ASP are reported as follows:

- Managing, implementing and supervising FSP and SOP program handled
- Making a contract with CASP
- Class monitoring, Interaction program with community, awareness of parents, community mobilization, monthly meeting
- Monthly meeting with DEO and CASP
- Guardians mobilization, SMC formation, information about program, mass communication, room hiring, selection of facilitators training for facilitators, door to door visiting, meeting with SMC, parents,
- JICA workshop conduction,
- Dissemination of information related to program
- Providing bag, stationery, and school dress to the children
- Organizing field trips and helping facilitators for conducting extracurricular activities

In terms of number and percentage, the 7 NGOs involved in the management of 9 FSP/SOP centers responded differently on which area they mobilized the community. The following table summarizes the result:

Table 3.21: Areas of community mobilization by NGOs

Mobilize the community in respect to	N=7	%
Establish the center in the community	6	85.71
Select the facilitator	6	85.71
Select and mobilize Education Volunteers	6	85.71
Mobilize local resources	6	85.71
Organize community awareness activities	7	100
Manage financial support	5	71.43
Monitor the centers	7	100.00
Observe SOP and FSP classes	6	85.71
Provide training to the facilitators and EVs	2	28.57

Community contribution

The role of the community for successful operation of the kinds of programs of any social institutions has been regarded as one of the major factors in the countries 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. In addition, nine FGDs were conducted with the parents in each of the FSP and SOP center that was operating in Kathmandu district.

Analyzing the responses of the discussion shows that parents did not significantly contribute to the establishment and construction of the FSP center, as almost FSP programs were either conducted in the mother school or managed by the local NGO by their own effort. However, parents provided physical support for the construction and establishment of the SOP center where a new construction was necessary. For example, at Chhaimale center, one generous social worker named Suka Bahadur Bomjan donated the land and other parents provided physical support for the construction and maintenance of the classroom. Similarly at Sundarijal center, parents provided both physical and economic supports for the management of the furniture. They collected some timber woods from the nearby forest and provided carpentry supports for constructing the furniture out of these woods. They also provided a labor support for maintaining a flower garden around the SOP center. At some centers, parents also helped to organize a door-to-door campaign for encouraging villagers to send their child in school.

Regarding the supervisory support, majority of the parents held a view that they were not able to go regularly to the FSP/SOP center as they had to remain busy in their own work. Many of them also mentioned that they did not have proper knowledge of and experience on providing suggestions regarding the teaching, learning and class management. However, when the facilitators sent them an invitation, they used to visit the center and used to listen to her about the academic progress of their children. Very few parents used to visit the center on their own initiation to take information about their children's activities and academic achievement.

As a result of community mobilization and awareness campaign, parents began to provide their best support for improving the child's learning and development. The various kinds of supports they provided include time for study and homework, taking information about children's academic progress, managing meals and snacks in time, and affording money for necessary materials. One parent says, "I don't let her (child) do the household works since she joined the FSP class. In spite of my lack of subject knowledge, I used to enquire whether she had finished her homework. Sometimes I used to manage her tiffin, preparing it at home and sometimes I used to give 5 to 10 rupees for the tiffin if I became unable to prepare it at home."

Some parents also mentioned that they provided the labor support to maintain road to the SOP center so that their children can go to the center efficiently. They also worked for the maintenance and management of drinking water at SOP center as well as for the maintenance of the room of the classroom so that their children feel comfortable at the SOP center. This kind of evidence shows that despite their abject and vulnerable situation, all parents were willing to provide any kind of support within the limit of their capacities in order to provide good facilities and environment for their education and development. However, some of them expressed their inability when children were in need of getting support for doing their homework. One parent says, "Being an illiterate, I cannot help my children do his homework.

When I found my children in need of getting support for doing his homework, I feel regretted being an uneducated father because I cannot help them to sort out this kind of problem”

In relation to community contribution, the RPs were asked to compare the contribution community organizations such as VDCs, local NGOs, mother school, Resource Centre to run the programs between CASP ASP and ordinary ASP. They said because of the various strategies of the CASP ASP, the mobilization of community organizations was found to be more effective than that of ordinary ASP. They informed that the support from the local NGOs, mother school and Resource Centre was influential to the CASP ASP whereas the support of these organizations to ordinary ASP found to be negligible. Local NGO provided good support for stationary and dress, mother school helped by monitoring the program and keeping record of the progress made by the FSP/SOP, providing materials for teaching and extracurricular activities. However, there was not a contributory support of these organizations to ordinary ASP.

This analysis shows that community organizations and parents are always ready to provide physical and labor support for the establishment, maintenance and management of the FSP/SOP center but they are not in position of providing supervisory support for monitoring the academic activities of the center. Analyzing the responses of various stakeholders, the major areas of community contribution can be summarized as follows:

- Providing labor support for the establishment of SOP classes
- Providing security to the centre,
- Collecting timber from the nearby community forest for furniture
- Collecting fund for construction and maintenance of furniture in SOP center, and paying rent for FSP/SOP classes
- Contributing to door-to-door program for raising awareness of the parents
- Managing classroom by negotiating with social organizations. For example – using dining hall of Buddhist child centre after lunch
- Conducting joint meeting of CMC, SMC EVs meeting, Child club to enhance quality of FSP
- Enquiring about children's progress
- Lobbying for the center
- Providing free labor to the center for building construction
- Preparation of garden and playground for the children
- Showing concern about their kids' education
- By providing construction materials like stones, timber wood etc. for the center
- Mobilizing community for bringing children in the center, motivating parents and facilitators
- Purchasing land for SOP center
- Encouraging locally available educated persons to work as facilitators and education volunteers (EVs)
- Forming the classroom management committee (CMC)
- Managing and observing classes

3.9 Cost (establishment cost, running cost, and sources of funding)

Cost is a very influential aspect on the basis of which success or failure of a program is judged. Therefore, the study team tried to find out the establishment as well as the operation cost of CASP ASP. The field researchers asked facilitators, EVs and CMC members in this regard. From the information they provided, the figures of cost and the sources of each centre have been presented in the following table.

Table 3. 22: Cost of establishment

SOP FSP Centre	Community		DEO		CASP JICA		Others		Total
	CASH	KIND	CASH	KIND	CASH	KIND	CASH	KIND	
Jorpati -2, Baundhara	.	.	26900	.	136000	5250	5000	.	173150
Boudha Tinchoole –KTM 6	22600	.	105000	.	50000	.	.	.	177600
Bhimsangola, Shantinagar KTM-9	.	5000	30000	.	50000	2600	.	12000	99600
Koteswor , Palpakot KTM-35	.	.	31000	.	50000	.	.	.	81000
Gangabu, Mahadevtar KTM-7	.	.	34000	.	50000	.	.	.	84000
Talku, Dudechaur -4	3000	3000
Chhaimale -4, Kerabari	.	40000	.	.	6000	.	125000	.	171000
Sangla -1, Kunchhipwakal	.	.	10000	.	2500	.	.	.	12500
Sundarijal -5 Waiba tole(Siranghar tole),	7000	.	.	.	6000	.	3000	.	16000
	32600	45000	236900		350500	7850	133000	12000	817850

As the table mentions, the cost sharing partners contributed in cash and in kind. The contribution in kind included the free wage labor, materials contribution such as timber, stones, transportation of construction materials and so on. The major sources for the funding were the local community, the DEO and CASP JICA. However, some centers received funding for their establishment from the respective VDCs and local NGOs.

The table above clearly presents that the cost of establishment varies from centre to centre. It ranges from 12500 to 177600 NRS. Among the cost sharing partners, CASP JICA had major contribution. It had contributed to all the centers except one. Out of the total establishment cost i.e. 817850, CASP JICA's sharing was 358350. The table indicates that DEO's contribution was only in cash whereas other partners contributed both in cash and in kind.

Table 3.23: Operation cost NRS (yearly)

Center	Statistics	Average E XP on Facilitator's salary	Average E XP on Stationery	Average EXP o n Textbooks	Average EXP o n Uniform	Average EXP o n Schoolbag	Average EXP o n Maintenance
SOP	Mean	36500.00	18652.00	17066.67	19975.00	10700.00	500.00
	N	4	4	3	4	4	1
	Std. Deviation	23685.43	18104.39	11229.12	10469.12	6032.68	.
	Minimum	24000.00	2652.00	9800.00	6000.00	3300.00	500
	Maximum	72000.00	38304.00	30000.00	30000.00	18000.00	500
	Range	48000.00	35652.00	20200.00	24000.00	14700.00	0
FSP	Mean	25200.00	5750.00		17080.00	14000.00	9000.00
	N	5	4		5	4	3
	Std. Deviation	1095.44	3403.42		6030.50	14778.58	3605.55
	Minimum	24000.00	3000.00		7500.00	5000.00	5000
	Maximum	26000.00	10000.00		22600.00	36100.00	12000
	Range	2000.00	7000.00		15100.00	31100.00	7000
Total	Mean	30222.22	11279.42	17066.67	18366.67	12350.00	6875.00
	N	9	7	3	9	8	4
	Std. Deviation	15698.54	12751.80	11229.12	7849.36	10597.70	5170.02
	Minimum	24000.00	2652.00	9800.00	6000.00	3300.00	500
	Maximum	72000.00	38304.00	30000.00	30000.00	36100.00	12000
	Range	48000.00	35652.00	20200.00	24000.00	32800.00	11500

The DEO of Kathmandu was interviewed about the cost of CASP ASP and the quality in comparison to ordinary ASP. The DEO responded that there was more investment in CASP ASP in training, scholarship, stationary and monitoring at the local. He justified the investment of CASP ASP in terms of its output as nearly 50% of the enrolled children were graduated. They could not have not seen the school if FSP was not implemented. It is satisfactory from the point of social justice. His view was that the government should invest for deprived people and for the sustainability of this program. The DEO had good impression about the quality in relation to its cost of the input.

The study team also interviewed the NFEC director. When asked about the input of CASP ASP in comparison to ordinary ASP, he responded that there was difference in terms of training to the facilitators, EVs and CMC members though. The children they had to deal with were from the same source and background. According to him, there was incentive for monitoring and community mobilization. Cost and quality are proportionally related to each other. Cost of the program directly affects the quality of the output. Contribution of CASP ASP is that children who were supposed to be deprived of the opportunity of education have opportunity for further schooling. For the sustainability of such programs, it needs supports in the aspects like management, monitoring and community mobilization. NFEC director felt

that the cost of input in CASP ASP was higher than ordinary ASP and he thought that some of the aspects of CASP ASP could be replicated without increasing the cost of the program.

3.10 Teaching Aspects

The people directly involved in teaching are facilitators and EVs. Their educational background and trainings play a crucial role in the effective operation with quality assurance of the centre. This section of report presents personal profile of the facilitators and discusses the trainings received by the facilitators and the EVs.

3.10.1 Facilitators

The facilitators of the SOP/FSP centers were recruited locally with the consent of the DEO following the standard criteria. The NFEC has mentioned the criteria for the selection of the facilitators in the PIM (2006), in addition to them, CASP/JICA has developed some 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).

Table 3.24: Profile of facilitators

Center and address	SOP /FSP	Name of the Facilitators	Age of facilitators	Sex of facilitators	Qualification of facilitators	Designation	Since	Salary/month in Rs
Sundarijal -5, Waiba tole (Siranghar tole),	SOP	Kul Bdr. Tamang	28	1	SLC	Member	2065	2000
Talku, Dudechaur -4	SOP	Dilmaya(f=19 age) Prakash(m=1 age)	19	2	IA	Member	2063	2000
Chhaimale, 4, Kerabari	SOP	Mana Lal Bomjan	28	1	SLC	Member	2063	2000
Sangla -1, Kunchhipwakal	SOP	Aakriti Devkota	21	2	SLC	Facilitators	2063	2000
Jorpati Kathmandu - 2,	FSP	Suna Kumari Tamang	20	2	SLC	Secretary	2063	2000
Boudha Tinchoole KTM-6	FSP	Sunita Acharya	21	2	IA	Secretary	2064	2000
Bhimsengola, Shantinagar KTM-9	FSP	Pabitra Chaulagain	27	2	SLC	Facilitator	2062	2000
Koteswor, Palpakot KTM-35	FSP	Radhika Pudasaini	25	2	MA	Vice-Secretary	2063	2000
Gongabu, Mahadevtar KTM-7	FSP	Bimala Lama	24	2	BED	Member-secretary	2063	2000

The profile of the facilitators which is presented above shows that majority of them are female, and aged between 19 and 28 years with SLC to Master's level qualifications. It shows that the facilitators of the SOP/FSP are as qualified as primary schools teachers. All the facilitators received equal amount of salary, that is, 2000 per month. They were fully responsible for running the classes at the centres though there was provision of EVs in the absence of the facilitators. All the facilitators were found functioning on the Class Management Committee (CMC) as members, secretary or member secretary.

When the facilitators were asked the reasons to become a facilitator, they gave various reasons. The following table presents the factor that motivated them to become facilitators.

Table 3. 25: Reasons to become a facilitator

Motivated factors	N=9	%
Prospects of social service	5	55.56
Future job prospects	5	55.56
To pass time	1	11.11
To help children	8	88.89
Community pressure	2	22.22
To gain experience	5	55.56
To earn money	1	11.11

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

As the table above indicates the chief reason for becoming a facilitator was to help children (88.89%). Secondly they wanted to become facilitators as they saw social service and future job prospects in doing so. At the same time they wanted to gain experience with this job (55.56%).

Trainings of the facilitators

Out of nine facilitators one of them had received B.Ed. qualification. All the facilitators were given different types of short term trainings by DEO or CASP JICA. The type and duration of the trainings are presented in the following table.

Table 3.26: Types and duration of trainings received by the facilitators

Training attended	Duration of training	Major contents
<ul style="list-style-type: none"> On the job training, refreshment training, 	<ul style="list-style-type: none"> 15-days 5/5 days 	<ul style="list-style-type: none"> How to teach student, how to make teaching aids, how to deal with new course, how to present a new topic.
<ul style="list-style-type: none"> Subject teaching, Teaching material preparation training, 	<ul style="list-style-type: none"> 4 and 6 days 	<ul style="list-style-type: none"> Science, Maths and English
<ul style="list-style-type: none"> DEO-5 days, CASP 5/5 - days training 	<ul style="list-style-type: none"> 15 and 6 days, 5/5 days 	<ul style="list-style-type: none"> English, Maths and Science
	<ul style="list-style-type: none"> 15 / 7/5days training 	<ul style="list-style-type: none"> How to teach, Subjective knowledge, How to make class effective
<ul style="list-style-type: none"> Pre-service training of DEO, Subject wise training by JICA 	<ul style="list-style-type: none"> 15 days 	<ul style="list-style-type: none"> Child psychology and class-room management and Maths, English and Science
<ul style="list-style-type: none"> JICA subject wise training, DEO and BC provide Subjective and TOT training 	<ul style="list-style-type: none"> 6 and 3 days 	<ul style="list-style-type: none"> Maths, English, Science, BCC gavs training of trainer
<ul style="list-style-type: none"> Pre service training 	<ul style="list-style-type: none"> 15 days (DEO) and JICA 5 days 	<ul style="list-style-type: none"> Motivation about the center
<ul style="list-style-type: none"> Instruction training, teaching training 	<ul style="list-style-type: none"> 12 days, and 25 days 	<ul style="list-style-type: none"> How to teach content, How to solve problems how to motivate students, Classroom management, How to

		activate students
<ul style="list-style-type: none"> • DEO training -5 days, JICA training- 5/3 days 	<ul style="list-style-type: none"> • 5 days, and 5 and 3 days 	<ul style="list-style-type: none"> • How to bring students in school, plus general content, and community mobilization

The facilitators reported that the trainings in contents as well as in methodology enhanced them to teach at the centers. However, they said the training was not enough in terms of content as well as time. They said it was very difficult in initial phase but it became easy later as the training helped in teaching. The facilitators reported that the training provided by JICA was good enough for them whereas they found the DEO training satisfactory. Some of the facilitators, however, said that the training was not adequate though it was useful. They said it would be effective if there was subject wise training and the duration was long.

The facilitators knew about different teaching methods in the trainings. They learnt different aspects of teaching such as child psychology, classroom management, motivating the children, different techniques that they also learnt how to evaluate the student. The training did not only provide them contents and skills but also the confidence which is most essential to be a teacher. Because of the training, as they reported, they could use different techniques of introducing a new item in the class. They could use different techniques of evaluating the students and they could prepare and use teaching aids prepared from locally available materials.

Problems Encountered by Facilitators and Strategies Adopted to Solve them

Facilitators were also asked regarding the problems they encountered during the implementation of C ASP ASP and strategies adopted to solve them. As they reported, irregularity of the children was the main problem in most of the centers followed by unawareness of the parents, difficulty in delivering some contents of Math and English, difficulty in teaching under aged children and lack of infrastructural facilities like room for running the class, furniture, provision of drinking water and toilets. Facilitators tried to solve the problems adopting different strategies as follows:

- Convinced the parents to support the center by providing timber and making furniture
- Made the provision of drinking water from CMC fund
- Organized door to door visit program with the involvement of CMC members
- Consulted subject teachers and ASPM of the mother school to deal with the difficult contents
- Organized recreational activities like dancing and singing to motivate the children to the centre
- Managed ASP classes in their own house in the beginning
- Organized sharing sessions to convince parents to give importance to their children's education
- Received support from talented students to help the weaker students

Performance of Facilitators in CASP SOP/FSP Activities

The parents, in the discussion, said that the facilitators were highly dedicated to their job. They were qualified and capable for teaching. They possessed proper knowledge of subject matter and satisfactory skill for teaching. They were not only capable for teaching but also motivated the students to study. For instance, one parent shared the contribution made by Sharan Sir (name changed) at Sundarijal center. According to him, - “Sharan sir used to visit us whenever he found our children absent in the class. So we were compelled to send them regularly.” This kind of dedication was found in other facilitators as well. Most of the parents said that the facilitators had a positive attitude toward children and a good passion for teaching. According to them, they were regular in their duty and always kind and helpful for children.

Almost all of the parents showed their satisfaction on the social characteristics of the facilitator. Few parents also commented about the low remuneration and insecurity of their job. According to them, as almost all the facilitators were working more or less voluntarily, they no longer became enthusiastic and motivated for serving the poor children.

As reported by the children (N=93) who were interviewed, facilitators of FSP centers had good teaching skills, knowledge of subject matter, positive attitude and cooperativeness than the facilitators of SOP. However, according to them, facilitators of SOP centers were more regular and child-friendly than the facilitators of FSP centers.

Expectations of the Facilitators

All the facilitator were satisfied with the professional support that they received from local supervisors, resource person and school supervisors from the DEO. Six facilitators out of nine found the number of CASP SOP/FSP graduated children satisfactory while other three of them found it unsatisfactory. So is the case with parental support and children’s participation in learning. The table below presents their expectations very clearly.

Table 3.27: Facilitator’s expectation in different aspects

Aspects	Expectation	N	%
Number of CASP SOP/ FSP graduated children	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Parental support	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Children’s participation in learning	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Professional support from the local	Satisfactory	9	100.00

supervisor such as Resource Person and School Supervisor	Unsatisfactory	0	0.00
	Total	9	100.00

3.10.2 Education Volunteers

One of the important components of CASP/ASP program which makes it different from ordinary ASP is the provision of education volunteers (EVs). An SOP/FSP centre is run by a single facilitator. It is difficult for him/her to conduct the ASP classes without taking any leave. In order to solve this problem, Educational Volunteers (EVs) were introduced to support facilitator during the CASP/ASP. Thus, it was assumed that EVs can engage the CASP/ASP children when the facilitator is absent. The study team interviewed the EVs as signed in different centers of Kathmandu district. Altogether nine education volunteers were interviewed about the effectiveness of the CASP/ASP program in Kathmandu. Attempt was also made to draw some feedback from them in order to improve the CASP/ASP program in future. What came from interview has been described under different headings.

Table 3.28: Motivating factors to become an Education Volunteer

Motivating factors	N=9	%
Prospectus of social service	7	77.78
Future job prospects	2	22.22
To pass time	1	11.11
To help children	6	66.67
Community pressure	1	11.11

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

According to the above table, the majority (77.78%) of Education Volunteers were motivated towards CASP/ASP activities for providing social services and helping children (66.67%). Other motivating factors to become an EV were collecting experience for the future jobs (22.22%). Some of them also opined that they became volunteers as they wanted to pass time (11.11%) the same number of respondents reported that the community pressure made them volunteers. The data presented above indicates that they were not actually motivated for earning. They had taken this job as a social service. As the title suggests, the job of EVs is a voluntary one. EVs' work as social recognition was taken as salary. However, they indicated that they got 100/00 per diem during the training periods and a nominal allowance of Rs 100 per month for the EV's work.

Trainings of EVs

CASP/ASP had provision of training the EVs so that they could teach the children in the absence of the facilitators. They were given short-term trainings on the contents of different subjects and methodology. During the study it was found that eight EVs out of nine received trainings. The following table presents the types, duration and subjects of the trainings

Table 3. 29: Types, duration and subjects of trainings

Training attended	Duration of training	Major contents
<ul style="list-style-type: none"> • Child centered teaching, - • Construction of education materials • Construction of questions 	<ul style="list-style-type: none"> • 6/6/5 day respectively 	<ul style="list-style-type: none"> • English, Maths and Science • Role of EVs and content English , Math and Science
<ul style="list-style-type: none"> • How to teach the children • Teaching training • Sinka marphat math(Math: with match sticks) calculation and figure 	<ul style="list-style-type: none"> • 1 day • 3 days • 4 weeks 	<ul style="list-style-type: none"> • Math, English and Nepali • Attention children in active mood
<ul style="list-style-type: none"> • Refreshment training 	<ul style="list-style-type: none"> • one week 	<ul style="list-style-type: none"> • Science and ,math and English • English, Science, Math oriented matters in the training
<ul style="list-style-type: none"> • NFEC training • ASP training • Education related training 	<ul style="list-style-type: none"> • 2 weeks • 5 days • one week 	<ul style="list-style-type: none"> • Math/Science/English • Volunteering service

Regarding the adequacy of the contents and methodology of the trainings, the EVs responded that the trainings taught them the methodology of teaching to children and how to make teaching aids to be used with young children. They said that the trainings were good. They learnt the contents and methodology of the subjects to be taught from the trainings. However, they also reported that sufficient content was not given in the trainings, and the duration was very short. Because of this limitation, they faced problems while teaching at the centres.

Activities of EVs

The study team with the help of a questionnaire tried to find out what exactly the EVs were doing. All the EVs asked responded that they assisted the facilitators to run the CASP ASP classes regularly and smoothly. The EVs assisted facilitators performing the regular class operation, conducting the class in the absence of the facilitators, and organizing extra-curricular activities such as: dancing, singing, drawing, quiz, taking children to field trips and some other fun activities.

