

Reflection 2009



✓ Education
X Child Labor

Aasaman Nepal

Aasaman Nepal national presence

Aasaman Nepal is a leading NGO in education which was established in 1999 in Dhanusha Terai and now working in 11 districts across Nepal.

Vision Creation of a society which is child-labor free and where every child is healthy, happy and school-going

Mission To build a society which protects, promotes and fulfills the rights of children thereby enables them exercise their fundamental rights

Objectives

- ☐ Abolition of child labor and promotion of compulsory enrollment of all children in formal quality education;
- ☐ Building a sensitive society conscious of child rights and its protection, promotion and fulfillment ;
- ☐ Responsible duty-bearers accountable for quality education in schools;
- ☐ Building an educational environment conducive to quality education in schools;
- ☐ Sensitize stakeholders about children's rights to

quality education and their duty to enable them exercises those rights;

- ☐ Establish the schools as zone of peace and protect the children from conflict and violence ;
- ☐ Ensure good health of every child and access mothers to ante-natal, pre-natal and post-natal services;
- ☐ Seek abolition of child marriage through awareness and rights education.

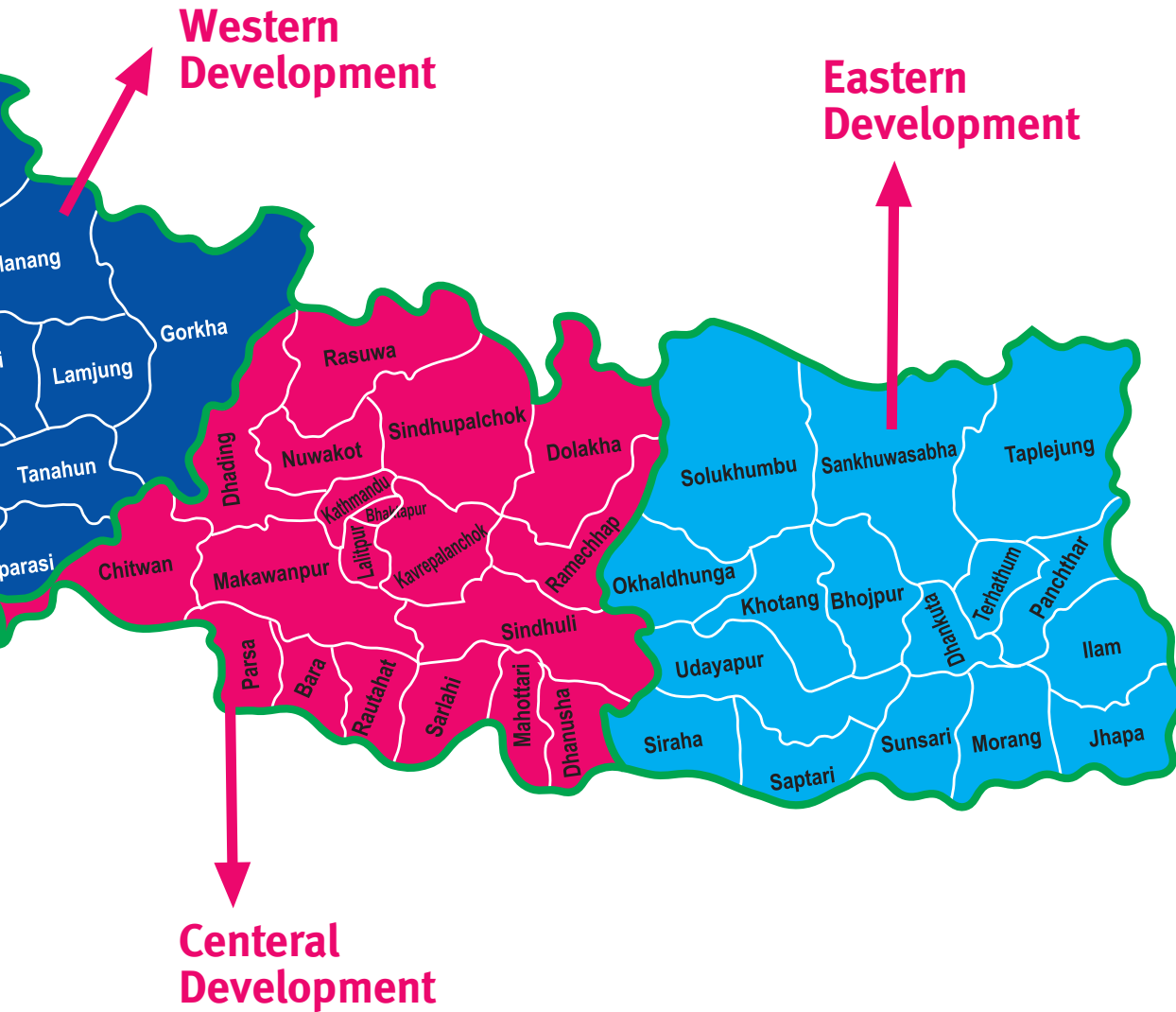
ASN's 5 Non-negotiable Principles

- ☐ Any child out of school is clearly a child labor.
- ☐ All children must attend full-time formal day schools.
- ☐ All work/labor for children is hazardous; it harms the overall growth and development of children.
- ☐ There must be total abolition of child labor. Any law regulating child work is unacceptable.
- ☐ Any justification perpetuating the existence of child labor must be condemned.



Far Western Development	Mid Western Development	Western Development	Central Development	Eastern Development
01. Kailali	01. Kalikot	01. Rupandehi 02. Baglung	01. Dhanusha 02. Mahottari 03. Sarlahi 04. Rautahat 05. Dhadhing	01. Saptari 02. Siraha

Map of Nepal with Five Development Region



Message from the Chair Person



I have taken the year 2009 as the year of change ups and down. Assimilating the changing roles and responsibilities of new board members, well wishers, staffs, community and wishes of colleagues, Aasaman Nepal made new strategic plan. Aasaman Nepal will coordinate with different partner organizations to strengthen the economic status and to develop the feeling of owning ness to the community. We have started a campaign to “Ensure the Access to all the Children to Quality Education through Education for All” and “Eliminate Child Labor”. Different partner organizations’ colleague’s membership is appreciable for making the campaign successful and in coming days, there are more assignments to be done. We promise to continue and will go ahead with the mission and goal. Finally, I am very obliged to the stakeholders.

Thank You☐

Chairperson☐
Aasaman Nepal

Message from Executive Director

I am very glad to present the annual report to the readers and stakeholders. I am going to deliver in this report the things that have been accomplished. I have considered the year 2009 as the year facing new roles and extended responsibilities which we accepted enthusiastically and dealt with the challenges with success. There are a little bit changes in social mobilization aspect as per demand of present time in comparison to previous practice. The only motto behind the change in social mobilization aspect is to “Ensure the Access to all the Children to Quality Education”.



Good governance may be ensured only if we promote, strengthen an active participation by the stakeholders like; School Management Committee (SMC), Parent Teacher Association (PTA) in all activities thereby to establish the coordination between different district level government agencies. Schools and children should be established as a Zone of Peace. Quality Education is possible only if the stakeholders have equal understanding about the minimum standards like; Child Friendly Environment, Learning without Fear. So, seeing the present situation and needs, we have started a campaign to ensure quality education that is “Quality Education is Possible but Without Teacher Impossible”. We are eager to see the positive results of our investment of time, energy and funding resources. I am grateful to those stakeholders, parents, teachers and colleagues whose support and encouragement were integral to our achievements made so far. Your suggestions for the improvement of the programs and activities in the future would be highly appreciated.

