

Message from the Chairperson



We have incessantly been in campaign for 10 years to ensure the child education right. Aasaman Nepal is eminent at national level with the regular intimate support of stakeholders. Child labour elimination, education for all, free and compulsory education and quality education are our resolute determination. Hence, we must work together for the success of this campaign. Aasaman Nepal had implemented the program on lighting education to empower the Musahar community, literacy program in mother tongue in 2010 to address the issue of inclusion in federal state as per the context of political changes. Small but we tried to provide opportunity to youth through youth employment program. These programs support to uplift the status of family.

Aasaman Nepal has recently reformed its executive committee through the general assembly. It has expanded its program in the areas of education, health and natural resource management in Kailali, Kaski, Rupandehi, Siraha and Saptari districts as per its strategic plan.

I tried to dole out here our completed everyday jobs through this annual report in accountability of country, society, stakeholders and our well-wishers. I am very grateful to get valuable and priceless suggestions from our followers and well-wishers.

Thank You.

Durga Bahadur Shrestha

Chairperson

Aasaman Nepal

Message from the Executive Director

I have adopted the year 2010 as the year of quality education. Aasaman Nepal has been able to contribute to the issue of inclusion and federal state in view of empowering the Musahar community, literacy in mother tongue and youth employment oriented program. This year is also accepted as to go forward rapidly with new challenges for quality education, especially in Terai in the changing context. This year we realized that "Quality education is possible but together we can...."

Aasaman Nepal reformed its executive committee through general assembly in this year. It has finalized education, health, natural resource management and livelihood and child protection as major program themes and advocacy as cross-cutting issues as per its strategic plan. It has expanded its program in Kailali, Kaski, Rupandehi, Siraha and Saptari districts.

I am very grateful to those stakeholders, parents, teachers and colleagues who support, encourage and help from back and along. I am very optimistic to get your valuable and priceless suggestions that will help to add extra energy.

I am very glad to present the annual report to the readers and stakeholders. I am going to deliver the things in this report that were done. I hope to get your suggestion to improve our actions in future.

Thank You.

Nawal Kishor Yadav
Executive Director
Aasaman Nepal



Acronyms

ASN	:	Aasaman Nepal
CRP	:	Child Right Protector
CRPF	:	Child Right Protection Forum
CAAFAG	:	Children Associated with Armed Force and Arm Group
DEO	:	District Education Office
DOE	:	Department of Education
DDC	:	District Development Committee
DPHO	:	District Public Health Office
DHN	:	Dhanusha
EFA	:	Education for All
ECM	:	Each Child Monitoring
ECD	:	Early Childhood Development
HT	:	Head Teacher
IDP	:	Internally Displaced People
IG	:	Income Generation
JPf	:	Japan Platform
LDO	:	Local Development Officer
MHT	:	Mahottari
NN	:	Non Negotiable
NGO	:	Non Governmental Organization
NRCS	:	Nepal Red Cross Society
PTA	:	Parent Teacher Association
PLA	:	Participatory Learning Action
SMC	:	School Management Committee
SZOP	:	School as Zone of Peace
SOP	:	School Outreach Program
STR	:	Student Teacher Ratio
SCR	:	Student Classroom Ratio
TU	:	Teacher Union
VDC	:	Village Development Committee

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Targets Vs Achievements

S. N.	Activities	Unit	Targets	Achievements	Nature of Participants
1	ECM	VDC	30	30	
2	Mobilize Various Forums	Persons	4810	5005	Different Support Structure
3	Resource Management Training	Persons	25	27	SMC/PTA
4	Ledger Management Training	Persons	25	48	HT/SMC
5	Child Friendly Teachers Training	Persons	110	122	HT/SMC/VDC/Youth
6	Child Protection Training	Persons	80	88	Children/Teachers/SMC/PTA
7	Active Teaching Learning Training	Persons	50	31	Grade 1, 2 Teachers
8	CRC/ 5 NN Training	Persons	160	176	Support Structure Members and CRPF
9	EMIS Orientation	Persons	420	303	HT/Assistant Teacher/SMC
10	ECD FS Training	Persons	110	81	ECD FS
11	SIP update workshop	Events	1200	1613	HT/SMC/Children/Parent
12	VDC level Review/Planning Meeting	Events	350	929	SMC/PTA/Support Structure
13	Child Friendly School Construction	Schools	11	11	
14	Furniture Support	Schools	36	48	
15	School Renovation	Schools	21	43	
16	Toilet Construction	Schools	10	13	
17	Drinking Water	Schools	15	15	
18	Sitting Materials Support to ECD	ECD	30	30	
19	Education Teaching Materials Support	ECD	30	30	
20	Education Teaching Materials and Game Gets Support	Schools	30	30	
21	SOP	Centers	6	6	Girls/Dalit Isolated children
22	Bridge Course /Flexible School	Center	51	51	Girls/Dalit
23	Support to Marginalized Children	Children	400	400	Children
24	Tuition Classes	Centers	45	45	Slow Learner and Newly Enrolled Children
25	Establish Library Corner	Schools	24	24	
26	Interaction Between Primary School and ECD	Persons	720	746	Teachers and ECD FS
27	Teachers Meeting	Persons	1800	1141	Primary Teachers
28	Campaign on "Quality Education is Possible but Without Teacher Impossible"	Groups	1110	1859	Teachers/SMC/Youth/Children
29	Child Empowerment Center Mobilization	VDC	1150	947	Children
30	Interaction on SZOP	Group	450	1526	Teachers/SMC/Youth/Children
31	PLA Classes	Centers	16	16	Harbaha Charbaha Women
32	Reflect Centers	Centers	20	20	Musahar Women
33	Literacy Classes	Centers	30	30	Women
34	Skilled Training	Persons	400	338	Dalit, Marginalized Youths
35	Peers Education Training	Persons	35	35	Peer Education Groups
36	Training on Life skill Based Education on HIV/AIDS for MARA and EVA	Persons	15	15	MARA and EVA
37	CO Formation	No.	48	48	Poor Households Members
38	CO Proposal Preparation	No.	8	8	COs Members
39	Leadership, Book Keeping, Saving Credit, Revolving Fund Management Training	Cos	28	28	COs Members
40	Village Veterinary Worker Training	Persons	2	2	COs Members
41	Children Competency Assessment	Schools	100	98	Students

Introduction:

Aasaman Nepal (ASN) is one of the leading Terai based NGOs led and managed by social activists since its establishment in 1998. ASN has been engaged in developing and implementing programmes aimed at protection, promotion and fulfilment of child rights in Nepal. The organization is working with the 12,418 community-based support structures (networks) members to mobilize community stakeholders and local resources on child labour and education issues. Its members (Female-5,120, Dalit-2,224) include women groups, youth groups, school management committees (SMCs), teachers, community-based organizations (CBOs) and other stakeholders. ASN has been engaged with marginalized communities in 12 districts. They include Dhanusha, Mohottari, Sarlahi, Rautahat, Siraha, Saptari, Kailali, Kapilbastu, Rupandehi, Kaski, Dhading, and Baglung in close collaboration with concerned government line agencies. Currently, ASN has been conducting human rights (child rights and Dalit rights) based educational programmes with coverage of 117,373 populations (girls 43,070, Dalit 27,758) between the age group of 5-14 from 465 schools across 207 Village Development Committees (VDCs) in the above districts. ASN's working strategy that lays emphasis on local ownership; capacity building and community mobilization has led to wider impact and sustainability of the programme in the working areas and with local people.

Vision & Objectives

In compliance with Nepal's constitution and the Act, regulations and Laws of Government of Nepal, the organization's vision and objectives are as follows:

Long-term Vision

1. Efforts will be initiated to create responsible parents working in favour of healthy, happy and educated children and to build a non-discriminatory society.
2. Protect children at risk and hazard and promote their rights. Create environment where the children can speak freely and are heard.

Objectives

- Promote children's access to basic health and primary education.
- Promote women's access to basic education and health.
- Help sensitize communities against prevailing exploitation, abuse and discrimination such as: gender discrimination, caste based discrimination and exploitation, other forms of exploitations and discriminations, women exploitation and abuse, child marriage and illegitimate marriages.
- Organize various trainings, meetings and workshops as necessary.
- Coordinate with concerned authorities in resolving issues related to health and education.
- Conduct income-generating activities for economic improvement of community.
- Create awareness about the value and utilization of local resources and facilities at different levels and ensure their optimum utilization.

- Such activities shall be steadily conducted keeping with Nepal's changed context.
 - In coordination with several INGOs and NGOs, build the capacity of local organizations and work to ensure the involvement of people from all walks of life in the nation-building.
 - In order for the conservation and utilization of natural resources and bio-diversity locals are provided training and awareness generation. Needful skill, knowledge and capacity are built for conservation and utilization of available natural resources.
 - Take initiatives for the protection of public property and the organization.
 - Sustainable development of the society is sought through intellectual debate and interactions.
 - Seminars, workshops and meetings are organized for consumer right protection. Build awareness on consumer right among people thereby help protect and promote their health and other rights.
- Additionally, ASN strongly believes in the following principles with regards to its child labour eradication and universal education programs:
- Any child out of school is to be considered

Coverage

Map of Nepal with Five



a child labourer.

- All children must attend full-time formal day schools.
- All work/labour for children is hazardous; it harms the overall growth and development of children.
- There must be total abolition of child labour. Any justification perpetuating the existence of child labour must be condemned.

Core Values & Principles

- Belief in people's capacity and participatory models.

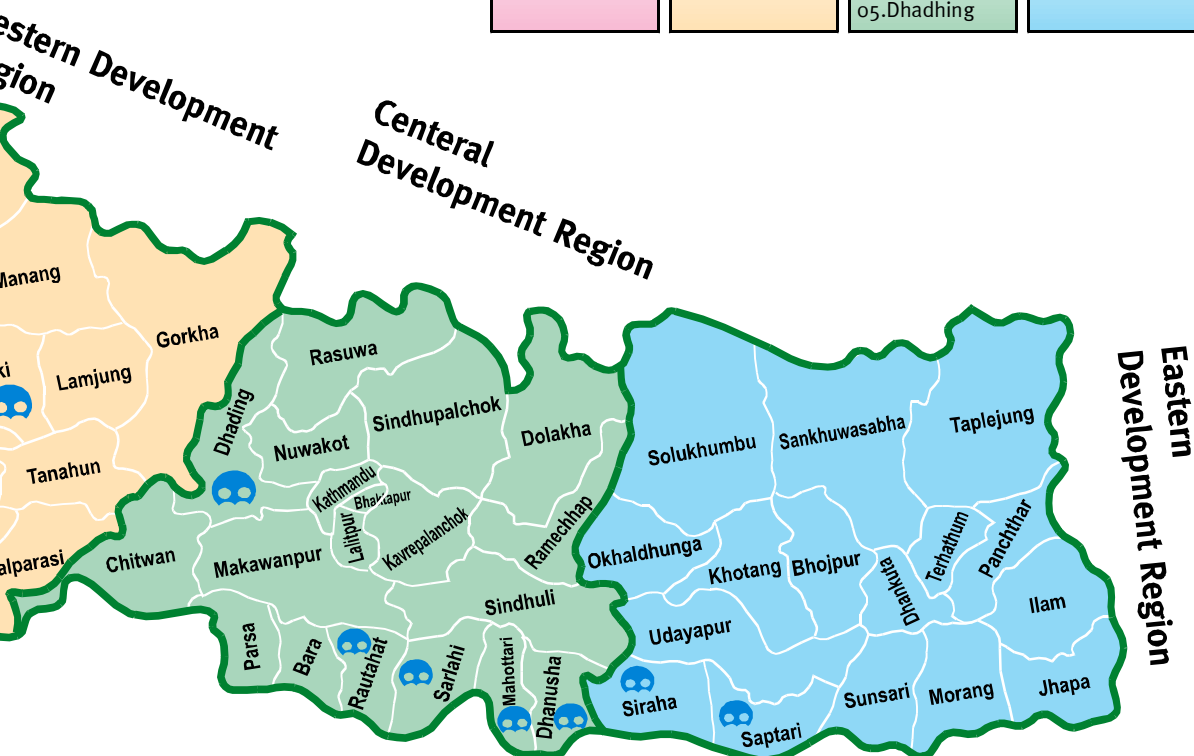
- Respect for local culture & communities.
- Caste, political ideology, ethnicity and gender-based discrimination have no place in development activities.

