

2011 ANNUAL REPORT



Aasaman-Nepal



Message from the Chairperson



I am happy with the progress of ASN and believe that it will spread and flourish all over Nepal in future. ASN intends to be independent, autonomous and self-sufficient; however at present it depends on different donors to implement plans and programmes in order to achieve its vision, mission, goals and objectives.

In past we conducted door to door campaigns, so on the basis of past experiences we do not hesitate in visiting doors of people, as they are the ones for whom we are working and who have sustainable resources. There is a need to focus on how to facilitate quality education campaign led by local people and institutions. Digitizing ASN and its financial transactions is the need.

ASN focused and worked with CLCs through the government's resources for educating children and adults in village. ASN will work to promote and practice "Together we can, it's possible" & "don't get tired".

I attempt to present the detailed account of activities and programmes, successful experiences and lessons learnt in the previous year through this annual report as a motion of accountability towards the country, society, stakeholders and well-wishers. I am very grateful to get valuable and priceless suggestions from our well-wishers.

Thank You.

**Chairperson
Aasaman Nepal**

Message from the Executive Director



Aasaman Nepal took quality education as an advocacy rather than the program. ASN implemented different education programs in various districts and found the learning achievement of the children is low. Then ASN started to know the real ground. For this Aasaman Nepal conducted various action researches in the last year and shared the findings at community, district, regional and national levels to sensitize the stakeholders on the relevancy of education data and its effects on the quality of education.

ASN has programs in the areas of natural resource management and livelihood and education. So, it has tried to expand its programs in the area of health in this year, especially with PSI and Save the Children. Our focus will be on child protection area for the next year. We have accomplished the implementation of our strategic plan (2010-2012) and will come with a new strategic plan based on the felt needs, successful experiences and lessons learnt in the past.

It gives me immense pleasure to put forward this annual report as a responsible authority of this Institution. I present in this report the factual activities and figures that ASN accomplished in close coordination and cooperation of different organisations, donor agencies, civil society members, government institutions and valued members of this organisation.

I am very grateful to all those stakeholders, parents, teachers and colleagues who have continuously supported and encouraged us in our child based movement.

I expect and hope that suggestions, comments and ideas to support our movement and groove our organisation and its capacity will be well obtained in days to come.

Thank You.

Executive Director
Aasaman Nepal

Acronyms

ASN	:	Aasaman Nepal
ATL	:	Active Teaching Learning
ARI	:	Acute Respiratory Infection
CCA	:	Child Competency Assessment
CRPF	:	Child Right Protection Forum
CoC	:	Code of Conduct
CO	:	Community Organization
CAAFAG	:	Children Associated with Armed Force and Arm Group
DHN	:	Dhanusha
DCPC	:	District Child Protection Committee
DACC	:	District Aids Coordination Committee
ECM	:	Each Child Monitoring
EVA	:	Especially Vulnerable Adolescent
FS	:	Facilitators
HFMC	:	Health Facilities Management Committee
HT	:	Head Teacher
HSS	:	Higher Secondary School
IDP	:	Internally Displaced People
IG	:	Income Generation
IEC	:	Information, Education and Communication
LSS	:	Lower Secondary School
LGM	:	Learner Generated Materials
MHT	:	Mahottari
MARA	:	Most at Risk Adolescent
NN	:	Non Negotiable
NVT	:	Non Violent Teaching
NRCS	:	Nepal Red Cross Society
NTU	:	Nepal Teacher Union
OJT	:	On the Job Training
PS	:	Primary School
PCF	:	Per Child Fund
PE	:	Peer Educator
SS	:	Secondary School
SSRP	:	School Sector Reform Plan
SZOP	:	School as Zone of Peace
SCPC	:	School Child Protection Committee
SIP	:	School Improvement Plan
SOP	:	School Outreach Program
STR	:	Student Teacher Ratio
SCR	:	Student Classroom Ratio
VCPC	:	Village Child Protection Committee