Thank You☐

Executive Director ☐
Aasaman Nepal

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Target Vs Achievement

S.N. □	Activities□	Unit□	Target□	Achievemen
1□	Each Child Monitoring□	VDC□	29□	34□
2□	Mobilize Support Strucutre Members□	Persons□	5024□	7678□
3□	Planning with various stakeholders□	Persons□	400□	563□
4□	Liberal Promotion Policy/Continuity □ Assessment System□	Schools□	10□	13□
5□	School Management Committee/Parent □ Teacher Association Strengthening Training□	Persons□	401□	333□
6□	School Improvement Plan TOT□	Persons□	171□	171□
7□	SIP Update□	Schools□	110□	110□
8□	Village education Plan Orientatio□	Persons□	258□	258□
9□	Enrollment□	Children□	9369□	8705□
10□	Support to Marginalized Children□	Children□	300□	400□
11□	School Outreach Program□	Centers□	13□	13□
12□	Bridge Course□	Centers□	18□	18□
13□	PLA Classess□	Persons□	16□	16□
14□	Children Withdrawal from Child Labor□	Childe□	135□	125□
15□	Education Materials Support□	Schoools□	21□	21□
16□	School Renovation/Physical Infrastructure□	Schools□	14□	14□
17□	Child Friendly Training□	Persons□	60□	55□
18□	Active Teaching Learning Training□	Persons□	90□	124□
19□	Child Right Protector Support□	Persons□	24□	24□
20□	Volunteer Teacher Support□	Schools□	16□	19□
21□	Child Protection Training□	Persons□	150□	280□
22□	Interaction on Peace□	Persons□	1125□	1354□
23□	Child Power Center Mobilization □	Persons□	840□	1102□
24□	Code of Conduct□	Schoools□	111□	107□
25□	Income Generation Support□	Persons□	48□	48□
26□	Support to HIV positive persons□	Persons□	5□	5□
27□	Peer Education Training	Persons	45	45

**Let's go to school
together, Bhai**



1. Context: Tarai

Education

The current rate of 16% of national budget allocated for education is commendable. The coalition government is exploring more resources to invest in education. The initiatives have direct bearing on quality education now. The gaps are there both on the supply side and demand side of spectrum. Despite some positive changes taking place in education sector, there are still some formidable tasks ahead for community-run to tackle. Gender-based discrimination in enrolling children is still alarming in Tarai communities, particularly among the marginalized communities such as, Muslim, Dalits and others.

Health

There have been significant health sector reforms in recent years. Female Community Health Volunteers (FCHVs) have been mobilized to Village Development Committee (VDC), Ward, and cluster levels. The FCHVs are bridging the gap between health seekers and service providers (Health Posts and Sun-health Posts). There has been good coverage of immunization. The structural provisions of picking

FCHVs from among the mothers' groups have also brought health seekers and providers closer. Health interventions from the INGOs and NGOs have instilled sense of accountability into health providers and increased the health rights awareness level of the health service seekers.

Aasaman Nepal Organizational Context

Aasaman Nepal (ASN) is one of the leading Terai based NGOs led and managed by social activists since its establishment in 1999. Aasaman Nepal envisages a child-labor free Nepali society. It believes that engaging a child in any form of labor under any pretext however plausible is a violation of children's rights to education. Aasman Nepal affirms and upholds education as the fundamental rights of every child stipulated in the Convention on Child Right (CRC) and call upon every state actor to work towards promotion, protection and fulfillment of those rights. The organization believes that a child out of school is a child in job. Aasaman Nepal seeks to achieve a complete abolition of child labor through children's enrollment in schools.



**I like to study
with smile**

2. Increased access to inclusive quality education

In Today's context, when all education actors are talking about education for all and even the tenth five year plan (2003- 2007) has targeted to increase the literacy rate up to 70% and net enrollment up to 90%, retaining school enrolled children and providing them quality education has become a major challenge to be addressed.

There are high school drop out rate due to lack of infrastructure (class room, toilet, furniture, boundary etc), teacher according to student after the well come to school/enrollment campaign program. Due to the students pressure in the classroom there is low level of interest among teachers to teach grades 1 and 2. Moreover, teachers are likely to pay less attention to dalit and girl students because of the centuries old caste and gender based discrimination combined with lack of child friendly environment in schools. Government's recent strategies to solve the problem of school drop out are not as much effective as per the need and demands. So, it is difficult to reduce the high drop out rate and helping the drop out students rejoin the school without combined support and participation of teacher, school, parent, local community people as well as concerned working CBOs, NGOs, and INGOs.

Apart from the fact that the creation of a favorable environment where all children have access to education is of the utmost importance for preserving

the rights of children, ASN also recognizes that providing quality education to school enrolled children is equally important for the sustainability of the cooperation and for the betterment of their future in the long run. Proper and effective participatory planning, enhancement of the capability of teachers for generating dedicated and regular teachers and introduction of effective monitoring mechanisms are key factors for good school system.

Through its vast experience in education sector so far, ASN has realized that much emphasis should be placed on bridging the gap between schools and local community. Therefore, it puts its effort towards increasing community participation, building good relation between schools and parents and facilitates the formation and proper functioning of PTAs and other concerned local stakeholders. Consciousness of ownership towards the schools shall thus be developed and local community shall perceive the improvement of school system as their responsibility. Active involvement of local stakeholders in visioning for a better school and in planning not only ensures their conceptual clarity but also enhances transparency thereby controlling the possible misuse of resources by the concerned authorities and elites.

In addition, ASN aims to involve local community in effective monitoring for improved school governance for sustainability in the long term.

3 .Ensuring Quality Education

3.1 Quality Primary Education through Community Empowerment (Janam Deli Tah Padha Dia) in Dhanusha and Mahottari

Some of the obstacles to the quality education as observed by ASN are: lack of trained teachers, less effective teaching and learning environment, overburdened teaching hours in a disproportionate teacher-student ratio. ASN has also realized that there has been very low participation of school management committees, Parents-Teachers Association and teachers' community in contributing to overcoming the aforementioned obstacles so as to accelerate the momentum of quality education. In this regards, representative bodies, such as, VDC and District Development Committee (DDC) are also poorly linked with educational institutions and such bodies are hardly making any interventions for the betterment of teaching learning process. In addition, there has been inadequate and insufficient monitoring from the concerned authorities, namely, District Education Office, Resources Centers as they are also often influenced by political parties in the process of teacher's recruitment process, in the SMC and PTA formation process as well as in their functioning. On the whole, there has been lack of friendly teaching learning environment/process in schools, at homes, and in the community and society too. So as to overcome the aforementioned barriers, ASN worked

to sensitize the community and teachers regarding child friendly concept, change their attitude and create favorable environment for children thereby encouraging them to put forward their problems and express their prospects as well. In addition, ASN facilitated to develop the curriculum in local language, ASN also helped develop child centered teaching methods (interactive and Active Teaching Learning/Grade Teaching) through which the children could learn with confidence in the schools. In addition, it also facilitated to develop child-friendly, learning-oriented physical facilities and teaching materials in the schools.

Progress in 2009

- SIP updated in 42 schools. They are implementing SIP planned budgetary as well as non budgetary activities. SMC and Child Right Protection Forum (CRPF) are monitoring School Improvement Plan (SIP) on quarterly basis. 57% of SIP based resources have been mobilized by schools. 44% of budgetary and 74% of non budgetary activities was implemented by schools.
- Out of 109, 101 children (96%) of age between 8-14 were prepared as studentship through 5 bridge course centers and enrolled to schools.
- Total 169 (girls 90, boys 79 and Dalit 52) children (5-7 yrs) got accessed to education from remote

community clusters through conducting 3 School Outreach Program (SOP) centers run by ASN.

- Construction works in 3 schools (Adhyanpur, Mukhiyapatti and Tilgadh) have been completed and handed over to the community. A total of 300 children have benefited from this support to learn in a better environment.
- 8 schools have been well equipped with teaching materials in grade 1.13 schools are practicing Continuity Assessment System (CAS). 8 schools are practicing PITAI MUKTA PADHAI.
- 32 schools had its Code of Conduct (CoC) on School as Zone of Peace SZOP. It is monitoring by Child Right Protection Forum (CRPF) and SMC. 62% of the CoC had been implemented.