Role of the Organization:

- Facilitator/ Organizer/ Mobilizer
- Linkage/Bridge builder
- Capacity Builder
- Advocate
- Promoter

Development Regions

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

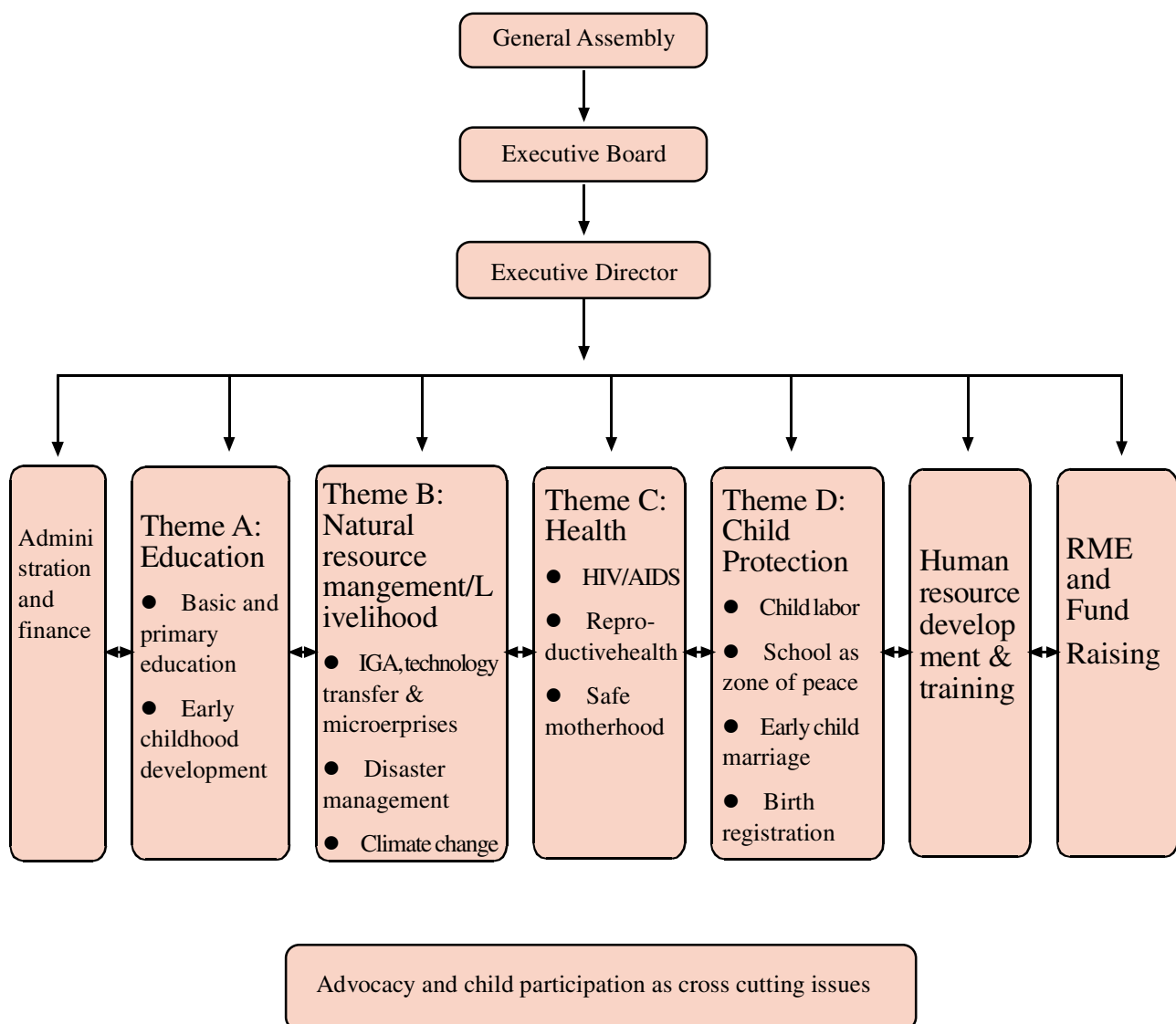


Thematic Area of Intervention

- Theme A: Education
Theme B: Natural Resource Management/Livelihood
Theme C: Health
Theme D: Child Protection

For the better program management, ASN finalized the above mentioned themes by staff meeting organized on 19th July 2010 at ASN JNP office.

ASN Organogram



Theme A:

EDUCATION



Background

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Education means 'to draw out', facilitating realization of self-potential and latent talents of an individual.

Similarly, education is central to development and a key to attaining the Millennium Development Goals. It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustainable economic growth.

Nepal Education System had been developed, if we glance back to history, with international whims and context ignoring the domestic circumstances, which is our misfortune. The political change of 1990, which restored multi-party democracy, has brought a phase in the history of educational policy in Nepal.

"Education for All" has become a national slogan again. This has brought a new optimism. Nepal also signed the Convention on the Rights of Child (CRC) that declares education a fundamental right of every child. The Nepal Living Standards Survey II, 2003-04 (CBS, 2004) shows that only 64 percent of the population six years and older is literate in Nepal. Literacy rates are substantially higher in urban areas (74 percent) than in rural areas (46 percent). Regional disparities also exist, with the highest literacy rates found in the Western Development Region (62 percent), and the lowest rates in the Mid-West and Far-Western Development Regions (49 percent and 47 percent respectively). The stratification

by ecological belt reveals that the hills have the highest overall literacy rate (56 percent).

The population, 6 years and older, can be classified into three groups according to educational status: those who have never attended school, those who have attended school in the past and those currently attending school. There are noticeable differences across regional dimensions, across the ecological belts and urban/rural location of residence. Gender differences are also sharp across all these domains. The Far-West Development Region has the highest non-attendance rates for both males and females: 26 percent of males have never attended school and the corresponding number is 61 percent among females. The Western Development Region has the lowest non-attendance rates for both males and females. Rural-urban differences are large, with 48 percent of the rural population never having attended school; the corresponding urban number is 25 percent (NLSS II, 2003-04). Therefore, this is also one of the burning challenges that the country is facing which must be addressed with some kind of new policies in near future

However, even after the restoration of multiparty democracy, the political leadership has been unable to move ahead as fast as people expect. Successive governments have not been able to deliver goods and services to benefit all sections of society. Education still remains the primary aspiration of the people.

People are prepared to financially invest in their children's education. Since government schools lack management efficiency, private schools have been established on a massive scale, especially in urban areas. Yet, in the

absence of a clear state policy these private schools choose their own management system and set their own policies for student fees and teachers salaries. Their costs seem to be decided without a clear basis and appear to be motivated by profit only. Education is focused on examination results - as the private schools boast of their SLC pass rates. They get children through exams; otherwise parents would not pay. However, this raises the question of whether that is the sole end of education. On the contrary, our government schools provide free education lacking the quality. So it is still debatable whether the free education lacking quality is effective or payable education, optionally from affordable people, with quality education is effective- what the general people suggest; their view must be reported.

Education remains a central political concern also, highlighted by the fact it had become a battleground for the Maoists' "People's War." But nowadays, it is obvious that the schools have been seriously hampered with Bandas and Mass strike for political issues. But we don't have any strong policy to discourage this system. As there has been no action taken by the government the future of school education is still in confusion.

In developing countries, like Nepal, the number and seriousness of the problems faced are naturally greater. People are sometimes unaware of the importance of education, and there is economic pressure from those parents who prioritize their children's making money in the short term over any long-term benefits of education. Recent studies on child labor and poverty have suggested that when poor families reach a certain economic threshold where families are able to provide for their basic needs, parents return their children to

school. This has been found to be true, once the threshold has been breached, even if the potential economic value of the children's work has increased since their return to school. Teachers are often paid less than other similar professions. So, the concept of vocational education which prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates also may be the demand of the people according to the situation. In addition, there are some considerable issues:

- Unpractical education which makes an individual internationally dependent rather than domestically independent. Consequently, it is quite observable that thousands of Nepalese literate youths are compelled to be the slave of the international milieu.
- Our present education does not address the overall development of an individual; especially the education must be the means of developing the entire potentialities, as its definition says, that the students deserve naturally.
- Our education does not correlate with the development of the nation because our educational policies can no more address our natural resources/availabilities such as: hydro-power, tourism, herbs and agriculture etc.

Thus, to overcome this sort of problems ASN implemented various programs this year to address the above mentioned issues. Those were as follows:

S. N.	Project Name	Supported by	Duration	Coverage	Beneficiaries	Total Budget	Current Status of the project
1	Janam Deli Ta Padha Dia (Quality Primary Education through Community Empowerment)	Save the Children/JICA	(January 2008-December 2010)	14 VDCs of Mohattari and Dhanusha districts	<ul style="list-style-type: none"> ● 34494 (Girls 16380, Dalit 4850) children of age 3-18 with CWD. ● 42 schools, 42 child committee, 42 SMC and 28 ECD centres. ● VDCs, community people, political parties, media, district level network. 	NRs 12520766/-	Completed
2	Aashal Shiksha Dia (Promoting Quality Education through Community-Based School Management)	Save the Children/JICA	November 2009-2012 March	30 VDCs of Mohattari and Dhanusha districts	<ul style="list-style-type: none"> ● 1,931 children aged 3-4 (ECD), 47,024 children aged 5-14 (primary school) ● SMC members (399), teachers (642), and community structures 4,981 in total 	NRs 14383503/-	Running
3	Gyanak Ijoriya (Brightness of Knowledge)	Child Fund Japan	(November 2008-2011 August)	3 VDCs of MHT and 3 VDCs of DHN districts	<ul style="list-style-type: none"> ● 6 schools, SMC, PTA teachers and students 	NRs 4955386/-	Running
4	Support for Improvement of Primary School Management (SISM)	IDC/JICA	(August 2008-2011 March)	5 VDCs and 68 schools of Dhading district	<ul style="list-style-type: none"> ● SMC, PTA, CBOs, RPs, Teachers, SSs and DEO 	NRs 7262784/-	Completed
5	Promoting Quality and Inclusive Education for out of Reach Children in Nepal Project	EU/VSO	Feb 2010-March 2014	Rupandehi, Kailali and Kaski districts	<ul style="list-style-type: none"> ● 432 teachers, 72 head teachers, 12 Resource persons, 9 district education office staff members and 578 school management committee members. ● 200 village development committee members, over 15000 community members, the majority of whom will be female 	NRs 3772684/-	Completed