In course of field study, the EVs were asked to rate their assistance themselves. The table below shows the rating of assistance to facilitators in subject teaching, in extra-curricular activities, in substituting the facilitators.

Table 3. 30: Activities of EVs

Activities	Rating	N	%
Assistance to facilitators (formal subject)	Often	2	22.22
	Sometimes	5	55.56
	Seldom	2	22.22
Total		9	100.00

Assistance to facilitators (extra-curricular activities)	Often	1	11.11
	Sometimes	5	55.56
	Seldom	3	33.33
Total		9	100.00
Substitute for facilitator when she/he was absent	Often	2	22.22
	Sometimes	1	11.11
	Seldom	6	66.67
Total		9	100.00

Problems Encountered by EVs and Strategies Adopted to Solve them

Major problems that the EVs faced at the centers were irregularity and dropout of children. To solve this problem, the EVs launched door to door program campaign and interaction program with parents on different topics. They requested the parents to send children regularly. Special coaching classes were managed for the weaker children. Another problem was lack of building and poor condition of building. To solve this problem, the EVs collected materials and repaired the roof.

Performance of Education Volunteers in CASP SOP/FSP Activities

During the research, the study team visited the CASP ASP children at their respective mother schools, and interviewed them to know the performance of the EVs. The performance of Education Volunteers was sought in teaching skill, knowledge of subject matter, attitude, regularity, co-cooperativeness and child friendly behaviour. The students were asked to give their views. The performance of the EVs as rated by their respective students is presented in the table below.

Table 3.31: Performance of Education Volunteers in CASP SOP/FSP Activities

Contribution Areas	SOP FSP	Rating	Gender				Total	
			BOYS		GIRLS			
			N	%	N	%	N	%
Teaching skill	SOP	Good	8	33.33	5	20.83	13	27.08
		Fair	16	66.67	17	70.83	33	68.75
		Poor	0	0.00	2	8.33	2	4.17
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	8	33.33	12	57.14	20	44.44
		Fair	15	62.50	9	42.86	24	53.33
		Poor	1	4.17	0	0.00	1	2.22
		Total	24	100.00	21	100.00	45	100.00
Knowledge of s subject matter	SOP	Good	7	29.17	5	20.83	12	25.00
		Fair	16	66.67	17	70.83	33	68.75
		Poor	1	4.17	2	8.33	3	6.25
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	14	58.33	12	57.14	26	57.78
		Fair	10	41.67	9	42.86	19	42.22
		Poor	0	0.00	0	0.00	0	0.00
		Total	24	100.00	21	100.00	45	100.00
Attitude	SOP	Good	9	37.50	8	33.33	17	35.42
		Fair	9	37.50	10	41.67	19	39.58
		Poor	6	25.00	6	25.00	12	25.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	13	54.17	14	66.67	27	60.00
		Fair	11	45.83	6	28.57	17	37.78
		Poor	0	0.00	1	4.76	1	2.22
		Total	24	100.00	21	100.00	45	100.00
Regularity	SOP	Good	4	16.67	4	16.67	8	16.67
		Fair	15	62.50	8	33.33	23	47.92
		Poor	5	20.83	12	50.00	17	35.42
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	3	12.50	6	28.57	9	20.00
		Fair	13	54.17	10	47.62	23	51.11
		Poor	8	33.33	5	23.81	13	28.89
		Total	24	100.00	21	100.00	45	100.00
Cooperativeness	SOP	Good	13	54.17	10	41.67	23	47.92
		Fair	11	45.83	12	50.00	23	47.92
		Poor	0	0.00	2	8.33	2	4.17
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	15	62.50	15	71.43	30	66.67
		Fair	9	37.50	5	23.81	14	31.11
		Poor	0	0.00	1	4.76	1	2.22
		Total	24	100.00	21	100.00	45	100.00
Child-friendly	SOP	Good	12	50.00	9	37.50	21	43.75
		Fair	12	50.00	12	50.00	24	50.00
		Poor	0	0.00	3	12.50	3	6.25
		Total	24	100.00	24	100.00	48	100.00
	FSP	Good	16	66.67	14	66.67	30	66.67
		Fair	7	29.17	5	23.81	12	26.67
		Poor	1	4.17	2	9.52	3	6.67
		Total	24	100.00	21	100.00	45	100.00

The above table indicates that the EVs left good impression in the students of CASP ASP as they were rated either ‘good’ or ‘fair’ by a good majority of the students in the areas asked. Only very few students rated them as ‘poor’. The majority of the children of both SOP and FSP reported the EVs’ teaching skill and regularity as ‘fair’. In the areas knowledge of subject matter, attitude towards students, cooperativeness and child friendly behaviour the majority of SOP children rated the EVs as ‘fair’, but the FSP children responded that the EVs were ‘good’ in those areas.

3.10.3 Teaching and learning activities in CASP ASP

The RPs were asked to evaluate the quality of teaching learning activities of both the SOP and FSP. They said that the motivation activities of both the students and facilitators were good due to the system of combining teaching with other extracurricular activities. The provision and activities of Child Club also provided additional motivation for children to take part in various curricular and extracurricular activities. Regarding the delivery of contents, the RPs said that the content delivery was good in Tinchule center but it was poor at SOP center at Chhaimale due to the lack of proper academic knowledge and experience of the facilitator. Student’ participation, according to them, depends on the factors of their age, parental support and level of motivation. The students at FSP Tinchule found to be irregular whereas participation and regularity of the students at SOP Sundarijal was good. The RPs said that the use of teaching learning materials, the practice of creating child-friendly environment, the effective practice of assessing and record keeping of students’ progress found to be good. The RPs also said that the overall quality of facilitator, EVs, CMC, A SPM and local NGO was satisfactory.

Similarly, NGO persons were also asked about the teaching and learning activities in CASP ASP classes. Their responses are presented in the following table:

Table 3.32: Quality of teaching and learning activities in the centre

Teaching learning activities	Quality of activity	N=7	%
Motivational activities	Very good	2	28.57
	Good	5	71.43
	Poor	0	0.00
	Don’t know	0	0.00
Delivery of contents	Very good	3	42.86
	Good	3	42.86
	Poor	0	0.00
	Don’t know	1	14.29
Students' participation	Very good	3	42.86
	Good	3	42.86
	Poor	0	0.00
	Don’t know	1	14.29
Use of teaching learning materials	Very good	3	42.86
	Good	3	42.86
	Poor	0	0.00
	Don’t know	1	14.29
Child friendly environment	Very good	3	42.86
	Good	3	42.86

	Poor	0	0.00
	Don't know	1	14.29
Assessment of students' progress	Very good	1	14.29
	Good	5	71.43
	Poor	0	0.00
	Don't know	1	14.29
Record keeping	Very good	3	42.86
	Good	2	28.57
	Poor	1	14.29
	Don't know	1	14.29
Quality of facilitator	Very good	4	57.14
	Good	2	28.57
	Poor	0	0.00
	Don't know	1	14.29
Quality of education volunteer	Very good	1	14.29
	Good	5	71.43
	Poor	1	14.29
	Don't know	0	0.00
Quality of CMC	Very good	3	42.86
	Good	2	28.57
	Poor	2	28.57
	Don't know	0	0.00
Quality of ASP monitor	Very good	1	14.29
	Good	5	71.43
	Poor	1	14.29
	Don't know	0	0.00

It is clear from the above that NGO person assess the quality of the facilitator (57.24%) was regarded as very good followed by quality of CMC (42.86%). Majority of them reported (71.43%) that motivational activities, quality of ASP monitor, assessment of students' progress and quality of education volunteer are good in CASP ASP centre. However, some of them also mentioned that quality of CMC (28.57%), quality of ASPM (and record keeping (14.29%) were poor. It is indicative that quality of CMC and ASPM should be raised and record keeping system in CASP ASP centre should be improved as well.

3.11 Academic Performance of CASP ASP (SOP & FSP) Children

This section of the report deals with the academic performance of the students during the CASP ASP (SOP/FSP) period. Academic performance is the desired goal of every educational institute. During the research, the field researchers visited the CASP ASP children at their respective mother schools, and interviewed the children for the purpose of knowing their academic performance. The interview concentrated on areas such as socialization, study

habit, class work, academic achievement, co/extracurricular activities and their maturity. The responses that the students supplied have been listed in the table below.

Table 3. 33: Performance of children contributed by CASP SOP/FSP

Contribution Areas	SOP FSP	Rating	Gender				Total	
			BOYS		GIRLS			
			N	%	N	%	N	%
Socialization (friendly, accommodative)	SOP	Satisfactory	23	95.83	18	75.00	41	85.42
		Unsatisfactory	1	4.17	4	16.67	5	10.42
		Undecided	0	0.00	2	8.33	2	4.17
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	23	95.83	21	100.00	44	97.78
		Unsatisfactory	0	0.00	0	0.00	0	0.00
		Undecided	1	4.17	0	0.00	1	2.22
Study habit	SOP	Satisfactory	23	95.83	19	79.17	42	87.50
		Unsatisfactory	1	4.17	5	20.83	6	12.50
		Undecided	0	0.00	0	0.00	0	0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	22	91.67	21	100.00	43	95.56
		Unsatisfactory	2	8.33	0	0.00	2	4.44
		Undecided	0	0.00	0	0.00	0	0.00
Total		24	100.00	21	100.00	45	100.00	
Class work	SOP	Satisfactory	22	91.67	17	70.83	39	81.25
		Unsatisfactory	2	8.33	6	25.00	8	16.67
		Undecided	0	0.00	1	4.17	1	2.08
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	22	91.67	21	100.00	43	95.56
		Unsatisfactory	2	8.33	0	0.00	2	4.44
		Undecided	0	0.00	0	0.00	0	0.00
Academic Achievement	SOP	Satisfactory	12	50.00	11	45.83	23	47.92
		Unsatisfactory	11	45.83	13	54.17	24	50.00
		Undecided	1	4.17	0	0.00	1	2.08
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	19	79.17	18	85.71	37	82.22
		Unsatisfactory	4	16.67	2	9.52	6	13.33
		Undecided	1	4.17	1	4.76	2	4.44
Total		24	100.00	21	100.00	45	100.00	
Co/extra curricular activities	SOP	Satisfactory	18	75.00	19	79.17	37	77.08
		Unsatisfactory	4	16.67	4	16.67	8	16.67
		Undecided	2	8.33	1	4.17	3	6.25
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	19	79.17	17	80.95	36	80.00
		Unsatisfactory	5	20.83	3	14.29	8	17.78
		Undecided	0	0.00	1	4.76	1	2.22
Maturity (behaves responsibly and t akes initiatives)	SOP	Satisfactory	14	58.33	11	45.83	25	52.08
		Unsatisfactory	4	16.67	8	33.33	12	25.00
		Undecided	6	25.00	5	20.83	11	22.92
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfactory	18	75.00	18	85.71	36	80.00
		Unsatisfactory	6	25.00	1	4.76	7	15.56
		Undecided	0	0.00	2	9.52	2	4.44
Total	24	100.00	21	100.00	45	100.00		

The above table shows that an overwhelming majority (SOP 85.42%, FSP 97.78%) of the students interviewed were found satisfactory in socialization. Similarly SOP 87.50%, FSP 95.56% in study habit, SOP 81.25%, FSP 95.56% in class work, SOP 47.92%, FSP 82.88% in academic achievement, SOP 77.08%, FSP 80.00% in co/extracurricular activities, SOP 52.08% FSP 80.00% in maturity were found satisfactory. The table indicates that the 'satisfactory' percent of FSP children is higher than that of SOP in each area of investigation.

Table 3.34: Specific skills learnt by children from the CASP SOP/FSP Class

Skills	SOP FSP	Rating	Gender				Total	
			BOYS		GIRLS			
			N	%	N	%	N	%
Reading, writing and computation	SOP	Satisfied	12	50.00	7	29.17	19	39.58
		Good but not enough	4	16.67	5	20.83	9	18.75
		Fair	6	25.00	9	37.50	15	31.25
		Poor	2	8.33	3	12.50	5	10.42
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	16	66.67	17	80.95	33	73.33
		Good but not enough	5	20.83	4	19.05	9	20.00
		Fair	3	12.50	0	0.00	3	6.67
		Poor	0	0.00	0	0.00	0	0.00
		Total	24	100.00	21	100.00	45	100.00
Behavioral/life skills	SOP	Satisfied	12	50.00	7	29.17	19	39.58
		Good but not enough	3	12.50	5	20.83	8	16.67
		Fair	9	37.50	12	50.00	21	43.75
		Poor		0.00		0.00		0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	14	58.33	17	80.95	31	68.89
		Good but not enough	8	33.33	2	9.52	10	22.22
		Fair	2	8.33	2	9.52	4	8.89
		Poor		0.00		0.00		0.00
		Total	24	100.00	21	100.00	45	100.00
Domestic help	SOP	Satisfied	12	50.00	9	37.50	21	43.75
		Good but not enough	5	20.83	2	8.33	7	14.58
		Fair	7	29.17	13	54.17	20	41.67
		Poor		0.00		0.00		0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	16	66.67	18	85.71	34	75.56
		Good but not enough	5	20.83	1	4.76	6	13.33
		Fair	3	12.50	2	9.52	5	11.11
		Poor		0.00		0.00		0.00
		Total	24	100.00	21	100.00	45	100.00
Singing and dancing	SOP	Satisfied	17	70.83	13	54.17	30	62.50
		Good but not enough	1	4.17	3	12.50	4	8.33
		Fair	4	16.67	7	29.17	11	22.92
		Poor	2	8.33	1	4.17	3	6.25
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	16	66.67	20	95.24	36	80.00
		Good but not enough	5	20.83	0	0.00	5	11.11

		Fair	1	4.17	1	4.76	2	4.44
		Poor	2	8.33	0	0.00	2	4.44
		Total	24	100.00	21	100.00	45	100.00
Indoor games	SOP	Satisfied	8	33.33	4	16.67	12	25.00
		Good but not enough	10	41.67	10	41.67	20	41.67
		Fair	5	20.83	9	37.50	14	29.17
		Poor	1	4.17	1	4.17	2	4.17
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	7	29.17	12	57.14	19	42.22
		Good but not enough	13	54.17	5	23.81	18	40.00
		Fair	3	12.50	0	0.00	3	6.67
		Poor	1	4.17	4	19.05	5	11.11
		Total	24	100.00	21	100.00	45	100.00
Outdoor games	SOP	Satisfied	3	12.50	1	4.17	4	8.33
		Good but not enough	5	20.83	1	4.17	6	12.50
		Fair	3	12.50	4	16.67	7	14.58
		Poor	13	54.17	18	75.00	31	64.58
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	10	41.67	13	61.90	23	51.11
		Good but not enough	6	25.00	3	14.29	9	20.00
		Fair	3	12.50	3	14.29	6	13.33
		Poor	5	20.83	2	9.52	7	15.56
		Total	24	100.00	21	100.00	45	100.00
Field trips	SOP	Satisfied	9	37.50	5	20.83	14	29.17
		Good but not enough	5	20.83	3	12.50	8	16.67
		Fair	5	20.83	9	37.50	14	29.17
		Poor	5	20.83	7	29.17	12	25.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	3	12.50	11	52.38	14	31.11
		Good but not enough	19	79.17	10	47.62	29	64.44
		Fair	2	8.33	0	0.00	2	4.44
		Poor		0.00		0.00		0.00
		Total	24	100.00	21	100.00	45	100.00
Gardening	SOP	Satisfied	4	16.67	4	16.67	8	16.67
		Good but not enough	5	20.83	1	4.17	6	12.50
		Fair	8	33.33	9	37.50	17	35.42
		Poor	7	29.17	10	41.67	17	35.42
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	2	8.33	9	42.86	11	24.44
		Good but not enough	1	4.17	3	14.29	4	8.89
		Fair	6	25.00	4	19.05	10	22.22
		Poor	15	62.50	5	23.81	20	44.44
		Total	24	100.00	21	100.00	45	100.00
Cleanliness of the classroom	SOP	Satisfied	9	37.50	6	25.00	15	31.25
		Good but not enough	5	20.83	4	16.67	9	18.75
		Fair	9	37.50	13	54.17	22	45.83
		Poor	1	4.17	1	4.17	2	4.17
	Total	24	100.00	24	100.00	48	100.00	
	FSP	Satisfied	19	79.17	18	85.71	37	82.22
		Good but not enough	3	12.50	2	9.52	5	11.11

		Fair	2	8.33	0	0.00	2	4.44
		Poor	0	0.00	1	4.76	1	2.22
		Total	24	100.00	21	100.00	45	100.00
Visit to mother's school (interaction)	SOP	Satisfied	13	54.17	9	37.50	22	45.83
		Good but not enough	5	20.83	4	16.67	9	18.75
		Fair	6	25.00	11	45.83	17	35.42
		Poor		0.00		0.00		0.00
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	10	41.67	13	61.90	23	51.11
		Good but not enough	13	54.17	8	38.10	21	46.67
		Fair	1	4.17	0	0.00	1	2.22
		Poor		0.00		0.00		0.00
		Total	24	100.00	21	100.00	45	100.00
Observation of school day	SOP	Satisfied	5	20.83	7	29.17	12	25.00
		Good but not enough	9	37.50	5	20.83	14	29.17
		Fair	9	37.50	12	50.00	21	43.75
		Poor	1	4.17	0	0.00	1	2.08
		Total	24	100.00	24	100.00	48	100.00
	FSP	Satisfied	9	37.50	9	42.86	18	40.00
		Good but not enough	13	54.17	9	42.86	22	48.89
		Fair	2	8.33	3	14.29	5	11.11
		Poor		0.00		0.00		0.00
		Total	24	100.00	21	100.00	45	100.00

The above table presents CASP SOP/FSP students' performance in some specific skills. The skills included in the question were reading, writing and computation, behavioural/life skills, domestic help, singing and dancing, indoor games, outdoor games, field trips, gardening, cleanliness of the classroom, visit to mother school and observation of school day. What they had learnt was rated as satisfied, good but not enough, fair and poor. According to the table the performance of FSP students is found better than the SOP students. For example, in reading, writing and computation, only 39.58% SOP students were found satisfied but the percent of FSP students for the same is 73.33. The table also indicates that the girls of FSP were found satisfied in higher percentage than the girls of SOP. However this is not true with the case of boys.

Table 3. 35: Influencing factors that contributed to academic performance of the Children

Influencing factors that contributed to children's current academic performance	SOP						FSP(N=39)					
	BOYS(N=23)		GIRLS(N=22)		Total (N=45)		BOYS(N=20)		GIRLS(N=19)		Total (N=39)	
	N	%	N	%	N	%	N	%	N	%	N	%
Teacher's teaching skills	23	100.00	22	100.00	45	100.00	20	100.00	19	100.00	39	100.00
Instruction materials	15	65.22	15	68.18	30	66.67	10	50.00	13	68.42	23	58.97
School facilities like class room, furniture	23	100.00	21	95.45	44	97.78	15	75.00	13	68.42	28	71.79

Home work/class work	16	69.57	21	95.45	37	82.22	11	55.00	15	78.95	26	66.67
Fellow students' support	10	43.48	5	22.73	15	33.33	18	90.00	14	73.68	32	82.05

The above table presents the influencing factors that contributed the CASP SOP/FSP students' academic performance. Altogether 45 SOP and 39 FSP students were interviewed. Every student questioned said that it was teachers' teaching skill that contributed to their academic performance. Other factors in question also contributed greatly.

Contribution of SOP/FSP to children's overall development

Almost all of the participants in the FGDs showed their utmost contentment to the significant changes in the personal, social, moral and intellectual development of their children due to the education they received at the FSP/SOP classes. Besides children's significant development in reading, writing and computation, parents gave many examples about how children developed kinds of social, moral, and emotional behaviors because of the FSP/SOP classes. According to the participants, children developed a good relationship with their sisters, brothers and friends in neighborhood since the time they went to the FSP center. According to the parents, this kind of development finally resulted in the socialization among peer groups as well as outer societies. Almost all the children were fond of study. One parent expressed how his child inspired him – "My child used to say – *I have to study at home and at the same time help my parents in their household work. I try my best to manage both of these tasks*".

According to the participants, another important outcome of the program was that children used to show matured behavior and they started acknowledging their parents' struggle for the sake of their well-beings. They also developed extracurricular skills such as singing, dancing and playing. Many of them not only became interested to learn the textbook contents, but also became curious to learn some worldly affairs. The parents admitted that before attending the FSP/SOP center, their children used to ask very few questions about the worldly matters and were less curious to know what were happening around them. They were rather passive, shy and introverted, and sometimes they seem to be frustrated with their life. However, after attending the FSP/SOP, they made friends, become outspoken, friendly and optimistic about their future. Most of the parents admitted that the program proved to be contributory to make their children responsible for their household works such as helping parents at home and work in kitchen.

These remarks indicate that the FSP and SOP classes became contributory not only to the intellectual development but also to the areas of the personal, social and moral development of the children.

Influential Factors

The study team interviewed the respective RPs, DEO of Kathmandu and NFEC personnel to know their opinion about the most influential factors for better classroom performance of the CASP ASP graduates. The opinions that they gave have been summarized below.

- Coaching classes for them
- Training to the teachers
- Regular stationery support to children.

- ASP programs should be treated as schooling program. Mother school should take responsibility of ASP children. SIP has also indicated ASP program as school program. Because school has the record of non-school going children in its catchment area. In such a situation, ASP programs should be defined as the program under the responsibility of the school.
- Some sustainable SOP centres should be upgraded to primary school.
- Mother schools should manage ‘welcome to school’ program so that the children would be motivated for further education and better achievement for their better adjustment in society.

Table 3.36: Expectation of facilitators in relation to these aspects

Aspects	Expectation	N	%
Number of CASP SOP/FSP graduated children	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Parental support	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Children’s participation in learning	Satisfactory	6	66.67
	Unsatisfactory	3	33.33
	Total	9	100.00
Professional support from the local supervisor such as Resource Person and School Supervisor	Satisfactory	9	100.00
	Unsatisfactory	0	0.00
	Total	9	100.00

Students who had graduated from CASP SOPs or FSPs were asked what they liked most about the classes they attended before. They had different opinions. However, they mentioned some common aspects that they liked most about the CASP SOPs and FSPs which have been summarized as follows.