Case Study

BAL Shakti Kendra: Children Power Centre

Children Power Centre (CPC) is one of the integral components of Support Structure of CRPF. There is government policy to form Child Club in every school. However, their roles and importance are debated. CPC, unlike regular child clubs in schools, is organized at village level. They constitute a part of CRPF and aim at 'eliminating child labor and ensuring compulsory and inclusive education for all children'. ASN has exercised child participation in practice. ASN makes sure that children's voice is heard in all stages of SIP preparation.

Children raise their voice by participating in SIP process during the meetings of Support Structure (SS), namely, women forum, youth forum, Dalit forums. They also raise their voice through street drama, interactive meetings, publication of articles in children's columns in local newspaper, and also through delegation, and urging school authorities in this regards. Aasaman Nepal regularly published Bal News in local news paper (Janakpur Today 3rd page) as Bal Stambha so as to: a) share information throughout the community and make the people aware about child labor and its inevitable elimination process; b) for contributing to create child friendly environment in schools; and c) to protect child rights in ASN working area. The articles highlighted the issues, such as child labor and associated problems in the communities. Such issues and cases were collected and edited by children themselves with the help of local journalists. Children were found to be much energized by their article published in newspaper which also helped build confidence in collecting and writing about such issues. The children involved were provided with basic training for all the tasks they performed in this regards.

Bimala Chaurasiya of class 8 from Yog Kumar High School in Baluwa, Mahottari is the vice-chair of CPC of her village and also represents in district CRPF of Mahottari. Her CPC rescued three children from workplace and got into the school two years ago. Three children rescued were a Muslim, a Saha, and a Dalit boy. Now they are in schools. She described how difficult it was to approach the parents of those

children. Their parents initially refused to send their children to school, asking: "who would earn money for us? Would you give us money [if we send our children to school?]" Bimala replied to them: "would you give me the earnings of your son when he would study and get job afterwards? She told us that had the CPC itself not been able to solve the problem, they would have gone to other forums for help but they tried by themselves first and succeeded.

The CPC meets once a month. They work in a close coordination with other forums and ASN. Following figure illustrates CPC in its network. They become more active during the admission season. Besides regular monitoring of children out of schools and getting them into schools, they are also involved in many other activities, such as school gardening, checking teacher attendance, participating in school enrollment campaign, wall painting, wall magazines, and other extra-curricular activities.

3.2 Promoting Quality Education through Community-Based School Management (Aashal Shiksha Diya) in Dhanusha and Mahottari

Dhanusha District consists of 101 VDC and 1 municipality with the population of approximately 747,000 (National Census 2006), 18% of which is from lower caste. Mahottari District, which lies in the west of Dhanusha, consists of 74 VDCs and 1 municipality, with the population of approximately 618,700 (National Census 2006), out of which 20% from lower caste. As for the education status, net enrollment rate is 72.3% in Dhanusha and 62.5%

in Mahottari, and the retention rate in primary school is 71% % in Dhanusha and 77% in Mahottari (Flash Report 2008). According to the education indicators, Dhanusha ranks 64 out of 75 districts and Mahottari ranks 71 (Central Bureau of Statistics). Among others, the main reasons for low enrollment and retention rates can be attributed to: 1) poor school management, 2) poor learning environment i.e. lack of class rooms, toilets, learning materials, and lack of pre-school education, 3) low quality education (teaching methods, violence in schools etc), 4) social and economic issues (lack of understanding on the importance of education, poverty, child labour, discrimination to lower castes and girls, etc.).

In order to tackle various challenges in the education sector as mentioned above, the Nepal Government, under its new policy on School Sector Reform, has also put emphasis on school management by SMC including the community. However, monitoring of the SMCs do not seem to be functioning well. So, in order to ensure children's rights to quality education, there is an urgent need for conducting comprehensive educational interventions, especially on issues around school management with community participation valued by the government. It is also needed for improving learning environment and children's school readiness, capacity development of teachers, raising awareness of community on education, and advocacy on education policies. ASN's aim is to ensure quality education for all children in the targeted schools in the project area.

Progress in 2009

- In total, 163 support structures have been formed/ reactivated in 30 VDCs of Mahottari and Dhanusha districts.
- 37 participants had participated representing different stockholders, such as school, school management committee and support structures in Social audit –TOT (Training of Trainer).
- Each Child Monitoring (ECM) was conducted in 16 VDCs.
- Total 235 participants from 35 schools and 30 Early Childhood Development (ECD) centers participated in interaction between ECD and schools.
- 3 interactive meetings of ECD FS have been completed benefitting 191 participants.

3.3 Rewriting the future (Hamahu School Padha Jaib) in Dhanusha and Mahottari

Progresses made so far demonstrate that the Government of Nepal will not be able to fulfill its global commitment to Education for All (EFA) goals. Access to free and compulsory basic education is still unavailable for large number of children mainly from lower castes, ethnic minorities, conflict affected areas, children with disabilities, girls and other socially excluded groups. However, access to education for children from marginalized communities including Dalits, is increasing for the non-governmental interventions but retaining them is

one of the most challenging tasks as most schools are in poor condition lacking basic facilities, such as inadequate number of classrooms and furniture to accommodate the children. Gender and caste discrimination, poor school management, and a lack of child/parent/community involvement in schools are additional barriers that prevent children from going to or continuing in school. There is also lack of quality learning opportunities in schools.

So, Aasaman Nepal was engaged in Dhanusha and Mahottari districts on project especially focusing on access, retention and child protection. Situation analysis, social mobilization, enrollment campaign, studentship preparation, motivational campaign, support for overcrowd, support to marginalized children, district level meeting and awareness on SZOP were the major activities. All the activities were implemented so as to contribute towards fulfillment of the objectives as spelled out.

Progress in 2009

- 224 Teachers and SMC members were provided with child friendly, social audit and Active Teaching Learning (ATL) training.
- 5283 students were enrolled into the school through enrollment campaign.
- 10 schools adopted Liberal Promotion policy / Continuity Assessment System (LPP/CAS).
- 2272 participants from students, teachers, woman forum, child right protection forum (CRPF), SMC, parents, youth clubs, political

leaders, journals, NGOs and line agencies were participated in child led activities to increase and promote participation of children in quality education.

- 400 children were supported with education materials i.e. copy, pencil, eraser and cutter
- Total 558 support structures of various kinds in the communities were formed and mobilized to make common understanding about the right to quality education.
- District Education Office, District Administration Office, District Development Committee, Women Development Office, NGOs, Teacher Union Nepal, District Child Right Protection Forum and journalists were involved in joint monitoring to analyze the effectiveness of the program, to observe and find out jointly effort for the solution of existing problems for quality education.
- 1185 participants including teachers, students, party representatives, SMCs participated in discussion on SZOP.

3.4 Inclusive Quality Education Program

In the case of Karnali, its major problem is not the enrolment but low retention rate at primary level. According to the statistics of Department of Education (DOE), Net Enrolment Ratio (NER) at primary school is 97.4 % which is higher than the national ratio, 86.8%. However, NER at lower-secondary level is only 25.9 % while its national ratio is 46.50%. These figures imply that only a small number of students

complete up to Grade 5 at primary level and go to lower secondary schools. Concerned organizations and people have not been able to solve the problem also because of poor monitoring mechanisms and lack of proper orientation, especially about inclusive education.

Therefore it is necessary to sensitize DEO, Resource Persons, teachers and SMCs and to provide technical support on planning and data analysis skills. At the same time, Right Holders Organizations have also not yet been able to raise their voices about this issue since they do not have capacity to identify the real causes behind drop-out issues. In addition, they seem weak in mobilizing other concerned parties because of lack of solidarity among themselves and poor in networking with other Community Based Organizations/ Formed Groups (CBOs/FGs).

The action complemented four components of the government's lead initiative towards achieving the goal of Education for All (EFA): 1) Ensuring access to all, 2) Meeting the learning needs of all, 3) Eliminating gender disparity and 4) Improving quality education. Monitoring these components by right holders will complement on-going service delivery by duty bearers.