6	Community Led Sustainable Quality Education Infrastructure Support Project	CCO	March 2010-March 2011	Ganesh Secondary School, Narayansthan VDC -5, Baglung district	<ul style="list-style-type: none"> Girls/boys/teachers/parents/community (Dalit/disadvantaged/ janajati) of Narayansthan and Paiyupata Village Development Committee (VDC) 	NRs 1446800/-	Completed
7	Basic Literacy Program in Maithili Language	UNESCO	June 2010-April 2011	2 VDCs (Laxmi-pur Bagewa and Ghodghas) and in 1 municipality (Janakpur) of Dhanusha district	<ul style="list-style-type: none"> 30 NFE classes and participants, community stakeholders 	NRs 1618110/-	Completed
8	"Lighting Education as a Power to Mushar Communities"	Finland Embassy/ASN	February 2010-March 2013	10 VDCs of Siraha and Saptari districts	<ul style="list-style-type: none"> 996 Musahar households which include children, women and men and Rastriya Musahar Utthan Samaj (RMUS), Janakpur. 	NRs 4885650/-	Running
9	Enhancement in Learning Skills among Primary School Children : Back to Basics	Aide et action	July 2010-December 2011	6 VDCs of Baglung and 18 VDCs of Saptari districts	<ul style="list-style-type: none"> 98 schools, 15306 children, Community members and parents 	NRs 14,34050/-	Running
10	School Building Construction	Save the Children/NCELL	January-March 2011	PS Goiaha of Dhanusha district	<ul style="list-style-type: none"> Children, School, SMC and parent 	NRs 829050/-	Completed

Major Achievements

Programs	Net enrolment rate	Attendance rate	Promotion rate	Primary cycle completion rate	Intake rate
Quality Primary Education through Community Empowerment	83%	74%	81%	53%	67%
Promoting Quality Education through Community-Based School Management	73%	66%	71%	35%	59%
Brightness of Knowledge		82%	81%		

- SMC reformed in 105 schools out of 145 schools by 2010.



- SIP preparation orientation was provided to 152 schools, RPs of DEOs were mobilized. After orientation 149 schools developed SIP and ASN team facilitated to update it on a quarterly basis by 2010. Monitoring of SIP in 39 schools started



on a quarterly basis and it was found that 72% of the planned budget of SIP was utilized properly. 67 percent of activities of VEP were completed as found in VEP Dissemination and Action Plan Workshop.

- In total 476 (girls 240, dalit 94) children (5-7 yrs) were provided access to education from remote and backward cluster through conducting 9 SOP centres 6 in MHT and 3 centres in DHN. School



going status of dalit is now 82% (increased from the base line 53%). 6 SOPs were mainstreamed into education system.

- In total 35 Bridge course centers were conducted. Total 818 children enrolled in those centers. Among them 391 children



enrolled into schools. Remaining children are continuing in bridge course centers.

- 12 Schools (5 in DHN and 7 in MHT) have been well equipped with teaching materials in grade 1. They are practicing NVT. There is no corporal punishment, no political interferences and school closure, no use of arms within school premises and no discrimination.
- 35 schools (MHT 18, DHN 17) had its CoC on SZOP. It is monitored by CRPF and SMC. Total 79% of the CoC were implemented in 2010.
- 53 ECD centers out of 99 are running separately from grade 1. ECD graduation rate increased up to 63 % (Target 80%).
- 3 CRPF (Nainhi, Khopi and Bathnaha) mainstreamed into DCWB.
- In total 8557 (G-4384, D-2299) children were enrolled into schools. From Bridge Course 629 children were enrolled. 2 VDCs Thilla and Sabaila and 20 schools (17 PS, 2 SS, 1 HSS) from 12 VDCs declared as 100% enrolment.
- A resource centre was established in Shree Ganesh Secondary School and a science lab was upgraded with science lab equipments. In addition computer, photocopy machine and digital camera were supported to Shree Ganesh Secondary School, Naryanthan-5, Balewa. In total 620 (boys 299, girls 321, dalit 144 and Janajati 104) students benefitted.
- 50 literacy classes were conducted and 1182 (1031 dalit female) women became literate. 30 saving groups were formed

and they started saving (NRs 500-4000).

- RMUS affiliated with DAO, Dhanusha dated 2067/2/28 (11th June 2010) with registration no 1695/2010.
- Children competency assessment conducted in 98 schools of Saptari and Baglung districts in 7534 students. Among 98 schools, 32 schools were graded A, 22 schools graded B and 44 schools graded C. CCA result shared in all schools. Finally 6 resource teacher group from formed in six VDCs in Baglung.

Some inspiring effects/impacts

- Support Structure motivated parents to create learning environment at home for their children to study and complete their homework. They were also motivated to

Case Stories

1 PARENTS ARE SENDING CHILDREN TO SCHOOL WITH TIFFIN

Women's Forum from Padaul VDC of Mahottari District discussed the issue of irregularity of children in school after lunch time. The Group members expressed that those children in government school were not completing all the periods in school, since they do not return to school after lunch time. During the lunch time, children usually go home and they do not return to school afterwards, and the teachers were blaming the parents on this matter. The Group members pointed out that the parents send their children who are in private schools with lunch, whereas children in the government school are sent to school without lunch. They

realized the importance of lunch to maintain the regularity of children in school and now parents are sending all the children, both in private and government schools, with lunch. This practice has increased the attendance of children, and now children are completing all the periods. The parents are now convinced that if children attend more classes, they learn more. And in consequence, learning achievement of the students has increased. Now teachers are also encouraged to teach children full time. This has further improved the relationship between teachers and parents.

provide Tiffin for their children, which increased the regularity of children even after Tiffin.

- CRPF, SMC, PTA members are monitoring SIP on quarterly basis. They focus on quality education, protection related activities and planned and supportive non budgetary activities also under SIP.
- SMCs are calling all parents on the parent gathering day - an occasion to publish result. After the gathering parents are sending their children to school regularly, they are checking homework of their children after returning home from school and guiding their children. They are raising issues in the community i.e. school should be opened even in strike, no school locked;

no police office within the area of school, teacher and student must attend school on time etc. They are convinced on "quality education is possible but without teacher/ peace impossible"

- Regularity of teachers has increased. The use of teaching materials has increased. Children are regularly attending and learning in friendly environment with dancing, singing, and storytelling.
- Timely and fair distribution of scholarship and textbooks was ensured in schools. DEO released the amount of textbooks to schools account before enrolment in Mahottari District.
- Children are regularly attending and learning in friendly environment with dancing, singing, and storytelling in focused 12 schools.
- The provision of game set materials for the break time has led to an increased regularity of students. Also, the provision of separate materials for girls and boys has led to less discrimination. Girls as well as boys are using those materials freely.
- In the core teachers' meeting, teachers analyse the text books, do model class demonstration and discuss on the major subject matters/problems with the technical support of Resource Person (RP). This has created common understanding among teachers and made their teaching easier.
- With the teaching materials, it is easier for children to understand each subject which has led to an increase in their learning achievements. Children are also more interactive and cooperative in classrooms.
- Extracurricular activities (football game and competition) are done on weekly basis to increase the extra knowledge and fitness of children. School has started to open the class through child song. Children are encouraged to write on black board and stand in front in the classroom. Generally children are hesitating to write on black board.

Case Stories 2 Effort of SMC makes easier to mobilize maximum local resources

2 rooms' new building construction, toilet and furniture are supported to PS Suriyahi as a package to improve infrastructure of the school. School, SMC mobilized NRs 400,000/- from VDC as cash. As VDC secretary is supportive it is easier to mobilize such a large amount of VDC in education. He always wants the proper use of VDC grant. He doesn't want anything but wishes for reward and recognition by community during handover ceremony of newly constructed building to school.

There was lack of land to complete building. Adjoining with school, there was pond

(individual). So, school had started to convince land owner to donate land to school. SMC motivated land owner, it is the matter of education right of the children. So, we must ensure their education opportunity. Finally, land owner agreed to donate land to school.

Now SMC has become so happy, motivated and willing to act. It is easier for SMC to monitor the construction work, toilet and furniture as well as the teaching and learning of children at school at the same time. As a result, not only the quality of construction work has improved but also regularity of teacher and students has increased.

- Teacher started to give assignment to students and also checked them. Schools are conducting 7 periods. Old and experienced teachers are taking classes in grade 1, 2.
- Support structures, SMC, PTA, teachers, children, parents, RP and local political leaders are now supporting to implement the Code of Conduct (CoC) of SZOP within schools e.g. separate school from violence led activities, not to use school for personal benefits, no discrimination within school, keep school far way from politics and school should be regular and transparent.
- CEC published a magazine to advocate the issue of quality education and School as Zone of Peace (SZOP). CEC members are visiting irregular children, parent and convincing them for their regularity. They are requesting parents to manage the snacks for children for Tiffin.
- CRPF members are coordinating with VDC to allocate budget and monitor the school. They are focusing on retention of children, especially the excluded community children through home visit. They are monitoring regularity of teachers and encouraging them for maximum use of teaching materials in the class.
- Women, Indigenous and Youth forum monitoring attendance of students and teachers. They are doing home visit of irregular children. They discuss on the importance of quality education with parents. They discuss about the facilities i.e. textbooks, SIP, scholarship, etc, provided by the government. They are coordinating with VDC on the availability of local resources to ensure the right to education of their children.
- VDC Sonamai has supported 20% of the income of the pond to LS school, Agleshwara. VDC secretary Nainhi has supported NRs. 400,000/- to PS Suryahi for new building construction.
- Teachers are active. There is good teaching

learning environment in school. As a result boarding school children have joined community school (PS Bela).

- LSS, Madan Ashrit started weekly and monthly test to see the progress of the children. It is also using extra English book. Children are coming to school with dress and tiffin. Attraction of children has increased towards school.
- Schools have practiced free primary education. There is no any kind of fee charged by school. Children as well as their parents are free from tension of fee now,

Case Stories

3

Dalit and Disable students will get all facilities provided by government regarding free compulsory education in the higher secondary school Ramgopalpur

Higher secondary school situated in Ramgopalpur VDC ward-6 where promoting quality education through community based school management (Aashal Sikha Dia) project started. The dalit and disable students had to pay half fee in this school. The social mobilizer Mr. Dharmanath Mandal talked with head teacher Mr. Devnarayan Singh and SMC members several times in the context of such fee and facilities of dalit and disable students. But they only expressed sympathy and commitment, didn't take action. One day, the social mobilizer went to school to monitor the regularity of those students as well as fee register. He got that they are all

regular in average but they had paid fee also during final exam.

The social mobilizer Dharmanath Mandal made a plan with Bishwakarma Disable Association (a local network of disable) for not taking any fee in the school and to provide all facilities to those students. According to plan, they talked with head teacher to call joint meeting of teachers, SMC members, local political representatives and key persons. The head teacher called a joint meeting on 12th July, 2010 in the school and decided not to take any fee from those students and they will get all facilities at first, provided by government agencies as well as I/NGOs.

in 5 schools of Giddha and Harwara VDC.