- Studying and playing games
- Facilitators’ love and care
- Field trip, ZOO visit, picnic
- Support in stationery and clothes
- Classroom environment
- Co-operative teacher
- No partiality from the facilitator
- Community visit and extra circular activities
- Good relations with friends and teachers
- Classroom activities
- Good teaching
- Nearby home
- Parent’s frequent visit to centres

3.12 Comparison of CASP ASP (SOP & FSP) with Ordinary ASP

CASP ASP classes are run by the support of JICA CASP whereas ordinary ASP classes are run by the government through NFEC at the centre and DEO at the local. Ordinary ASP

classes are run by using regular process of the government. DEO distributes quota of these classes, provides 15 days training to the facilitators and left it to run in the responsibility of facilitators. However, CASP ASP (SOP FSP) classes are run as a project model to identify effective areas that can be replicated in ordinary ASP in other parts of the country. CMC chairs, EVs, facilitators and ASPMs who were involved in the implementation of CASP ASP classes were asked about the knowledge of ordinary ASP and report differences between them. Their responses regarding this concern are presented in the following table:

Table 3. 37: Stakeholders' knowledge of ordinary ASP and its difference with CASP ASP

Response	N=9	%	If Yes, differences between them
Responses of CMC chair			
Yes	3	33.3	<ul style="list-style-type: none"> CASP children are getting uniform bag and other facilities, they are smart than others I know about regular of CASP FSP are more resourceful than ordinary FSP,
No	6	66.7	
Responses of EV			
Yes	0	0	
No	9	100.0	
Responses of Facilitator			
Yes	3	33.3	<ul style="list-style-type: none"> Low age group children will get opportunity to read timely because formal school is far they can't go before 8 years. when they join in class age of 8 years dropout may be high In SOP there is facilities of COPY, PEN, BAG but not in FSP Enough instructional materials, field visiting into different areas, additional training to facilitator, fund is provided for additional activities Since the program was running under a pilot project, there was a high monitoring of the program
No	6	66.7	
Responses of ASPM			
Yes	3	33.3	<ul style="list-style-type: none"> Ordinary ASP facilitators are unsatisfied. CASP provides different training instructional materials. CASP is more conscious about program than ordinary ASP Different in giving facility, different in giving economic facility as regular SOP/FSP is very low Regular monitoring and Supervising
No	6	66.7	

As seen in the above table, majority of CMC chairs, facilitators and ASPMs (66.7% each) and all of the EVs did not have any knowledge of ordinary ASP. This figure is indicative of the fact that local stakeholders did not have opportunity to visit ordinary ASP and compare their differences. Some of them also had knowledge of this program. When they were asked to compare between the contributions made by them, they responded that CASP ASP classes were better than the ordinary ASP. It is indicative that CASP ASP classes have conducted effectively in terms of their monitoring and supervision, resource management, school facilities and instructional materials.

Regarding the quality of CASP ASP graduates, the RPs were asked to compare the performance of the CASP ASP graduates with those of the ordinary ASP. They said that the reading, writing and computation skill of the CASP ASP graduates was better than their counterparts of the ordinary ASP. The graduates at FSP center also found to be better in

extracurricular activities, life skills and domestic help than those of the ordinary ASP. However, the RPs said that the qualities of the graduates in terms of socialization, study habit, behavioural changes are reported to be same between the graduates of CASP and ordinary ASP graduates.

DEO and SS were also asked to compare CASP ASP with ordinary ASP. Their observation regarding different aspects of the program is presented as follows:

- *Cost:* It is same in all ordinary ASP centers. But, there is more investment in CASP ASP centers.
- *Material support:* More materials are provided in CASP ASP centers.
- *Training to facilitators/volunteers:* Besides 15 day training, facilitators are given refresher and subject based, question preparation training.
- *Community mobilization:* NGO played active role, interaction program was managed at the time of result distribution. But these activities are not present in ordinary ASP.
- *Resource allocation/use:* NGOs supported for the management of additional resources in CASP ASP centre. This type of support can not be found in ordinary ASP.
- *Quality:* Training to the facilitators and monitoring of the program in CASP ASP has raised the quality than in ordinary ASP.
- *Effectiveness:* CASP ASP is more effective than ordinary ASP.
- *Monitoring and supervision:* It is adequate in CASP ASP and negligible in ordinary ASP.
- *Magnitude of community ownership:* Parents are passive in both the cases. However, in case of CASP ASP more attempts have been resulted into parental awareness, especially in SOP program. FSP program is in town area. Parents do not care about their children's education.

NFEC is the apex body of the government responsible for the implementation of all types of non-formal education program in the country. This institution is, therefore, responsible for the implementation of ordinary ASP classes in different parts of the country through DEOs at the districts. Concerned official of NFEC was also interviewed to explore experiences regarding effectiveness of CASP ASP and compare it with ordinary ASP. Responses obtained from NFEC regarding comparison of both classes are listed as follows:

- *Cost:* CASP ASP has additional monetary support from JICA CASP for its proper functioning like mobilization of community, monitoring of the classes, providing school materials etc.
- *Material support:* CASP ASP children receive additional material from JICA CASP. In some cases, NGO has provided additional instructional materials to the CASP ASP children. Community people and NGO are more active to provide material support to the children. This type of additional support is lacking in ordinary ASP.
- *Training to facilitators/volunteers:* Training to the facilitators is found to be more need based. Training is provided to different stakeholders related to CASP ASP

program such as education volunteers, ASPM and CMC members. Facilitators and volunteers receive refresher training every year. It has helped them to raise the quality of instruction in these centers.

- *Community mobilization:* Community mobilization is a strong part of CASP ASP than ordinary ASP. Regular meeting of the parents and sharing of their children's progress has been one of the positive aspects of CASP ASP program. CMC has become functional through NGO. This part is lacking in ordinary ASP.
- *Quality:* Difference is observed because of regular monitoring of the CASP ASP centers. However, it was lacking in ordinary ASP. Training to facilitators and community mobilization are the other major factors for quality delivery of the program in CASP ASP.
- *Effectiveness:* Because of the reasons mentioned above, CASP ASP is found effective in the aspects like planning, selection of the centre, monitoring of the centre than ordinary ASP.
- *Monitoring and supervision:* Monitoring and supervision is the major part of CASP ASP program. Staff from JICA CASP, DEO and mother school (ASPM) monitor and supervise the centre. In case of ordinary ASP, monitoring and supervision part is very weak.
- *Magnitude of community ownership:* Community ownership is strong in CASP ASP in the sense that community people are involved in the program through its implementation practices.

Partner NGOs have major role in the implementation of CASP ASP classes. Majority of the NGO are selected from the local areas. They have been involved from the beginning of the project. During discussion with them, they expressed that they had provided dresses to the children, organized sharing programs with the community people and monitored the program regularly. Assessment of CASP ASP graduates with that of ordinary ASP students by NGO personnel is presented as follows:

Table 3. 38: NGOs responses on assessment of CASP ASP graduates with ordinary ASP

Quality Attributes	In respect of CASP ASP graduates	N=7	%
Reading, writing and computation	Better	4	57.14
	Same	2	28.57
	Poorer	1	14.29
Study habit	Better	3	42.86
	Same	3	42.86
	Poorer	1	14.29
Socialization	Better	5	71.43
	Same	1	14.29
	Poorer	1	14.29
Completion of assignment in time	Better	5	71.43
	Same	1	14.29
	Poorer	1	14.29
Behavioral change	Better	4	57.14
	Same	2	28.57

Life skills	Poorer	1	14.29
	Better	3	42.86
	Same	3	42.86
	Poorer	1	14.29
Domestic help	Better	5	71.43
	Same	2	28.57
	Poorer	0	0.00
Participation in co/extra curricular activities	Better	5	71.43
	Same	2	28.57
	Poorer	0	0.00
Recreational activities (singing, dancing)	Better	6	85.71
	Same	1	14.29
	Poorer	0	0.00

As reported by the NGO persons CASP ASP graduates were better in the aspects like reading, writing and computation, socialization, completion of assignment in time, behavioral change, domestic help, participation in co/extra curricular activities, recreational activities (singing, dancing) by 57.14%, 71.43%, 71.43%, 57.14%, 71.43%, 71.43% and 85.71% respectively. As the table shows the aspects like study habit and life skills are similar to that of ordinary ASP. The above observation also indicates that CASP ASP classes are better in comparison to ordinary ASP.

They also mentioned the reasons behind better performance in CASP ASP than ordinary ASP as follows:

- Small group in FSP
- JICA CASP and DEO have given support
- Because of child club activities (which the ordinary ASPs do not have)
- Student visit door to door to return their own peers
- Students perform very well and they are regular

3.13 Overall Contribution of CASP ASP to the Children in the Community

Different stakeholders were asked to rate the overall contribution of CASP ASP to provide education in the community. Overall impression of the stakeholders will be instrumental for making it more contributory in the areas of providing education to the children.

Table 3. 39: Overall contribution of CASP SOP/FSP to the children in the community

Rating	No (9)	%	Reasons
Responses of CMC Chair			
Excellent and highly contributory	5	55.6	<ul style="list-style-type: none"> • Children had no access of education. Now all our children have admitted in mother school • Program provides positive message to the parents about education, • Poor and marginalize children of community got chance to enroll in formal school

Good and moderately contributory	4	44.4	<ul style="list-style-type: none"> • Most of the children got educational opportunities • Poor student can get the opportunities of education, they learn life skills from the program • It gives good opportunity to study for economically low children
Responses of EV			
Excellent and highly contributory	4	44.4	<ul style="list-style-type: none"> • All students have access of formal school. Marginalized and poor school, - aged group children got opportunity to study timely • Contributory for those who are not able to join regular school class
Good and moderately contributory	3	33.3	<ul style="list-style-type: none"> • It increased awareness of parents towards education, • Change in behavior, study habit increased learn to report to others • Poor and marginalized children get opportunity for education • Mother school is far from the community
Not very contributory	2	22.2	<ul style="list-style-type: none"> • Do not know much as I had a little involvement
Responses of facilitator			
Excellent and highly contributory	5	55.6	<ul style="list-style-type: none"> • Children get opportunity for schooling, • Raise awareness of the parents • Our student welcomed by mother school and 100% complete the cycle
Good and moderately contributory	4	44.4	<ul style="list-style-type: none"> • Due to poor economic status • Students get chance to educate/illiterate, their life skills are changed • Discipline training and monitoring
Responses by ASPM			
Excellent and highly contributory	3	33.3	<ul style="list-style-type: none"> • Selection of spot/place is appropriate. Quality of student is better • Become literate and then they go to mother school, • Give opportunity to economically poor people for study • Villagers wish to make school, as a result school was opened,
Good and moderately contributory	5	55.6	<ul style="list-style-type: none"> • Quality of students is better • SOP centre attracted children to join the formal school
Not very contributory	1	11.1	<ul style="list-style-type: none"> • No need of SOP class in this areas • School is very near to the centre

As indicated in the table above, majority of CMC chairs (55.6%), facilitators (55.6%) and EVs (44.4%) were of the opinion that CASP ASP has contributed in providing access to education for poor children. They gave reasons behind their argument that children have got opportunity of formal schooling after completion of this program. It has also ensured the opportunity of formal schooling for average children who did not get opportunity to school education. It has raised the awareness of the parents and marginalized people were mostly benefited by the program.

3.14 Continuation of CASP ASP Class

CASP ASP is a project based piloting program. The purpose of this program is to investigate effective aspects of the program and replicate them in other parts of the country. Different stakeholders were asked about opinion regarding the continuation of CASP ASP class. Their opinion regarding future plan of CASP ASP classes is presented as follows:

Table 3.40: Future plan about the CASP SOP/FSP class and their reasons

Future	No	%	Reasons
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plan			
Response of CMC chair			
Continue it as it is	5	55.6	<ul style="list-style-type: none"> • It helps opportunity to economically low standard people to study • It gives literacy education opportunities to these who have not easy access to go to school • Poor and street children get opportunities of education
Close the class	3	33.3	<ul style="list-style-type: none"> • Because it is difficult to manage books, stationery, dress and fees • We need ECD class but no need SOP/FSP because we have school near
Convert it to a primary school	1	11.1	<ul style="list-style-type: none"> • There is not any economic resources • Students of 6-10 years of age are here • Primary school is permanent but project has no certainty
Response of EV			
It will continue as it is	5	55.6	<ul style="list-style-type: none"> • It gives more opportunities for poor children • Because the main objective is to motivate the poor children for study • Poor and street children get opportunity of education
It will be converted into a primary school	3	33.3	<ul style="list-style-type: none"> • Getting teacher quota
It will close	1	11.1	<ul style="list-style-type: none"> • Nearby school • But location of centre is no appropriate place
Response of facilitator			
It will continue as it is	5	55.6	<ul style="list-style-type: none"> • Because there are also out of school children in the community • School is far from the school. • Those children they were getting chance to read • Poor children can get opportunity to be educated
It will be converted into a primary school	2	22.2	<ul style="list-style-type: none"> • Increase access to regular schooling
It will close	2	22.2	<ul style="list-style-type: none"> • Due to lower secondary school nearby so that no need of SOP • CASP is a short time project
Total	9	100.0	
Responses of ASPM			
Continue it as it is	7	77.8	<ul style="list-style-type: none"> • It gives an opportunity for studying to economically backward children and over age children • If there is a lot of resources
Change in to primary school	2	22.2	<ul style="list-style-type: none"> • Mother school is far from here so low age children can't join.
Total	9	100.0	

From the above table it is clear that majority of the respondents, CMC chair (55.6%), EVs (55.6%), facilitators (55.6%) and ASPM (77.8%) gave their opinion in favour of continuing CASP ASP classes as it is. Majority of them gave the reasons that children deprived from school education because of their poor family background can get primary education and join the formal schooling. Over age children who could not join school can join school and continue their education. They further added that it gives opportunity to literacy education even if they discontinue their education after SOP and FSP. Considerable number of EVs (33.3%), facilitators (22.2%) and ASPM (22.2%) reported to convert it into primary school. Their reasons behind this argument were getting primary teacher quota, presence of primary

age children in the community, increasing access to primary schooling and being mother school or formal school far from the community. Very few of them also opined that SOP should be closed because of the availability of formal school near by the village. The above responses indicate that there is a need of CASP ASP classes. Selection of the places for SOP and FSP should be appropriate as per the need and demand of the community.

DEO, SS and RPs of Kathmandu district were also asked about the future of CASP ASP classes. DEO and SS opined for its continuation with certain modification in the program. They suggested empowering RPs and mother schools for its effective and proper implementation and establishing a mechanism of technical support to CASP ASP centre. Realizing the weaknesses of ordinary ASP, they argued that it should be expanded throughout the country. Regarding its improvement DEO personnel gave following suggestions:

- Consultancy and technical cost should be reduced.
- Salary of the facilitators should be increased
- EVs should be provided incentives for his support to the centre.
- Increasing stationary to the service.
- VDC and Municipality should be made more responsible for its operation.
- NGO should give application to VDC or Municipality ward for providing support to the center.
- Make provision of certificate to the level completers, they can join similar program if they have migrated to other place and join the center again.
- Adult learning centers targeting the housewives (Grihini school) should be established as a model for SOP children who can complete grade 10 in less than 6 years.
- After grade 6 or after completion FSP, open learning system can be introduced to FSP graduates.
- Reduce administrative and management cost and increase basic cost or ground cost.

Two RPs who have been involved in the implementation of were interviewed. They were also asked about the future of CASP ASP classes. They were also found in favour of continuation of the program till 2015, the terminating point of EFA. They found that it is realistic to continue monitoring by RPs and mother school. This program has developed their ability to identify problems of CASP ASP children and mobilize community for better implementation of the classes. Regarding future implication of the program they opined that it made and can still make a lot of changes such as to eradicate illiteracy, to achieve goal of EFA, to reduce social crime and conflict. RPs gave the following suggestions for its improvement:

- Selection of centre by RP and VDC
- Selection of NGO by DEO in collaboration with VDC
- Only two trained EVs
- Providing facilitators with at least 50% of the salary of primary school teacher
- To provide local actors such as facilitators and RPs with opportunities to visit successful centre (both within and outside the country)
- Spending more money at the implementation level

CHAPTER FOUR

SITUATION AFTER IMPLEMENTATION OF CASP ASP

CASP ASP was implemented in Kathmandu district after discontinuation of the support by JICA CASP in Siraha. It was implemented in Kathmandu in 2005. The main objective of this study is to analyze the situation of CASP ASP after its implementation in Kathmandu district. In Kathmandu district SOP was implemented in rural part of the district. Whereas FSP was implemented in urban areas of the district. This chapter deals with the contents as enrolment of CASP ASP children in desired grades, influencing factors leading to the transfer to mother school, attendance of CASP ASP graduates and their academic performance in mother school

4.1 Enrolment of CASP ASP Children in Mother School

According to the record received from survey, out of 187 children completed CASP ASP center, 121 (65%) were enrolled in mother schools. Enrolment of the CASP ASP graduates in different grades of the mother schools is presented in the following table:

Table 4.1: Enrolment of CASP ASP Graduates in mother schools by gender

SOP FSP	Enrolled grade	Gender				Total	
		Boys		Girls			
		N	%	N	%	N	%
SOP	2	2	5.41	5	13.89	7	9.59
	3	9	24.32	9	25.00	18	24.66
	4	26	70.27	22	61.11	48	65.75
	Total	37	100.00	36	100.00	73	100.00
	1	1	4.55	0	0.00	1	2.08
FSP	3	2	9.09	2	7.69	4	8.33
	4	3	13.64	3	11.54	6	12.50
	5	6	27.27	6	23.08	12	25.00
	6	10	45.45	15	57.69	25	52.08
	Total	22	100.00	26	100.00	48	100.00
	1.00	37	5.88	34	4.57	71	5.17
Others	2.00	13	2.07	20	2.69	33	2.40
	3.00	130	20.67	147	19.76	277	20.17
	4.00	145	23.05	170	22.85	315	22.94
	5.00	118	18.76	129	17.34	247	17.99
	6.00	186	29.57	244	32.80	430	31.32
	Total	629	100.00	744	100.00	1373	100.00

The above table shows that 48 SOP children and 25 FSP children enrolled in different grades of the mother schools. The table further indicates that 65.75 percent and 52.08 percent from SOP and FSP graduates respectively were enrolled in desired grades in mother school.

Desired grades for SOP and FSP are grade four and six respectively. It is obvious that nearly 25 percent of SOP children were enrolled in grade three, below one grade than desired grade. In total, considerable number of SOP graduates (34.25%) were enrolled in below desired grades. Similarly, as the table shows, 47.92 percent of FSP graduates were enrolled in below desired grades. It is indicative that SOP is more successful in Kathmandu than FSP in relation to enrolment of the children in desired grades. The data presented above indicates that there is no difference between boys and girls in their enrolment in below desired grades in mother school.

Variation was found in the enrolment of CASP ASP graduates in mother schools. Of the total SOP graduates, the highest number (23) enrolled in Setidevi SS Talku and the lowest in Kunchhipwakal LSS (12). Similarly, of the 48 FSP graduates, the highest number enrolled in Chamunda HSS (17) and the lowest in Sarveswori HSS (6). Center wise distribution of the enrolled students is presented in the following table:

Table 4.2: Centre wise distribution of enrolled students in the mother school by grade and gender

Name of the mother school	Type	Enrolled grade												Gender		Total
		1		2		3		4		5		6		Total		
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Sundarijal Primary School, Sundarijal	SOP	-	-	1	0	1	1	10	5	-	-	-	-	12	6	18
Setidevi SS, Talku	SOP	-	-	0	0	6	4	8	5	-	-	-	-	14	9	23
Panchakanya LSS, Chhaimale	SOP	-	-	0	0	0	1	8	11	-	-	-	-	8	12	20
Kuchhipwakal LSS, Sangla	SOP	-	-	1	5	2	3	0	1	-	-	-	-	3	9	12
Total		-	-	2	5	9	9	26	22	-	-	-	-	37	36	73
Chamunda H SS, Jorpati	FSP	-	-	-	-	0	0	2	0	5	3	3	4	10	7	17
Janakalyan H SS, Mahankal, KTM	FSP	-	-	-	-	1	0	0	0	0	0	2	5	3	5	8
Guheswori H SS, KTM	FSP	1	-	-	-	1	2	1	0	0	2	0	2	3	6	9
Sarveswori L SS, Palpakot, KTM	FSP	-	-	-	-	0	0	0	0	1	0	3	2	4	2	6
Manahar HSS, Gangabu, KTM	FSP	-	-	-	-	0	0	0	3	0	1	2	2	2	6	8
Total		1	-	-	-	2	2	3	3	6	6	10	15	22	26	48
Grand Total		1	-	2	5	11	11	29	25	6	6	10	15	59	62	121

Enrolment of the children is also analyzed by caste/ethnicity of the children. Distribution of CASP ASP graduates according to their caste/ethnicity is presented in the following table:

Table 4.3: Enrolment of CASP ASP children in mother schools by caste/ethnicity

SOP FSP	Enrolled grade	Caste-ethnicity					
		Brahmin/Chhetri including others		Janajati		Dalits	
		N	%	N	%	N	%
SOP	2	5	50.00	2	3.17	0	0.00
	3	4	40.00	14	22.22	0	0.00
	4	1	10.00	47	74.60	0	0.00
	Total	10	100.00	63	100.00	0	0.00
FSP	1	0	0.00	1	3.70	0	0.00
	3	0	0.00	3	11.11	1	25.00
	4	2	11.76	4	14.81	0	0.00
	5	4	23.53	7	25.93	1	25.00
	6	11	64.71	12	44.44	2	50.00
	Total	17	100.00	27	100.00	4	100.00
Others	1	34	7.56	29	3.33	8	15.09
	2	3	0.67	30	3.45	0	0.00
	3	76	16.89	188	21.61	13	24.53
	4	82	18.22	225	25.86	8	15.09
	5	86	19.11	150	17.24	11	20.75
	6	169	37.56	248	28.51	13	24.53
	Total	450	100.00	870	100.00	53	100.00

The table above indicates that of the total graduates enrolled in mother schools, majority of them were from Janajati (74.6%) in case of SOP graduates, Brahmin/Chhetris and others (64.71%) in case of FSP children. Since majority of the children are from local Janajati community in SOP and majority of the children in FSP class are from migrated working class people, this variation was found. It also resembles with other children where majority were from Janajati followed by Brahmin and Chhetri.

Mother school head teachers were also asked about enrolment situation in their schools. Most of them expressed that they were satisfied with the enrolment of CASP ASP graduates in their schools. Some of them expressed that some children were from the lower age group and hence they were enrolled in lower grades. Some others did not meet the standard of the school; so they were also enrolled in lower grades.