Progress in 2009

- Validation of scholarship were carried out in all the ten schools by Right Holder Organization-

Consortium (RHO-C), Education Promoters (EPs) and Team Leader to find out the recent situation of fund release by DEO, scholarship distribution by schools and use of the scholarship by students and their parents.

- The regularity of the students were increased from 84% to 87% this year, low instance of child marriage and people awareness about BR within 35 days were increased.
- 495 participants from CBO, FG and SMC in the catchment area of schools participated in interaction to increase the access of members of CBO, FG and SMC to the schools and increase the regularity of the children in the school and to ensure the quality education.
- RHO-C members carried out the birth registration

campaign to raise awareness on birth registration for children. Finally 763 children were provided with BR.

- There were altogether 1510 participants mobilized during the educational campaign. The participants were various organizations and communities, namely RHO-C, EPs, FGs, SNV, Dalit NGO Federation (DNF), ASN, teacher, students, SMC members, guardian and local clubs. Total 161 children (5-14 years) were enrolled into the school from the catchments area.
- 315 guardians of newly enrolled students were oriented to increase regularity of the children to the school and to prevent them from being drop out.

**I would like
to study**



4. Girls Education in Dhanusha, Mahottari, Sarlahi, Rautahat and Bara

ASN implemented "Welcome to school" program in 263 schools of DHN, MHT and Rautahat districts by tripartite agreement between ASN, Central Regional Education Directorate (CRED) and Department of Education (DOE) to meet the millennium goal of EFA in 2007-2008. Among the 263 schools 71 schools were selected as focus schools. The main objective of the program was to increase the retention rate of the girls' students and reduce drop out rate in those of the 71 focused schools. The program had been phased out.

So, ASN had again implemented the program to promote girls education in 5 districts Bara, Sarlahi and including those former districts. For this, all education stakeholders, district level support structures, INGOs/NGOs/CBOs enthusiastically participated and were fully mobilized. The main objectives of the program were to the form and mobilize district level consortium to promote girl's education based on girls' strategy paper and to mobilize Young Champion for girls' education. According to the agreement between Aasaman Nepal and CRED Aasaman Nepal is responsible to conduct planned activities at various levels (District, regional) to achieve the project objectives.

Progress in 2009

- Total 219 participants participated in workshop to discuss the district level situation on girls' education, situation of grade 1 and 2, Young
- Champions' roles and responsibilities, gender and government policies and acts.
- So as to build awareness among the community people about promotion of girls' education, 4000 Pieces of multi-color poster (18"*22"), 7000 Pieces of two-color pamphlets in Maithili, 3500 Pieces of multi-color sticker in Nepali were published. Discussion was conducted among the community member about girls' education. Young Champions used it as IEC materials for the sensitization of community people on girls' education.
- 2 minutes of message focused on girls' education was broadcasted in local FM (Radio Today) 6 times a day for one month.
- To promote girls education, 200 pieces of vest and cap each were distributed among young champions as they are mobilized in the community to advocate the issue in education.
- Young champion organized awareness activities as follows:
 - Rally, door to door home visit, poster pamphlets distribution and wall painting;
 - Activate SMC at schools;
 - Support schools to distribute scholarship in time;
 - Support in school enrolment campaign.

**Educate
girls as boys**



5. Support to physical facilities to schools

5.1 Brightness of Knowledge (Gyanak Ijoriya) in Dhanusha and Mahottari

Eight years have passed since the government of Nepal expressed its commitment to provide education for all. However still today, millions of Nepalese children are deprived of educational opportunities. Aside from higher education, many are deprived of basic primary education, particularly in disadvantaged and marginalized communities. Inequitable access to and control over resources is further compounded by caste discrimination coupled with poverty and low rates of literacy, resulting in child exploitation and limited opportunities in these areas. Mahottari and Dhanusha districts lie in central development region of Nepal in the distance of 350 kms southeast of Kathmandu, the capital city of the country. These districts fall behind others in terms of educational attainment.

There are still gaps between SMC and community people. School Improvement Plan (SIP) is a basic plan for a school and SMC is able to get budget from DEO based on it. Therefore, this is a good opportunity for SMC to prepare SIP encountering their specific issues in the schools.

Especially, the utilization of school fund which is generated from the community properties, such as fish ponds and weekly haat-bazaar tax has been the matter of dispute between SMC and community

people. It is encouraged to make SMC more capable and transparent so that they can obtain more support from the community.

Progress in 2009

- Total 22 additional classrooms were constructed for 5 schools. One building consisted of 2, 4, or 8 rooms with ground-floor only with tin roof.
- Total 8 toilets were newly constructed in 4 schools and 2 toilets were repaired in 1 school.
- One hand-pump set was installed in 2 schools each.
- Total 229 sets of desk-bench were made for the students and 18 sets of table/chairs for teachers were made for 5 schools.
- Minimum 13 volunteer teachers were provided to school for education of Grade 1 & 2.
- 13 Bridging Course were conducted and minimum 160 participants enrolled in school.
- At least 115 students were provided with scholarship.
- Early Childhood Development centers were provided with feeding program and material support, such as, carpet, jug, bucket and game set (lido, skipping).
- 4 schools conducted social audit.

5.2 School Building Construction in Mahottari

Learnt from the successful model of school construction and improving the quality of government schools, Aasaman Nepal also focuses on scaling up of the similar projects in Nepal through working with government. Having considered the fact that Nepal government has not been able to fully utilize the allocated budget for new school building construction in time for various problems, such as political conflict, and conflict between SMC and Schools etc, Aasaman could contribute in many respects in building harmony among the SMCs and the Schools, between the parents, schools and children as well.

It is increased carryover of construction work from the previous years. Annual Program of DEO MHT for Physical infrastructure development in FY 2009 is 102 new class room constructions in 44 schools (60 rooms in 30 schools for regular school program, 14 rooms in 7 schools for community school support program and 28 rooms in 7 schools for cost sharing program). In Total NRs 3, 05, 15,000 is allocated budget for 138 schools in Mahottari district to improve the physical infrastructure to maximum utilize of government grant.

Progress of 2009

- Two meetings were organized with DEO for launching of construction Program in Mahottari District. 29 participants participated.
- Survey was conducted in 38 schools. Those 38 schools were selected on the basis of the criteria's mentioned in the guideline of the DOE. 87 schools were selected for various types of construction program.
- 81 participants from Head Teacher (HT), SMC chair person and DEO participated in RC level orientation on construction process to discuss about Drawing, Design, Quantity/Cost Estimate and sharing the ideas for the best implementation.
- 74 participants from HT, SMC and DEO participated in resource mapping, management and mobilization training to discuss on government supported program at school level.
- 57 participants from HT and SMC chair person were participated in Social audit training.
- Resource persons were convinced for monitoring the construction work through mid-term review meeting and encouraged SMC/HT for completion of work in time and follow-up for the deposit of contribution. DEO activated the RP for monitoring of the work and government grants according to DOE guideline and give progress report of construction work with RC wise in staff meeting of DEO and DEO officer.
- 36 representatives of the district line agencies, donor organizations, regional director, Chairperson of (TUN, MHT), DEO of MHT participated in annual review meeting. Having realized the importance of the review meeting, the participants also recommended for such review meetings regularly.

Case Study

Local resource was mobilized by the effort of SMC, Khajuri Chhanha

Khajuri Chhanha is the VDC of Dhanusha district where Gyanak Ijoriya project has been implemented by ASN. There is provision of community contribution for the new school building construction. As per agreement, School organized meeting with ASN staffs, SMC and stakeholders for depositing collection of community contribution in Khajuri Chhanha School. Local people, intellectuals, party representatives also attended the meeting and were introduced to the program.