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Targets Vs Achievements

S. N.	Activities	Unit	Targets	Achievements	Nature of Participants
1	ECM	VDC	15	30	CRPF, youths
2	Mobilize Various Forums	Groups	677	623	Women, youth, children and indigenous groups
3	SMC/PTA Strengthening Training at VDC level	Persons	375	478	SMC/PTA
4	SSRP Training to support structure	Persons	350	556	Support structure members
5	Child Friendly Basic/Refresher Training	Persons	100	105	Grade 1, 2 teachers
6	Child Protection Training	Persons	350	339	Children/Teachers/SMC/PTA
7	ATL Refresher Training to grade 1-2 teacher	Persons	50	52	Grade 1, 2 Teachers
8	CRC/ 5 NN Training	Persons	160	146	Support Structure Members and CRPF
9	EMIS Orientation	Persons	420	131	HT/Assistant Teachers/SMC
10	ECD FS Refresher Training	Persons	25	28	ECD FS
11	SIP update workshop	Persons	553	625	HT/SMC/Children/Parent
12	SZOP,COC and NVT Training VDC level	Events	350	626	SMC/PTA/Support Structure
13	Child Friendly School Construction	Schools	8	8	SMC, HT
14	ECD room construction for separation	ECD	10	10	SMC, HT
15	Furniture Support	Schools	9	10	SMC, HT
16	School Renovation	Schools	13	14	SMC, HT
17	Toilet Construction	Schools	8	8	SMC, HT
18	Drinking Water	Schools	10	10	SMC, HT
19	Sitting Materials Support to ECD	ECD	24	24	SMC, HT
20	Education Teaching Materials Support	ECD	30	30	SMC, HT
21	Education Teaching Materials and Game Sets Support	Schools	32	78	SMC, HT
22	Bridge Course /Flexible School	Center	10	10	Girls/Dalit
23	Bridge Course FS Basic Training	Persons	10	10	Bridge Course FS
24	Support to Marginalized Children	Children	650	640	Children
25	Tuition Classes	Centers	80	93	Slow Learner and Newly Enrolled Children
26	Establish Library Corner	Schools	10	10	SMC, HT
27	Interaction Between Primary School and ECD	Persons	900	746	Teachers and ECD FS
28	Teachers Meeting	Persons	300	534	Primary Teachers
29	Child Empowerment Center Mobilization	Persons	1680	1640	Children
30	Interaction on SZOP	Persons	1100	1582	Teachers/SMC/Youth/Children
31	Training to reflect FS	Persons	20	20	Reflect FS
32	Reflect Centers	Centers	20	20	Musahar Women
33	Skilled Training	Persons	525	551	Dalit, Marginalized Youths
34	Peers Education Refresher Training	Persons	25	30	Peer Education Groups
35	CO Registration	No.	78	55	Poor Households Members
36	CO conference	Persons	150	126	COs Members
37	Social Audit	Schools	99	84	SMC, PTA, HT, teachers, parents and students

Introduction:

Aasaman Nepal (ASN) is one of the leading National 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 nearly 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 11 districts. These districts are Dhanusha, Mohottari, Sarlahi, Rautahat, Siraha, Saptari, Kailali, Kapilbastu, Rupandehi, Kaski, 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) in the age group of 5-14 years in 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 among local people in its working areas.



Vision and objectives

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

1. Long-term vision

- ▶ Efforts will be initiated to develop responsible parents working in favour of healthy, happy and educated children and build a non-discriminatory society.
- ▶ Protect children at risks and hazards and promote their rights.
- ▶ Create environment where children can speak freely and are heard.

2. Objectives

- ▶ Increase access of rights holders to information and their rights including entitlements and service provisions of the government basically on education, health and livelihood
- ▶ Increase access of rights holders to government entitlements and service provisions including improving access to and quality of services in education, health and social sectors
- ▶ Increase participation and representation of rights holders for a meaningful decision makers at local institutions and government mechanism in education, health and local development
- ▶ Activate and strengthen rights holders

associations/networks to enable them to claim their rights at local to national levels

- ▶ Strengthen capacity of rights holders and local institutions to improve service delivery mechanism and quality of services
- ▶ Improve documentation and institutionalization of learning and good practices for policy advocacy, replication/scaling up and public awareness

Additionally, ASN strongly believes in the following principles with regard to its child labour eradication and universal education programs:

1. **All children must attend full-time formal day schools:** Not night schools or non-formal education centers.
2. **Any child out of school is a child laborer:** The definition of child labor therefore encompasses every non-school going child, irrespective of whether the child is engaged in wage or non-wage work, working for the family or for others, employed in hazardous occupations, employed on daily wages or on a contract basis as bonded labor.
3. **All work/labor is hazardous; it harms the overall growth and development of the child.**
4. **There must be total abolition of child labor:** Any law regulating child work is unacceptable.
5. **Any justification perpetuating the existence of child labor must be condemned:** Arguments about the 'harsh reality' of the family, poverty, the necessity of children's earnings for the family, lack of interest among parents, poor quality of teachers and schools, irrelevance of education in providing employment, loss of relevant skills among educated children, are all anti-children and go against their real development.

3. Strategy

Use of local role models

Aasaman Nepal has experienced that there are always some role models in every community. Aasaman Nepal believes that these role models should be utilized at

the community level. These role models are very effective in convincing and persuading communities, as communities can relate themselves with local role models. Aasaman therefore intends to make use of local role models in the implementation of project activities.

Sharing of experiences with stakeholders and like-minded persons and institutions is carried out on a regular basis at community, VDC and district level. This helps in the dissemination of information and learning from each other.

Bottom up planning

While carrying out planning activities, it is significant to consider not to impose ideas and plans from the top. Efforts are made to involve communities as far as possible in the planning process. Such involvement not only brings about ownership of the activities, but also enhances the capacity of the communities to plan, implement and monitor development activities, contributing to empowerment of the communities. The planning and implementation processes are in line with the spirit of the government's Local Self-Governance Act, 1999 and all activities of the project are reflected in the respective VDC Plan and District Periodic Plan.

Partnership and collaboration

Aasaman Nepal builds and nurtures partnership with other institutions for achieving the objectives of the project. It works in close partnership with government institutions and local groups such as political parties, CBOs, local informal groups, teacher's union and trade union.

Strengthening of government institutions

As stressed earlier, Aasaman Nepal believes that there should be no structures parallel to the government structures for service delivery. Aasaman Nepal therefore concentrates on the capacity building measures of both the service recipients and the providers. Schools (Considering School Improvement Plans) and community organizations receive support from Aasaman Nepal in this connection. It reviews, plans and monitors project activities together with government institutions and shares the findings and learning at larger forums among NGOs and government institutions.