4.2 Factors Leading to the Transfer/Non-transfer to Mother School

The obvious purpose of CASP ASP project was to make the CASP ASP programs more effective and raise the quality of education in order to enroll them in formal schools and make them able to continue their education. When CMC chairs, EVs, facilitators, ASPMs and head teachers were asked about the factors leading to the transfer and non-transfer to mother school,

they supplied different factors for transfer and non-transfer of CASP ASP graduates to mother school. Their responses in this respect are presented in the following table:

Table 4. 4: Stakeholders responses regarding transfer/non-transfer of CASP ASP graduates in mother school

Factors	Transfer		Non-transfer	
	N=9	%	N=9	%
Responses of the CMC chairs				
Location of school	9	100.00	0	0.00
Quality of the ASP graduates	9	100.00	0	0.00
Learning environment of school	9	100.00	0	0.00
Parental awareness	8	88.89	1	11.11
Gender of facilitators	8	88.89	1	11.11
Physical facilities	7	77.78	2	22.22
Responses of the Education Volunteers				
Location of school	9	100.00	0	0.00
Quality of the ASP graduates	8	88.89	1	11.11
Learning environment of school	9	100.00	0	0.00
Parental awareness	8	88.89	1	11.11
Gender of facilitators	9	100.00	0	0.00
Physical facilities	7	77.78	2	22.22
Responses of the Facilitators				
Location of school	8	88.89	1	11.11
Quality of the ASP graduates	7	77.78	2	22.22
Learning environment of school	9	100.00	0	0.00
Parental awareness	7	77.78	2	22.22
Gender of facilitators	8	88.89	1	11.11
Physical facilities	9	100.00	0	0.00
Responses of the ASPM				
Location of school	8	88.89	1	11.11
Quality of the ASP graduates	8	88.89	1	11.11
Learning environment of school	9	100.00	0	0.00
Parental awareness	9	100.00	0	0.00
Gender of facilitators	7	77.8	2	22.22
Physical facilities	6	66.7	3	33.33
Responses of the Head teacher				
Location of school	9	100.00	0	0.00
Quality of the ASP graduates	9	100.00	0	0.00
Learning environment of school	9	100.00	0	0.00
Parental awareness	9	100.00	0	0.00
Gender of facilitators	8	88.89	1	11.11
Physical facilities	8	88.89	1	11.11

The above table depicts the fact that all respondents unanimously agreed that learning environment of the school has been the most influential factor for transfer of C ASP A SP graduates to mother school. Among them, CMC chairs, EVs and head teachers agreed that location of the school was the other important factors for their transfer to mother school. For CMC chairs and head teachers, quality of the ASP graduates was also the influencing factors for the same purpose. Some of them, except facilitators, also opined that physical facilities were the factor for non-transfer of C ASP A SP graduated to mother school. A few of them (CMC chair, EV, and facilitator) also opined that parental awareness was also the influential factor for non-transfer of them to their mother schools.

This issue was also raised in the discussion with the parents. According to the parents involved in the discussion, there are various factors that made SOP/FSP significant to bring changes in overall development of the children. One of the influencing factors of the program is the child-friendly behavior of the facilitator. Each of the parents participated in the discussion said that it was the facilitator who did him/her best to make their children motivated in study. Despite low remuneration, they paid a high attention to both the children and their duties. According to parental observation, most of these facilitators were young and had a passion to serve the poor children. One parent says:

“if you compare the facilitator with school teacher, you can see a high gap between the salaries they received. But the school teachers do not have such a high motivation and passion to make every child capable of learning in their subject areas. In contrast, the facilitator at F SP is very much dedicated to make every child learn according to his/her own pace despite receiving a very low remuneration”

Another important factor for success to SOP/FSP program is the location of FSP/SOP center. Because of this each of the FSP and SOP remained at favorable distance for each and every child. Parents also pointed out the joint involvement of the local NGO, community people, head teacher and teachers of the mother school, RP, and other DEO personnel as a significant aspect of the program to manage their children's education. According to them, each of these stakeholders kept watchful eyes on how the program was conducting and provided equal importance to other programs they were conducting. Participants appreciated them particularly for their effort to provide their children with opportunities for education free of cost.

Participants also appreciated the positive teaching and learning environment at each FSP/SOP center. According to them, each center has a manageable number of students that is very low than those of the mother school. As a result, the facilitator became capable to look after each child and assist individually in their learning. This kind of teaching valued the individual differences; therefore, regardless of the difference in learning speed and capacity, each of the children became motivated in curricular activities. Parents also pointed out the equal emphasis FSP laid on the extracurricular activities of the children. According to them, this kind of activities helped children develop their extra talent and skill in various areas such as singing, dancing, communication and other areas of socialization.

Few parents also mentioned the extra support of the local NGO as another influential factor for the success of the program. Parents took the name of JP foundation in Tinchule Boudha,

and VIN in Gangabu for their appreciative effort to bring each of the out-of-the-school children in FSP center. However, they also contended that because of the poor support on the part of the hotel owner, and owner of the domestic children, this program could not bring all the out-of-the-school children at the FSP center. All of these remarks show that the service motive of the facilitators; involvement of the various people and organization in the program; stationary, dress, bag and other kind of support to the children; location of the FSP/SOP center and the contribution made by the local NGOs are some of the influencing factors for enhancing success of the FSP/SOP.

The RPs were also asked about the influential factors for the transfer of CASP ASP graduates to mother school. They mentioned the following factors as the influential factors:

- Positive role played by different stakeholders like facilitators, mother school teachers and head teachers, RPs, local NGOs, CMC and ASPM
- Awareness gained by the children due to the participation in FSP/SOP classes
- Motivation and enthusiasm of students that he/she is going to enroll in the mother school
- Continuation of support for dress, stationary and registration

DEO and School Supervisor also agreed that facilities to the children, reward, scholarships and additional support to ASP graduates may become influential factors for the transfer of students in mother school. The same question was also asked to NFEC official. The influential factors for the transfer of children to mother school as mentioned by NFEC official are:

- Introduction of vocational subjects as per the need of the children
- Extension of the program up to lower secondary or secondary level to the needy children
- Since CASP ASP children are from poor family background, they can not afford cost of the formal school, admission and exam fees.
- Provision of certificate of level completion to the children on the basis of which they can join their nearby school if their parents migrates from that place.
- Mobilization of NGO to provide support to the children who are from CASP ASP centre

4.3 Attendance of the Students in Mother School

It is expected that children graduated from CASP ASP center should be able to learn at par the students from the formal school. It is also expected that they should be as regular as the formal school children. Attendance of the children for three months was recorded and standard deviation, minimum and maximum days of attendance and their range were calculated for their analysis and interpretation.

Table 4.5: Attendance of CASP ASP graduates in mother schools

SOP FSP	Gender	Statistics					
		Average attendance within 3 months(in days)	N	Std. Deviation	Minimum	Maximum	Range
SOP	BOYS	55.2432	37	9.19361	35.00	65.00	30.00
	GIRLS	54.0556	36	8.80566	30.00	65.00	35.00
	Total	54.6575	73	8.96168	30.00	65.00	35.00
FSP	BOYS	46.0000	22	14.40679	14.00	62.00	48.00
	GIRLS	42.5500	26	18.00139	1.00	63.00	62.00
	Total	44.2308	48	16.22938	1.00	63.00	62.00
Others	BOYS	47.1540	487	11.47761	1.00	66.00	65.00
	GIRLS	47.2565	581	12.17776	1.00	68.00	67.00
	Total	47.2097	1068	11.85823	1.00	68.00	67.00

Note: Total number of class in the three month period = 72 days with an average of 24 days/month.

It is clear from the above table that children from SOP were more regular than the children from FSP center. It is also obvious that SOP graduates have minimum 30 days presence. However, minimum presence of FSP graduates in mother school was only one day. This figure is also similar with that of other students' attendance in the school. It is indicative that CASP ASP graduates were as regular as mother school students despite of their poor economic background. Attendance of the students was also analyzed by caste/ethnicity. It is presented as follows:

Table 4.6: Attendance of CASP ASP graduates in mother schools by caste-ethnicity

SOP FSP	Caste-ethnicity	Statistics					
		Average attendance within 3 months in days	N	Std. Deviation	Minimum	Maximum	Range
SOP	Brahmin/Chhetri including others	61.1000	10	5.30094	48.00	65.00	17.00
	Janajati	53.6349	63	9.02381	30.00	65.00	35.00
	Total	54.6575	73	8.96168	30.00	65.00	35.00
FSP	Brahmin/Chhetri including others	41.5625	17	18.57586	14.00	63.00	49.00
	Janajati	45.5000	27	14.58228	1.00	62.00	61.00
	Dalits	59.0000	4	.	59.00	59.00	.00
	Total	44.2308	48	16.22938	1.00	63.00	62.00
Others	Brahmin/Chhetri including others	45.9484	310	12.43744	1.00	66.00	65.00
	Janajati	47.9027	730	11.48101	1.00	68.00	67.00
	Dalits	43.1071	28	13.37864	1.00	63.00	62.00
	Total	47.2097	1068	11.85823	1.00	68.00	67.00

The above table shows that SOP graduates from Brahmin/Chhetri were regular in the school than Janajati children. No children were found enrolled in SOP centre from Dalit. More children were found regular from Dalit (59 days in three months) followed by Janajati and Brahmin/Chhetri by 45.5 percent and 41.6 percent respectively. According to Endline survey of Dhading and Siraha, CASP ASP graduates on an average, had nearly 64 percent attendance against 88 percent attendance of other students of the school. The above reality indicates that other students of the school were more regular than the CASP ASP graduates in formal school in Siraha and Dhading. However, this situation differs from Kathmandu where there is no vast difference in the regularity of students in mother school.

NFEC official was asked about CASP ASP graduates' regularity and punctuality. As the expressed attendance situation in mother school is seen a problem. In most of the cases, they are not welcomed in desired grades. In case of FSP graduates, they did not get opportunity to read in the regular routine of the school. Since, they are from workers' family; they do not have fix residence. As they move from one place to another, they dropped out from the mother school.

4.4 Academic Performance in Mother School

Since it was at the beginning of the academic session when the survey was carried out in Kathmandu, record of the academic achievement cannot be collected. However, students were asked about the factors that influence their academic performance. This question was asked to CASP ASP graduates who were studying in mother school. Their responses are presented in the following table:

Table 4.7: Responses of CASP ASP graduates on influencing factors contributing to their academic performance

Influencing factors that contributed to children's current academic performance	SOP						FSP(N=39)					
	BOYS(N=23)		GIRLS(N=22)		Total (N=45)		BOYS(N=20)		GIRLS(N=19)		Total (N=39)	
	N	%	N	%	N	%	N	%	N	%	N	%
Teacher's teaching skills	23	100.00	22	100.00	45	100.00	20	100.00	19	100.00	39	100.00
Instruction materials	15	65.22	15	68.18	30	66.67	10	50.00	13	68.42	23	58.97
School facilities like classroom, furniture	23	100.00	21	95.45	44	97.78	15	75.00	13	68.42	28	71.79
Home work/class work	16	69.57	21	95.45	37	82.22	11	55.00	15	78.95	26	66.67
Fellow students' support	10	43.48	5	22.73	15	33.33	18	90.00	14	73.68	32	82.05

The above table shows that teachers' teaching skills was the most influencing factor that contributed to children's current academic performance. Similarly, all boys and girls FSP graduates accepted teachers' teaching skills as the most influencing factors for their academic performance. All SOP boys and 95.45% SOP girls accepted school facilities like classroom and furniture as the influencing factor for their better classroom performance. SOP girls also

accepted that home work and class work (95.45%) was influencing factors for their academic performance. For SOP boys, it was not so much influencing factor for their academic performance. For SOP graduates, fellow students' support was the least influencing factors for supporting their learning. However, FSP graduates accepted it as the second influencing factor (82.05%) that contributed to their learning achievement.

DEO and SS of Kathmandu were also asked about the factors contributing to better classroom performance. As they opined, coaching classes, training to the teachers and regular stationary support to the children may be helpful for raising the classroom performance of the CASP ASP graduates.

NFEC officials did not accept the difference in classroom performance between CASP ASP graduates and ordinary ASP graduates. However, according to RP, influencing factors for better classroom performance were monitoring system of mother school and RPs, role of the facilitators, local NGOs and CMC and academic activities with life skill training

4.5. CASP ASP Children not Joining Mother Schools

Some of the graduates who have completed CASP ASP did not join mother schools. Graduates who completed CASP ASP and joined mother school and are still studying in the school were asked about the reasons for not joining their friends in mother school. Some of the children who have completed CASP ASP class joined other formal instead of joining mother as defined by CASP ASP. Responses of 84 students (45 from SOP and 39 from ASP) regarding the reasons for those students who completed CASP SOP/FSP but couldn't enter the formal schools are presented in the following table:

Table 4.8: Reasons for children who completed CASP SOP/FSP but couldn't enter the formal schools

Reasons	N=84	%
Poverty	62	73.81
Unaware about education	51	60.71
Looking after children	45	53.57
Migration of the parents or Changing the room	43	51.19
Compulsion to earn	27	32.14
Parents went to work and to see the home	23	27.38
Job responsibility earning for leaving	20	23.81
Not stay at discipline students do not like to study	21	25.00
No meal in time	13	15.48
Back to home place after working as a child labour	9	10.71

The above table depicts the fact that according to majority of the fellow students of the children who did not join the mother school expressed that poverty (73.81%) was the cause for not joining the school followed by looking after children (53.57%) and migration of the parents or changing the room (51.19%). Besides, there were also 10.71 percent students who went back to their homes and they did not join the school.

4.6 Comparison of CASP ASP Class with Mother School

Children who graduated from CASP SOP/FSP and entered formal school were asked to compare different teaching aspects and school facilities of CASP ASP with that of mother school. Their responses are presented in the following table:

Table 4.9: differences between CASP SOP/FSP class and mother school

Aspects	SOP FSP	Rating	CASP ASP Centre		Mother School	
			N	%	N	%
Teacher's behavior	SOP	Good	42	93.33	24	53.33
		Fair	3	6.67	21	46.67
		Poor	0	0.00	0	0.00
		Total	45	100.00	45	100.00
	FSP	Good	37	94.87	27	69.23
		Fair	2	5.13	11	28.21
		Poor	0	0.00	1	2.56
		Total	39	100.00	39	100.00
Teacher's teaching skill	SOP	Good	26	57.78	31	68.89
		Fair	19	42.22	14	31.11
		Poor	0	0.00	0	0.00
		Total	45	100.00	45	100.00
	FSP	Good	34	87.18	31	79.49
		Fair	5	12.82	7	17.95
		Poor		0.00	1	2.56
		Total	39	100.00	39	100.00
Teacher's knowledge of subject matter	SOP	Good	21	46.67	28	62.22
		Fair	24	53.33	17	37.78
		Poor		0.00		0.00
		Total	45	100.00	45	100.00
	FSP	Good	30	76.92	31	79.49
		Fair	9	23.08	6	15.38
		Poor		0.00	2	5.13
		Total	39	100.00	39	100.00
Learning materials	SOP	Good	20	44.44	43	95.56
		Fair	25	55.56	2	4.44
		Poor		0.00		0.00
		Total	45	100.00	45	100.00
	FSP	Good	21	53.85	12	30.77
		Fair	15	38.46	24	61.54
		Poor	3	7.69	3	7.69
		Total	39	100.00	39	100.00
Class work/group work	SOP	Good	16	35.56	24	53.33
		Fair	28	62.22	21	46.67
		Poor	1	2.22		0.00
		Total	45	100.00	45	100.00
	FSP	Good	31	79.49	19	48.72
		Fair	8	20.51	19	48.72
		Poor		0.00	1	2.56
		Total	39	100.00	39	100.00
Learning environment	SOP	Good	14	31.11	35	77.78
		Fair	28	62.22	10	22.22

		Poor	3	6.67		0.00
		Total	45	100.00	45	100.00
	FSP	Good	31	79.49	21	53.85
		Fair	8	20.51	16	41.03
		Poor		0.00	2	5.13
		Total	39	100.00	39	100.00
Peer/group work	SOP	Good	12	26.67	25	55.56
		Fair	33	73.33	20	44.44
		Poor		0.00		0.00
		Total	45	100.00	45	100.00
	FSP	Good	30	76.92	18	46.15
		Fair	9	23.08	13	33.33
		Poor		0.00	8	20.51
		Total	39	100.00	39	100.00
Extra-curricular activities	SOP	Good	35	77.78	23	51.11
		Fair	10	22.22	22	48.89
		Poor		0.00		0.00
		Total	45	100.00	45	100.00
	FSP	Good	34	87.18	20	51.28
		Fair	5	12.82	14	35.90
		Poor		0.00	5	12.82
		Total	39	100.00	39	100.00
School facilities	SOP	Good	11	24.44	41	91.11
		Fair	31	68.89	4	8.89
		Poor	3	6.67	0	0.00
		Total	45	100.00	45	100.00
	FSP	Good	27	69.23	23	58.97
		Fair	12	30.77	14	35.90
		Poor		0.00	2	5.13
		Total	39	100.00	39	100.00
Community participation	SOP	Good	35	77.78	20	44.44
		Fair	10	22.22	25	55.56
		Poor		0.00	0	0.00
		Total	45	100.00	45	100.00
	FSP	Good	13	33.33	6	15.38
		Fair	21	53.85	17	43.59
		Poor	5	12.82	16	41.03
		Total	39	100.00	39	100.00

The above table presents the comparative picture of both SOP and FSP with that of mother school. As seen in the table, teachers' behavior in SOP class (93.33%) was found better than in mother school (53.33%); teachers' teaching skills was found better in mother school (68.89%) than in FSP (57.78%) class; teachers' knowledge of subject matter was found better in mother school (62.22%) than in SOP class (46.67%); learning materials were found good in mother (95.56%) but fair in SOP class (55.56%); class work/group work was found good in mother school (53.33%) but fair in SOP class (62.22%); learning environment was found good in mother school (77.78%) and fair in SOP class (62.22%); pair/group work was found good in mother school (55.56%) but only fair in SOP class (73.33%); extracurricular activities were found better in SOP class (77.78%) than in mother school (51.11%); school facilities were good in mother school (91.11%) and fair in SOP class (68.89%); and

community participation was found good in SOP class (77.78%) and fair in mother school (55.56%).

The above discussion presents the evidence that community participation, extracurricular activities and teachers' behavior are better in SOP class than in mother school. However, other aspects were better in mother school than in SOP centre.

FSP class and mother school is also compared to identify effective aspects of the program. The table also presents that teachers' behavior (94.87%), school facilities (69.23%), community participation (53.85%), and peer/group work (79.49%), teachers' teaching skills (87.18%) were found better in FSP class than in mother school by 69.23%, 58.97%, 43.59%, 48.72% and 79.49% respectively. Similarly, learning materials (95.56%) and extra-curricular activities (87.18%) were found better in mother schools than in FSP classes by 55.56% and 51.28% respectively. Based on the above discussion, it can be concluded that SOP and FSP classes are better in many aspects than the mother schools.

CMC chairs, EVs, facilitators and ASPMs were asked to compare the CASP SOP/FSP students with mother school students in relation to qualities like academic achievement, performance in extra-curricular activities, study habit, behavioral change at home and community. Their responses are presented in the following table:

Table 4. 10: comparison of CASP SOP/FSP students with mother school students in relation to academic aspect

Qualities	Better		Similar		Poor	
Responses of CMC chair						
	N=9	%	N=9	%	N=9	%
Academic achievement	1	11.11	6	66.67	2	22.22
Performance in co/extra-curricular activities	4	44.44	4	44.44	1	11.11
Study habit	3	33.33	5	55.56	1	11.11
Behavioral change at home and community	3	33.33	6	66.67	0	0.00
Responses of EV						
Academic achievement	3	33.33	5	55.56	1	11.11
Performance in co/extra-curricular activities	7	77.78	2	22.22	0	0.00
Study habit	4	44.44	5	55.56	0	0.00
Behavioral change at home and community	5	55.56	4	44.44	0	0.00
Responses of Facilitator						
Academic achievement	3	33.33	5	55.56	1	11.11
Performance in co/extra-curricular activities	6	66.67	3	33.33	0	0.00
Study habit	4	44.44	4	44.44	1	11.11
Behavioral change at home and community	6	66.67	3	33.33	0	0.00
Responses of ASPM						
Academic achievement	2	22.22	6	66.67	1	11.11
Performance in co/extra-curricular activities	3	33.33	5	55.56	1	11.11

Study habit	1	11.11	8	88.89	0	0.00
Behavioral change at home and community	1	11.11	7	77.78	1	11.11

It is indicative from the above table that all the respondents agreed academic achievement of the CASP ASP classes similar to mother school. According to EVs and facilitators, performance in co/extra-curricular activities was better in CASP ASP classes than in mother schools. According to ASPMs and CMC chairs co/extra-curricular activities of CASP ASP classes are similar to mother schools. For all the respondents, there was no difference in study habit of the students in both CASP ASP classes and mother school. Similarly, for CMC chairs and ASPMs, behavioral change at home and community was similar in both CASP ASP and mother school. However, for facilitators and EVs, it was better in CASP ASP classes than in mother schools. It is evident from the above discussion that CASP ASP classes are either better or similar to mother school. Mother school is not better, according to the respondents, in any area mentioned above.

The RPs were also asked to compare the overall quality of CASP ASP graduates with that of the formal school students. They reported that CASP ASP graduates were better in extracurricular and recreational activities than those of formal school students. However, in terms of the qualities regarding reading, writing and computation; study habit; socialization; behavioural change; life skills and domestic help the graduates of both the CASP ASP and formal schools were reported to be similar.

Monitoring by mother school is an important ingredient of CASP ASP project. Head teachers and teachers' attitudes towards the graduates of CASP ASP were assessed by different stakeholders such as CMC chairs, EVs and facilitators. Their responses and their corresponding indicators are presented in the following table:

Table 4.11: Attitudes of mother school teachers and head teachers towards the graduates of CASP ASP

Attitude	N	%	Indicators
Response of CMC			
Very welcoming to enroll them in their school	4	44.4	<ul style="list-style-type: none"> Performance of our students is good and except the 5 students (low age), Other students enrolled in class 4 and completed with mother school student
Receptive/welcoming	5	55.6	<ul style="list-style-type: none"> Mother school accept our all student and enrolled they have treated equally good result of FSP graduate student Providing venue for class, -Initially not welcoming but later on they got convincing Initially they thought the program is fully funded by JICA All students admitted in school after completing Level III
Response of EV			
Very welcoming to enroll them in the school	5	55.6	<ul style="list-style-type: none"> Accept the request, look after very well Different attitudes toward FSP students

Welcoming	3	33.3	<ul style="list-style-type: none"> • they got chance to enroll in class 4/3 in mother school • giving the importance and free admission those who come from alternative education wings
No idea Total	1	11.1	<ul style="list-style-type: none"> • monitoring and training • Student are more regular than own student, - good performance in classroom
Response of Facilitator			
Very welcoming to enroll them in their school	6	66.7	<ul style="list-style-type: none"> • Students are learning well and easily • Same for SOP and school's teaching styles • RAHAT quota is necessary for taking students. if success in entrance test
Welcoming (OK)	2	22.2	<ul style="list-style-type: none"> • They equally treat FSP participants as mother school children • graduated from the centre operating in the same mother school
Not very welcoming	1	11.1	<ul style="list-style-type: none"> • They all are reading for mal school regularly and participate all program of formal school

As indicated by the above table, according to EVs (55.6%) and facilitators (66.7%), teachers and head teachers had very welcoming attitudes towards CASP ASP graduates. However, according to CMC, teachers and head teachers had less welcoming attitude (44.4%) than the others. One of the facilitators expressed that teachers and head teachers had not very welcoming attitudes towards CASP ASP graduates. Respondents also applied indicators against their argument. They indicated that performance of CASP ASP graduates was better, they are more regular; they are very active in the classroom and learning well and easily.