After a long discussion, participants realized that

without the VDC's budget support, project would not be completed, hence the school building would not happen which would ultimately deprive the children of their educational right. Therefore, they decided to request the VDC for the fund. SMC Chairperson Mr. Bharat Narayan Thakur along with SMC members convinced the VDC secretary that with the VDC's budget support to complete the school building, children would get opportunity to study up to secondary level in their own village vicinity. Finally, VDC agreed to support NRs 8, 00,000/- for the construction of the school building. Building construction has been completed.

The community has been proud of having succeeded in their effort.



6.□ Supports for Improvement of Primary School Management (SISM) in Dhading

Over the decades Nepal showed its commitments to eradicate illiteracy at the international forums. Karanchi conference of 1975, Jomtein conference of 1990, and Dakar conference of 2000 are some examples. In these conferences and confectia Nepal committed to reduce illiteracy. Consequently in all its development plans (from 1956 to the 10th plan under PRSP) the country has been targeting to reduce illiteracy. But in practice these plans tend to be ambitious.

Progress of 2009

- □ Total 2113 participants from teachers, SMC, PTA, Resource Person (RP), dalit, women and political party's representatives, students and intellectuals participated in SIP review workshop. It was reported that 64 schools already completed 48% of their annual planned activities in SIP by the time of review. Mainly, non budgetary activities were implemented. SMC/PTA does the SIP monitoring regularly.
- □ Promotional activities i.e. door to door home visit, parents gathering, invitation card distribution, rally, prize distribution and reward to the parents were done by HT, teachers and community stakeholders carried out as educational campaign. 279 additional children were enrolled to school.
- □ Total 278 participants from SMC, HT, parent, female representatives and teachers participated in RC level SMC/PTA training (Master Training of Trainer- MTOT) to strengthen the capacity of SMC and PTA.
- □ 22 mothers groups and 38 child groups were formed to increase the regularity of the students and support to increase the access for children to school.
- □ 7 groups of friends of children were formed with 230 members. Total 62 (39 Female) Children also participated the meeting. They collected the name of the irregular children and visited their parents. They also requested their parents not to involve their children in other works.
- □ 67 SMCs have prepared SIPs with involvement of PTA, children, women and community members.
- □ The SMCs took initiatives to identify and mobilize local resources in their surroundings for the use of the SIP.
- □ Ownership of SMC/PTA and community people has been increased.
- □ The schools/SMCs involved children in school management.
- □ SMCs are initiating self-reviewing of SIP implementation status by themselves.
- □ VDC started supporting the schools based on SIP and real need of the school.

7. Child Protection

7.1 Reintegration of Children Associated with Armed Forces and Armed Groups (CAAFAG) Project in Dhanusha and Mahottari

Reintegration of CAAFAG is an integral component of stabilizing Nepal and implementing the peace agreement. The CAAFAG reintegration program's success depends on following up of CAAFAG for at least three to five years following their reintegration. Currently around 10-15 percent of the cases have been succeeded; the remaining cases require continuous follow-up, not necessarily material support, but follow-up and additional support services and link them with networks, especially for girls. Without this support (follow-ups and linkages to other support services), these children will be at further risk of being re-victimized through re-recruitment, child/early marriages, trafficking, social stigmatization and gender based violence among many other problems.

Progress in 2009

- Total 360 children were supported with educational materials, vocational training/IG, individual need based and special support, follow up and monitoring, and psychosocial care.
- 382 participants from CAAFAG, other vulnerable children (OVC) and students and their parents participated in child interaction to encourage children and promote their participation in child protection.
- 1018, of which 239 female and 172 Dalits, participants from students, teacher, CRPF members and child committee participated in debate so as to increase their attendance in school.
- 44 participants from TUN, DEO, Nepal Teacher Association, and TUN, Nepal Teacher Democratic, Teacher Forum, Nepali Congress, Nepal Democratic Party, and Madhesi Jan Adhikar Forum participated in interaction on peace issue for rehabilitation and reintegration of the CAAFAG and OVC.
- 821 participants were participated in Children have been regular in school after the support. They also involved children in the meeting. They suggested that this type of support should be for orphan and disable children too.
- A 35 member's girl's club was formed to increase the participation of girls in such club and community activities.
- Total 1153 participants from students, teacher, CRPF, women, girls, children, parent and SMC participated in the debate on peace on the occasion of children's day and child right day. Best performing children were selected and rewarded with stationeries, dictionary etc.
- 5 events of street drama were organized. More than 5000 audiences from children, youth,

women, political parties, CRPF enjoyed and became aware of the message imparted by the drama.

7.2 School as Zone Of Peace Program in Dhanusha and Mahottari

After the establishment of LOKTANTRA, government had taken responsibility for peace building but it seems feeble due to lack of controlling. There was no concrete conflict resolution mechanism with the government. Therefore, other political parties, groups e.g. Tarai Jantantric Mukti Morcha, Madhesi Tiger etc are in armed struggle. They are also mobilizing youth and children. Terai is still suffering from armed conflict now. For such reasons, unwanted events, such as kidnapping, wealth grabbing, threat, bomb-blast and even murder cases happen. So, people have been in terror. Many of the families/children have been displaced because of those reasons. No concrete action has been taken by the DAO/government for peace building and conflict resolution. Political parties also do not see serious on these issues. Human right of the community people is in jeopardy day by day in spite of the presence of various human right organizations.

Progress in 2009

- 620 community stakeholders i.e. CRPF, teacher, SMC, support structure members, journals, students, youths, local political leaders, journals and national level Children as Zone of peace (CZOP) members participated in PADA YATRA on peace to announce school as well as VDC as zone of peace, to sensitize stakeholders as well as community people on SZOP and disseminate message to the community people.
- Total 59 persons participated in negotiation with conflicting political parties' meetings and the decision was made the political parties would spare the educational institutions while announcing for general strike. The parties also expressed their commitments that no any kind of harmful activities would be done within the catchment area of schools. They also committed that they would share the SZOP and its importance within their parties and the cadres at various levels (tole to center) to convince them that they must not involve the educational institutions in the general strike. They decided that meeting should be organized at least once or twice a year for common understanding and updates.
- 85 participants form Constitution Assembly members of different political parties, Minister of Education, Nepal Human Right Commission, Federation of National Journalist, Education Journalist Group, TUN, Nepal Teacher's Association, UNESCO, Nepal, Baglung Samaj, Seto Gurans UCEP-Nepal, World Vision Int'l Nepal, World Education, Partnership Nepal, CWIN-Nepal, Action Aid Nepal, Save the Children, Regional Education Directorate Central (CRED), government staff of the Ministry of Education (MOE) and DOE, educationist, media and related stakeholders were participated in a national level (mainly 8 districts of terai region) workshop on "School as a Zone of Peace" to prepare national level code of conduct on SZOP, implement it and monitor by the stakeholders themselves.

Case Study

The efforts of Halkhori



Halkhori VDC, Mahottari district, has three Schools including two primary levels and one lower secondary level. Different committees like youth, women, dalit, and child, Child Right Forum, SMC and PTA etc have been formed in this VDC and ASN has been working for SZOP. All committees are familiar with the school Zone of Peace program and are eager to provide quality education, child friendly environment and child rights.

After the implementation of SZOP program they have recognized children as a pillar of future and ready to take responsibilities for their protection. The code of conduct is prepared discussing with these stakeholders. Teachers, community and party representatives have committed for it and they are initiated for the monitoring of CoC. Some times the strike staged by different parties affected the schools as the schools seemed opened but couldn't run. Due to this cause the every stakeholders of Halkhori sat together and decided to run schools smoothly. Now this VDC has been taken as a model VDC of the District. ASN and the VDC appreciated the Chairperson of Club Rajeev Jha, the Chairperson of SMC, lower secondary School Halkhori Raj Kishor Yadav and other stakeholders. So this model action of Halkhori could be considered suitable exemplary be learned by other VDCs and schools.