Community resource mobilization

Aasaman Nepal adopts two-pronged strategy for resource mobilization. It makes efforts to generate resources at the local level. Local resources such as ponds, barren land and other resources are identified and their potential for local resource generation is examined. Such resource if proved to be of use to the project, will be utilised in project activities promoting resource mobilisation from/of community. The dependency on external agencies is reduced to the extent possible. Aasaman Nepal also directs its efforts towards government agencies with a view to bringing public resources to the community.

4. Core values and principles

► **Belief in people's capacity and participatory models**

ASN believes in the capacity of poor and marginalized communities to make a difference in their own lives if given opportunity, encouragement and tools.

They can have a significant impact on improving their own lives and livelihoods.

► **Respect for local culture and communities**

ASN believes that gaining the respect and trust of local communities is a reciprocal process, and that unless local culture and customs are valued and respected, it is difficult to work both with and within communities. ASN encourages and promotes open dialogue and rapport between staff and beneficiaries as a means of gaining local trust and respect, and promoting participation and equity.

► **Caste, political ideology, ethnicity and gender-based discrimination have no place in development activities**

ASN makes a conscious effort to eradicate all discriminations based on caste, ethnicity, gender and political ideology. ASN condemns all forms of discrimination.

5. Role of the Organization:

Facilitator/organizer/mobilizer

Aasaman Nepal does not create structures parallel to existing government structures. It works as a facilitator and organizer. It works closely with the communities to organize them and mobilize them.

Linkage/bridge builder

Aasaman Nepal works as a linkage builder between the government service providing agencies and the communities. In this regard Aasaman Nepal believes and works to create awareness on both side (government agencies and communities) , clarifying the roles and responsibilities of both the parties.

Capacity builder

Aasaman Nepal builds the capacity of the communities and service providers particularly VDCs, wards and line agency staff in understanding various issues with regard to child labor and education for all. They are thoroughly oriented on the harms of child labor for children, families and society at large. In other words, their capacity to deal with child labor is developed. Capacity building processes lead to sustainability of activities and programs.

Advocator

Aasaman Nepal has been and will continue to be a strong advocate of the protection and fulfilment of the child rights. Based on its grassroots experience, it advocates the issues not only at the community and district levels, but also at the national level. By advocating at the national level it wishes to bring about policy changes in regards to teachers' accountability, enrolment of students throughout the year, reduction in the administrative procedures in enrolment, increase in the number of female teachers in schools and reduction in the hidden costs.

Promoter

Aasaman Nepal works as promoter of good practices, wherever they may happen. It shares and promotes the activities, strategies, processes or events that it believes should be replicated in other places. It also learns from the experiences of other institutions and adopts them in its context.