4.7 Future Dreams of CASP ASP (SOP & FSP) Children

CASP ASP children were asked about their future involvement regarding their education and job. While asking about their education and job, they responded as their expectation of education up to the upper limit and job as their interest and reality in the future. It also indicates that they have their dream about their future life. Their responses in this regard are presented in the following table:

Table 4.12: CASP ASP graduates' expectation in the future

Education and job	N(93)	%
Desired level of education		
SLC at least to be a teacher	34	36.56
Higher education up to a campus level (BA, BL,MA)	24	25.8
Up to Higher Secondary Level (IA)	11	11.83
As up to the desire of parents	5	5.38
Literate	3	3.22
MBBS	2	2.15
Driver	2	2.15
Nurse	2	2.15
Engineer	1	1.08
Get vocational education	1	1.08
Housewife	1	1.08
Not decided yet	1	1.08
Physicist	1	1.08
No response	5	5.38

Job and occupation		
Teaching	26	27.96
Doctor/Pilot	16	17.2
Driver	8	8.60
Nurse	7	7.53
Business	3	3.23
Housewife	1	1.08
Job in the city	1	1.08
Lawyer	1	1.08
Like good mother	1	1.08
Military	1	1.08
Police	1	1.08
Social service	1	1.08
Don't know	2	2.15
No response	25	26.88

The above table shows the evidence that majority of the CASP ASP graduates preferred minimum education required for the teaching job. It also corroborates with their expectation of job in the future. It indicates that they also preferred teaching job in the future. One fourth of them also expected higher education followed by education up to higher secondary level (11.83%). Some of them (5.38%) also left the responsibility of their education up to their parents' desire. It is also interesting that some of the children have the desire of getting education for doctor, engineer, and nurse. The similar number of children had the desire of being doctor and pilot. Majority of them preferred technical job. A few of them did not give any response about their education (5.38%) and job (2.15%).

Parents were also asked in their focus group discussion about their children's future. Almost all of the parents expressed their dream of making their children an educated man/woman so that they are capable of earning money in future. All of the parents showed their willingness to continue their children's education up to the level they required. However, their minimum target is to pass up to SLC. The participating mothers said that they would not let their children continue their traditional work. They have passion to see their children as a *Thulo Manchhe* (great man) by providing up to higher education. Sabita Shrestha (name changed), a woman parent at Jorpati center shared her dream:

I will manage my daughter's study as much as I can. I am an illiterate one. I have footpath shop. Sometimes Police and club members don't let me do my business over there. My husband passed away few years ago. I had a house in the village but my Devar (brother-in-law) troubled me a lot. The land that I possessed was sold in Rs. 175,000 but I couldn't get full payment because of him (brother-in-law). Being an illiterate, I faced these kinds of problems a lot. But I don't let repeat this kind of situation in my daughter's life. I will let her study as much as she can."

Bina pariyaar (name changed), another female parent at Gangabu center, appeared pessimistic about continuing her daughter's education up to the higher level and expected a help from different government and/or non-government organizations:

My husband left home 5 yrs ago. As long as school provides education to her, I will send her to school. I work in a carpet factory. But I don't let my child work there. What to say - we are poor people. We don't have capacity to send our children for higher study. If we get the supporting institutions like yours (VIN) we may send them for higher study. Otherwise, they will be grown up and move to the city for seeking the menial job at labor market.

Some other parents did not see any hope of continuing their children's education up to the higher level. One parent admits, 'How can I continue his education? I cannot even afford for his stationary, leave alone for the higher study. So, my desire is just to make him able to read and write. When he becomes 18 and more, I will send him abroad for earning the money.'

Analysis of these opinions shows that parents have dissimilar views on their children's future. However, one thing is found common to everyone's expression that they were very positive towards continuing their children's education but because of the poverty as a possible hindrance they want to leave their future to their fate. As one parent says, "If fate is kind to him one day, he will find opportunity to go up to the higher level (IA, BA, MA). God is one who decides. My plan does not work at all", most of them do not have clear plan for their children's future.

4.8 Stakeholders' Opinions for Replicability of CASP ASP

Stakeholders were also asked about the possibility of replication of some of the elements of CASP ASP in ordinary ASP without involvement of additional resources. Their opinion regarding replicability of CASP ASP is presented as follows:

Monitoring by mother school:

As reported by RPs monitoring part of the CASP ASP project can be replicated. For this purpose, the whole responsibility of monitoring should be given to mother school, reporting should be added and follow up is necessary. Stakeholders were of the opinion that for effective monitoring, mother school should take responsibility of the children studying CASP ASP classes. It should be taken as a part of the school.

Provision of EV:

Appointment of education volunteer from the family of facilitator or as recommended by the facilitator is found effective. It was observed that voluntary task was regarded as the conjoint responsibility of both the facilitator and EV. However, it was suggested that the number volunteer should be not more than three. They should be provided minimum of incentive or recognition.

Community mobilization:

Most of the respondents were of the opinion that community mobilization was effective in CASP ASP. Regular gathering and sharing with the community has been instrumental for raising the awareness of people in their children's education. It was also suggested that community should be involved through the planning and designing of the classes and mobilization of local resources.

Formation of CMC:

It was observed that role of CMC was found more effective in SOP than in FSP in case of Kathmandu district. It was suggested by RPs and DEO official that CMC should work under the observation and control of mother school. CMC should be given orientation and should be provided observation tour within or out of the district so that they can share and learn more about ways of running the centers effectively. Their role may be effective in the management of classroom and monitoring of the centre. Involvement of CMC in the awareness raising program in the community may be effective.

Use of female facilitator:

It was expressed by most of the respondents that provision of female facilitator in the centre was effective than the male facilitator. It was because they could understand the problem of the child and can provide support to them as per the need of the child. It was strongly recommended that facilitator's salary should be up to 50% salary of primary school teacher. As suggested by ASPM and RPs, they should be recognized as assistant primary school teachers.

Mobilization of NGO:

Support by the local NGO was found to be effective in mobilization of the community and community resources. In most of the cases, NGOs have provided additional support, dress to the children, stationeries, day meal and medical supervision, to the centre. Their role in mobilization of the community through regular meeting and sharing program was found effective. Therefore, community can be mobilized without much more cost for the benefit of the children who are deprived of school education.

Entertainment and extra-curricular activities:

Creating child friendly environment is regarded as a better way for enhancing children's learning. Activities for entertainment like singing and dancing and other extra-curricular activities can promote child friendly learning environment. It was expressed by all the respondents that extra-curricular activities in CASP ASP were organized regularly and in a better way. Organizing extra-curricular activities does not involve any additional resources. So, it can be replicated in ordinary ASP effectively.

4.9 Stakeholders' Opinions for Sustainability of CASP ASP

Sustainability is an important issue raised by different stakeholders during discussion with them. Some of the stakeholders also raised that sustainability may be involved resources that should be managed by the government. Stakeholders' impression about the sustainability of the CASP ASP is discussed and their implications derived.

Impression of RPs with respect to sustainability is that CASP ASP classes should be continued with the changed role of mother school and involvement of local government in management and financing. To make the program more sustainable, community mobilization is the most. RPs also expressed that government should take initiative to involve local organization in managing and financing the program. They also expressed that government should take initiative to involve local organization in managing and financing the program.

They added that RP and VDC should be involved from the very start of designing, planning and implementation of the program. Selection of ordinary centre was not reported appropriate. It was because selection of ordinary ASP was based on arbitrary judgement not on ground reality of the community. Similarly, regarding sustainability of CASP ASP classes, DEO and SS expressed that minimum financial and management support is needed and VDC and municipality should take responsibility to mobilize formal school and local NGO. They also insisted that government should increase financial support along with increasing the salary of the facilitator. They further expressed that by increasing investment by the government, by making mother school more responsible, by empowering RPs and mother school and by mobilizing NGOs for providing support in mobilizing community and other material support to the centers, these centers can be run effectively in the absence of the existing support by JICA CASP.

While asking the question how the community/school will take over CASP ASP after the discontinuation of the support by JICA CASP, RPs accepted that mother school can take over the responsibility of running the program. But government should give extra support. As they reported, it may be sustainable if the responsibility is shifted to DDC and VDC instead of DEO. DEO should be involved in technical support and management should go to local organization. RP should be mobilized and empowered for monitoring and providing training to facilitators, CMC members, EVs and ASPMs.

Likewise the question of sustainability was also asked to local NGO persons providing support to CASP ASP centers. With this respect, they opined that successful CASP SOP should be converted into primary based on the regular source of students. DEO should support for establishing the centre based on the school mapping in the district. Priority should be given to backward and poor community while establishing the centre. They further expressed that parental awareness and community mobilization should be the major strategy to make the program sustain.

The issue of sustainability was also raised before while interviewing with NFEC official. Lessons learnt from CASP ASP should be replicated to other ordinary ASP and CASP ASP program should be extended in other districts for its continuation. During discussion, they also suggested that Children should be categorization based on their family background, economic condition, age and their basic need. There should be the provision of certification of level completion for their continuation in other ASP centers or schools. This type of program should be developed on the basis of multi-partnership concept. Local resources should be identified and VDC should be given responsibility of running of the program.

Based on the above discussion it can be concluded that lessons learnt from CASP ASP project should be replicated for its sustainability. More responsibility should be shifted to local institutions like VDC and municipality. Mobilization of NGO, mother school and CMC is the most for its sustainability. RP should be empowered to provide technical support to the centre.

CHAPTER FIVE

ASSESSMENT AND IMPLICATIONS OF CASP ASP OUTCOMES

This chapter presents a summary of assessment of CASP ASP outcomes with their implications to the non-formal education program in Nepal. The outcomes of the program are of significant importance as they provide valuable information for the replication and sustainability of the ASP in the future. Based on the findings derived from the field study and related review of documents, the study team has made the assessment of the program in terms of CASP ASP centers and mother schools including the implications. Assessment is also based on cases drawn from the impression of the field researchers (See Annex 3 for the details of the cases). As CASP ASP is a pilot model implemented in the target VDCs and Municipality wards of Kathmandu district, the implications might be instrumental to improve the ASP program in order to reach the targets of the EFA program.

5.1 Assessment of CASP ASP Outcomes

5.1.1 Geographical and operational information

As the distance to mother school from children's homes ranged from 0-45 minutes for FSP and 5-60 minutes for SOP as evidenced by tables 3.1, 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 SOP where the travel time to mother school ranges from 5 minutes to one hour with the average distance of 55 minutes. In case of Singla-1, Kunchhipwakal and Talku, Dundechar -4 SOP centers, their locational distance could not be justified as for the other two SOP centers. The locational case of FSP is however justified as they could be located in the mother school building also.

As 8 out of 9 CASP ASP centers (Table 3.3) conducted their classes for four hours, they were found operating their classes as per the directives (2064) of the NFEC. However, one center had conducted the class for more than the stipulated hours indicating that it crossed the spirit of the NFEC directives.

5.1.2 Enrolment, attendance, transfer, dropout and completion rate

Enrollment: Majority of the children enrolled in the SOP centers are from the age bracket of 4 to 12 and 5 to 14 for FSP centers. However, no significant difference was noticed between the ages of enrolment of boys and girls in both type of centers. It clearly indicates that some children who were enrolled at the centers were less than the required age bracket in both the centers. The under age-overage problem was more visible in the SOP centers. The under age problem occupies nearly over one fourth of the children enrolled in the SOP center whereas it is only five percent in the FSP centers. Under age problem, therefore, stands as a critical problem for SOP (Tables 3.5, 3.6).

Attendance: As it is seen from the analysis, not much difference was noticed between the attendance rate of boys and girls in both type of centers (Table, 3.7). FSP shows an increasing trend in the attendance rate of boys and girls whereas the SOP indicates fluctuation in the rate.

Transfer: Transfer of students to mother schools from both SOP FSP centers, on an average, was 65%, however, this differed significantly by type of program: in SOP, of 89 children who completed it, 73 children (82%) were transferred into the mother schools; in FSP, of 98

children who completed it, 48 children (nearly 50 %) were transferred into the mother school. The analysis indicates that FSP has a lower rate of transfer to mother school compared to SOP (Table 4.1).

Dropout and completion: As the dropout situation of CASP ASP is about 21 percent, this is similar to the primary level dropout in the mainstream education. The dropout situation kept increasing in the SOP centres over the levels (I-III) whereas fluctuation marked the FSP centers in the dropout rate. Comparatively, more boys than girls dropped out from SOP centres. The dropout rate of FSP centers was found to be very high compared to SOP. When SOP is compared to FSP from dropout point of view, FSP had more dropouts than SOP indicating that FSP suffered from critical problem of level completion. Engagement in household chores, migration for work, involvement in daily wage earning, parental unawareness, poverty and early marriage stood as the major causes behind the dropout (Tables 3.8, 3.9).

5.1.3 Physical facilities and services

Physical facilities and services in SOP FSP centers were not up to the expectations of the children and their parents. SOP centers were mostly run in places other than school buildings meaning that the facilities available were substandard. However, as the community has started constructing physical facilities for SOP after its start, community awareness seems to be building up to provide the minimum facilities to the children with a vision of converting these facilities into primary school. But in case of FSP facilities, the situation was different as these facilities were mostly available in regular schools. The common problems noticed in both these centers were congested classroom, lack of adequate furniture and lack of separate toilets for boys and girls (Tables 3.11, 3.12).

5.1.4 Textbooks and school materials

Availability of textbooks and their timely distribution marked the good aspect of both SOP and FSP classes. Regarding the school materials such as school bag, stationeries and school dress, which were of good quality, were however delivered not in the beginning of the first level indicating a delay of the delivery of materials from the district to the center. The satisfaction of the parents, CMC members and children expressed toward the quality of the materials indicates that the materials distributed to the children were of good quality.

The views about quality of materials were also collected from the parents. According to their views, the materials children received were of good quality. The parents also showed their satisfaction on supply process of these materials. However, majority of them stress the lack of adequacy of copy, pencil and other stationery materials for each child. Some parents complained for not distributing dress and bag in the first two years of the study. Their views point out that though the quality of materials was good, they were not enough in quantity and the materials were not evenly distributed in each of the three years (Table, 3.13).

5.1.5 Curriculum

Little difficulty was noticed in the curricular contents of SOP classes compared to the FSP curriculum. It is because of the condensed nature of FSP curriculum, it is rather difficult to complete it in time compared to the SOP curriculum.

As pointed out by RPs and DEO about the curricular contents being inadequate to addressing learners' basic needs including the vocational and life skills, the need is obvious to revisit the curriculum, mainly the FSP curriculum, to enable the children to adjust to the changing societal needs. This is deemed necessary as the school transfer rate of FSP children is low indicating that majority of them join the labour market (Table 3.16).

5.1.6 Extracurricular activity

ECA wise no difference was observed between the activities of SOP and FSP classes. The ECAs most liked by the children as part of the indoor activities- singing and dancing, observation of the center day, cleanliness of the classroom- indicate two things: little varieties in activities and more focus on recreational activities. Similarly, the ECAs most liked by the children as part of the outdoor activities- visit to mother school, field trip, gardening- indicate that play activities were given little importance by both type of centers. Despite this inadequacy, effective blend of co-curricular and extracurricular activities in the SOP and FSP centers have the potential of being introduced in other ordinary ASP centers with little or no cost implication (Table 3.17).

5.1.7 Management system

Since there was no representation of female as the chair of CMC in the committee, gender disparity could be seen in the leadership of the FSP/SOP in the management of the centers. As orientation training to the CMC members, regular meetings of the committee and regular sharing of CMC members with facilitators and ASPM were found to be the strength of the CMC in CASP ASP centers, they can be easily replicated in the ordinary ASP with no or little cost implication. CMC members' involvement in the operation and strengthening of both SOP and FSP centers is inevitable and therefore, for the mobilization of the community for resource management and monitoring of the centre, their training and exposure seems to be inadequate for the sustainability of both types of centers.

As the ASPM is expected to frequently monitor SOP FSP classes for their smooth running with qualitative delivery, majority of the mother school head teachers were found assigning their juniors to take up their responsibility, as observed mainly in FSP program. Very little monitoring on one hand and near absence of qualitative input to the facilitators and CMC may have resulted into a considerable number of both SOP FSP graduates not joining the desired grades in the mother schools (Table 3.18, 3.19, 3.20 and 4.1).

5.1.8 Networking and community contribution

As it is seen that CASP ASP has effective networking with the mother schools, district level organizations such as the DEO, the community organizations such as VDC and volunteer organizations such as NGO, CASP ASP was seen better in its performance than ordinary ASP. In this context, the role of NGOs should be strengthened in making the network successful while operating the SOP and FSP classes.

Since the DEO, ASPMs and NGO contributed significantly to the establishment of CASP ASP program in the district, their continued support to improve the quality of the FSP/SOP classes is considered highly valuable. Especially, the coordinating role of RPs is considered of crucial importance in bringing together the efforts of the community, NGOs, CBOs, VDC and

DEO for the successful operation of the CASP ASP classes. To be further specific, RC system should be made much more effective by empowering the RPs through regular trainings and other support services.

The indication of the study that community organizations and parents are always ready to provide physical and labour support for the establishment, maintenance and management of the FSP/SOP centers, community contribution is to be sought in areas as providing security to the centre, collecting fund for construction and maintenance of furniture, raising awareness of the parents, enquiring about children's progress, lobbying for the center, preparation of garden and playground for the children and encouraging locally available educated persons to work as facilitators and education volunteers (EVs).

As the table mentions, the costs having partners contributed in cash and in kind. The contribution in kind included the free wage labor, materials contributions such as timber, stones, transportation of construction materials and so on. The major sources for the funding were the local community, the DEO and CASP JICA. However, some centers received funding for their establishment from the respective VDCs and local NGOs (Table 3.21).

5.1.9 Establishment and operation cost

As the report presents, the cost of establishment varies from centre to centre with a fluctuation in government as well as JICA CASP contribution as evidenced in areas like training to the facilitators, EVs and SMC members. Since cost and quality are proportionally related to each other and it directly affects the quality of the output, preliminary survey is deemed necessary to ascertain the establishment and operational cost of the SOP FSP classes. Also for the sustainability of such programs, mapping of the justified distribution of the ASP centers with their cost estimate is a necessity (Tables 3.22, 3.23).

5.1.10 Teaching aspects

The study has mainly outlined qualification of facilitators, their training and that of EVs as the teaching aspects. While assessing these components it is seen that qualification and training of facilitators are satisfactory while the training of EVs was noted to be unsatisfactory. The case of FSP has however drawn the attention of the researchers in so far as its difficulty level is concerned which has direct implication for the qualification of the facilitators. The condensed course of FSP, which is perceived to be difficult by both the facilitators and RPs, therefore, demands raising the qualification of facilitators with supplemental training (Tables, 3.24, 3.25, 3.26, 3.29, 3.32).

5.1.11 Academic performance of CASP ASP (SOP & FSP) children

Since the academic performance of FSP students is found better than that of SOP students, many factors such as maturity of the students, work exposure and school like environment of the center may have contributed to this difference. Performance of both SOP and FSP students in non-academic activities was also found better than those of ordinary ASP classes, as reported by the stakeholders. This indicates that CASP ASP has significantly contributed to the overall development of the students.

As experienced by both SOP FSP children, teachers' teaching skills was the single largest contributing factor to children's academic performance which indicates that more investment is to be made on teachers through training and other supports. Performance result of the students, on the other hand, did not depict satisfactory picture, especially in the academic area. It is suggestive of the fact that the teachers are expected to revisit their delivery techniques so as to boost the academic performance of the students (Table 3.34, 3.35).

5.1.12 Situation of CASP ASP graduates in mother school

Enrolment of CASP ASP children in mother school: Distinction between SOP and FSP was obvious in the enrolment of children in the desired grades after the completion of the cycle. Most of the SOP graduates were found to have been enrolled in the desired grade i.e. grade four but majority of FSP graduates have been enrolled in lower grades than the desired grade i.e. grade six. It is indicative that SOP is more successful in Kathmandu than FSP in relation to enrolment of the children in desired grades. Also, no difference between boys and girls in their enrolment in grades below the desired ones in mother school was noticed (Table 4.1, 4.2, 4.3).

Centre wise variation was noticed in the enrolment of CASP ASP graduates in mother schools. Enrolment in mother schools showed a difference in the range (minimum to maximum) of 12 to 23 in SOP and 6 to 17 in FSP. The condensed form of primary level curriculum into three years and migration of the children led to the difficulty level resulting in the low number of children's enrolment in mother schools, on one hand, and on the other, it may also have contributed to their enrolment in the lower grades.

Factors leading to the transfer to mother school: Factors like learning environment of the school, location of the school, quality of the ASP graduates, physical facilities and parental awareness were the most influential factors which contributed to the transfer of CASP ASP graduates to the mother schools. Among these factors, learning environment of the school stood as the most influential factor as it was agreed by all the respondents. Opinions of the respondents differed in priority of the other factors outlined above (Table 4.4).

Attendance of the students in mother school: The finding that SOP graduates were more regular than the FSP graduates with a range of 30 days to one day in three months respectively for SOP and FSP indicates clearly why there is a low turn out of FSP graduates in the mother schools. Interestingly, the SOP graduates are found more regular than FSP graduates and regular mother school students. From regularity point of view, SOP thus stands out as an attractive program for the children. In case of FSP graduates, the school time of the mother school is not appropriate to them as they are from workers' family, they do not have fix residence and they had to move from one place to another in search of job.

Ethnic difference was clearly noticed in attendance rate of SOP FSP graduates in mother school as Brahmin/Chhetri were more regular than Janajati children in SOP where as the reverse was true for FSP as the Dalit children were more regular than Brahmin/Chhetri and Janajati. In both the cases, Janajati children-one of the target groups of CASP ASP program-were behind than the other groups in maintaining regularity in the schools (Tables 4.5, 4.6).