- Children are in a hurry to go to school in 12 focused schools and they stay at school full day. They are engaged in completing assignment at home. Teachers are in school (on school opening day). Community are self organizing regular meeting. No any children are out of class during class. School is running full time and teachers are giving assignment to children.
- VDC contribution in VEP preparation. VDC budget allocated for educational sector much increased after the formation and implementation of VEP.
- 13 mothers in law and daughter in law are studying in literacy classes together.



- The participants of literacy classes are able to operate mobile well. Process of making and using JIVAN JAL was demonstrated at each center to literacy classes' participants in coordination with DPHO were used for it. Related posters and pamphlets collected from DPHO and distributed to centers.
- RMUS office has been set up along with substantial physical infrastructure. The executive body and other members of the organizations are sensitized and trained on the socio-economic status of Musahar community as well as their institutional capacity has been strengthened in the area of fund raising, leadership, linking their socio-economic and political agendas at various levels. Several rounds of meetings and interaction meetings were conducted with them to enhance their individual and

institutional capacity. As a result of these interventions, they have initiated several efforts in developing Musahar community by improving the quality of the program.

Challenges and Limitations

- In Terai SMA/PTA formation is very hard. There is internal conflict in schools and political pressure as well.
- Government has provided Rahat and PCF teacher as well as school buildings but not in time and sufficient numbers that has affected STR and SCR.
- Lack of full phase (detail five years plan) SIP implementation and monitoring system.
- Hard to mainstream high marginalized children into education system.
- Lack of coordination to joint programming with DEO due to frequent transfer of DEO and delay of ASIP.
- Schools hesitate to organize social audit due to internal corruption and ambiguity.
- Validity of information/double standard.
- Transfer of VDC secretary made difficulty in collecting resources and implementation of VEP. Continuity of saving groups

Future Prospects/ Recommendations

- Form SMC/PTA in each school and enhance the capacity of the whole members of SMC/PTA with respect to education policy/program.
- Provide full package support to school i.e. physical facilities, education/teaching learning materials and game sets etc to ensure quality of teaching learning in school.
- Education should be kept out from politics though teachers are the representative of political parties and school children should be zone of peace for quality education.
- Provide special support for the orphans, hardcore and disabled children in order

to encourage them to continue and complete their education.

- Establish and strengthen rational mechanism for the working Modality of involving Government body, donor agencies and non-governmental organizations for the effective implementation of the program.
- Child power centres need to be linked with DCWB/CCWB.



- Seed money support to the saving and credit group, formation of broader umbrella organization such as Musahar's cooperative, training and workshops to strengthen capacity in various aspects, support to legalize and liaison with the respective formal body.
- Income generation activities (IGA) as well as skilled training could provide Musahar people regular source of incomes and may become sustainable later on.
- Technical training on various skills related areas could be a good option to generate employment opportunity for Musahar youths.
- Trainings should be provided to the executive members of the RMUS to enhance capacity of RMUS members to differentiate between the political and programming roles of RMUS.
- Mobilization of Musahar's indigenous Mainjan network could be an alternative forum to mobilize male members of the society and discuss about social issues

associated with the upliftment of Musahar community.

Case Stories

4 Reflect is playing a catalytic role in empowering Musahar women for their rights

Shree Dina Bhadri Saday saving group of Bramhapur-7, Lalitpur was formed under PAF program by another NGO. Total of 30 women are members of that group. Aasaman Nepal initiated Reflect centre for 25 women among them. Before the Reflect centre was implemented, they were illiterate. They were putting finger print whenever required to sign for any activities in the saving groups. After joining the Reflect centre, they have become able to write their name, address and putting their signature in the saving group.

They are also saving Rs. 30 per month per person. They have been able to make their saving fund to Rs. 4,000 now. They have started lending money to Musahar community for investment for vegetable farming. They have decided to charge 12% per annum interest for members and 24% for other community members. Members committee members (chair person, co chair person and secretary) are monitoring the transaction of the fund.

After joining Reflect centre they identified and discussed on scholarship, nutrition, sanitation, safe drinking water issues. When

discussing about scholarship and nutrition, they found that Secondary School, Bramhapur had not distributed Dalit scholarship for two years. Then they organized collectively, went to see the Head Teacher and put pressure on him to distribute it. Social mobilizer and field supervisor supported the women groups from back. Finally, the school authority distributed scholarship to 141 Dalit children.

Similarly, they knew that there was feeding program for Dalit children aged under five (Rs. 1,800 per children per annum) supported by VDC. But the school had not supported yet while nearby VDC had done so. Then they went to see the VDC secretary and complained about it. But the VDC secretary did not respond. Then they lodged written complaint at the DDC. In response to that, DDC sent technician to assess the situation. Finally, VDC distributed the feeding money to 98 Dalit children.

In this way Reflect plays a catalytic role to ensure literacy, organize, empower and mobilize Musahar women for their right in the community.

Theme B:

NATURAL RESOURCE MANAGEMENT/ LIVELIHOOD



Background

The 20 southern plains districts of Nepal that border India have most of Nepal's productive farmland, large areas of valuable forest and most of Nepal's industry. In spite of this wealth many inhabitants of this Terai area live in poverty and suffer serious socioeconomic disadvantage. The long-standing grievances of the people of this area came to the surface in early 2007 as the Madhes Andolan (uprising) disrupted life across the Terai with violence between hill and Madhesi people. Three years later many of the grievances have yet to be addressed and the area is characterised by frequent strikes and shutdowns (bandhs) and weak law and order.

Saptari, Siraha, Sarlahi, Dhanusha, Mahottari and Rautahat are the districts where poverty, conflict and natural disasters most hinder development. Over 4 million people of this area have a mixed makeup with 40% from traditionally disadvantaged groups. Many women in this area are severely disadvantaged — in 2001 only 16.8% of women were literate in these districts compared with 65.1 % of men and 42.5% of women in Nepal. One of the area's most pressing problems is the high rates of youth unemployment also.

Youths (15 yrs plus) from conflict areas are a lost generation, their childhoods stolen by a decade of war. This generation accounts for more than a third of the working population and known as a backbone of the development of the country. Numbers of youths are migrated overseas for menial jobs and it is putting them at high risk of exploitation and disease. For school-going youth the conflict resulted in major disruptions in education forcing many to drop out. Internally displaced youth (IDPs)

and Children Associated with Armed Forces and Armed Groups (CAAFAG) are living far away from home for years, need special support to integrate back into the community. Poor youth from marginalized caste/ethnic groups have always had an impoverished present and a circumscribed future, and are doubly impacted by the effects of the conflict. Youth without constructive engagement are easily recruited into conflict or criminal activities. Female youth are particularly vulnerable, and at risk of all kinds of exploitation, including being lured into sex work.

In our society there is much such type of youths, who waste their valuable time without doing any work. They have no any idea and skill to use their efficiency. First they have not completed their education and second most of them are from marginalized community. In our developing country there are not sufficient industries and company to employ them. So some of them misuse time doing nothing and interested youth also can't do creative work and they are engaged in wage labour. Some youth who are working in Gulf country facing so many problems due to lack of professional vocational trainings.

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 mechanism for the conflict resolution with government. Due to which another political parties, groups e.g. Tarai Jantantric Mukti Morcha, Madhesi Jana Adhikar Forum, Madhesi Yuva Front, Madhesi Tiger, Chure Bhawar Samaj etc were seeking for with armed struggle. They are also mobilizing youth and children. As a result there

S. N.	Project Name	Supported by	Duration	Coverage	Beneficiaries	Total Budget	Current Status of the project
1	Youth Employment	Aide et action	July 2010-Dece-mber 2011	6 VDCs of Baglung and 18 VDCs of Saptari districts	● 1200 youths from Scheduled Castes, tribal communities, backward castes, marginalized communities from 18-25 years of age group	NRs 2603600/-	Running
2	Dhanusha Poverty Alleviation Program	PAF	(January 2010 –December 2011)	Dhanusha district	●4 VDCs, HHs, COs and members	NRs 1085317/-	Running
3	Sarlahi Poverty Alleviation Program	PAF	(June 2006-December 2011)	Sarlahi district	● 6 VDCs, HHs, COs and members	NRs 1488550/-	Running

was discrimination remains in the country. Due to which many kinds of events had happened time to time e.g. kidnapping, wealth grabbing, threat, bomb blast and murder etc. So, people were in terror. Many of the families/children were displaced because of maximum domination of Human/Child/Women/Labor rights in our country in various ways by different parties and groups. There are following major problems:

- Right of the women, children, dalit and marginalized people are not ensured.
- Lack of access of quality education to children and life skills to youth.
- Bandhs and frequent market closures are contributing to an increased loss of livelihood means, lack of employment opportunities such as casual labour, and no other alternative means of income generation

Major Achievements

- Formation of 42 community organizations in targeted VDCs.
- Community proposal preparation of 8 COs.
- VDC level conference meeting of 50 COs.
- Logistic support and Leadership, Book Keeping, Saving Credit, Revolving Fund Management Training to 28 new COs.



- Village Veterinary Worker Training (45 days) to 2 persons from new 2 VDCs of Sarlahi district.
- 5 days TOT to 10 facilitators for Non formal Education
- Exposure Visit to Aasaman 6 Staffs Kaski, Kapilbastu, Chitwon and Manakamana
- Coordination Meeting with District line agencies and VDC line agencies in each working VDCs
- VDC level monitoring in 4 VDCs, program monitoring by ED of ASN and board members as well as by district agencies DDC representative, Journalist, Political representative and Aasaman



representative

- Networking meeting among 16 POs
- Survey work completed for one rural road, one school construction in 2 VDCs
- Four trades i.e. mobile, housewiring, tailoring and automobile selected for Saptari and Baglung districts. Total 107 persons (Female 56) skilled with mobile repairing, sewing & cutting, housewiring and automobile.



Some inspiring effects/impacts

- The members of different groups have become successful to write their own names and do signature through this poverty elimination program
- By knowing the value of education the



group members have begun to send their children to school.

- After the group formation they have been feeling friendship for each other and helping each other.
- They have kept environment clean of their village by value of sanitation.
- Nowadays every woman is able to use her right by going to different related government agencies.



- Although most of the group members had not seen bank, but now they have launched bank for themselves.
- The women, who did not use to come out from their house now they participate in every meeting and extra activities.
- The women who did not like to speak with strangers now they can speak and give their introduction easily and gradually they omitted their coverage 'ghumto'.
- They have been saving regularly by knowing the value of saving.
- Now they do not have to go to "Mahajan's home to take for loan.

Challenges and Limitations

- Lack of educational knowledge, we face difficulties to convince the target population.
- CO's members are getting frustrated with PAF lengthy process.
- Some of CO's members want to be separated from CO's because of late process of grant distribution.
- Most of CO's members are illiterate so

Case Stories 5 A little economic change through a small Hotel

Naina Kumari Haluwai is a resident of Sarlahi district at Madanpur VDC Ward no. 7. In her family there are 5 members like her husband, two sons and a daughter. The family members are below the poverty line. A few years ago she was unable to send her sons and daughter to school for study and her husband was compelled to work in the village as a labor. In order to reduce such target poor people's poverty and increase their income and skill, Aasaman Nepal has been launching program from Poverty Alleviation Fund in the village since 2063 B.S. To conduct this program Aasaman Nepal has been playing a vital role. In this context our institute has formed many groups of women in the village. Naina Kumari is a member and secretary of Sita Community Organization. In the initial stage, she did not

believe the program. With effort of our members of our Partner Organization Aasaman Nepal, she was involved in the group.