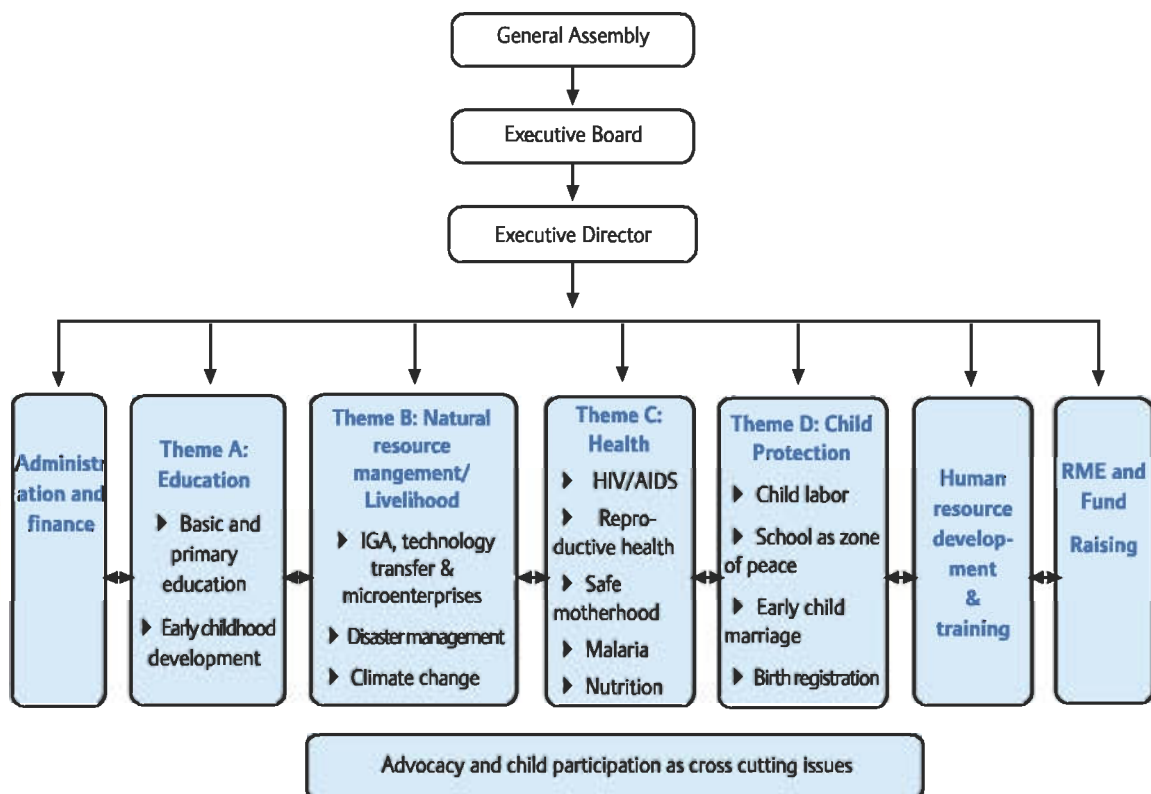
Coverage

Aasaman-Nepal's Working Districts



Organization Structure

ASN Organogram



Theme **A:** Education



Because of political instability and a decade long conflict, Nepal achieved an adult literacy rate (15 years and above) of only 56.5 percent with huge variation between men (71.6 percent) and women (44.5 percent)¹. There are noticeable differences in literacy rates based on gender, caste and ethnicity, location and income of people. With adult literacy rates at only 51 percent (men 67 percent versus female 39 percent) the people living in rural areas are far behind their urban counterparts with literacy rates at 76 percent (men 87 percent versus women 66 percent).² The most miserable situation prevails for the poorest 20 percent of population compared to the richest 20 percent of population with an enormous literacy gap of more than 40 percentage points³.

In some of the poorest and remote districts of Nepal, the above figure drops to less than 25 percent with literacy rates for adult women even lower. Adults without basic education are more likely to be extremely poor, malnourished, and are less likely to know about basic human rights or how to protect them. The children of illiterate are more likely to die before seeing their fifth birthday and have higher rates of malnutrition which hampers their mental, emotional and physical development.

The Government of Nepal (GoN) has made significant progress over the last decade in getting children into primary school. According to the GoN's Ministry of Education the current net enrollment rate for children in primary school is 94.5 percent⁴ with gender parity almost achieved. The GoN has been particularly effective at increasing the number of girls in school. The Flash Report 2010 showed that the participation of girls improved significantly. The gender parity index in primary, lower secondary and secondary education in net enrollment rate is 0.98 at all levels.

However, more progress to improve internal efficiency still needs to be made. Drop out and retention rates for children in primary school are worrisome with only 66 percent of children completing primary education (grade 8). About 27.1 percent of students' complete secondary education (grade 12). There are large disparities between the enrollment and completion rates in rural areas and urban areas. Children from marginalized communities and those living in rural areas often receive poor quality education. Rural schools struggle to find and keep good teachers. Many schools have poor infrastructure facilities. In some schools there are no desks or toilets for children.

Nepal has prioritized both basic/primary and secondary education as an important contribution to the national goal of poverty reduction. GoN should more focus on improving all children's access to education, enhancing the quality of public school education.

Contributing to the above mentioned scenario, Aasaman Nepal focused on education this year and implemented below mentioned program under its education theme.

¹ Central Bureau of Statistics (CBS). 2011. Nepal Living Standards Survey 2010-2011, Statistical Report, Volume One

² The Education for All National Plan of Action 2001-2015, the EFA Programme 2004-2009 and the School Sector Reform Plan 2009-2015 have targeted to ensure 75 per cent adult literacy rates for all men and women in Nepal.

³ The NLSS III, 2010-11 found the literacy rates for the poorest consumption quintile at only 36.8 percent (men 52.4 percent versus women 25.3 percent) compared to 77.4 percent for the richest (men 90.9 per cent versus women 66.3 percent).

⁴ Department of Education (DOE). 2010. Flash Report 1, 2010-11.

1. Follow up Program on Quality Primary Education through Community Empowerment (Janam Deli Tah Padha Dia)

Context

ASN surmises that quality education is deficient in many schools due to a variety of factors i.e. many teachers are poorly trained and lack knowledge in effective curriculum development, active teaching and learning & classroom and social inclusion methodologies coupled with overall low motivation on the part of teachers. Many teachers are overburdened with a disproportionate teacher-student ratio making it difficult to reach all children in each classroom. Teachers often focus on only a few children in each class mostly ignoring children from marginalized groups and (teachers) have little knowledge of social inclusion methodologies. Insufficient child participation is widely seen and experienced : teachers and school management

Purpose:

With the collaboration of the local government, to improve quality of primary education in the target schools in Dhanusha and Mahottari districts through community empowerment.

Target Areas:

9 VDCs in Dhanusha district and 5 VDCs in Mahottari district, Nepal.

Target Group:

Direct beneficiaries: 3,600 children aged 3-4, 24,600 children aged 5-14

Indirect beneficiaries: 2,900 teachers, members of support structures

committees often disregard the significant input that children themselves can bring to the development of quality education programs and .School management committees, VDC and DDC education representatives and other community stakeholders need to be more active in promoting quality education programs rather than focusing on enrollment alone.

To provide quality education to the school enrolled children and retain them in school, ASN has discerned that child friendly school environment plays a major role for which, child friendly physical facilities and child friendly teaching-learning methods are a must. Therefore, through the proposed project, ASN aims to sensitize the community and teachers regarding child friendly concept, change their attitude and create favorable environment for children to express their feelings. In addition to that, ASN facilitated in the development of curriculum in local language, promote child centered teaching methods (interactive and ALT/GT), non-violence and non-discrimination in schools.