Academic performance: An assessment of the academic performance of the CASP ASP graduates enrolled in mother schools could not be completed due to the beginning of the

academic session during the survey time in Kathmandu. The CASP ASP students responses, however, revealed teachers' teaching skills as the most influencing factor that contributed to their current academic performance. Fellow students' support as the influencing factor for increasing the academic performance stood to be significant for FSP students but not so for SOP students indicates that peer support for SOP students and fellow students' support for FSP students should be one of the modalities of classroom instruction. DEO, SS and RPs of Kathmandu also underscored the need of having coaching classes, training to the teachers, regular stationery support to the children and monitoring of the classroom teaching in order to raise the classroom performance of the CASP ASP graduates in mother school (Table 4.7).

CASP ASP children not joining the mother schools: The responses of the fellow students of the children who did not join the mother school indicated that poverty followed by taking care of siblings, migration of the parents and changing the temporary place of residence were the deterrents to joining the mother school. It means, these factors as the actors are to be given serious consideration to ensure the transfer of all CASP ASP graduates to the mother school.

5.1.13 Future dreams of CASP ASP (SOP & FSP) children

Parental and children's perspective on their future dream converged on one major point of consideration: continuation of their education. Children's preference to teaching job followed by technical job indicates their future dream directed more toward respectable jobs. Parental preference whereas was more toward enabling them to earn while acquiring minimum competencies from learning. Also, parents were very much aware of detaching their children from the menial traditional work through newly earned survival competencies. Their expectation to educate their children up to SLC level is an indication of two things: minimal survival skills through SLC and discontinuation of higher education due to poverty. Thus, future dream of the children seems to be guided more by their existing economic status than by their capacity to earn higher education.

5.1.14 Comparison of CASP ASP (SOP & FSP) with ordinary ASP

An assessment of the comparative picture of CASP ASP and ordinary ASP is outlined in the following points:

- The CASP ASP classes were effective in terms of their monitoring and supervision, resource management, school facilities and instructional materials compared to ordinary ASP.
- Skills like reading, writing and computation skills of the CASP ASP graduates were better than those of their counterparts in the ordinary ASP.
- In areas as socialization, study habit and behavioural changes, no difference was noticed between the CASP and ordinary ASP graduates.
- The CASP ASP classes were noted for their extracurricular activities, life skills and domestic help compared to the ordinary ASP classes.

- The CASP ASP classes were rated being superior in facilitators' training, material support, community mobilization, monitoring and supervision. However, the ownership of the program by community was weaker in the FSP mostly in the urban areas.
- The stakeholders have rated the CASP ASP as slightly costlier than the ordinary ASP. Given the existing resource constraints in the current NFEC system, the officials have expressed their concern for the replicability of the CASP ASP.

5.1.15 Comparison of CASP SOP/FSP class with mother school

While comparing CASP ASP class with mother school, it is seen that learning environment, teachers' teaching skills, knowledge of subject, learning materials, pair/group work were found better in mother school than in SOP centers. However, SOP centers were better in community participation, extracurricular activities and teachers' behaviour. Similarly, FSP centers were better in peer/group work, learning environment and class work/home work than the mother schools as reported by the students (Table 4.8).

5.1.16 Replicability of CASP ASP

Replicability of the CASP ASP program in regular ASP program can be eased through such provisions as recreational and extra-curricular activities, manageable number of EVs, community mobilization, inclusive and functional CMC, use of female facilitators, mobilization of NGOs/CBOs and effective monitoring by mother school. To make ASP a truly community owned program, participation is, therefore, to be sought in areas as planning, selection and operation of the centre, collecting and mobilizing resources, monitoring of the operation of the classes and overall evaluation of the program. To this effect, the mother schools can be made much more active than their present ASPM role by providing monitoring and technical support to SOP FSP classes.

Replicability of the program can also be ensured through the point of cost involvement. Monitoring by mother school, mobilization of community, active use of CMC, implementation of partnership and ownership concept through partner NGOs/CBOs are such areas that can be easily replicated in the regular ASP classes with no or little cost. Moreover, the specific guidelines, directives and TOR developed by JICA CASP project for the concerned actors and implementers can be replicated for ensuring the effective operation of ASP.

5.1.17 Sustainability of CASP ASP

It is seen from the analysis that sustainability of the CASP ASP program can be ensured through such provisions as involving the local government for minimal financial support, mandating the formal schools to provide monitoring and other technical support to the centers as well as sharing of physical infrastructure especially for FSP classes, mapping of the target areas to distribute ASP classes as per the local need. As the local NGOs, not the ones from outside the catchment areas of SOP FSP classes, are found working more seriously for the

promotion of ASP program, its sustainability can be promoted through their active involvement in its implementation. Similarly, regular training followed by refresher training to facilitators, CMC members, EVs and ASPMs, making RPs more accountable to provide professional support to the facilitators and CMC members and at the same time, empowering the RPs through regular exposure to latest development in the field of non-formal education can help sustain the program. Also, it is observed that the incentive package for the facilitators is to be revisited in order to sustain their motivation by retaining them in their profession.

5.2. Implications of CASP ASP

The overall findings of the CASP ASP end-line survey of Kathmandu district have indicated that the program has functioned as a bridge to bring the out-of-school children to the mainstream education. The stakeholders have very well received the program and its continuation has been strongly requested. Based on the findings of the study, assessment of the CASP ASP outcomes, experience of the stakeholders, and observation of the study team, the following implications are drawn at the policy level, implementation level and beneficiary level in order to replicate the CASP ASP learning to the ordinary ASP in Nepal.

At the policy level;

25. The travel time taken by children to reach the mother school (Table 3.1) indicates that the CASP ASP centers were not that far from the mother schools. Considering the travel time taken to reach the mother schools from the SOP center, operation of SOP in a close distance from the mother school cannot be justified. Similarly, in case of FSP, it can be run as an annex program in the mother schools. This system may reduce center operation cost resulting in sustainability and in making school an institution of social service. The policy directives should be strictly observed that SOP center should be operated at a location where the formal/mother school facility is not available.

26. The enrollment data (Table 3.7) shows that some children who were enrolled at the centers were less than the required age brackets. This under age enrollment may result into high dropout rate and high failure rate. There is also the possibility of not being able to be admitted in the expected grade level after completion of the cycle. This may be the reason that the dropout rate and cycle completion rate of FSP children was found very high (Table 3.9). Similarly, a considerable number of both SOP graduates and FSP graduates were enrolled in below the desired grades (Table 4.2). In order to overcome this alarming situation, one of the ways may be to enroll children of the desired age level in the program. Hence, it is recommended that the education code should specifically mention the age bracket for enrolling in both SOP and FSP programs and it should be strictly followed while admitting the children in the programs.

27. Majority of the fellow students of the children who did not join the mother school expressed poverty as the main cause for not joining the school followed by taking care of the siblings and migration of the parents or changing the temporary area of residence (Table 4.8). Hence the team recommends providing special scholarship to SOP/FSP children to motivate the parents in extreme poverty to send their children to the centers regularly.
28. As the FSP curriculum was found to be lengthy to complete in the given time and the children who attend FSP are older than the regular children, merely condensing the five year curriculum into three year package might not serve the purpose to address the learning needs of FSP children. Therefore, a need-based curriculum incorporating the vocational and life skills should be prepared in order to enable the FSP graduates to adjust to the changing societal needs.
29. Extracurricular activities were treated as an integral part of the CASP ASP curriculum. As evidenced by the fact that the CASP ASP graduates have outperformed their regular counterparts in the extracurricular activities, effective blend of curricular and extracurricular activities should be introduced in the ordinary ASPs by revisiting the existing curriculum.
30. As the gender disparity was found evident in the management of the CASP ASP, this needs to be addressed in the policy documents of the CASP ASP program in order to involve more females in the leadership and management. *(This also applies at the implementation level)*
31. The stakeholders have indicated that the CASP ASP has been costlier than the ordinary ASP due to the various support costs such as monitoring incentives, meeting/workshop expenses and other non-program costs. Thus, strategies such as making the mother school's monitoring act mandatory by directives, reducing the meetings/workshop expenses at the minimum and involvement of VDC to share some of the costs would help reduce the cost in order to replicate the CASP ASP experience in the ordinary ASPs. *(This also applies at the implementation level)*
32. The qualifications of the facilitators as mentioned in the NFEC directives is not adequate to effectively manage the instruction, especially at the FSP program. Thus, the minimum qualifications of the FSP facilitators should be increased with regular supplemental training. *(This also applies at the implementation level)*
33. As most of the FSP graduates have enrolled in the lower grades, the specific causes of their underachievement in the academics in the FSP center need to be assessed so that

their performance can come at par with the performance of the children of regular formal schools.

34. Major elements of the CASP ASP that can be replicated to the ordinary ASPs were the provisions as recreational and extra-curricular activities, manageable number of EVs, community mobilization, inclusive and functional CMC, use of female facilitators, mobilization of NGOs/CBOs and effective monitoring by mother school. These programs should, therefore, be incorporated into the NFEC guidelines so that these elements are built-in into the ASP program for its effective implementation. *(This also applies at the implementation level)*
35. Continued involvement of the RPs in the technical aspects and involvement of the local government for minimal financial support might contribute to the sustainability of the CASP ASP experiences in the ordinary ASPs. *(This also applies at the implementation level)*

At the implementation level;

36. In case of places like Chhaimale -4, Kerabari and Sundarijal -5, Waibatole (Siranghar tole) 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 with 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.
37. As the FSP has a lower rate of transfer to mother school compared to SOP, a specific study needs to be made in order find out the causes of not joining mother schools even after the completion of FSP. Since these children are also overaged, perhaps a technical or vocational career path after the completion of FSP might attract them to the higher education studies of technical and vocational importance.
38. As the FSP has more dropout cases and low completion rate caused mostly by the poverty related factors, some incentive mechanism to compensate the opportunity cost of the FSP children while attending the FSP class needs to be worked out. Involvement of parents in some income generation activities through the local NGOs and tying this up with poverty reduction measures of the government could be some options in this regard.

39. Though the quality of textbook and school materials were good in the CASP ASP program, the distribution mechanism is still not efficient and the materials were not enough. This needs to be improved both in the CASP ASP and ordinary ASP so that these materials are promptly distributed in sufficient number. Existing mechanism needs to be revisited to this effect.
40. The management of the CASP ASP program was found effective due to the involvement of the CMC, ASPM and the NGOs with their defined roles and responsibilities. The detailed TORs and job descriptions developed during the CASP ASP implementation can be easily replicated to the other ASPs with little or zero cost implications. However, the role of ASPM has been still found not inadequate mainly due to the busy schedules of the head-teachers. Thus, the role of ASPM should be given to the teachers of the mother school so that s/he can spare more time at the center and give the needed feedback support to the program.
41. The role of NGOs was also found effective in the CASP ASP implementation. However, some of the NGOs, particularly the ones not from the local community have not performed upto the expected level. Thus, local NGOs should be involved in the implementation of the ASP program and NGOs strengthening and their capacity building should form the basis of ASP program implementation.
42. Community contribution to the CASP ASP implementation has been established very strongly especially in areas such as physical and labour support for the establishment, maintenance and management of the FSP/SOP centers. Similar contribution should also be explored in areas such as providing security to the centre, collecting fund for construction and maintenance of furniture, raising awareness of the parents, enquiring about children's progress, lobbying for the center, preparation of garden and playground for the children and encouraging locally available educated persons to work as facilitators and education volunteers. *(This also applies at the beneficiary level)*
43. The role of EVs was found to be effective in the CASP ASP as the substitutes of the facilitators. However, the training provided to them was recorded inadequate. Thus, the EVs should be involved in the facilitators' training so that they all learn together and become familiar with their roles during the absence of the facilitators.

At the Beneficiary level;

44. The stakeholders network prepared by the CASP ASP program has been established as a feasible operational model and it worked effectively during the CASP ASP implementation. However, the incentives given to some stakeholders such as the ASPMs, RPs, Ss for their monitoring visit will have financial implications to replicate this network to the other ASPs.

45. The study has clearly indicated that the physical facilities of the CASP ASP except the ones run in schools are still primitive and far beyond the satisfactory level. Thus, the community should be obliged to manage the minimum physical facilities before the SOP classes are allowed to operate. In case the community is not able to manage such facilities due to poverty, NFEC should provide a lump sum grant to cover the cost of basic physical facilities so that the SOP/FSP facilities also become school-like. *(This also applies at the implementation level)*
46. As the children liked learning environment, teachers' teaching skills, knowledge of subject, learning materials, pair/group work in mother school being better than the SOP/FSP centers, it implies that SOP/FSP should also function in school-like manner. Thus, efforts should be made to make children feel that their centers are school-like places by offering them the school-like facilities in the ASP centers. *(This also applies at the implementation level)*
47. Most of the children who have graduated from the SOP/FSP centers would like to study up-to SLC and even more. The transfer from SOP/FSP center to mother school is, therefore, crucial in this regard. Strategies such as mother schools' involvement in creating school-like learning environment in the centers, bridging the existing gap between formal and non-formal education by easing up the process of transfer from the center to the school and ensuring the continuity of their education at least up to SLC level through incentives are expected to clear the track towards the completion of school study.
48. As CASP ASP children were rated superior both in academic and social behaviors, these aspects are to be strengthened in the regular ASP program by blending both the academic and social skills in classroom practices.

To conclude;

It can be finally said that CASP ASP is certainly an effective program and it has drawn good experiences particularly in areas of community mobilization, facilitator training, monitoring, provision of CMC/EV, supply of materials and reaching the defined and targeted beneficiary. Considering the social gains of the beneficiaries of the CASP ASP, the cost can not simply be compared. Similarly, the cost involvement in ordinary ASP and CASP ASP does not significantly differ in that the NFEC is directly involved in supplying the textbooks and stationery materials, meeting the salary cost of the facilitators, making the RPs visit the centers regularly and evaluating the program which are not less costly compared to the expenses of the CASP ASP.

As the VDC is the lowest level administrative unit of the government receiving regularly a significant amount of grants from the government, its accountability toward ASP program should lessen the burden on the community which eventually is responsible for the operation of the program. Also, the grassroots level NGOs and CBOs can be made much more accountable to provide technical support in effectively implementing the ASP program thus directly contributing to its effectiveness and sustainability. The contribution of P NGOs in CASP/JICA program has been favorably recorded which can be easily replicated in the regular ASP program.

As the study has recorded the CASP ASP experience as a contributory factor in bringing children from disadvantaged community to the mainstream education system, and as its gains are greater than the cost incurred in the delivery of the program, the cost factor only should not shadow the gains achieved from the CASP ASP contribution.

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Annexure

Annex 1. Study Tools

Annex 2. Steering Committee

Annex 3 Case Description

Endline Situation Survey of CASP ASP in Kathmandu District

CASP ASP (SOP/FSP) Survey Form

CASP SOP

CASP FSP

1. Name of the Centre

VDC/Municipality: 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 no operation and phased out in
- b) Closed in

2. Availability of Facilities

Facilities	Yes	No	Remarks
Classroom facilities			
Playground			
Toilet			
Separate toilet for boys and girls			
Furniture			
Blackboard			
Water supply			
Drinking water			
Tiffin facility			

3. Cost of Establishment

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

Total			

4. Operation Cost (yearly)

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

5. Dropout Situation

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

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

SN	Name	Age at	Gender	Caste/	Year of Adm.	Level Completed			Attendance Days			Joined Mother School		
						Level 1	Level	Level	Level 1	Level 2	Level 3	Yes	No	Grade
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.														

4. Total teaching Days:a) Level 1:b) Level 2:c) Level 3:

Survey form recorded by: *Name:*

Designation: *Date:*

Endline Situation Survey of CASP ASP in Kathmandu District
Formal/Mother School Survey Form

School:

Name of School:.....District:

Level of School: Primary Lower Secondary Secondary

VDC/Municipality Ward: Tole:

Name of the Head Teacher:

1. Teachers' Profile:

S.N.	Name	Gender	Age	Ethnicity	Training	
					Full	Partial
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

Note: Write code number in the column of ethnicity

1. Brahmin/Chhetri 2. Janajati 3. Dalit 4. Others

2. Availability of Facilities

Facilities	Yes	No	Remarks
Classroom facilities			
Playground			
Toilet			
Separate toilet for boys and girls			
Furniture			
Blackboard			
Water supply			

Drinking water			
Tiffin facility			

3. Enrollment of CASP ASP (SOP/FSP) graduates and others:

Academic Year 2063/064 (2006/2007)

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

Academic Year 2064/065 (2007/2008)

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

Grade	Total				
	CASP SOP	CASP FSP	Non-CASP SOP	Non-CASP FSP	Others
2					
3					
4					
5					
6					
Total					

4. Attendance of the students: Class: 2 3 4..... 5..... 6

Total class days:

SN	Name of the student	Type of student			Sex	Ethnicity	Total attendance	Average marks obtained in final exam	Remarks (please include dropout or repeat)	
		CASP		ASP (regular ASP other than CASP)						Others
		S O P	F S P							
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										

Survey form recorded by:

Name:Designation:

Date:

Signature of the Head teacher/Principal.....Seal of the Mother School

Endline Situation Survey of CASP ASP in Kathmandu District

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

VDC/Municipality: Ward No.

Name of the parent Name of the child

Age: [] Gender: []

Caste:.....

(Write 1 for Brahmin/Kshetri, 2 for Dalit, 3 for Janajati and 4 for Others)

Mother tongue:

Mother school: Grade:

Name of the Center of CASP SOP/FSP attended:

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

SN	Contribution Areas	Satisfactory	Unsatisfactory	Undecided
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 these facilities like in the CASP SOP/FSP Centre?

SN	Facilities	Satisfactory	Unsatisfactory	Undecided
1	Classroom			
2	Furniture			
3	Day meal			
4	Playground			
5	Toilet			
6	Health check ups			

3. Was there a provision of separate toilet for girls: Yes No

4. How do you rate the facilitators in CASP SOP/FSP in these areas?

SN	Areas	Good	Fair	Poor	Remarks
1	Teaching skill				
2	Knowledge of subject matter				
3	Attitude				

4	Regularity				
5	Cooperativeness				
6	Child-friendly				

5. How do you rate the Education Volunteers in CASP SOP/FSP in these areas?

SN	Areas	Good	Fair	Poor	Remarks
1	Teaching skill				
2	Knowledge of subject matter				
3	Attitude				
4	Regularity				
5	Cooperativeness				
6	Child-friendly				

6. How do you rate the extra-curricular activities in CASP SOP/FSP?

SN	Extra-curricular activities	Satisfied	Good but not enough	Fair	Poor	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	Visit to mother school (interaction)						
8	Observation of school day						
9	Others (if any)						

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

SN	Responses	Good	Fair	Poor	Remarks
1	Class conducted regularly				
2	Classes Observed by CMCs				
3	Textbooks and stationary materials supplied in time				
4	Your problems listened by facilitators				
5	Others (if any)				

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

SN	Skills	Satisfied	Good but not enough	Fair	Poor	Remarks
1	Reading, writing and					

	computation					
2	Behavioral/life skills					
3	Domestic help					
4	Extra curricular activities					
	a. Singing and dancing					
	b. Indoor games					
	c. Outdoor games					
	d. Field trips					
	e. Gardening					
	f. Cleanliness of the classroom					
	g. Visit t o mother s chool (interaction)					
	h. Observation of school day					
6	Others (if any)					

9. How do you assess the materials you received in the CASP SOP/FSP?

SN	Materials	Good	Fair	Poor	Remarks
1	Books: availability				
2	Books: Delivery in time				
3	Stationeries				
4	School dress				
5	School bag				
6	Others (if any)				

10. What is your expectation in the future?

- a. Desired level of education.....
- b. Job/ occupation
- c. Social work
- d. Others (If any)

11. What is your status now (Category of children)?

- A. Graduated CASP SOP/FSP and entered formal school.
- B. Graduated CASP SOP/FSP, entered formal school but dropped out
- C. Graduated CASP SOP/FSP and did not enter formal school
- D. Entered CASP SOP/FSP but could not complete

Interview questionnaire for children by Category

Category-A Students

(Graduated from CASP SOP/FSP and entered formal school.)

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

S N	Aspects	CASP SOP/FSP			Mother school		
		Good	Fair	Poor	Good	Fair	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	Peer/group work						
6	Extra-curricular activities						
7	School facilities						
8	Community participation						

13. How do your parents support your education now?

- a. giving time for study
- b. supporting in doing home works
- c. enquiring the progress
- d. providing educational materials in time
- e. managing meals and snacks in time
- f. Others (If any).....

14. What are the main influencing factors that contributed to your current academic performance?

- 1 Teacher's teaching skills
- 2. Instruction materials
- 3. School facilities like class room, furniture
- 4. Home work/class work
- 5. Fellow students' support
- 6. Other (If any).....

15. What do you think are the reasons for children who dropped out from CASP SOP/FSP classes?

- a.
- b.....

16. What do you think are the reasons for children who completed CASP SOP/FSP but couldn't enter the formal schools.

- a.
- b.....

17. Do you have any difficulties in your mother school? If yes, what are they?

.....
.....

18. Do you have any difficulties to go to your mother school? If yes, what are they?

.....
.....

19. What did you like most about the CASP SOP/FSP classes you attended before?

.....
.....

Signature of the Interviewer.....

Name of the Interviewer:

Date:

Interview questionnaire for children by Category

Category-B Students

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

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

13. Why did you leave the formal school?

- | | |
|--|--|
| 1. Poverty <input type="checkbox"/> | 2. Household chores <input type="checkbox"/> |
| 3. Lack of parent's awareness <input type="checkbox"/> | 4. Illiteracy of parents <input type="checkbox"/> |
| 5. Not getting meal in time <input type="checkbox"/> | 6. Looking after young siblings <input type="checkbox"/> |
| 7. Failure in exams <input type="checkbox"/> | 8. No interest in study <input type="checkbox"/> |
| 9. Parental indifference towards school education <input type="checkbox"/> | 10. Child labour <input type="checkbox"/> |
| 11. Early marriage <input type="checkbox"/> | 12. Overage/underage <input type="checkbox"/> |
| 13. Engagement in traditional work <input type="checkbox"/> | 14. Gender discrimination <input type="checkbox"/> |
| 15. Harassment from school and home <input type="checkbox"/> | 16. Humiliation by friends <input type="checkbox"/> |

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

S N	Aspects	CASP SOP/FSP			Mother school		
		Good	Fair	Poor	Good	Fair	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	Peer/group work						
6	Extra-curricular activities						
7	School facilities						
8	<i>Community participation</i>						

15. Do you want to rejoin the school? Yes No

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

Home factors

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. Others (If any).....

School factors

6. Teacher’s encouragement in study
7. Day meal /snacks at school
8. Availability of books and stationeries
9. No discrimination or bullying by peers
10. No corporal punishment in schools
11. Others (If any).....

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

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

Signature of the Interviewer.....

Name of the Interviewer:

Date:

Interview questionnaire for children by Category

Category-C Students

(Graduated CASP SOP/FSP and did not enter formal school)

12. 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
6. Early marriage
7. Not interested in study
8. Looking after young siblings
9. Others (If any).....