7.3 To contribute towards elimination of child bonded labor including Harwaha Charbaha system of labor in Dhanusha.

GoN has shown its commitments to create a better future for its children by ratifying UN convention of the Rights of Child and ILO Conventions, 29, 105, 138 and 182 on Minimum age to employment and elimination of the worst forms of child labor respectively. But not changed the situation of Harbaha and Charbahas has remained the same. To overcome this situation, intervention is required especially targeting the semi bonded-child labors and other child labors, Harbahas and Charbahas so as to improve their condition. The strategy was to make the concerned agencies aware and change their attitudes in this regards. Working together with the local institutions like the VDC and the primary schools, DEO, DDC and other key stakeholders the project made achievements in convincing the concerned people towards ending the Harwaha Charbaha labor system.

Progress in 2009

-  Altogether 51 social support structures groups/forums have been formed which are being mobilized for raising awareness about the ill effects of child labor. Total of 125 children have been withdrawn from child labour.
-  A district level coordination committee has been established including DDC, DEO, district child welfare board (DCWB), workers organizations etc. A monitoring sub-committee has also been formed under the chairpersonship of CDO (chief

District Officer) so as to monitor the status of school enrolled children.

- Joint monitoring was undertaken by district level stakeholders in 3 VDCs of Dhanusha. District coordination committee constituted under the leadership of DDC has been functional. The committee comprises of 25 representative of various district level government agencies including CDO, DEO, Local Development Officer (LDO), Trade Unions and Nepal Teacher Union.
- Community based child labour monitoring system have been established in each of VDC in the project site. ILO/IPEC officials have provided 3-days training on Child Labor Monitoring System (CLMS) guidelines and procedures for the staff of Action Program.
- Awareness level on the ill effects of child labour and bonded labour was increased among the target beneficiaries and community people through interaction meetings, group meetings, street drama, dissemination of posters/pamphlets and celebration of Chatta, Bibaha panchami and National Children's Day.
- Total of 12 Outreach School Program classes have been conducted with 176 children of age 10 -17 years.

- Total of 255 children of age group 5-10 years are directly mainstreamed into formal school.
- Total of 16 Participatory Learning Action classes have been conducted with 308 participants among whom 260 were from Harwaha/Charwaha families.

Case Study

Mr. Sada rescued from bonded labor

16 year's old Mr. Ramesh Kumar Sada son of Sampatiya Sada from Gangapur-1 of Bharatpur VDC was rescued from a plastic factory in Delhi, India. Now he is studying in grade 6 at Radhapur School. Mr. Sada was working as a laborer in Delhi Paradize plastic factory in India. He had to work at least 12 hours a day. He was given Rs. 1800/- per month.

The case was known by CLMS during the tole monitoring. CLMS convinced his parents to return him home. His parents phoned him and asked him to quit the work and return home. Finally, Sada has been enrolled to OSP center because he hadn't started the school at all. He was prepared at OSP center and was enrolled in grade 6 at Radhapur with the coordination of HT. He has been regular in the school ever since he was enrolled. He was supported with educational materials also.



8. HIV/AIDS Program in Dhanushav

It has estimated that more than 30 people contract HIV every day in Nepal due to lack of awareness about the preventive measures. If this situation is not corrected about 40% of Nepal's population will be affected by HIV/AIDS in 2012. The preventive methods of HIV/AIDS such as stopping of the use of contaminated needles and syringes, regular checking of Sexually Transmitted Disease, sexual relation with only one partner, use of condom for safer sex, avoidance of anal sex and use safe blood for transmission are to be ensured to prevent a person from contracting HIV/AIDS. Knowledgeable person about HIV/AIDS must be encouraged to communicate right type of information to people who have no knowledge about HIV/AIDS. Even if only one person of the family is aware about HIV/AIDS, then the whole family can be made aware of the dive consequences resulting from AIDS.

Progress in 2009

- Total 38 students and youth participants actively participate a 3 days peer education training to develop human resources to form peer groups and aware community people on HIV/AIDS prevention.
- 78 participants from Peer group and Social Mobilization participated in Peer group meeting. It was discussed to organize stigma reduction campaign, to form Peer Education groups and provide Peer Education, to take orientation class at school level and organize meetings and counselling. As a result, 210 HIV/AIDS positive cases have been found.
- Peer group organized street drama; took orientation classes and conducted meetings with peer groups and women to inform about HIV/AIDS prevention. Finally total 315 persons received peer group and more than 1500 persons became aware of HIV/AIDS and its prevention measures.
- 9 events of stigma reduction campaign were organized with various activities i.e. interaction, rally, munching, street drama and debate. In total 2700 persons became aware of HIV/AIDS and its prevention.
- 5 HIV positive persons were provided with psychosocial support. They were encouraged and 3 persons were supported with IG as well. Eight of their children are regular in school.
- 54 persons from District Public Health Officer, Family Planning Association Nepal, Hospital, Nepal Red Cross Society, Human Right Organization, Prerana, Rural Development Fund, and AMDA Nepal participated in interaction with service provider to discuss on CT 4 count machine operation. As a result, CT4 count machine has been installed and started to function in the Zonal hospital, JNP.
- 3 HIV positive persons were provided with Income Generation Support i.e. buffalo farming, vegetables shop and sweets machine. Now there is improvement in their health as well as their daily income, they are supporting their children to send regularly to schools.



9. Livelihood

Poverty Alleviation Program in Sarlahi

Sarlahi is one of the Terai districts of the Central Development Region having one Municipality and ninety-nine VDCs. The settlements in the district are dense mostly filled with wooden houses. The villages are connected by trails and this district has the total population of 635,701 (female 306,519 (48%), and male 329,182 (52%). The project area is composed of Mandal, Yadav, Chaudhary, Mahato, Sah, Musahar, Pasaman, Khatwe, Majhi Brahmin, Kayastha, Thakur, Dom, Dhobi, Rajdhov, and Chamar caste and ethnic groups. Almost all people respect and follow Hindu religion and traditions. Local Language Maithali is spoken mostly and 25% of the people are unfamiliar with Nepali language.

ASN's economic livelihood program leading to poverty alleviation in the district adopts a holistic approach to address the issue of poverty alleviation, which has also been the main target of country's 10th five year plan. ASN aims to address this issue through the combination of all 4 pillars of PAF: social mobilization, capacity building, technical assistance, income generation and facilitate group formation. The vision and goal behind the preparatory phase of the project proposed area is to augment and enhance local level participation, ownership and empowerment of the entire programme through Community Organization (CO) social mobilization efforts and capacity building

and technical assistance to effectively and efficiently plan and implement high-impact poverty alleviation projects on a local level. ASN believes in a methodology to institutionalise and sustain the programme by supporting and working with grassroots groups and associations so that these COs can further act as empowering components and generate additional self-help projects in the future.

Progress of 2009

- Quarterly base meetings were conducted among all COs about the uniformity in the program, to discuss about upcoming challenges, and to share positive things about the program.
- Disseminated the information about Constituent Assembly
- To make internal insurance policy about animal's death and implement it
- Formed a network team for training management about veterinary science and gave them overall responsibility about this work
- In accordance with the agreement between Poverty Alleviation Fund and some Community Organizations, some works that were remaining to be done in the due date, were decided to complete before the later extended date.



A अ	B ब	C सी	D दी	E ई	F एफ	G जी	H एच	I आइटि	J जे	K के	L एल	M
APPLE	BILL	CAT	DOG	EGG	FISH	GOAT	HEN	INK	JUG	KITE	LOTUS	MA
N	O ओ	P पे	Q क्यू	R आर	S एस	T टी	U यू	V वी	W वुलु	X एक्स	Y यार्ड	Z
NEST	OWL	PE	QUAIL	ROSE	SHIP	TOP	UMBRELLA	VIOLIN	WOOL	X-MASTREE	YACHT	ZEE

10. Sponsorship

Case Study

Samita Chepang

Samita Chepang (11) is a student of Shankha Devi HS School, Jogimara now. She is from Tikrang-1, Jogimara. She studies in class five. Her mother left her when she was 8 and after that her father married with another woman. Now she is living with her grandmother. The school is located at far distance from her home. She has to walk more than one hour through the jungle. But she goes to school regularly with no problems.