Progress

- ▶ Total 17,225 (girls 8,906, dalit 3,971) children are studying in 44 schools. Among them 3,529 students (girls 1,776, dalit 825) newly enrolled into the school.
- ▶ In total, NRs 1,034,338/- mobilized from local government for renovation, new building construction, child led activities, etc
- ▶ VCPC was formed in 5 VDCs i.e. Tulsiyahi Jabdi, Tulsiyahi Nikas, Baheda Bela, Mukhiyapatti Musarniya and Fulgama from DHN district. VDCs allocated 10% of VDC grant in education for classroom and boundary renovation, educational and game set materials, toilet renovation, hand pump installation and child led activities.



- ▶ 39 schools are practicing free and compulsory education.
- ▶ Balwa VDC, 5 schools and 13 toles (Mahara tole, Muslim tole, Yadav tole of Dhamaura VDC; Sada, Mandal, Mahara tole of Banauta, Mahara, Than and Yadav tole of Padaual and Kadamuwa,

Case Study-1

School started “learning environment campaign” to ensure favorable learning environment to children at home

There is NPS Saranchiya in Banauta VDC of Mahottari district. Recently learning achievement status taken by ASN shows that in spite of all efforts made by government and non government organizations learning achievement of children is decreasing day by day. It was discussed in school with SMC, PTA teachers and children as well as CRPF members. They shared that the cause behind it was there is lack of favorable learning environment for children at home. Parents made their children work after the school.

In this regard school started public gathering and parent gathering with parents, teachers, children, and SMC, PTA and support structure members as “learning environment campaign” to ensure favorable learning environment for children at home. Finally, parents are providing favorable learning environment to children at home in the catchments area of school. Support structure started to monitor parents at tole level. CRPF from Banauta monitored 15 parents of NPS Saranchiya catchments area. They found that 12 parents i.e. 80 percent provided adequate study environment at home to their children.

Parents are supporting their children to complete their assignment at home. Illiterate parents are monitoring their children's assignment by checking through youths and teachers. It has helped to increase students' regularity and their learning achievement.

Khusnagari, Jaukh and Khatbe tole of Sarpallo) announced as 100% enrolment.

- ▶ As per government policy, 5 new schools established in the working area to increase the access of dalit and marginalized community children to quality education. So, in total there are 49 schools.
- ▶ In total, 42 schools have SMC and 23 schools have PTA out of target schools. Among them, 30 SMCs are functioning well i.e. conducted 6 meetings annually, involved in SIP preparation, conducted class observation and resource



mobilization.

- ▶ 44 schools have SIP and have been updating it on an annual basis and monitoring quarterly. 80% of SIP based resources has been mobilized by schools. 20 schools among 44 schools adopted social audit.
- ▶ Classrooms of grade 1 and 2 of 30 schools have been equipped with teaching materials and sitting arrangements.
- ▶ 9 ECD centers among 37 meet 5 minimum standards (clean water, toilet, room 22x16x8,



Case Study-2

SMC became active after SMC / PTA strengthening training

Desks and benches of Saryug Munilal Secondary School of Sarpallo VDC of Mahottari district were used in marriage ceremony by community people and school used to be closed in such days. SMC members were unknown about their roles and responsibilities. They were not taking interest on it.

ASN organized SMC/PTA strengthening training for SMC, PTA members. They sensitized on the importance of code of conduct of school and school opening days, etc. Finally, SMC became active. SMC organized a joint meeting with support structure and community people in school. They discussed and decided that school should not provide furniture to the community people for any kind of events or for the purpose of marriage ceremony. HT was generally absent in school. He was not keeping financial record of school in a transparent manner. It was also affecting school management indirectly. So, SMC organized a meeting and appointed new head teacher in the school.

New head teacher organized staff meeting and decided that if any students as well as teachers become late, they should be punished. During the tiffin none of the students should go their home. On the other hand support structures are monitoring the school. As a result, teachers are taking their classes in time, using educational materials in the classroom.

sitting arrangement, 90 hours training provided to facilitators) among 12 areas of government. 27 out of 37 ECD centers are running separately from grade 1.

- ▶ 881 children (girls 419) have been learning in 37 ECD centers. Among them 701 (girls 351 and dalit 208) are newly enrolled. 83% children are graduated from ECD centers to grade 1.
- ▶ 107 teachers from 44 schools including 30 focus schools are trained and 38 schools are practicing child friendly and ATL. 20 schools are practicing grade teaching.
- ▶ 23 schools are practicing NVT. There is no corporal punishment; students are not used in rally, no political interference and school closure, no use of arms within catchment areas of school and no discrimination in schools. Thus, cases of violence in school have been decreased.
- ▶ CoC formed in 42 schools. CoC monitoring by SMC and CRPF in 20 schools. It was found that 72% of CoC on SZOP have been implemented.

2. Promoting Quality Education through Community-Based School Management (Aashal Shiksha Dia)

Context

Net enrolment rate is 88.5 percent in Dhanusha and 86.6 percent in Mahottari, and the overall promotion rate in primary education is 85.2 percent in Dhanusha and 86 percent in Mahottari⁵. The main reasons for low enrolment and low promotion rates can be attributed to: 1) school management issue, 2) poor learning environment i.e. lack of classrooms, toilets, learning materials, and lack of pre-school education 3) quality of education (teaching methods, violence in schools etc), 4) social and economic issues (lack of understanding on the importance of education, poverty, child labour, discrimination to lower castes and girls, etc.). Especially in the Terai area, including Eastern Terai, school capacity to accommodate an increasing number of children is relatively low compared to hilly areas, with approximately 80-100 students per classroom.