There after she opened a small tea and breakfast hotel in her village by taking a loan of nine thousand rupees only from our organization. Although she started the hotel from low capital she got some income day to day. She was able to revolving the loan with interest on time. She earned about one lakh rupees within two years. She got opportunity to sell her tea and breakfast to different types of training from some groups.

By watching Naina's example, we learn a lesson that poor people should not lose their heart. They should come in contact with such an institute and take suggestion and help to eliminate their poverty.

it is difficult to put record of account in international Accounting System.

- Late fund release to even those COs who have got their proposal approved by the PAF.
- Even the project is designed for Dalits, Marginalized, Poor and women but there are fewer participants from these groups.

And those who joined the training, high drop outs are from these groups.

- For woman participants, they prefer to sewing & cutting trades only. Because of traditional culture they are not keen on joining other trades.

Future Prospects/ Recommendations

- In spite of the effective concept of PAF as integrated community development, it would be more effective if the registration and approval process of COs are short after its formation.
- It would be easier to orient and facilitate to the target community if the planning period of the program would be in two phases as pre-implementation phase and Implementation phase.
- Target community would believe more if the implementation phase is timely and short to that of pre- implementation phase.
- Because the PA program is related more to the financial aspect, we should encourage the community about the accountability and transparency of the program.
- Since most of the beneficiaries are basically illiterate and ultra poor, PO must develop social mobilization and modalities based upon their socio-economic and educational status.

Case Stories 7 Women are organized empowered and mobilized in the community now

DurgaJi Reflect Centre is running in Ramnagar Mirchiaya-3, Siraha. Mrs Sangita Bishwakarma is the facilitator of the centre. Aasaman Nepal had supported with all necessary materials to the centres and stationaries to the participants. Although 27 participants were enrolled in that centre, three participants left the centre due to their migration to other village. Now, 24 participants are attending the centre. Eight participants are also involved in saving groups formed by Rural Community Development Organization (RCDO) under the PAF program.

After series of reflect class sessions, women of the Musahari tole, Ramnagar Mirchaiya-3 are organized, empowered and mobilized to grab the local resources from the VDC. They discussed on their existing problems. For instance, they once discussed on the topic 'safe drinking

water'. Through discussion, they realized that hand pump (tube well) is necessary for regular supply of clean drinking water. As a result, they went to see the VDC to discuss about it. They followed up it for three times. Despite their immense efforts, it has not been supported yet. However, they are still hoping to get it done soon. They expressed that they are going to organize a delegation for a hand pump to the VDC secretary again.

Similarly, they discussed on the topic 'family planning'. The facilitator led the discussion on it. They knew the importance of temporary method of family planning. As a result, six participants went to the health post to get the service of family planning available there. After the test performed at the health post, four women were found pregnant. Remaining two women members of the centre decided to use 'copper T' and are using now.

Theme c:

Health



Background

The Ministry of Health and Population (MoHP) is committed to achieve the Millennium Development Goals (MDGs) through strengthening of local health governance, decentralization, public-private partnership and other reform initiatives.

A Memorandum of Understanding (MoU) was signed on March 17, 2010 among key implementing partners of the Local Health Governance Strengthening Program (LHGSP), namely, Ministry of Health and Population (MoHP), Ministry of Local Development (MoLD) and technical assistance agencies, namely, HSSP/GTZ and NFHP II/USAID. Signatories also included district level partners such as, District Development Committees (DDCs) and District Health Offices. The purpose of this MOU is to strengthen their cooperation through joint planning, implementation and monitoring of public health services thereby making health service more effective, efficient, and equitable through decentralization.

Approximately 3 million people – including 1 million children – are estimated to be directly affected by Nepal's increasingly volatile security environment, unusually severe flooding and wave of diarrhoea epidemics. Thousands of children are at risk of being recruited or re-recruited into newly emerging armed groups. Moreover, malnutrition, seasonal flooding, crop losses and the impact of the food, fuel and financial crises are affecting the nutritional status and education of children across the country. Already the health status of children is extremely precarious as nearly half of

children under five in the country are estimated to be suffering from chronic malnutrition. During the monsoon season, contaminated water and poor hygiene and sanitation conditions result in deadly outbreaks of diarrhoea and cholera in at least one quarter of the country, while emergency-prone districts of the terai have some of the country's highest HIV prevalence rates.

The global HIV/AIDS situation for adolescents is a serious issue, and the need for a stronger and focused response is urgent. Young people are particularly vulnerable to HIV infection because of risky sexual behavior and substance use. The situation is further worsened due to lack of access to accurate and personalized HIV information and prevention services. Globally, an estimated 11.8 million young people aged 15-24 are living with HIV/AIDS. Moreover, about half of the 6,000 new infections each day occur among young people. It is estimated that about half of all people who have had HIV were infected when they were between the ages of 15 and 24, and nearly one third of those currently living with HIV/AIDS are between 15 and 24.

Realizing the fact that the poor nutritional status of children and women has been considered a serious problem in Nepal for many years, the government of Nepal aims to reduce the level of general malnutrition in Nepal from around 60 per cent of under-fives to 30 per cent of under-fives by 2015. Improvement in the nutritional status is essential not only to achieve the target of MDG, but also very importantly achieving other goals

S. N.	Project Name	Supported by	Duration	Coverage	Beneficiaries	Total Budget	Current Status of the project
1	HIV and AIDS Prevention Project for at Risk Adolescent in Nepal	Save the Children/UNICEF	July 2009-June 2011	15 VDC of Dhanusha district	<ul style="list-style-type: none"> ● Child clubs: 19 ● Youth clubs: 25 ● Other groups: Women 30 group), Dalit 3 groups, CRPF 10 groups and PTA 11 Groups. 	NRs 1068880/-	Running
2	Community Based Child Nutrition Programme in the Disadvantaged Community	BNMT/Laxmi Bank/AS N	February-May 2011	1 VDC of Kapilbastu district	<ul style="list-style-type: none"> ● Children less than 5 years of age 	NRs 671000/-	Running

such as reduced child mortality, improved maternal health, and universal primary education which are linked as vicious cycle to nutrition. However, given the multi-factorial nature, general malnutrition has been a

persistent problem. Over the past 25 years, there has been a very slow decline in its level, and about half of the children are still stunted.

Major Achievements

- Orientation program on need of HIV/AIDS program for MARA and EVA organized. Total 19 persons (females 2) participated from DAO, DSP, LDO, DACC, NRCS, DPHO, WDO and line agencies.
- Advocacy workshop involving DACC carried out. Total 28 persons participated from CDO, PFPH, doctor, CPO and line agencies. Participants had gained knowledge on program and its features as well as existing situation of MARA and EVA.
- Coordination meeting carried out. In total 12 participants from NTU, DACC coordinator, RDF, NRCS, FPAN, OREC Nepal, DPHO, AMDA and Prerana etc. It was decided that FPAN and Zonal hospital should support for VCT, STI test and Prerana will support for home and care of MARA and EVA. As a result FPAN test VCT, STI to 10 MARA/EVA.
- Peer education training (5 days) carried out. Total 34(females 8, dalit 5) persons participated from Peer Educators. They gained knowledge on peer education and its features. They committed and developed an action plan.
- Life skill based education training (5 days) carried. Total 15 (Dalit 3) persons participated from MARA/EVA. They demonstrated street drama on HIV/AIDS to raise the awareness of community stakeholders at four different places. More than 4000 community stakeholders viewed it. They committed to support for the reduction of stigma in the society.
- 46 MARA/EVA benefited from life skill education and finally they have VCT, STI test through FPAN and hospital.
- Peer educator meeting carried out. In total 30 (females 9, dalit 4) peer educators participated. They learnt from each other and committed to replicate the best practices in their community.
- In total 88 MARA/EVA benefited from outreach activities. SM and PE informed about HIV/AIDS and its prevention to them. 46 MARA/EVA have test with VCT, STI.
- Condom day was carried out with total 105 (Females 15, Dalit 7) persons Motorcycle rally organized from JANAKPUR, DHALAKEBER, DHARAPANI, and DHANUSHA DHAM



to JANAKPUR. Community people aware on use of condom. They are asking for condom to ASN staffs.

- HIV and AIDS day carried out with 656 (Female 138, Dalit 112) persons. Different activities i.e. street drama, motorcycle rally, cycle rally, dance, poet and speech were carried out. 3 Street drama were demonstrated on various places i.e. HSS Dharapan, kisanpur and Hadawara. Cycle rally carried out in Pushwalpur, Labatoli and Dharapani. Motorcycle rally started from Janakpur and end at Dharapani. Dance, poet and speech program carried out at HSS Dharapani. Community stakeholders aware on HIV/AIDS and its prevention. Some people contact our SM



to know about VCT center.

- Wall painting was done to 523 households in 14 VDCs and one municipality in our working area by PE for stigma reduction. They used different kind of slogans like:

Only use desterilized equipments

Only use tested blood

Don't keep unsafe physical relation etc

- The Community Based Child Nutrition Programme has implemented a number of activities to improve the nutritional status of children. Strengthening capacity; behaviour change communication; nutrition education and rehabilitation for severely malnourished children; and community mobilization are the major components of the programme.

Some aspiring effects/impacts

- PE self organized street drama at various places on HIV and AIDS and its prevention to aware community stakeholders.
- Coordination increased with key institutions i.e. DPHO, FPAN, and Hospital, AMDA, DACC, Janakpur Municipality and line agencies. The main objective was to provide environment for MARA and EVA as well as survey.
- Coordination increased at various level. Coordination with the District Health Office was ensured in sharing of overall



6 Fear of HIV and AIDS kicked out

Case Stories

Ram Sudis Garede, son of Dhaneswar Garede, lives in Tarapatti Sirsiya VDC-5. He is 17 years old. He is studying in class 8 in LSS Mithileswar Mahuwahi. He has been ill since a year. He consults with doctor in different places like, DHARAN, DHARABHANGA, and zonal hospital Janakpur but is not cure completely. One day PE Hari Chandri Garede talked with him. He discussed on prevention of HIV and AIDS, STI. Ram Sudis shared about

his problem.

Finally, he went to FPAN with PE for VCT test. VCT test shows HIV positive. He had test VCT next time for confirmation. Next time also it was positive.

One week later he went with SM for last VCT test in zonal hospital. After VCT test result was negative. Now he is feeling well. Fear of HIV and AIDS is removed from his mind. But still he is ill.

project implementation plan with the DHO and to discuss on anthropometric survey questionnaires. Coordination with the Pakadi HP took place in sharing and discussion on action plan and change in the activities schedule as per the discussion, sharing on the anthropometric survey (including questionnaires) and method of carrying out effectively. HP supported by providing key information on health and nutrition indicators as reported in the HMIS. Monitoring by HP staffs during the survey.

- Relationship with UNICEF and media was strengthened. UNICEF supported ASN by providing anthropometric survey materials for the nutrition programme. Though



programme is pilot, the media advocacy plays a vital role to sensitize people on the issues of positive deviance based community based programme NTV broadcasted about program on 11th March 7:30 pm.