13. Do you want to join the school? Yes No

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

Home factors

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. Others (If any).....

School factors

6. Teacher’s encouragement in study
7. Day meal /snacks at school
8. Availability of books and stationeries
9. No discrimination or bullying by peers
10. No corporal punishment in schools
11. Others (If any).....

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

1. Engagement in traditional work/occupation
2. Involvement in household chores
3. Involvement in labour work
4. Going to India/abroad for work
5. Internal migration/ going to city areas in search of work

6. Others (If any).....

Signature of the Interviewer..... Name of the Interviewer:

Date:

ST-03

Interview questionnaire for children by Category

Category-D Students

(Entered CASP SOP/FSP but could not complete)

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

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

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

14. Why did you leave the CASP SOP/FSP?

- | | | | |
|---|--------------------------|--------------------------------|--------------------------|
| 1. Poverty | <input type="checkbox"/> | 2. Household chores | <input type="checkbox"/> |
| 3. Lack of parent's awareness | <input type="checkbox"/> | 4. Illiteracy of parents | <input type="checkbox"/> |
| 5. Not getting meal in time | <input type="checkbox"/> | 6 Looking after young siblings | <input type="checkbox"/> |
| 7. Failure in exams | <input type="checkbox"/> | 8. No interest in study | <input type="checkbox"/> |
| 9. Parental indifference towards school education | <input type="checkbox"/> | 10. Child labour | <input type="checkbox"/> |
| 11. Early marriage | <input type="checkbox"/> | 12. Overage/underage | <input type="checkbox"/> |
| 13. Engagement in traditional work | <input type="checkbox"/> | 14. Gender discrimination | <input type="checkbox"/> |
| 15 Harassment from school and home | <input type="checkbox"/> | 16. Humiliation by friends | <input type="checkbox"/> |

15. Do you want to join educational facility again?

16. What other alternative(s) you want if you do not join the school?

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

Signature of the interviewer.....

Name of the Interviewer: Date:

Endline Situation Survey of CASP/ASP in Kathmandu District

FGD Guidelines for parents of Category A**Participants' Profile**Type of CASP ASP: FSP

VDC/Municipality Ward No. Tole.....

Participants' Record

SN	Name of the Parent	Child ID	Parent's age	Gender 1=M 2=F	Caste: 1=Brahmin/Kshetri, 2=Dalit, 3=Janjati, 4=Others	Education 1=illiterate 2=literate(up to grade 10) 3=Educated	Occupation 1=service 2=own agri 3=Labour 4=Business 5=others
1							
2							
3							
4							
5							
6							
7							
8							

Discussion Guidelines

1. Contributions made to FSP/SOP (free labour, supervision, construction, concern towards child's learning, contribution in setting up FSP/SOP center etc.)
2. Contributions of SOP/FSP to child's academic performance (Socialization-friendly, accommodative, change in study habit, class work, achievement, co/extra curricular activities)
3. Evaluation of the school facilities compared to SOP/FSP (classroom, furniture, day meal, playground, toilet, health check ups)
4. Quality of the facilitators in SOP/FSP (teaching skill, knowledge of subject matter, attitude, regularity, cooperativeness, child-friendly)
5. Quality of the materials received by your child in CASP ASP (SOP/FSP) centre
6. Influencing factors for access to SOP/FSP (Facilitator's behaviour, play environment, distance, physical facilities, instruction materials, parent's encouragement, fellow students' help etc.)
7. Differences between 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)
8. 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)
9. Planning for your child's future (Continuation in education, make him/her literate only, sending

him/her a broad after a certain level of education, involve him/her in traditional occupation, send him/her to town in search of better job)

10. Main problems you have faced in your child's education in the mother school.

11. Problems of FSP/SOP in your experience

ST – 4

Endline Situation Survey of CASP/ASP in Kathmandu District

FGD Guidelines for parents of Category B

Participants' Profile

Type of CASP ASP:

FS

VDC/Municipality

Participants' Record

SN	Name of the Parent	Child ID	Parent's age	Gender 1=M 2=F	Caste: 1=Brahmin/Kshetri, 2=Dalit, 3=Janjati, 4=Others	Education 1=illiterate 2=literate(up to grade 10) 3=Educated	Occupation 1=service 2=own agri 3=Labour 4=Business 5=others
1							
2							
3							
4							
5							
6							
7							
8							

Discussion Guidelines

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

9. Support needed to rejoin the school
10. 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)
11. Problems of FSP/SOP in your experience

ST – 4

Endline Situation Survey of CASP/ASP in Kathmandu District

FGD Guidelines for parents of Category C

Participants' Profile

Type of CASP ASP: P FSP

VDC/Municipality

Participants' Record

SN	Name of the Parent	Child ID	Parent's age	Gender 1=M 2=F	Caste: 1=Brahmin/Kshetri, 2=Dalit, 3=Janjati, 4=Others	Education 1=illiterate 2=literate(up to grade 10) 3=Educated	Occupation 1=service 2=own agri 3=Labour 4=Business 5=others
1							
2							
3							
4							
5							
6							
7							
8							

Discussion Guidelines

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

7. Reasons for not sending child to formal school after the completion of SOP/FSP
8. Contributions of SOP/FSP to your child's academic performance
9. Support needed to join the school
10. 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)
11. Problems of FSP/SOP in your experience

ST – 4

Endline Situation Survey of CASP/ASP in Kathmandu District
FGD Guidelines for parents of Category D

Participants' Profile

Type of CASP ASP: P FSP

VDC/Municipality

Participants' Record

SN	Name of the Parent	Child ID	Parent's age	Gender 1=M 2=F	Caste: 1=Brahmin/Kshetri, 2=Dalit, 3=Janjati, 4=Others	Education 1=illiterate 2=literate(up to grade 10) 3=Educated	Occupation 1=service 2=own agri 3=Labour 4=Business 5=others
1							
2							
3							
4							
5							
6							
7							
8							

Discussion Guidelines

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

7. Contributions of SOP/FSP to your child's academic performance
8. Reasons for incompleteness of SOP/FSP
9. Support needed to send child back to SOP/FSP
10. 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)
11. Problems of FSP/SOP in your experience

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for CMC Chair/Members

District:

VDC/Municipality.....Ward No: Tole

Code of SOP/FSP

Name of the CASP SOP/FSP:

Personal Profile

Name: Age: Gender:

Qualification: Designation in the CMC: since

Number of CMC members and their composition:

CMC member	Designation	Composition	Remarks
Village chief			
Mother school teacher			
Parents			
Facilitator			
Other (specify)			

1. Was the activity of the CMC voluntary work? If no, what kind of remuneration are you given?

.....

2. What is the frequency of the meeting and the attendance of members in the CMC meeting?

Frequency of meeting		Attendance in the Meeting	
Every week		Everybody attends	
Every month		More than 50% attend	
Every two months		Less than 50% attend	
Other (specify)		Others (specify)	

3. How often do you visit to the CASP ASP class and why?

Frequency of visit	Reasons of the visit

Every week		
Every month		
Every two months		
Others (specify)		

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

Training attended	Duration of training	Major contents

5. How did the training help you in managing the class?

.....

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

- a)
- b)
- c)
- d)
- e)

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 these elements in relation to CASP SOP/FSP class?

If you assess it to be Poor, please supply the reason.

Elements of CASP SOP/FSP	Good	Fair	Poor	Don't know
Textbook				
Stationery materials				
Uniform				
School bag				
Physical facilities				
Extra-curricular activities				
Regularity of the class				
Facilitators				

Education Volunteers				
ASP Monitors				
Partner NGO				
RPs				
Other (specify)				

8. Reasons for poor status

Elements	Reasons for their Poor status
Textbook	
Stationery materials	
Uniform	
School bag	
Physical facilities	
Extra-curricular activities	
Regularity of the class	
Facilitators	
Education Volunteers	
ASP Monitors	
Partner NGO	
RPs	
Other (specify)	

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

Rating	Reasons
Excellent and highly contributory	
Good and moderately contributory	
Not very contributory	
Other (specify)	

10. What is the dropout situation of CASP SOP/FSP children during its implementation? What are the reasons behind their dropout?

Dropout Situation	Reasons of dropout

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

Attitude	Indicators
Very welcoming to enroll them in their school	
Receptive/welcoming	
Not very welcoming	
Indifferent	
Others (specify)	

12. 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			
Physical facilities			
Other (specify)			

13. How do you compare the CASP SOP/FSP students with mother school students in relation to these qualities?

Qualities	Better	Similar	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 SOP/FSP graduates who have not joined the mother school after their graduation from CASP SOP/FSP? (please go to question No. 16, if the answer is NO)
 Yes No.

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

16. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? Yes. No
 (please go to question No. 18, if the answer is NO)

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

18. Do you know ordinary SOP/FSP ?YesNo
 How is this CASP SOP/FSP different from the ordinary SOP/FSP in your district?

19. What is your future plan about the CASP SOP/FSP class?

Future plan	Reasons
Continue it as it is	
Convert it to a primary school	
Close the class	
Others (specify)	

20. (For the respondent who answered 'Yes' on Q. 18.) Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the elements that can be easily replicated without additional resources?

Elements that can be replicated easily	Reasons
Monitoring by mother school	
Provision of EVs	
Community mobilization	
Formation/use of CMC	
Use of female facilitator	
Support by partner NGO	
Others (specify)	

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

22. What kind of difficulties /problems are there in CASP SOP/FSP? What suggestions do you have to improve the CASP SOP/FSP program in the future?

Difficulties/Problems	Suggestions

Signature of the Interviewer.....

Name of the Interviewer: *Date:*

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for Education Volunteers

VDC/Municipality Ward No: Tole

Code of SOP/FSP

Name of the CASP SOP/FSP Centre.....

Personal Profile

Name: Age: Gender:

Qualification: 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) Prospect of social service
- b) Future job prospects
- c) To pass time
- d) Family pressure
- e) To help children
- f) Community pressure
- g) To gain experience
- h) Others (specify)

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

Frequency of volunteer	Reasons
Every week	
Every month	
Others (specify)	

4. Did you receive any training regarding teaching in the CASP SOP/FSP class? (*please go to question No. 6, if the answer is NO*)

Training attended	Duration of training	Major contents

5. How do you assess the training in terms of its adequacy of the contents and methodology?

.....

 6. Was the activity of EV a voluntary work? If no, what kind of remuneration did you receive in return to your service?

7. What kind of activities were you engaged in and how often? Do you think you could work well? If not, why couldn't you work well?

SN	Activities	Often	Sometimes	Seldom	Never	Reasons for not working well
1	Assistance to facilitators (formal subject)					
	<i>Epecially, what kind of subject?</i>					
2	Assistance to facilitators (extra-curricular activities)					
	<i>Epecially, what kind of extra-curricular activities?</i>					
3	Substitute for facilitator when she/he was absent					
4	Others (if any)					

8. 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

9. How do you assess the quality of these elements in relation to CASP class? If you assess them to be Poor, please give reasons.

Elements of CASP SOP/FSP	Good	Fair	Poor	Don't know
Textbook				
Stationery materials				
Uniform				

School bag				
Physical facilities				
Extra-curricular activities				
Regularity of the class				
Facilitators				
CMC				
ASP Monitors				
Partner NGO				
RPs				
Other (specify)				

Reasons for being poor

Elements	Reason for being Poor
Textbook	
Stationery materials	
Uniform	
School bag	
Physical facilities	
Extra-curricular activities	
Regularity of the classes	
Facilitators	
CMC	
ASP Monitors	
Partner NGO	
RPs	
Others (specify)	

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

Rating	Reasons
Excellent and highly contributory	
Good and moderately contributory	
Not very contributory	
No idea	
Other (specify)	

17. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? yes. No
 (please go to question No. 19, if the answer is NO)

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

19. Do you know the ordinary SOP/FSP/ YesNo
 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?

Future of CASP SOP FSP	Reasons
It will continue as it is	
It will be convert into a primary school	
It will close	
Others (specify)	

21. (For the respondent who answered 'Yes' in Q 19) Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the elements that can be easily replicated without additional resources?

Elements that can be replicated easily	Reasons
Monitoring by mother school	
Provision of EVs	
Community mobilization	
Formation/use of CMC	
Use of female facilitator	
Support by partner NGO	
Others (specify)	

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

23. What kinds of difficulties /problems are there in CASP SOP/FSP? What suggestions do you have to improve the CASP SOP/FSP program in the future?

Difficulties/Problems	Suggestions

Signature.....

Name of Interviewer: *Designation:*

Date:

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for CASP SOP/FSP Facilitators

VDC/Municipality.....Ward No:Village/Tole

Code of SOP/FSP

Name of the CASP SOP/FSP:

Personal Profile

Name: Age: Gender:

Qualifications: Designation in the CMC: since

Salary:

1. Where was the class conducted?

- | | |
|---------------------|---------------------------------------|
| a) School building | b) Club house |
| c) Private house | d) Public house (<i>dharmasala</i>) |
| e) Ward office | f) VDC building |
| g) Hut and Verandah | h) Any other facility (specify) |

2. Duration and timing of the class

Hours	Adequate	Inadequate	Timing	Appropriate	Inappropriate
Two hours			Morning		
Three hours			Day		
Four hours			Evening		
Five hours					
Six hours					

3. Facilities provided to CASP SOP/FSP classes:

SN	Items	Quantity	Timely Provided	Adequate	Inadequate
1.	Copy				
2.	Books				

3.	Pencils				
4.	Bags				
5.	School dress/Uniform				
6.	Snacks/Tiffin				
7.	Blackboard				
8.	Chalk/duster				
9.					
10.					
11.					
12.					
13.					
14.					

4. What motivated you to become a facilitator?

- a) Prospectus of social service
- b) Future job prospects
- c) To pass time
- d) Family pressure
- e) To help children
- f) Community pressure
- g) To gain experience
- h) To earn money
- h) Others (specify)

5. Did you receive any training regarding teaching the CASP SOP/FSP class? *(please go to question No. 8, if the answer is NO)*

Training attended	Duration of training	Major contents

6. How do you assess the training in terms of its adequacy of the contents and methodology?

.....

7. What are the main strengths of the training that you attended and why?

Major strengths of the training	Reasons

8. 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

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

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

What are your open remarks regarding the motivating factors?:

.....

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

.....

11. What was your expectation in relation to these aspects?

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

.....

13. How do you assess these elements in relation to CASP SOP/FSP class? If you assess these to be poor, please give the reasons.

Elements of CASP SOP/FSP	Good	Fair	Poor	Don't know
Textbook				
Stationary materials				
Physical facilities				
Extra-curricular activities				
Regularity				
Education Volunteers				
CMC				
ASP Monitors				
Partner NGO				
RPs				
Other (specify)				

Reasons for being poor

Elements of CASP SOP/FSP	Reasons for being Poor
Textbook	
Stationery materials	
Uniform	
School bag	
Physical facilities	
Extra-curricular activities	
Regularity of the class	
Education Volunteers	
CMC	
ASP Monitors	
Partner NGO	
RPs	

Other (specify)	

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

Rating	Reasons
Excellent and highly contributory	
Good and moderately contributory	
Not very contributory	
No idea	
Other (specify)	

15. What is the dropout situation of CASP SOP/FSP children during its implementation? What are the reasons behind the dropout?

Dropout Situation	Reasons of dropout

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

Attitude	Indicators
Very welcoming to enroll them in their school	
Welcoming	
Not very welcoming	
No idea	
Others (specify)	

17. What are the influencing factors that lead to the transfer/non-transfer to formal school after the completion of 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			
Physical facilities			
Other (specify)			

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

Qualities	Better	Similar	Poor
Academic achievement			
Performance in co/extra-curricular activities			
Study habit			
Behavioral change at home and community			
Others (specify)			

19. Has there been any CASP SOP/FSP graduates in your notice who have not joined the mother school after their completion of graduate from CASP SOP/FSP? (please go to question No. 21, if the answer is NO)

..... Yes No.

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

.....

21. Are there any parents in the community who do not send their children to formal school and CASP SOP/FSP class? yes. No

(Please go to question No. 23, if the answer is NO.)

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

.....

23. Do you know the ordinary SOP/FSP?Yes No.

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

.....

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

Future of SOP FSP	Reasons
It will continue as it is	
It will be converted init to a primary school	
It will close	
Other (specify)	

25. (For the respondent who answered Yes in Q 23) Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the elements that can be easily replicated without additional resources?

Elements that can be replicated easily	Reasons
Monitoring by mother school	
Provision of EVs	
Community mobilization	
Formation/use of CMC	
Use of female facilitator	
Support by partner NGO	
Others (specify)	

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

.....

27. What kind of difficulties /problems are there in CASP SOP/FSP? What suggestions do you have to improve the CASP SOP/FSP program in the future?

Difficulties/Problems	Suggestions

Signature.....

Name of Interviewer: Designation:

Date:

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for ASP Monitors

District:

VDC/Municipality..... and Ward No:Tole

Name of the SOP/FSP:

Personal Profile

Name: Age: Gender:

Qualifications: ASP Monitor since

Number of ASPM members and their composition

CMC member	Composition	No.
Mother school head teacher		
Mother school teacher		
Others (specify)		

1. Was the activity of the ASPM a voluntary work? If no, what kind of remuneration did you receive?

.....

2. Who appointed you as the monitor?

3. What are the key responsibilities of an ASP monitor?

4. What is the frequency of monitoring and what do you do during the monitoring?

Frequency of monitoring		Main tasks of monitoring
Every week		
Every month		
Every two months		
Others (specify)		

5. Did you receive any training regarding the monitoring of ASP classes? *(Please go to question no 7 if the answer is No.)*

Training attended	Duration of training	Major contents
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6. How did the training help you in monitoring the ASP class?

.....

7. What major problems did you notice during the monitoring and how did you address those problems?

Problems observed	Strategies adopted to address them

8. How do you assess the elements in relation to CASP ASP class? If you assess them to be poor, please give the reason.

Elements of CASP SOP/FSP	Good	Fair	Poor	Don't know
Textbook				
Stationery materials				
Uniform				
School bag				
Physical facilities				
Extra-curricular activities				
Regularity of the class				
Facilitators				
Education Volunteers				
CMC				
Partner NGO				
RPs				
Other (specify)				

Reasons for being poor

Elements of CASP SOP/FSP	Reasons for being Poor
Textbook	
Stationery materials	
Uniform	
School bag	
Physical facilities	
Extra-curricular activities	

Regularity of the class	
Facilitators	
Education Volunteers	
CMC	
Partner NGO	
RPs	
Others (specify)	

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

Rating	Reasons
Excellent and highly contributory	
Good and moderately contributory	
Not very contributory	
No idea	
Others (specify)	

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

Dropout Situation	Reasons of dropout

11. What is your attitude towards the graduates of CASP ASP?

Attitude	Indicators
Very welcoming to enroll them in their school	
Welcoming	
Not very welcoming	
No idea	
Others (specify)	

12. What are the influencing factors that lead to the transfer/non-transfer to formal school after CASP ASP?

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

13. How do you compare the CASP ASP students with mother school students in relation to these qualities?

Qualities	Better	Similar	Poor
Academic achievement			
Performance in co/extra-curricular activities			
Study habit			
Behavioral change at home and community			
Others (specify)			

14. Has there been any CASP ASP graduates in your notice who have not joined the mother school after the completion of CASP ASP? *(please go to question No. 16, if the answer is NO)*
 Yes 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? Yes. No
(please go to question No. 18, if the answer is NO)

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

18. Do you know the ordinary SOP FSP?YesNo
 How is this CASP ASP different from the ordinary ASP in your district?

19. What is your future plan about the ASP class?

Future plan	Reasons
Continue it as it is	
Renew the relationship	
Close the relationship with ASP	
Others (specify)	

20. (For the respondent who answered 'Yes' on Q 18) Can CASP ASP be replicated in other ordinary ASP? What are the elements that can be easily replicated without additional resources?

Elements that can be replicated easily	Reasons
Monitoring by mother school	
Provision of EVs	
Community mobilization	
Formation/use of CMC	
Use of female facilitator	
Support by partner NGO	
Others (specify)	

21. What is your observation about the extent of cooperation between CASP ASP and the DEO (District Education Office)?

.....

22. What kind of difficulties /problems are there in CASP SOP/FSP? What suggestions do you have to improve the CASP ASP program in the future?

Difficulties/Problems	Suggestions

Signature.....

Name of Interviewer:

Designation:

Date:

Endline Situation Survey of CASP ASP in Kathmandu District

Head Teacher's/Teachers' Interview Form

Name of the mother school:

VDC/Municipality..... Ward No: Village;Tole

Personal Profile

Name: Age: Gender:

Qualification: Teaching experience:

Training: Management training: Teacher training:

1. How many SOP/FSP classes are running in your school catchment area? Name them.

SOP: FSP:

(No)..... (No).....

2. What is the role of your 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 these qualities?

Qualities	Better	Same	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 these qualities? (←if there is a case like this...)

Qualities	Better	Same	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?

Rate of comparison	High	Moderate	Low	Remarks
Tardiness rate				
Absence rate				
Dropout rate				
Repetition rate				

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...*)

Rate of comparison	High	Moderate	Low	Remarks
Tardiness rate				
Absence rate				
Dropout rate				
Repetition rate				

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			
Physical facilities			
Others (specify)			

9. How do you rate CASP SOP/FSP?

Excellent Good Poor undecided.

Reasons:

10. What are the main strengths of CASP ASP? Why?

Strengths	Reasons

11. What are the main problems/challenges of CASP ASP? Why?

Problems/challenges	Reasons

12. Are there any parents in the community who do not send their children to formal school and CASP class? Yes. No
 (Please go to question No. 14, if the answer is NO)

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

14. Do you think that the CASP SOP/FSP classes are still needed in your community? Why?
 Yes 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 No No idea/Not aware of the policy

Reasons:

16. What kind of difficulties /problems are there in CASP SOP/FSP? What suggestions do you have to improve the CASP ASP program in the future?

Difficulties/Problems	Suggestions

Signature.....

Name of Interviewer:

Date:

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for RPs

Name: District:

Gender: RP of this center since

CASP-SOP FSP class in your working area:
.....

1. How often do you visit 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-SOP FSP center(s) in your district?
.....

3. How did you help CASP ASP class in these activities?

SN	Activities	Type of support provided
1	Select the facilitator	
2	Select and mobilize 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	Others (specify)	
9		
10		

4. What is your observation regarding the CASP ASP curriculum and textbooks?

SN	CASP ASP Curriculum and Textbooks	Yes	No	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	Others (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
		Very good	good	Poor	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 ordinary ASP students?