In order to tackle various challenges in the education sector as mentioned above, the Nepal Government,

⁵ DOE. 2011. Flash Report 1, 2010-2011

under its new policy on School Sector Reform, has put an emphasis on school management by SMC including the community. However, not necessarily all SMCs are functioning well. So, in order to ensure children's rights to quality education, there is an urgent need for conducting comprehensive education interventions, especially on issues around school management with community participation

Purpose:

Quality education is provided to children in target schools.

Target:

19 VDCs in Dhanusha district, 11 VDCs in Mahottari district, Nepal

Target Group:

Direct target: 1,931 children aged 3-4 (ECD), 47,024 children aged 5-14 (primary school)

Indirect target: SMC members (399), teachers (642), and community structures 4,981 in total



valued by the government, improving learning environment and children's school readiness, capacity development of teachers, raising awareness of community on education, and advocacy on education policies.

Progress

- ▶ 73 schools have formed SMC out of which 38 are functioning well (minimum 6 meeting conducted annually, involved in SIP preparation, class observation and resource mobilization), and 26 schools have formed PTA.
- ▶ Participation of community in planning, implementation, monitoring of SIP is increased in 88 schools i.e. 82% among 103 schools. 64% of SIP based resources has been mobilized by schools.

Case Study-3

Changes in Phool Kumari

VDC Dhanusha Dham ward no. 1 Sarsa Mushari tole is situated in the Dhanusha district. Shree Gopi Sada and Phool Kumari Sada have four children, two sons and two daughters. No one was literate in their family before due to very pitiable economic condition.

Many organizations like Samaj Bikas Path, RDF and ASN etc are working in this VDC. Phool Kumari was selected as a women forum member. She participated in different meetings and interactions. She knew the importance of education. She enrolled her elder son into school. She started to send out of children from the community to schools.

She is advocating for the right to education of children in the community and convincing the mothers of out-of-school children to send them to school by sharing the importance of education. She is herself as a role model. She is giving her examples in the meeting with mothers. This is the convincing tool for her to others. In spite of many difficulties she is sending her child to school. She has still to send her two daughters and a son to school. She is struggling for that.

In coordination of SMC and PTA, she is monitoring the school also and giving feedback to teachers for quality of education.

- ▶ Support structure coordinated with VDC for local fund collection to support the school building construction. NRs. 4,300,300/- was collected and used in school building maintenance and new construction.
- ▶ 84 schools among 103 adopted Social Audit. The social audit has helped the participants to understand the school management and financial issues. It has also increased trust among parents and general community with SMC and teachers.
- ▶ Classrooms of grade 1 and 2 of 103 schools are equipped with sitting arrangement, game sets and teaching materials. 48 schools are practicing child friendly and ATL.
- ▶ 52 schools are practicing PITAI MUKTA PADHAI (learning without corporal punishment) among 103. These schools are practicing elements of child friendly. There is no corporal punishment, good relationship between teacher and students developed, extracurricular activities carried out by schools every Friday, Physical Training before class room sessions and there does not exist any forms child discrimination. Children are now frank and asking questions to teachers, regularity of teachers is increased and teachers are teaching in child friendly environment .
- ▶ 58 schools practicing free and compulsory education among 103 schools.
- ▶ A 17 membered (NGOs representative from 8 districts of terai i.e. Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa) regional level network was formed to put collective efforts on quality education. It clarified the term quality education among members and defined its indicators



- ▶ Access of children/schools to the government education services i.e. ECED, scholarship, textbooks is monitored. Findings were shared with community, district and national level stakeholders through meetings, interaction and regional, national conferences.



- ▶ Government policies i.e. textbooks and scholarship reviewed. Gaps identified and shared with community, district and national level stakeholders through meetings, interaction and regional, national conferences. DEO accepted that there is manipulation in data through press release. It is directly affecting quality education. DEO also committed that it should be verified very soon.
- ▶ 4 VDCs i.e. Sabaila, Thilla, Paterba and Mithileshwar Mauwahi; 13 schools i.e. PS Kumraha, PS Danda Tole, , SS Mulabari and PS Keshavkuti, PS Chitaha, PS Ghyampali, PS Dumariya, PS Lalbahadur, Kamalamai PS, N PS Khairbona, N PS Anherbat, N PS, Laxmipur and PS Goiyahi and Kajara Ramaul-4 tole announced as 100% enrollment.
- ▶ VCPC formed in 3 VDCs. VDC secretaries allocated 10% of VDC budget for quality education.
- ▶ SZOP implementation guideline developed by Nepal government in FY 2011. ASN encouraged schools to organize SCPC (School, Child Protection Committee) at school level too. Schools formed Child committee at school level in all targeted schools before. DCPC formed at district level to monitor SCPC activities as per guideline.
- ▶ There are 103 schools with 34,585 (girls 16,994, dalit 10,233) children. Total 5,952 children were newly enrolled during the project period. Among them 2,435 children (female-1,203, dalit-677)

Case Study-4

Women are working on quality education

A Women forum is working on quality education through teamwork. They took part in the school enrollment campaign to enroll out-of-school children and achieved good results. The forum was successful in bringing all out-of-school children to school, contributing to achieve the goal of universal primary education (UPE). Now they are focusing to ensure quality of teaching learning environment in the school. It is the case of Ratmate tole of Bharatpur VDC, Dhanusha. They are monitoring N PS, Ratmate. For this they organized meeting twice a month and discussed on ways of quality education. They shared their experiences with each other. They are coordinating with ASN and receiving suggestions and feedback that help them for further mobilization. It was found that the monitoring school is different than the others and makes teachers responsible towards children's quality education right. Women forum is visiting school every day and discussing on regularity of children and teachers as well.