- Linkage with the other actions was maintained i.e. participation in a NIS sharing workshop was organized by the NTAG. and informal meeting conducted with Mauniqué Sterlin, the founder of PD in Nepal.



Challenges and Limitations

- PE is seeking for some incentive.
- Difficult to convince and mobilize MARA and EVA.
- No any kind of support for MARA, EVA from our program.
- The allocated time duration for the community based child nutrition project on PD approach is very short and thus, the output may not be visible shortly.

Future Prospects/ Recommendations

- PE should be students for better performance.
- MARA/EVA should be convinced and encouraged so that they convinced other MARA/EVA.
- The programme would be effective and the desired output may be reached and visible if the time duration for the piloting programme is extended from the agreed timeline.

Theme D:

Child Protection



Background

By 2010, full stability had not yet returned to Nepal despite the signing of a Comprehensive Peace Accord in 2006. The ten years of conflict worsened the situation for many vulnerable people – child labour and trafficking increased, for example, while birth registration rates fell. Many of the social disparities among castes and ethnicities that helped spark the conflict remain today, and women continue to face discrimination and chronic economic insecurity.

Despite the persistence of low quality services, many indicators are now beginning to improve, notably in child mortality rates, poverty reduction, immunization, sanitation and access to safe drinking water. But HIV remains a threat, and nutrition, gender equality and maternal health is not on course to achieve the Millennium Development Goals in 2015. School retention rates remain too low for girls, affected by poverty, closures, and fear of violence in some areas.

The Government of Nepal developed a three year interim plan (2008-2010) which includes peace building, social, economic and infrastructure development, and youth employment as priorities. Correcting geographic and social imbalances are integral to the plan as are increased investments in the health and education sectors.

During the 10 year armed conflict, many of the people were internally displaced, mentally tortured, physically injured, children dropped out from the school, involved in child labour,

sexually abused and unemployed. It was found that there were 288 (116 females) displaced children and 102 internally displaced people from 39 families in Dhanusha district. There were 156 CAAFAG children (girls 16) and 233 vulnerable (girls 87) children in 78 VDCs of Dhanusha(DHN) and Mahottari(MHT) district. Similarly, it was found that 48% of the children were out of school in DHN, MHT and SLH (Sarlahi) districts (Source: ECM 2007, ASN). Among them 24% primary levels drop out children. The major causes behind the drop out of children were buffalo grazing and grass cutting, house holder and cooking at home, domestic work no time to go to school, early child marriage, looking her brother at home, no reading environment in school, not agree to read and playing, mentally disturbed. 174(girls 95) children were trafficked from the DHN and MHT districts due to domestic violence, unemployment, internally displaced, early child marriage, old traditional norms, values, policies and behaviour, discrimination and labour exploitation. They were trafficked to Kothi, restaurant, bear bar, theatre, circus, hotel, brick factory, carpet industries, armed forces groups, massage parlor and stone quarrying. As a result, normal daily life of the citizens in conflict area of Dhnausha, Mahottari and Sarlahi district is characterized by fear and insecurity, displacement, lack of shelter, lack of access to income, education opportunities, health and other government services, especially in dalit and minority community.

S. N.	Project Name	Supported by	Duration	Coverage	Beneficiaries	Total Budget	Current Status of the project
1	School as Zone of Peace	World Education	July 2008-December 2010	Dhanusha and Mahottari districts	<ul style="list-style-type: none"> ● 20 new schools and 40 old schools ● SMC/PTA, teachers, HT, political parties' members, district line agencies, TUN and children etc. 	NRs 924000/-	Completed
2	Child Led Advocacy Program	Save the Children	July-December 2010	5 VDCs of Mahottari district	<ul style="list-style-type: none"> ● 25 schools, 24 ECDs, 19 child committee, 5 CRPF, 5 CEC and support structure members 	NRs 423000/-	Completed

Major Achievements

- In total 20 new schools (10 PS in DHN from 9 VDCs and 7 PS, 2 SS and 1 HSS in MHT from 7 VDCs) were selected by the 2 district level meetings with 33 persons from Women Development Office, Political Party representatives, Teachers front, other stakeholders, World Education and Aasaman Nepal.
- SZOP monitoring was done in both DHN and MHT districts with 94 persons (female



Case Stories 7 An initiation by school against irregularity and child participation to ensure quality education

There is Ajgeba PS in Hariharpur VDC in MHT district. But it was only in document. When PCF for teacher was allocated to school, political leaders were active and in process of SMC reformation to hire their relatives in school. There was conflict for reformation of SMC. Tiles were stolen due to conflict and polarization of community. School was closed for 7 months after no space for teacher and students.

ASN has started to coordinate with DEO. ASN mobilized its social mobilizer to find out the problem and key stakeholders. The key persons involved in conflict were chair person Raj

Narayan Yadav, Bechan Yadav and Satyanarayan Yadav. A community meeting was called. In the meeting it was discussed on child education right, all rights of children are ensured in school. Further discussion was held on SZOP and its importance. Finally, they internalized it. They are agreed to open school. Ultimately, roof was repaired and school is opened. Now 110 children are studying. There are 2 teachers. A saint from the community thanks ASN as well as community. 8 points CoC has been developed by school and community stakeholders. They are monitoring CoC now.

49, dalit 20) from DEO, WDO, NGO, SMC, PTA, children and teachers' etc.

- CoC was formed in 12 schools through CoC formation workshop with 269 (female 166, dalit 72) different stakeholders from SMC, PTA, parent, political leaders, teachers and students.
- 14 community level SMC/PTA trainings were carried out from September - November 2010 at various places. Total 812(female 124, dalit 125) different stakeholders were participated from SMC, PTA, RP, ASN and WE. They gained knowledge on roles and responsibilities of SMC/PTA.
- 13 workshop/planning with child empowerment centers carried out at various places of MHT district i.e. Khopi, Basbitti, Ramgopalpur, Meghnath Gorhanna and Sonamai VDCs. 225 members of CEC participated and discussed on child marriage, regularity of children, birth registration etc.
- 2 RC level workshops were carried out



with different stakeholders and they promised to raise this issue as common issue and they will be focused in the exclude community to ensure child right.

- 85 (Female-13, Dalit-25) different stakeholders i.e. CRPF, local political representatives, teachers, representatives of local government agencies participated in organized 7 meetings made the common understanding against early child marriage in 5 VDCs named Sonamai, Meghnath gorhanna, Basbitti, khopi and Ramgopalpur,
- 1 meeting with children and adults in Khopi VDC held on 5th October, 2010 with altogether 10 participants (Female-4, Dalit-2), 2 meetings in Meghanath gorhanna on 6th October and 17th sep. 2010 among 21 participants (Female-8, Dalit-3), 2 meetings in Basbitti VDC on 14th Sep & 24th Oct, 2010 with 28 participants (Female-9, Dalit-10),



2 meetings in Ramgopalpur VDC twice on 18th Sep & 10th Nov 2010 with 21 participants (Female-5, Dalit-6) and 1 meeting in Sonamai VDC on 9th Nov. 2010 with 17 participants (Female-7, Dalit-5).

They discussed on child marriage in the community and it affect in overall development areas and health. They discussed on drop out children and four aspects of child rights to.

- To form network 1 meeting with local stakeholders was conducted in each five VDCs named Khopi, Meghnathgorhanna, Basbitti, Sonamai & Ramgopalpur respectively from 9th to 13th July, 2010 with altogether 123 participants (Female-43, Dalit-21). And 1 block level meeting was also conducted with 29 participants (Female-11, Dalit-6). The meeting was organized on three agendas: to introduce with each other, to share good practices with each other, to identify the social issues.

Case Stories



CoC of school plays catalytic role in conflict management

There is PS Bela in Ekdarabela VDC of MHT district. Conflict occurred in school for the position of HT. According to education act Mr. Nagendra Yadav should be HT but as he was not considered capable by the SMC, Mr. Harsha Nath Yadav was appointed as HT. Finally, school was closed.

Students were organized and became ready to pressurize teachers and community. They decided to study in school. They were going to school and sat in the classroom. They raised their voice, "Hami Lai Bandi Hoina, Padhai Chahiyo". They pressurized that CoC of school must be followed, if not then remove the hooding board. A meeting was called by school

with community people, teacher and students. It was agreed to open the school. They were convinced to ensure education right of the children i.e. "Education of children is important than the HT". Decision for HT should be done by DEO. The case should be reported to DEO. School should be regular.

Now school is conducting regularly. Financially, joint account of school was established in the name of an assistant teacher Mr. Lal Babu Rai and an accountant of DEO. Decision of HT is pending. In this way CoC of school played a catalytic role in conflict management.

- Street dramas were demonstrated at various places in the working area. It was focused

Case Stories 9 Child right protection forum CRPF handles the case of child violence

Shivam Sah age of 16 years is the son of Ramvilash Sah lives in Bharatpur VDC-5 of Dhanusha district. He was studying in grade 10 in the Shree Janta Jaysawal Higher Secondary School, Godar. He was an intelligent student. He had first position from the beginning of his study.

One day he was returning from school with his friend (girl). In the terai there is restriction in mobility of girl with boys. Her relatives saw her with Sah. So, they become aggressive and beat him. They brought him in the same condition to school and requested head teacher to rusticate him. The school transferred him without any cause in the pressure of local political representatives. He, Shivam Sah and his family frequently requested not to do so because the SLC examination was on the door. It is the matter of his life. Finally, the head teacher Mr. Navin Mishra encouraged them to mind make up that he wouldn't be banned further.

A meeting was held on 22nd December 2010 on this matter in the presence of teachers, local political representatives and her relatives at Godar VDC. It was decided to rusticate him formally from the school. That decision made him most

difficult that he wouldn't appear in Test exam (It is pre exam for participation in SLC board exam going to be started from 24th March 2011). He then coordinates with child right protection forum (CRPF) Bharatpur. The CRPF coordinated with school but there was no any change. The CRPF again coordinated with media and district level human right organization especially with human right meditation office, Janakpur. The CRPF and HRMO visited chief district office, Dhanusha. The CDO called a joint meeting with local peace committee, DEO, CRPF. The district education officer Mr. Sadanand Jha coordinated with head teacher of that school. Again, the result was same. Finally, the case was registered in court, Janakpur against DEO, HT, CDO and relatives of the girl on 6th March 2011. The dialogue was held in court. After the heavy discussion, the judge ordered school to make him present in SLC examination. The case was highly covered in media by national as well as local newspapers. Pressure creates on DEO and school. Finally, he appeared in SLC examination with symbol No. 0202477 O. He thanked all and especially to CRPF for the great support and his bright future.



on child right. More than 6500 community stakeholders viewed it.

- 1 Child Right's Day celebration was organized at district level with the coordination with DCWB and WDO. It was celebrated at school level also. More than 2000 parents, children participated. They sensitized on child right. Extracurricular activities i.e. debate; quiz contest and interaction etc were performed by children. Best performing children were rewarded to encourage them.
- Child right, early child marriage related message broadcasted for 2 months (25th Sept-5th Dec 2010 and 6th Dec -30th Dec 2010) by local FM (Mithilanchal).
- Interaction with DEO, DCWB and WDO on child right was broadcasted by local FM (Mithilanchal). As a result community stakeholders were sensitized on child right and early child marriage.