ASN supported scholarship worth NRs 1500/- (in 2 installments) to her. It was utilized in her daily essential stationeries. She is very happy for receiving such kind of support. Her grand mother is also supporting tiffin to her from her elderly pension. Monitoring of scholarship has been done by Mrs Jhumka Ghimire HT of Panchakanya PS. Her class teacher is satisfied with her study

and good performance. She has also encouraged her to be regular in school. She explained that she was a very good and hard-working student.



11. New Initiation

Community based monitoring system

Regular monitoring is a key method for effective management of school activities. But, in the current conflict situation of Tarai districts regular monitoring of schools/educational activities by DEO personal i.e. RPs, SSs is challenging. So, ASN started to involve community stakeholders from very beginning of the planning. ASN mobilized them in the program implementation through various group discussions, interactions, meetings, workshops. The main objective was direct observations, monitoring and review the progress of the program to ensure client satisfaction and increase their ownership towards the program. To encourage the schools, SMCs and community stakeholders, it is important to reward them. For this, SMCs/Schools and parents who are contributing for better management of schools have been identified. ASN used **community based monitoring** and progress ranking as a tool. **Community based monitoring is a system in which community stakeholders done direct observation of schools, analyze the actual situation and provide appropriate suggestion to schools on the spot for the better improvement of the schools.**

First of all 7-11 members community monitoring committee was formed from teacher, child right protection forum, SMC, women forum, intellectuals, indigenous forum and youth forum etc. They

organized a meeting to discuss, finalize the check list, selection of schools and make calendar for it. Finally, they started to collect information of schools with check list. They collected data by direct school observation (physical, educational, management), focus group discussion with teacher, child committee, SMC, PTA, interaction and use secondary data of schools, meeting minutes etc. They reviewed the problems of the day and make a plan for next day. After that data was tabulated and analyzed. On the basis of it progress ranking of schools was done. Best performing schools were selected and rewarded through organizing mass gathering. During the community monitoring it was found that most of the schools were closed after Tiffin break, but after the community monitoring has done now most of the schools functioning after Tiffin time. Stakeholders are also inspired and their participation is increased in school. Similarly regularity of students and teachers are increased. Required information is transpired in the schools. Some evidence of internal debate of school has also solved. The major impact of community monitoring is that the positive competition is increased among schools.

Community monitoring is very effective to establish the link between the community and school and it also helps to achieve quality education.



12. Advocacy

12.1 Quality Education is Possible, without teacher impossible

ASN's has learned that regularity of both the children and teachers in their schools must for ensuring the quality education and the teachers are the key actors for ensuring quality education to all children. So, ASN has started to work with teachers directly. For this ASN formed area level teachers forum and the one hand and also started to strengthen coordination and collaboration with TUN, DEO on the other. Finally, ASN and DEO jointly supported new school building construction, renovation, furniture toilet/urinal and boundary as physical infrastructure to solve the problem of students' classroom and furniture ratio. Similarly, Rahat (Relief) Quota and Per Child based Fund (PCF) teachers were provided to schools by DEO to reduce students' teacher ratio. To create child friendly teaching learning environment within schools ATL, child friendly, child protection trainings were supported with additional teachers. Furthermore, educational (to schools and students), teaching and game sets materials were provided to schools. After that ASN started to advocate on "Quality education is possible without teacher impossible" at Recourse Center and district level to sensitize stakeholders on what community defined quality education is. Quality education is illustrated in the following schematic presentation. Coming up to this stage is not very much easier to ASN. It took 2 years with

series of meetings and interactions with community, district stakeholders as well as donor agencies.

12.2 School as Zone of Peace

CZOP is a networking of many organizations established to campaign the program: Children as a Zone of Peace. This networking is succeeded to run the schools regularly and save the schools from strike and Banda and ensure the right of education for children. ASN jointly with CZOP had organized a national level (mainly 8 districts of Tarai region) workshop on **"School as a Zone of Peace"** in which the participants were the CA members of different political parties, Minister of Education, NHRC, FNJ, Education Journalist Group, TUN, Nepal Teacher's Association, UNESCO, Baglung Samaj, Seto Gurans UCEP-Nepal, World Vision Int'l Nepal, World Education, Partnership Nepal, RRN, CWIN-Nepal, Action Aid Nepal, Save the Children, Regional Education Directorate Central (CRED), government staff of MOE and DOE, educationist, media and other related stakeholders. To follow up the commitment into realization, ASN organized jointly with CZOP a national level network a mass meeting on 14th December 09 at Hotel Royal Singi, Kamaladi with 30 participants from CA members, World Education, SMC, Baglung Samaj, MOE, UNESCO, DOE, Madhurima Nepal, and USEP-Nepal to discuss on "to solve the problem of School as a Zone of Peace in Middle Terai, Nepal".



Organizational Development

- Formation of Strategic Plan 2010-2012
- Annual Report of FY o8 Publication
- Brochure of ASN publication
- Message folder publication
- Registration of ASN cooperative
- Regular board meetings, semiannual and annual review meetings, planning and follow up(Quarterly meeting April 13-15th 09, Semi annual 28-29th June 09, Quarterly October 29th 09, Annual 30-31st Dec 09)
- Field observation by board members(Raj Kumar B.K., Pramila Sah, MHT construction program in March 09)
- Revision of policies i.e. personal, financial and construction etc.
- Translation of statutes and policies in English
- Making of Monograph of ASN
- Publication of various posters, flex posters, pamphlets and dissemination of messages through local FM/radio for awareness raising on SZOP, quality education and SZOP(Information Education Communication materials collection)
- Renown ASN from Kosi to Pathlaiya with various programs i.e. through girls education and innovative survey on access to girls education and scholarship with the support of CRED and DEO
- Renown ASN at national level also through advocating on SZOP under CZOP
- Able to renowned community people with quality education and SZOP issue as well as support structure members mobilized on it through various organized gathering and PADAYATRA
- Able to bring a moment on SZOP and quality education through mobilizing BAL SHAKTI KENDRA and CRPF
- Organized Rastriya Musahar Utthan Samaj(RMUS) and mobilization
- Capacity building of staffs on SZOP, quality education, report writing etc.
- Make common understanding of staffs on Multi Lingual Education (MLE) , develop human resource at District and RC level on MLE, study on situation of MLE in working area
- New staff hiring in the involvement of board



पढ़िने कछ शिदा दन !
तब कछ बन्यादान !!

पढ़िने कछ शिदा दन !
तब कछ बन्यादान !!

महना जेवर रुप श्रृंगार !
शिक्षा विना जीवन बेकार !!

बालिका शिक्षा अभियान
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पढ़िने कछ शिदा दन !
तब कछ बन्यादान !!

14. Resource Mobilization

ASN has been able to diversify the resources in FY 2009. More than 66 millions fund raised. Our supporters were save the children, ILO, PAF, EU, SISIM, CFJ, WE and RED. ASN has also been able to mobilize local resources in spite of aforementioned resources. ASN has collaborated with DEO/DOE for the innovative

survey, new school building construction. Resources from VDC/DDC were also collected and mobilized to equip schools with physical facilities. Ultimate goal was to ensure quality education to all children in the ASN project area.