The SMC member Mr. Birendra Yadav said that such types of teamwork help us more to create a positive environment on quality education.

Nowadays, the SMC meeting invites them as a guest to discuss on educational issues and the school is running well with efforts of the women forum.

newly enrolled in FY 2010 and 2,517(girls 1226, dalit 888) children were newly enrolled in FY2011.

- ▶ As per government policy, 4 new schools established in the working area to increase the access of dalit and marginalized community children to quality education. So, in total there are 107 schools now.
- ▶ 38 ECD centers among 80 meet 5 minimum standards (clean water, toilet, room 22x16x8, sitting arrangement, minimum 90 hours trained facilitators) among 12 areas of government.
- ▶ 80 ECD centers are functional with 2,663 (girls 1378) children in FY 2011. Among them 408 (girls 192) children are new enrolled.
- ▶ 1,872 children out of 2,663 (70%) were upgraded in grade 1 from ECD in FY 2011. 34 ECD Centers separated from grade 1 among 80.

3. Promoting Quality and Inclusive Education for out of Reach Children in Nepal Project

Context

Nepal is one of the poorest and most unequal countries in Asia with over 8 million people living below the national poverty line⁶. The food, fuel and

Purpose:

To increase the capacity of district education authorities and schools to implement the School Sector Reform Plan to ensure quality and inclusive education for girls, Dalits and children with disabilities in 72 schools in three target districts.

Target:

Kailali, Rupandehi and Kaski districts

Target Groups:

Educational organizations: 432 teachers, 72 head teachers, 12 resource persons, 9 district education office staff members and 578 school management committee members.

Local authorities: estimated 200 village development committee members.

Community-based organizations: over 15,000 community members, majority of whom are females in all three target districts.

⁶ The preliminary report of the National Population Census 2011 demonstrated Nepal's population as 26.6 million (CBS, 2011. Preliminary Report of Population).

Case Study-5

Change in the life of Uzma Khan

Uzma Khan lives in Dhangadhi municipality ward no. 1 at Pashupati tole. She has six sisters and a small brother. Her father name is Nasim Khan and he works as a barber (hair cutting). She is studying in grade 5 in Saraswati Lower Secondary School. When she was 12 years, her father enrolled her in grade four in Saraswati school. However, she could not perform well in comparison to other students. Before she was studying in Madrasa School. She doesn't know the basic alphabet of Nepali, and has little knowledge on Math and English. Due to this she was irregular in the class. After some day she went to India. After six months she came back to Nepal but didn't go to school. For one year she didn't go to school. After ASN started promoting quality and inclusive education for outreach children in Nepal project at Saraswati School, ALF Miss Mamata Nepali brought out of school students and started to conduct bridge course in community. One day ALF Miss Mamata Nepali was conducting community meeting and discussion for ASN program related to the bridge class. Her father agreed to bridge class rules and regulation. Next day her father admitted her in the bridge class. She was studying 3 or 4 days. Then she was irregular and refused to come to bridge class.

One day ALF Mamata Nepali went at her home and talked with her parents about the necessity and importance of education. After that her parents and she agreed to join the bridge class. She studied in the bridge class for seven months. She took the entrance exam and admitted in class five. Now she is attending school regularly. She has just passed her first terminal exam and participated in the second terminal exam. She is waiting for her result.

Besides, she has been regularly attending the tuition class. She does homework and asks frequent questions in the class. According to the principal, Mr. Padamraj Joshi, she is a very regular student. She is good in her study and she does her homework regularly. She has passed her terminal exam.

We visited her school and asked her class teacher Mr. Laxman Tamrakar about her regularity and performance in her class and study. "She will secure good marks in the final exam and proceed to class six", said the class teacher. Her parents said, "She is going to school regularly and return home in time. She also helps us in our work. When she has free time, she studies her books".

financial crises and current political instability threaten to overturn progress made towards national development objectives. This is especially true for socially excluded groups such as Dalits and people with disabilities, with girls and women amongst these groups disproportionately affected. One of the crucial areas required to address the social, economic and political disparities that can ensure progress towards the Millennium Development Goals (MDGs) and contribute towards peace in Nepal is quality and inclusive Education. Recently Nepal has seen increases in enrollment, especially for girls, but dropout rates remain high and quality of learning and teaching has not greatly improved. There are still large numbers of out-of-reach children not enrolled,

particularly in the Terai. The Government of Nepal (GoN) has been implementing an ambitious School Sector Reform Plan (SSRP 2009-2015) building on



the Education for All (EFA) initiative. Achieving the SSR's objectives of universal (100 percent) enrolment and 90 percent survival rate to grade V in primary education is challenging, especially for districts with extremely low levels of current enrollment and retention. There are challenges in ensuring the appropriate implementation of curriculum, the management of the decentralization process and the equitable resource allocation to ensure inclusion for all.