Some inspiring effects/impacts

- The participants found out these major issues: early child marriage, caste discrimination, gender, dowry system and child labour after heavy discussion.
- The participation of the children increased in the planning/workshop. They found out the issues to decrease the early child marriage through advocacy and awareness program i.e. message painting, cycle rally, street drama, parent gathering, interaction with key stakeholders.
- The stakeholders CRPF, local political representatives, teachers, representatives of local government agencies made the

common understanding against early child marriage. They committed to raise this issue as common issue and they will be focused in the excluded community to ensure child right.

- There are generally happenings of child marriage in the community and it affects in the overall development of child protection, health, education, etc. hence, meetings were especially focused in the conceptual clarity on early child marriage. They discussed on drop out children and four aspects of child rights, too. The plan was made with role and responsibility among the participants. They show very much interest and express their feelings to save the community against early child marriage and child rights.
- The participants found out these major issues: early child marriage, caste discrimination, Gender, Dowry system and child labour after heavy discussion. They finally screened three major social issues to address/ work onward and these are: Child labour, Early child marriage and Dowry system.
- They sensitized on child right and early child marriage. They are sending their children to school regularly to ensure their education right. They are convincing parents not to do early child marriage.

Challenges and Limitations

- Though there are many dalit people in the community and have no public house, they are keeping marriage procession at school.
- Lack of coordination between teacher, SMC and parent in scholarship distribution. Attendance of the children decreased.
- HT is hesitating to make the school expenses transparent through gathering community stakeholders.
- SMC/PTA is engaged in teacher hiring rather than school educational development.
- Lack of legal conceptual clarity on early child marriage to stakeholders.

Future Prospects/ Recommendations

- Since this program has reduced the conflicts in Terai and has enabled to bring peace, it should be implemented in all districts (Mr. Tej Narayan Yadav-Madhesi Janadhikar Forum)
- Program should be implemented for long term. District level stakeholders should develop a plan and work accordingly. It helps to implement program smoothly (Mr. Abhi Ram Sharma-TMLP).
- DEP should be developed by DEO. SIP, SMC and PTA formation, mobilization should be strictly planned. Capacity of SMC/PTA should be strengthened to monitor SIP and code of conduct of schools. VEP should be developed in respective VDCs as well as SIP in related



Case Stories

Sudip Mallik is 1st literate in his family

Sudip Mallik, aged 12 years, is the son of Shyam Mallik who lives in Sitapur Vhangha VDC-9 of Mahottari district.

His father is working in bamboo work. He has started study in bridge course form May 2010. He is from dalit caste (Dom). He was in problem when he joined the bridge course. After Bridge Course Facilitator counseling, Discrimination problem was solved in class room. His parents now show interest to make their son literate even though there is not any literate person in their family. He is an intelligent student. Mr

Sudip wants to enroll in grade 4. According to monthly evaluation of reading, writing & math learning achievement is above 69 %. He is first literate person in his family through bridge course. He changed his behaviour nowadays like sanitation, dress, etc.. There is no any discrimination faced by him in his center. He is very happy from bridge course. He wants to become social worker but his father wants him to continue his education up to Bachelors level for earning money.

schools (Mr. Arbinda Lal Karna-DEO, MHT).

- For SZOP, first responsible actor is nation then after it is led by political parties. So, I announce MHT as SZOP and I will provide regular support for it. Although peace is delayed at national level, we can establish it at our place earlier and of course it is successful (Mr. Kaushalendra Sharma-Representative of Maoist)

- Educational institution is first responsible for SZOP then after political leaders. So, we must be responsible towards children right (Teacher Front).
- Whatever I/NGO is implementing its program it should be supportive of DEO program to ensure quality of education in peaceful environment (Mr. Arbinda Lal Karna-DEO)
- Networking with key stakeholders should be formed.
- Children and adults should be informed of issues and challenges, their roles and responsibilities if we want to get good outputs.

Case Stories 9 One active child of the Accelerated learning class enrolled in Public school

Naresh BK, resident of Nuwakot, Doti district went to Gujarat, India with his parents three years ago when he was studying in class 2. He was deprived of education for three years. Then he returned to Nepal in Bhadra 2067 BS with his father Nar Bahadur BK and mother Batu Devi BK. Then his father bought 10 dhur lands in Malakheti VDC inside the catchments area of Saraswati primary school Chauki danda.

Tara Chunar, one of the accelerated learning class facilitators of Aasaman Nepal was going to her centre to teach. She saw a boy playing on the road. She asked why he was playing instead of going to school. Then he replied that he has just returned from India and he was not enrolled in school. Then she asked him about his family background and then he shared that his father was in

Mumbai and only mother was at home. After that she requested him to join the Accelerated learning class and she took him with her in centre. She gave him text books, copy and pencil. Then she talked with her mother after the class time. Then the FS requested her to send Naresh regularly in centre and shared about this program.

Naresh showed his skill and talent very fast. He progressed very much within two months. Then the FS Tara and mother of the Naresh went to school to talk with head teacher to enroll him in the school on 23rd Nov 2010. The head teacher Laxmi Pandey of the Sarswati PS agreed to enroll him in class 4 and along with this she thanked Aasaman Nepal for its effort. Then the mother of Naresh was very happy to see his progress.

New Initiation



New Initiation

Subject matter	Description
Title:	CRPF Conference
Objective:	Advocacy on Quality Education and SZOP
Time period:	2 Years
Process:	<ol style="list-style-type: none"> 1. Gathering of CRPF members and district line agencies, 2. Progress review of VDC as well as district level CRPF, 3. Roles responsibility handed over by old DCRPF to new one.
Progress or outcomes/Results:	<ul style="list-style-type: none"> ▶ Reformation of DCRPF both in DHN and MHT districts ▶ Advocacy issue finalization for 2 years i.e. Quality education is possible without teacher impossible and School as zone of peace ▶ 6 agenda announcement by DCRPF: <ol style="list-style-type: none"> 1. Essential support to ensure quality education for children. 2. Establish social norms "Quality education is possible, without teacher impossible". 3. Take action against early child marriage, child labor, violence and discrimination. 4. Unite together to protect children from conflict. 5. Support to declare children/school zone of peace. 6. Coordinate and collaborate with various persons, institutions and stakeholders to fight against all types of child discrimination
Scale up plan:	<ul style="list-style-type: none"> ▶ Coordinating with VDC for local resource mobilization for child right. ▶ Coordinating with DCWB, WDO and district line agencies for main streaming CRPF and child right. 3 CRPF mainstreamed into DCWB. ▶ Community monitoring and reward to School/SMC to encourage them ▶ Supporting in enrollment and retention campaign. ▶ Supporting in advocacy and lobbying to influence BR, early child marriage, child labor, HIV AIDS, quality education and SZOP issues. ▶ On the basis of learning CEC conference should be organized in coming days to establish district level children network.

Advocacy

Quality Education is Possible, without teacher impossible

School as Zone of Peace



Advocacy

Quality Education is Possible, without teacher impossible

To ensure quality education in school, teacher is the backbone. So, ASN presented this advocacy message in the working area strongly. This helped to organize teachers on quality

education issue and make them accountable. As a result teachers and students are regular in school. Schools are developing local teaching materials and using as well. It created child friendly environment in schools. Schools are displaying information.

For this district level interaction on Quality Education with different stakeholders i.e. DEO, DDC, WDO, TUN, CDO and line agencies organized. The main objective of the interaction was to discuss and make common understanding on quality education. School level Interaction on Quality Education with different stakeholders i.e. PTA, SMC and teachers etc. The main objective was to increase learning achievement of children focusing slow learners.

Similarly, various child led activities i.e. quiz contest, dancing competition, debate and interaction on the occasion of international child labour elimination day, children's day and child right day carried out in the presence of different stakeholders i.e. CRPF, children and youths etc. Networking and collaboration had done with TUN, District Child Welfare Board (DCWB) and Teacher Association. Different stakeholders i.e. DEO, DDC, WDO, TUN, CDO and line agencies mobilized. BAL Aawaz quarterly magazine designed, edited, published and distributed to child empowerment centre children, schools. It includes songs, poet, story collected and edited by children especially child empowerment centers technically supported by Kantipur journalist. Pocket calendar was also published and distributed to schools, district line agencies.

Case Stories 9 The teacher teaches very well even they are old

The Prako Mahuwa lies in the Dhanusha district where Rastriya primary school, Bhoil-9 situated, the project named Gyanak Ijoriya covered this school where in total eight teachers including two volunteer teachers, one whose name is Miss. Manisha kumari Mandal among two is supported by Aasaman-Nepal to ensure quality education. The school's head teacher Mr. Ramsagar Raut performed well in the school.

The school was different from its established because it has sufficient physical facilities i.e. classrooms, furnitures, educational/teaching materials, message paintings. Due to these facilities the students enjoyed in the child friendly environment. Not only this, the ECD children were taught by the help of sufficient materials i.e. message painting A to Z, 1 to 100, Nepali alphabetical which is supported to increase the learning

achievement to those children.

The teachers Mr. Jagarnath Chaudhary and Shaddev Mahara (Dalit) whose time of retirement is very close but they don't worry on that matter and they are teaching the children and to maintain quality education in the close coordination of school management committee and other likeminded organization. They are teaching by applying child friendly and active teaching learning methodology which is innovative and child centered (They have been trained on it by ASN). They are now as model for other teachers. They organized extra activities to make them update in the current information like quiz contest, debate, and essay writing on present different subject.

Nowadays, the parents talk with each other about both teachers that they are even old but teach like young.

School as Zone of Peace

This is a very crucial issue in Terai. In spite of school zone of peace quality education is



not possible in terai. So, ASN had also forwarded SZOP as advocacy in its working area. It helps to organize community stakeholders to develop the code of conduct of schools, implementation and monitoring regularly. They are discussing on the CoC those were not implemented, causes behind it and its alternate solution.

RC/school level review workshop and interaction on SZOP were organized with different stakeholders i.e. SMC, PTA, teachers, children, parents, RP and local political leaders. The main objective was to make common understanding on SZOP. After this participants supported to monitor code of conduct of schools.

Street drama was demonstrated on various places. Community stakeholders viewed it.

The main objective was to introduce to people about the school as a zone of peace and quality education.

A week long SZOP campaign i.e. PADA YATRA in Nine districts of Terai organized under CZOP committee. Commitment from PM, and senior leaders of various political parties was collected. ASN had performed a lead role on it.

8 CoC is powerful tool to bind stakeholders of school

Case Stories

There is PS Sukhainiya in Bagada VDC of MHT district. Mr. Amlesh Kumar Yadav is the HT of school. After his effort DEO, MHT had supported 2 rooms new building construction. He started construction work. A conflict occurs between teacher and SMC during construction work. Teachers stopped to go to school. SM Mr. Sailendra Singh found that school was closed during monitoring. Community people were familiar with it.

Mr. Singh discussed with community as well as SMC and teachers on CoC made by school. He further interacted that if

school is closed then there was no meaning of CoC. In the meanwhile SMC/PTA strengthening workshop was organized. In that workshop roles and responsibilities of SMC and PTA discussed. They realized it. Finally, a meeting was organized with SMC, PTA and HT/teachers in the presence of PS Madhepura. In the meeting it was decided that social audit of the school should be carried out. School had committed to complete rest of construction work. From next day school was opened. School is conducting now regularly.