SN	Quality Attributes	CASP ASP graduates			Reasons
		Better	Same	Poorer	
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	Recreational activities (singing, dancing)				
10	Others (Specify)				

7. What is your assessment regarding the quality of CASP ASP graduates with that of formal school students?

SN	Quality Attributes	CASP ASP graduates			Reasons
		Better	Same	Poorer	
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	Recreational activities (singing, dancing)				
10	Others (Specify)				

8. What is your observation regarding the status of materials and services?

SN	Materials provided	Rating		
		Very good	Good	Poor
1	School bag			

2	Textbooks			
3	Stationeries			
4	School dress			
5	Day meal			
6	Medical check ups			
7	Others (specify)			

9. What is your observation regarding these facilities?

SN	Facilities	Not available	Rating		
			Good	Moderate	Poor
1	Classroom				
2	Furniture				
3	Play ground				
4	Drinking water				
5	Toilets				
6	Safety /compound wall				
7	Others (specify)				

10. Did you observe any problems during the implementation of CASP ASP in your working area?
How did you solve those problems?

Problems encountered	Strategies adopted to solve them

11. 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	Others (specify)		

12. 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 CASP ASP graduates?

13. Can CASP SOP/FSP be replicated in other ordinary SOP/FSP? What are the elements that can be easily replicated without additional resources?

Elements that can be replicated easily	Reasons
Monitoring by mother school	
Provision of EVs	
Community mobilization	
Formation/use of CMC	
Use of female facilitator	
Support by partner NGO	
Others (specify)	

14. Sustainability

- a) What is your impression about the sustainability of the CASP ASP?

- b) Should it be replicated in 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?

15. Future

a) What do you suggest for its continuation/discontinuation?

b) What implications does it have for the future?

c) Is it realistic to continue monitoring the ASP by RPs?

d) What are your suggestions for its improvement?

Signature.....

Name of Interviewer: *Designation:* *Date:*

Endline Situation Survey of CASP ASP in Kathmandu District

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

Name of the Centres

Establishment date:

1. Activities performed so far:

a) Type of NGO

- i) Education
- ii) Advocacy
- iii) Health
- iv) Disability
- v) Community Development
- vi) Others (Specify)

b) Major activities performed so far

c) Activities/experiences performed for CASP ASP

2. How did you mobilize the community for CASP SOP/FSP class?

1. Establish the center in the community
2. Select the facilitator
3. Select and mobilize Education Volunteers
4. Mobilize local resources
5. Organize community awareness activities
6. Manage financial support
7. Monitor the centers
8. Observe SOP and FSP classes
9. Provide training to the facilitators and EVs
10. Others (specify)

3. What is your observation regarding the CASP ASP curriculum and textbooks?

SN	CASP ASP Curriculum and Textbooks	Yes	No	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	Others (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
		Very good	Good	Poor	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	Others (specify)					

5. What is your assessment regarding the quality of CASP ASP graduates with that of ordinary ASP students?

SN	Quality Attributes	CASP ASP graduates			Reasons
		Better	Same	Poorer	
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	Recreational activities (singing, dancing)				
10	Others (Specify)				

6. How do you compare the quality of CASP ASP graduates with that of formal school students?

SN	Quality Attributes	SOP/FSP graduates			Reasons
		Better	Same	Poorer	
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	Recreational activities (singing, dancing)				
10	Others (Specify)				

7. What is your observation regarding the status of materials and services?

SN	Materials provided	Rating		
		Very good	Good	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	Not available	Rating		
			Very Good	Good	Poor
1	Classroom				
2	Furniture				
3	Play ground				
4	Drinking water				
5	Toilets				
6	Safety /compound wall				

7	Others (specify)				

10. How have you mobilized the community for CASP ASP purpose? (fund, labor, motivating resource persons/facilitators, security to center etc.)

11. 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	Others (specify)		

11. What are the areas that need to be improved in the CASP ASP?

SN	Areas in need of improvement	Improvement suggested
1.	Curriculum	
2.	Textbooks	
3.	Supplies (stationery, meal, dress, school bag etc.)	
4.	CMC Management	
5.	Facilitators	
6.	Education Volunteers	
7.	Mother school involvement including monitoring	
8.	Monitoring system by RPs	
9.	Community contribution	
10.	DEO contribution	
11.	Training system	
12.	Others (specify)	

12. What do you suggest to sustain CASP ASP program after the CASP support is phased-out?

13. Any observations/suggestions to improve CASP in the future? Especially, what kinds of difficulties/problems are there in CASP SOP/FSP?

Signature.....

Name of Interviewer: Designation:

Date:

Endline Situation Survey of CASP ASP in Kathmandu District

Interview Schedule for DEO Officials

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 ordinary 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 ASPM?

3. Linkage

- 3.1 What/how is the linkage of CASP ASP with mother school like?

- 3.2 How does CASP ASP relate with other NFEC programs?

- 3.3 What is the network system between CASP ASP and formal education (FE) like in the district and center?

4. CASP ASP and ordinary ASP

- 4.1 How does CASP ASP differ from ordinary 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 magnitude of community ownership of CASP ASP program compared with ordinary 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?

What are the causes behind their absence?

- 6.6 What is their dropout rate like in the mother school?

- 6.7 What could be the causes of their dropout from the school?

- 6.8 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 ordinary ASP?

How do you justify the existing cost of CASP ASP in terms of its output?

- 7.2 What is the implication of the cost (input) in terms of its sustainability?

- 7.3 What is your impression about the quality/cost of the input?

7.4 What is the transfer rate of *CASP* ASP graduates to mother school/formal school?

7.5 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?

Signature

Name of the interviewer *Designation*

Date of interview

Endline Situation Survey of CASP ASP in Kathmandu District

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?

1.5 How did it differ from ordinary ASP (SOP/FSP) in its implementation?

1.6 What went on smoothly? And why?

1.7 What went on poorly? And why?

1.8 What are the problems of CASP ASP implementation for extending its model to other areas?

2. Effectiveness and Quality of CASP ASP

2.1 How effective and qualitative are the:

- g) Curriculum
- h) School materials
- i) Teaching skill and knowledge
- j) School facilities
- k) Extra curricular activities
- l) Technical support to facilitators

2.2 How effective is the CMC?

2.3 How effective is the ASPM?

3. Linkage

3.4 What/how is the linkage of CASP ASP with mother school like?

3.5 How does CASP ASP relate with other NFEC programs?

3.6 What is the network system between CASP ASP and formal education (FE) like in the district and center?

4. CASP ASP and ordinary ASP

4.3 How does CASP ASP differ from ordinary ASP in terms of

- i) Cost
- j) Material support
- k) Training to facilitators/volunteers.....
- l) Community mobilization
- m) Resource allocation/use
- n) Quality
- o) Effectiveness
- p) Monitoring and supervision

4.4 What is the magnitude of community ownership of CASP ASP program compared with ordinary ASP program?

5. CASP ASP Piloting

5.3 What are the characteristic features of CASP ASP piloting in terms of:

- f) Community mobilization and ownership
- g) Material support
- h) Training
- i) Mother school monitoring
- j) Volunteer mobilization

5.4 What are the lessons learnt from the 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:

- h) Enrollment
- i) Attendance
- j) Retention
- k) Repetition
- l) Dropout
- m) Absenteeism
- n) Classroom performance

7. Cost of CASP ASP and Quality

7.6 How does the input of CASP ASP differ from ordinary ASP?

7.7 How do you justify the existing cost of CASP ASP in terms of its output?

7.8 What is the implication of the cost (input) in terms of its sustainability?

7.9 What is your impression about the quality/cost of the input?

7.10 What is the transfer rate of *CASP* ASP graduates to mother school/formal school?

7.11 What are the causes behind non-enrollment in mother school?

8. Influential Factors:

8.2 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

9.5 What is your impression about the sustainability of the CASP ASP?

9.6 Should it be replicated in other parts of the country in its modified/existing form?

9.7 How will the community/school take over CASP ASP after the discontinuation of the support?

9.8 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?

10.4 What implications does it have for the future?

10.5 What are your suggestions for its improvement?

Signature

Name of the interviewer *Designation*

Date of interview

Annex: 2

Steering Committee Members

**Endline Situation Survey of Community-based Alternative School Project (CASP) ASP
in Kathmandu District
JICA/CASP Study Steering Committee**

SN	Name	Organisation	Designation
1.	Mr. Jibachha Mishra	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

Annex: 3

Case Descriptions (Center-wise information)

FSP – 1

Name of the Center	Kathmandu Metropolitan – 35, Palpakot
Center Type	FSP, Koteswar
Mother School	Sarveshwar Lower Secondary School
Facilitator	Radhika Pudasaini
NGO	Society for Integrated Development (SID)



Researcher interviewing FSP graduates



Facilitator Radhika Chapagain talking with the researcher



Head-teacher and teachers of Sarveshwar LSS, researchers and FSP graduates



Researchers interviewing Mother School Head teacher

The FSP center was in the mother school building. At the beginning 32 children enrolled in level one and in second year 8 more children registered in level II. Among the thirty two students, enrolled in level I, only twelve students were went to level two and out of twenty (with new enrolled eight students) fourteen students went to level three and finally, out of fourteen students only nine completed FSP program successfully but only six students (three boys and three girls) joined mother school; one student in five grade and other five students in grade six. The facilitator said that other three were studying at other schools but researcher was unable to contact them despite several attempts.

Almost all of the respondents contacted at the time of field visit mentioned that students' dropped out from FSP center due to the migration, poor socio-economic condition, lack of awareness among parents, etc. The students who successfully completed the FSP programme were found more active and forward in comparison with the students who come from ordinary schools. The FSP graduates are better particularly in extra-curricular activities. The facilitator also confirmed that these are higher better not only in extra-curricular activities but also in curricular activities and their academic achievement. However, the teachers of mother schools did not have such impression about this. .

FSP – 2

Name of the Center	Kathmandu Metropolitan – 9 Shantinagar
Center Type	FSP
Mother School	Guyheshwori Higher Secondary School
Facilitator	Pabitra Chaulagain
NGO	Resource Center for Child and Woman Development (RCCWD)



Facilitator talking with the researcher



NGO person talking with the researcher



Head-teacher of Guyheshwori School, researchers and FSP graduates



Mother School, Guyheshwori HSS

Altogether, twenty five students (twelve boys and thirteen girls) were enrolled at level one, out of them only eighteen students retained at level two and twelve students retained at level

three. Thus, out of twenty five students only ten students (three boys and seven girls) completed FSP programme successfully. Among them nine students who completed FSP cycle enrolled in mother school. One student “Ganesh Kumal” was enrolled at grade one even after completing the FSP cycle, three were at grade three, one was at grade four, two were at grade five and two were at grade six.

The facilitator said that FSP classes were conducted in a narrow rented room of a private house. She mentioned that a community member named Achyut Kharel had provided 1,000 rupees per month as room rent. The facilitator also said that physical facilities of the FSP center were in frail condition and it indirectly hampered on students’ curricular and extra-curricular achievement. There were no drinking water and toilet facilities. Also, the center lacked space to conduct outdoor activities.

All the respondents unanimously said that the students who come from FSP center are more forward in extracurricular activities and outdoor activities than the students who come in the same grades from ordinary schools but they also mentioned that the FSP graduates are weaker in academic achievements.

FSP – 3

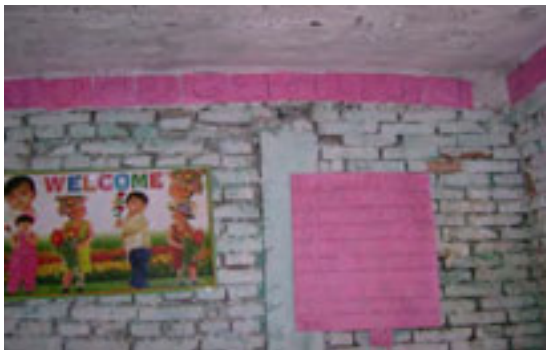
Name of the Center	Tinchule Boudha, Ramhiti, Kathmandu Metropolitan
Center Type	FSP
Mother School	Janakalyan Higher Secondary School
Facilitator	Sunita Acharya
NGO	JP Foundations



Facilitator Sunita Acharya talking to the researcher



FSP Centre, Tinchule



FSP Classroom, Tinchule



CMC Chairman talking to the researcher



FSP children with the researchers



Researcher interviewing the parent



Researcher taking interview to the NGO person



Mother School



Mother School



Researcher taking interview to head teacher

Altogether 30 children enrolled in Tinchule FSP centre. However, only 12 children completed the level first. Total class days recorded was 226 days a year and the average attendance of the children was 192.11 days. In second level 13 children completed the level. In this level a new comer was admitted in the centre. Total class days recorded was 239 days a year and the average attendance of the children was 209.62 days. Similarly, in the third level only 12 children could complete the level. One child dropped out from the third level because a donor picked him up to admit in a private boarding school. Total class days recorded was 233 days a year and the average attendance of the children was 168.92 days.

Out of 12 children who graduated from the centre, only seven children joined mother school in the desired grade and one child admitted in grade three in the same school. Similarly, a girl student went to Sindhuli and admitted in the seventh grade. It was noticed that the performance of the FSP graduates was better as compared to the other regular students.

The parents did not significantly contribute to establish the CASP FSP centre. They only sent their children as requested by the local NGO (JP Foundations). In fact, all the arrangements were made by JP Foundations to establish the centre.

FSP of Tinchule Boudha was established under the supervision of JP Foundations. JP Foundation is a local NGO which was actively working in establishing the centre. The members of the foundations encouraged parents to enroll their children in the centre. However due to the migrant nature of the parents (daily wage earners), the centre could not retain the children. The situation of the centre is presented in the following points.

- Parents are benefited from the FSP centre. Their children were very shy before joining the centre. After graduated from the centre they are found to be frank to communicate, participate in social activities. Out of five children, four children (girls) are very interested to participate in games and dance competition.
- Facilitator was found cooperative, friendly and competent. She has adequate knowledge about the subject matter.
- The quality of materials received was good. The supply process of the centre was really impressive. The centre issued the supplies only after receiving the old ones.
- Parents sent their children because they found that the behaviour of facilitator was quite friendly, helpful and were encouraged to send their children to FSP centre by the members of JP Foundations.
- Out of three parents, one has contacted the mother school. However, they know some local teachers teaching in the mother school. They do not know much about the mother school because of the distant location of the school. However, their children participate in extracurricular activities.
- The parents support their children from their level best. They provide required materials and manage snacks for the children. However, they are not able to support for their home work.
- All the parents are willing to continue their children's education as they required. However, their minimum target is to pass up to SLC. The mothers are also convinced that their children will not continue their traditional occupation and they will get better job opportunities.
- Two mothers do not have any complaints about their daughters regarding their education. But one mother was worried about her son because of the irregularity in the school. Similarly they do not monitor their children because of the distant location of the school.
- There are still some children who are out of school in the locality because of the migrant nature of the population. The FSP programmes should be continued to enrol the out of school children. The management of FSP was quite good.

FSP – 4

Name of the Center	Gangabu, Kathmandu Metropolitan
Center Type	FSP
Mother School	Manohar Higher Secondary School
Facilitator	
NGO	Volunteer Initiative Nepal (VIN)



Researchers interviewing Facilitator



Researcher talking to the FSP graduates



Researcher talking to the CMC Chair



ASP Monitor with Researcher

This center enrolled 26 children in the FSP program and a total of 11 students graduated. Out of them, 6 students completed all three levels. Four of them joined in the second year (they

studied there Level 2 and 3) and the rest 1 student admitted to the level three only (she studied level 3). Eight graduates have been studying in mother school (Manohar HS school). The interesting part of this centre is that within three years of the programme, many students dropped out and many got enrolled during the middle of programme. So the number of students who completed all the levels (Level 1, 2 and 3) is extremely low. We interviewed six students who are currently studying in Manohar HS school. One of the students enrolled in mother school has been absent since his first day of school (possibly dropped out) and another student was also absent during our field study periods. Students who fall in B, C, and D categories are not available.

The class was conducted at the mother school. So mother school and FSP seemed to be run under the same management and same educational program.

FSP graduates were very happy with their facilitators. She was qualified and caring. According to them, the classroom environment, teaching learning activities and educational achievement they received at FSP classes were better than those of the mother schools.

There is a high number of dropouts. Out of the 26 students admitted in the first year, only 6 completed all three levels. Since all the students admitted to the programme in this centre used to stay temporarily in the vicinity of Balaju area, none of the informants has knowledge about the whereabouts of the drop-out students. The respondents informed that almost of these students left that place without giving any information about their moving. The facilitator who knows all these students said, "I haven't seen any one of them in this area since the time they left the program." That was the reason we became unable to track down these students. So this study lacks the information about the students and parents who fall in B, C and D categories.

Low parental support: Since all the parents of the FSP students currently studying in mother school are belonged to working class citizens and do not have time(?) to visit school, we were unable to conduct FGD as effectively as we desire. Initially, with the support from facilitator and the students, we sent invitations to them for attending the school before 7 in the morning. But none of them came to school in the given date and time. Then we visited three parents and requested individually to attend the school in their leisure time. But none of them gave us positive response. The difficult part of their life is that almost all of them used to go for work from early morning and return late in the evening. Because of these reasons, we finally talk informally to two of them on the basis of the FGD guidelines.

NGO provided additional supports to the FSP centre (such as additional remuneration to the facilitator, extra stationary support etc.). Even then, the facilitators said that stationary materials were not enough for the children.

FSP 5

Name of the Center Narayantar Jorpati, Jorpati V.D.C.
Center Type FSP
Mother School Chamunda Higher Secondary School, Jorpati, Kathmandu
Facilitator
NGO



Mother School



Researcher talking to the head teacher



Researcher talking to the graduate student



Researcher talking to the graduate parents



Researcher talking to the facilitator



Researcher talking to the ASP monitor

FSP of Jorpati Center was established under the supervision of Help Nepal. Help Nepal is local NGO which was working in establishing the center. It has been working at the field of education and health sector. Altogether 30 students joined FSP, 24 students completed Level 1, 25 students completed Level 2 and 19 students were graduated. Among the graduated students, 2 of them joined class 4, 8 student joined the class 5 and 7 joined in the class 6 in mother school but 1 student(Kamal Mainali) joined class 7 in Sindhuli district. One student (Sarmaya Tamang) graduated but not joined Mother School.

The center was run in Buddhist Balgriha, total teaching days were 340 in Level 1 and 320 in Level 2. Facilities of the center were found good and she was found co-operative, hardworking,, competent and friendly. She was very curious to learn subject matters.

FSP chairman said that it could not be compared mother school and FSP center as the performance of the FSP graduates is far better than mother school in extracurricular activities. Guardians were also conscious about the education of their children due to the impact of FSP program

SOP 1

Name of the Center Chhaimale
Center Type SOP
Mother School Panchakanya Lower Secondary School, Kathmandu
Facilitator Sushila Devkota
NGO PIRE



SOP graducates, parents and SMC members at SOP centre, Chhaimale



Researchers taking interview with SOP graduates



Researchers conducting FGD with the parents



SOP centre at Chhaimale



NGO chair showing the room of the private house where the SOP was run at the beginning



Researcher with the head teacher and ASPM (previous head teacher) at Pancha Kanya LSS, Chhaimale

In the SOP Chhaimale, Kerabari, 24 students joined the class at level I. All completed level 3 and 21 students joined mother school.

The centre started in a private house, but within a year it moved to its own newly constructed building. The village Kerabari is detached from the main part of Chhaimale and it takes more than an hour to go to the mother school. So the center was quite necessary.

The centre has now become a primary (proposed) school. The facilitator has become the school teacher.

The NGO did a great job. Nir Kumar Lama, the chief of the NGO has mobilized everyone in the village. Similarly CASP monitor regularly visited the centre.

The performance of the SOP graduates is far better in the mother school in every aspect.

SOP 2

Name of the Center	Sangla -1, Kunchhipwakal
Center Type	SOP
Mother School	Kunchhipwakal Lower Secondary School, Kathmandu
Facilitator	Sushila Devkota
NGO	Global Action Nepal



Kunchipwakal Mother School



SOP centre



Researcher taking interview with EV at Sangla



Researcher conducting FGD with parents

In this center, 20 students joined the SOP class. All of them completed level two and 18 students joined mother school. It was interesting to see that the students simultaneously studied at both the centre and the mother school (Kunchi Pwakal lower secondary school) at the same time. It was known during the discussion with the stakeholders that children joined

SOP because of incentives (bags, dress, stationery, etc) and the same children went to mother school as well.

The centre was run in a hut that belongs to the facilitator. (Akriti Devkota). It is within the walking distance of 2 minutes. The classes were conducted only for two years and the center closed since then. The children as they were also enrolled in the mother school continued their education there. The respondents said the center was not necessary.

The NGO was not very much responsible. They rarely visited the centre. They have no records of the center at all. While talking to the NGO person during the field visit, he said "there is more paper work and less money in this program".

The performance (academic and others) of SOP graduates is poorer than that of mother school.

SOP 3

Name of the Center Waiba Tole, ward no 5. Sundarijal
Center Type SOP
Mother School Sundarijal Primari School, Sundarijal
Facilitator Kul Bahadur Gurung
NGO



SOP of Waiba Tole, ward no 5, Sundarijal



Mother school, Sundarijal Primary School Mulkharka



Researcher conducting FGD with parents



Researcher taking interview with facilitator



Facilitators taking interview with ASPM



Researcher taking interview with SOP graduates

In this centre there were 21 children enrolled in the first year. Of the 21 students, 4 were from mother school. After one year of education in SOP, they returned back to their mother school. Among the graduates (17), 14 were admitted in grade four, 2 in grade three and one in grade two. This shows that 14 children went to the desired grades.

NGO did not inform the community about the programs given by JICA CASP. Activities to be done every month are completed once in a year. The NGO was not found very active. The community said that the NGO representative took Rs. 9,000 from the DEO and quit the job. She is now in Japan. The community said that the selection of NGO was wrong as the NGO was not selected from the local level.

The respondents said that attendance of SOP children was found to be satisfactory.

Community people expressed that the SOP centre was established in an appropriate place after assessment of need of the people.

SOP 4

Name of the Center **Talku Dudhe Chaur**
Center Type **SOP**
Mother School **Setidevi Secondary School**
Facilitator **Min Raj Poudel**
NGO



SOP Centre, Talku Dudhechour



Mother School, Setidevi Secondary School



Researcher taking interview with children



Researcher taking interview with EV



Researcher taking interview with head teacher



Researcher taking interview with CMC Chair

At the beginning, 30 students were enrolled in the centre. Seven students dropped out from the centre. Among them 3 left in first year, 2 in second year and the remaining 2 in the third year. 23 students graduated from the centre. Of them, 13 were enrolled in mother schools in the desired grades.

This SOP center was conducted in the office of ward no 5. Teacher of Setidevi mother school Gajendra KC worked from the beginning of the program. Distance of mother school is only in 10 minutes walking distance.