Donor	Program	Name of VDC/District	Number of beneficiaries
SCN	Janam Deli Ta Padha Dia (Quality Education) (2007-2011)	14 VDCs of Mohattari and Dhanusha	Students of 14 VDCs, schools and community
SCN	Janam Deli Ta Padha Dia (Quality Education) (2007-2011)	14 VDCs of Mohattari and Dhanusha	Students of 14 VDCs, schools and community
SCN	Hamahu School Padha Jaib	29 VDCs of DHN and MHT districts	82 schools, SMC, PTA, teacher and students
SCN	MHT School construction 2008	27 Schools of Mahottari	Schools, children, Teachers, SMC, PTA, RPs, SSs and DEO
SCN	CAAFAG Support (Child Protection)(2007-2008)	28 VDCs of Dhanusha	Aasaman Nepal, CAAFAG and their families, Communities of program running area
SCN	Aashal Shiksha Dia	14 VDCs of Mohattari and Dhanusha	Students of 14 VDCs, schools and community
SCN	Janam Deli Ta Padha Dia (Quality Education) (2007-2011)	30 VDCs of DHN and MHT districts	94 schools (PS -67, LS- 13, SS-14), 49 ECD centers, 94 child committee and 30CRPF



Donor□	Program □	Name of VDC/District□	Number of beneficiaries
ILO	Action Program(Haruwa and Charuwaha)(2008-2010)	3 VDCs of Dhanusha	400 semi/ fully bonded labour, 700 working of vulnerable children who are at risk of falling into child labour
PAF	Poverty Alleviation Program(2006-2008)	4 VDCs of Sarlahi	Households in two VDCs
EU	Promoting Inclusive education in Kalikot(2007-2009)	3 VDCs of Kalikot	Approximately 25,000 school-age children of Kalikot district
Individual Donor	Scholarship Program in Jogimara(2009)	1 VDC of Dhading	Schools' SMC, PTA, Children, RP, SS and community People
IDCJ/JICA	Support for Improvement of Primary School Management (SISM)(2008-2010)	5VDCs and 68 schools of Dhading	SMc, PTA, CBOs, RPs, Teachers, SSs and DEO
CFJ	Gyanak Ijoriya(Brightness of knowledge)(2008-2011)	2 VDCs in MHT and 5 VDCs in DHN	5 schools, SMC, PTA teachers and students
WE	School as zone of peace 2008-2009	24 VDCs of DHN and MHT districts	140 schools, SMC, PTA teachers and students
RED	Young Champion	5 districts i.e. DHN, MHT, SLH, RTH and Bara	young champions

Aasaman- Nepal

Janakpurdham, Dhanusha Nepal

Balance Sheet on July 15th 2009 (31 Asadh, 2066)

	Particulars	Sch No	Current Year	Previous Year
A.	Sources of Funds			
1	Opening Fund Balance	1	9,871,520.29	4,272,059.56
2	Fixed Asset Capital Fund	2	3,386,862.50	3,359,163.00
3	Current Liabilities			
	Payables	3	860,671.84	3,230,834.66
	Total Source of Fund (1+2+3)		14,119,054.63	10,862,057.22
B.	Application of Fund			
1	Assets			
	Capital Goods		3,303,862.50	3,276,163.00
	Capital Goods - Saving fund Cont.		83,000.00	83,000.00
	Total Asset		3,386,862.50	3,359,163.00
2	Current Assets			
	Advance and Deposit	4	2,579,371.46	1,294,589.42
	Receivable	5	630,298.41	680,799.41
	Total current Asset		3,209,669.87	1,975,388.83
3	Fund Balance Represented By:			
	Cash Balance	6	35,791.78	21,299.26
	Bank Balance	6	7,486,730.48	5,874,971.98
	Total Cash and Bank Balance		7,522,522.26	5,896,271.24
	Total Application of Fund (1+2+3)		14,119,054.63	11,230,823.07

Ramesh Khatiwoda
Sr Fin/Admin. Officer

Durga B. sherstha
Chairman

Nawal Kishor Yadav
Executive Director

T. N. Acharya, FCA
For: T. N. Acharya & Co.
Chartered Accountants

Date: Oct 15, 2009
Place: Kathmandu

Projects implemented by ASN in 2009

Donor	Program	Name of VDC/District	Number of beneficiaries
JICA/SCN	Janam Deli Ta Padha Dia (Quality Education)	14 VDCs of Mohattari and Dhanusha	Students of 14 VDCs, schools and community
JICA/SCN	Aashal Shiksha Dia	30 VDCs of DHN and MHT districts	94 schools (PS -67, LS – 13, SS-14), 49 ECD centers, 94 child committee and 30CRPF
Save the Children	Hamahu School Padha Jaib	29 VDCs of DHN and MHT districts	82 schools, SMC, PTA, teacher and students
Save the Children	CAAFAG Support (Child Protection)(2007-2008)	28 VDCs of Dhanusha	82 schools, SMC, PTA, teacher and students
Child Fund Japan	Gyanak Ijoriya(Brightness of knowledge)	2 VDCs in MHT and 5 VDCs in DHN	5 schools, SMC, PTA teachers and students
IDC/JICA	Support for Improvement of Primary School Management (SISM)	5VDCs and 68 schools of Dhading	SMc, PTA, CBOs, RPs, Teachers, SSs and DEO
ILO	Action Program(Haruwa and Charuwaha)	3 VDCs of Dhanusha	SMc, PTA, CBOs, RPs, Teachers, SSs and DEO
World Education	School as zone of peace	24 VDCs of DHN and MHT districts	140 schools, SMC, PTA teachers and students
PAF	Poverty Alleviation Program	4 VDCs of Sarlahi	Households in two VDCs
European Union	Promoting Inclusive education in Kalikot	3 VDCs of Kalikot	Approximately 25,000 school-age children of Kalikot district
Japanese Individual Donor (Ishida San)	Scholarship Program in Jogimara	1 VDC of Dhading	Schools' SMC, PTA, Children, RP, SS and community People
Individual/ASN self contribution	Community Led sustainable Quality Education infrastructure support project	Baglung	1 VDC, 1 school, teacher, SMC, PTA and students
RED	Young Champion	5 districts i.e. DHN, MHT, SLH, RTH and Bara	young champions
DEO	An innovative survey on access to girls education and scholarship	DHN, MHT, RTH, Bara, Parsa, Siraha and Saptari	14 VDCs 35-49 schools

Acronyms

ASN	: Aasaman Nepal	ECD	: Early Childhood Development
ATL	: Active Teaching Learning	HT	: Head Teacher
CAS	: Continuity Assessment System	IDP	: Internally Displaced People
CRC	: Convention on Child Right	IG	: Income Generation
CPC	: Child Power Center	LDO	: Local Development Officer
CoC	: Code of Conduct	LPP	: Liberal Promotion Policy
CRED	: Central Regional Education Directorate	MHT	: Mahottari
CRPF	: Child Right Protection Forum	NER	: Net Enrolment Rate
CAAFAG	: Children Associated with Armed Force and Arm Group	NGO	: Non Governmental Organization
CZOP	: Children as Zone of peace	NRCS	: Nepal Red Cross Society
CLMS	: Child Labor Monitoring System	RHO-CL	: Right Holder Organization- Consortium
DEO	: District Education Office	PTA	: Parent Teacher Association
DOE	: Department of Education	PCF	: Per Child based Fund
DAO	: District Administration Office	SS	: Support Structure
DDC	: District Development Committee	SMC	: School Management Committee
DPHO	: District Public Health Office	SZOP	: School as Zone of Peace
DHN	: Dhanusha	SIP	: School Improvement Plan
DCWB	: District Child Welfare Board	SOP	: School Outreach Program
ECM	: Each Child Monitoring	STR	: Student Teacher Ratio
EP	: Education Promoter	SCR	: Student Classroom Ratio
EFA	: Education for All	SCN	: Save the Children in Nepal
FCHV	: Female Community Health Volunteers	TUN	: Teacher Union Nepal
		VDC	: Village Development Committee

Reflections 2009

Mr. Bed Bahadur Karki (CDO), "I think there is no any other organization like Aasaman Nepal in Terai working for child right. If yes, then we well come to work together. I thanks to ASN. "

DEO Mahottari, "Aasaman Nepal is the main partner of district education office. ASN has been supporting to increase access of children to quality education. So, I thank ASN. "

DEO Dhanusha, "Though Aasaman Nepal is responsible organization in the education we are jointly implementing and monitoring education program."

Mr. Shyam Khadka (SP), "I heard about Aasaman Nepal before. Here I have seen ASN closely and found that it is working together with stakeholders in the area of quality education. Of course, ASN is master in community mobilization."

Child-labor free society with healthy, happy and school-going Children.



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