Organizational Development

- Revision of job description of ASN staffs
- Annual Report of FY 09 Publication
- Web site update
- Year planner publication
- Pocket Calendar Publication
- Regular board meetings, planning and follow up (2066/10/3, 2066/10/15, 2066/11/12 and 2066/11/14)
- Process Document Publication
- Publication of various posters, pamphlets and dissemination of messages through local FM/radio for awareness raising on SZOP, quality education
- Renowned ASN at national level. ASN has been able to expansion of its working area in various 12 districts from Hill, Mountain and Terai of different 4 development regions.
- Capacity building of staffs on social mobilization, fund raising through training and exchange visit
- Dictionary Publication- Maithili-Nepali(MLE)
- New staffs hiring under lighting education as a power to Musahar community, PAF, VSO, ADA and UNESCO etc.
- ASN program Guideline Publication
- Hamar Jatra part-1/2 and IJOT-post literacy book publication. It will help to plan education for Terai as well as improvement in educational status of Terai
- Started program monitoring by board members
- Able to advocate on early child marriage, SZOP and quality education and there are various networks functional. ASN had played lead role on SZOP from Saptari to Pathlaiya to contribute on its MOTO Kosi to Pathlaiya.
- ASN has started partnership with BNMT and Laxmi Bank in the area of health through community based child nutrition program
- Coordination with resource person and DEO increased to make program more effective jointly

Human Resource Mobilization

ASN had mobilized total 135 (Female 337, Dalit 29) full time and fully paid staff and about 100 volunteers in this year through various programs.

S. N.	Project Name	Human Resources
1	Janam Deli Ta Padha Dia (Quality Primary Education through Community Empowerment)	27(female 2, dalit 5)
2	Aashal Shiksha Dia (Promoting Quality Education through Community-based School Management)	32 (female 8, dalit 7)
3	Gyanak Ijoriya (Brightness of Knowledge)	4(female 2)
4	Support for Improvement of Primary School Management (SISM)	11 (female 5)
5	Promoting Quality and Inclusive Education for out of reach Children in Nepal Project	4 (female 1) dalit 1
6	Community Led Sustainable Quality Education Infrastructure Support Project	1 (Male)
7	Basic Literacy Program in Maithili Language	1 (Female)
8	"Lighting Education as a Power to Mushar Communities"	7 (Female 1, dalit 6)
9	Back to Basic, Enhancement in Learning Skills among Primary School Children	15 (female 8, dalit 8)
10	School Building Construction	
11	iLEAD, Youth Employment	10 (female 1) dalit 1
12	Dhanusha Poverty Alleviation Program	6 (female 2, dalit 1)
13	Sarlahi Poverty Alleviation Program	6 (female 1)
14	HIV and AIDS Prevention Project for at Risk Adolescent in Nepal	5 (female 3)
14	Community based Nutrition Program in the Disadvantaged Community	1 (Female)
16	School as Zone of Peace	5 (Female 1)
17	Child Led Advocacy Program	

Future Direction

Organizational

- District Based Program Management
 - School level activities are implemented through schools while community level activities are implemented through CRPF and ASN staffs
 - Information/Communication mechanism strengthened
 - Monitoring and Evaluation Mechanism should be strengthened
 - Increase the role of executive board for program monitoring and supervision
 - Search for the overseas (external) donors
 - Review the expansion strategy of ASN
 - Expansion of ASN brand (Minimum Standards) in the working area and development of common understanding to establish norms
1. 5 Non Negotiable Principles
 2. Each Child Monitoring

3. Support Structure

4. School Improvement Plan
5. Child friendly teaching/learn without fear/Code of Conduct

Programmatic

- Learning achievement (Child Competency Assessment, Tuition class for slow learners as a teacher mobilization tool, teachers training, classroom management)
- Further community mobilization (advocacy for quality of education, community monitoring)
- Linkage with district line agencies i.e. DEO, DDC
- Capacity building of SMC/PTA and community awareness raising on education policy/program
- C/SZOP campaign and advocacy

Aasaman- Nepal

Janakpurdham, Dhanusha Nepal

Balance Sheet on July 15th 2010 (32 Asadh, 2067)

Amount in Nrs

S.N.	Particulars	Sch No	Current Year	Previous Year
A.	Sources of Funds	-		
1	Opening Fund Balance	1	9,121,159.53	9,871,520.29
2	Fixed Asset Capital Fund	2	3,565,121.30	3,386,862.50
3	Current Liabilities			
	Payables	3	1,509,430.71	860,671.84
Total Source of Fund (1+2+3)			14,195,711.54	14,119,054.63
B.	Application of Fund			
1	Assets			
	Capital Goods		3,482,121.30	3,303,862.50
	Capital Goods - Saving fund Cont.		83,000.00	83,000.00
	Total Asset		3,565,121.30	3,386,862.50
2	Current Assets			
	Advance and Deposit	4	1,386,875.46	2,579,371.46
	Receivable	5	732,562.22	630,298.41
	Total current Asset		2,119,437.68	3,209,669.87
3	Fund Balance Represented By:			
	Cash Balance	6	10,019.12	35,791.78
	Bank Balance	7	8,501,133.44	7,486,730.48
	Total Cash and Bank Balance		8,511,152.56	7,522,522.26
Total Application of Fund (1+2+3)			14,195,711.54	14,119,054.63

Significant accounting policies and notes to account

Annexure 1 toare integral part of Financial Acoountability Statement

As per our Report of Even Date

Ramesh Khatiwoda
Sr Fin/Admin. Officer

Durga B. sherstha
Chairperson

Nawal Kishor Yadav
Executive Director

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

Date: September 24, 2010

S. No.	Particular	Amount (Nrs.)							
		SC Nepal	ASN OPS Fund	Saving Fund	CCO	PAF (Sarlahi)	PAF (Dhanusha)	Finland Embassy	sub-total
A.	Schedule Receipt	8	9	10	11	12	13	14	
1	Opening Balance as per B/S	1,162,593.80	1,105,973.65	650,400.07	-	(113,978.60)	-	-	2,804,988.92
2	Remittance from Donors	22,891,015.01	1,097,039.48	90,030.42	383,400.00	1,163,142.00	656,338.40	2,054,390.00	28,335,355.31
3	Income	1,414,233.93	-	-	-	-	-	-	1,414,233.93
	Total of Receipts (P)	25,467,842.74	2,203,013.13	740,430.49	383,400.00	1,049,163.40	656,338.40	2,054,390.00	32,554,578.16
B.	Payment								
1	Capital Good	-	-	-	-	-	-	-	-
2	Durable Goods	-	-	-	-	-	-	-	-
3	Administrative Expenditure	3,595,424.43	1,168,983.68						4,764,408.11
4	Education	14,767,704.30			249,488.25			1,013,130.72	16,030,323.27
5	Poverty Alleviation								1,789,894.24
6	Mushar Community Support	34,279.00				1,265,106.72	524,787.52	-	34,279.00
7	Saving Fund								
8	Program support	-	-	-	-	-	-	-	-
9	Case Study Trng	81,070.25							81,070.25
10	SZOP	316,094.13	-	-	-	-	-	-	316,094.13
11	CAAFAG	1,775,672.29	-	-	-	-	-	-	1,775,672.29
12	RTF	1,199,438.50	-	-	-	-	-	-	1,199,438.50
13	HIV/AIDS	691,292.50	-	-	-	-	-	-	691,292.50
	Base Line Survey	-	-	-	-	-	-	-	-
	Total of Payment (Q)	22,460,975.40	1,168,983.68	-	249,488.25	1,265,106.72	524,787.52	1,013,130.72	26,682,472.29
C	Fund Balance (P-Q)	3,006,867.34	1,034,029.45	740,430.49	133,911.75	(215,943.32)	131,550.88	1,041,259.28	5,872,105.87

As per our Report of Even Date

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

Durga B Shrestha
Chairperson

Nawal Kishor Yadav
Executive Director

Date: September 24, 2010
Place: Kathmandu

S. No.	Particular	Amount (Nrs.)							
		SCh	VSO	DEO	DDC	ILO-IPEC	SISM	World Education	sub-total
A.	Schedule Receipt		15	16	17	18	19	20	
1	Opening Balance		-	527,735.79	-	215,229.98	591,119.51	(4,466.55)	1,329,618.73
2	Remittance from Donors		717,563.00	1,931,523.00	15,300.00	683,105.00	5,736,437.41	3,634,652.00	12,718,580.41
3	Income	-	-	-					
	Total of Receipts (P)		717,563.00	2,459,258.79	15,300.00	898,334.98	6,327,556.92	3,630,185.45	14,048,199.14
B.	Payment								
1	Capital Goods								
2	Durable Goods	-	-						
3	Administrative Expenditure								
4	Education		242,281.80	442,972.70		755,926.50	442,972.70		8,055,343.61
5	Poverty Alleviation			1,586,238.87					
6	Mushar Community Support								
7	Saving Fund Program support								
8	Case Study Trng								
9	SZOP							3,634,237.9	3,634,237.99
10	Caafag								
11	RTF								
12	HIV/AIDS								
13	Base Line Survey				54,697.50				54,697.50
	Total of Payment (Q)		242,281.80	1,586,238.87	54,697.50	1,198,899.20	5,470,896.44	3,634,237.99	12,187,251.80
C	Fund Balance (P-Q)		475,281.20	873,019.92	(39,397.50)	(300,564.22)	856,660.48	(4,052.54)	1,860,947.34

Durga B Shrestha
Chairperson
Place: Kathmandu

Nawal Kishor Yadav
Executive Director

S. No.	Particular	Sch	CFU (HOSONO)	CFJ (Amarpur)	UNESO	Sub -Total	Grand Total
	Schedule	21	22	23			
A.	Receipt						
1	Opening Balance		4,071,455.55	184,938.10	-	4,256,393.65	8,391,001.30
2	Remittance from Donors		4,840,222.93	1,017,396.29	663,560.00	6,521,179.22	47,575,114.94
3	Income	-	1,414,233.93				
	Total of Receipts (P)		8,911,678.48	1,202,334.39	663,560.00	10,777,572.87	57,380,350.17
B.	Payment						
1	Capital Goods	A	-				
2	Durable Goods	-					
3	Administrative Expenditure	B	-				5,207,380.81
4	Education	C	8,156,255.59	1,190,010.96	43,200.00	9,389,466.55	33,475,133.43
5	Poverty Alleviation	D					1,789,894.24
6	Mushar Community Support						34,279.00
7	Saving Fund Program support						
8	Case Study Trng					-	81,070.25
9	SZOP	G				-	3,950,332.12
10	Caafag					-	1,775,672.29
11	RTF					-	1,199,438.50
12	HIV/AIDS					-	691,292.50
13	Base Line Survey					-	54,697.50
	Total of Payment (Q)		8,156,255.59	1,190,010.96	43,200.00	9,389,466.55	48,259,190.64
C	Fund Balance (P-Q)		755,422.89	12,323.43	620,360.00	1,388,106.32	9,121,159.53

Nawal Kishor Yadav
Executive Director

Durga B Shrestha
Chairperson
Place: Kathmandu