ASN implemented this program as an implementing partner of VSO in Kailali district and contributed as a resource organization to monitoring progress in Rupandehi and Kaski districts.

Progress

As an implementing partner

- ▶ ASN carried out enrolment campaign and organized street drama to encourage the out-of-school children and their parents to enroll them in schools. As a result, 157 children enrolled in 14 schools from the bridge course centre, among them 102 were girls and 55 were boys. Those children received school uniform and stationeries from the ASN.
- ▶ 2,600 households from the catchments area of 12 schools were surveyed to monitor the out-of-school children.
- ▶ Two days' workshop on child rights, antidiscrimination and disability conducted in 14 schools. Total 507 including teachers, students, SMC, PTA and parents of 14 schools participated in the workshop.
- ▶ 12 Accelerated Learning Facilitators conducted extra classes in 12 centres for five months and supported 494 children of 12 schools.
- ▶ ASN regularly visited 14 working schools of the Kailali district to monitor the quality of education.
- ▶ ASN organized focus group discussions with teachers, students and community members of 14 schools to monitor the impacts of child rights, antidiscrimination and disability disseminated through workshop and street drama. 319 people of 14 schools actively participated in the discussion.

As a resource organization

- ▶ Prepared resource materials for the enrollment campaign and child rights, anti-discrimination and disability workshop.
- ▶ Supported regularly to the two implementing partners DWO and NNDSWO.
- ▶ Provided supporting documents of the training and enrollment campaign.
- ▶ Provided household data entry software to the partners.
- ▶ Focus Group Discussion guideline and checklist were prepared and provided to the partners.
- ▶ Monitoring tools of quality education was prepared and provided to the partners.

4. "Lighting Education as a Power to Musahar Communities" phase 2

Context

There are 34 hamlets (toles) and 1,434 Musahar households in the 10 Project VDCs. Five VDCs in each of Siraha and Saptari district have 61.3 percent and 38.7 percent of Musahar households respectively. Average size of Musahar comprises of 142 households per Tole ranging from 79 to 341 households. Total population of the 10 Project VDCs is 55,176. Among

Purpose:

To improve the life situation of Musahar communities in 10 VDCs of Siraha and Saptari districts by increasing their access and participation to educational, economical and social opportunities by 15 May 2013.

Target:

Siraha and Saptari districts

Target Groups:

2,731 Musahar children, 3,450 men and 3,245 women, 30 saving credit groups, 10 Child Power Centres, 10 saving coordination groups of 10 VDCs of Siraha and Saptari districts, and RMUS (Rastriya Musahar Utthan Samaj).

Case Study-6

An experience of Sajan as student- child bonded labor-student

Sajan Sada lives in Barharamal VDC ward no. 6. He is the son of Mr. Ram Ashish Sada. He is eight years old. Instead of going to school, he started work and became a child bonded labor in the same VDC at Mr. Bhes Bahadur Lama's home. Sajan had to watch after and graze buffalo. He was not provided any incentives for the work. He got food as incentives only. His parents, on the other hand, don't have knowledge of importance of education. They did not take any step to escape their son from child labor.

Before joining the work, Sajan was a student of grade one. He was regular in his class. Due to lack of proper guidance, he left the school. Aasaman Nepal, with the support of Embassy of Finland, has been conducting different types of meetings in the community. While conducting meeting at tole level, parents of Sajan also attended. While discussing the negative impact of child bonded labor, their neighborhoods revealed about the status of Sajan. Social mobilizer and the participants of the meeting made him realize. They assisted to withdraw him from work.

Parents of Sajan knew the importance of education and negative impact of child labor. His father named Mr. Ram Ashish Sada attends every meeting conducted in the community.

Now, Sajan is regular in school. He is in grade three. He has also got facilities from school and Aasaman Nepal for copy, pencils as encouragement. He is good and regular in his class.



them 6,695 (12 percent) are Musahars. Out of them Musahar male is 3,450 (51.5 percent) and female 3,245 (48.5 percent).

Total population of 5-14 year age is 1,713; out of them 754 (44 percent) are attending school. Gender disparity is extremely high as only 286 (38 percent) of total attendees are girls compared to 468 (62 percent) boys. In 10 VDCs of Siraha and Saptari, 794 students are studying; out of them 85.8 percent are in primary school (1-5 grades), 13.9 percent are in

secondary school (6-10 grades), and only 3 (0.38 percent) in higher secondary school (11-12 grades) and above. Of the total 681 students in primary level 40.4 percent are girls and 59.6 percent are boys. In secondary education, out of 110 students, 23.6 percent are girls compared to 76 percent boys. In higher secondary education and above all three students are boys. As the students go up to higher level, the percent of girls shows a decreasing trend. Out of total population 3,510 (19 years and above), only 339 (9.6 percent) are literate. Female literacy is only 12.9 percent compared to male literacy at 27.8 percent⁷.

Backwardness of the Dalit is the outcome of exploitative socio-economic and political structure of the system and, therefore, it is the primary duty of the State to pump adequate resources for the improvement of their education, health, economic and employment opportunities. They should be made aware to send their children to schools and provided support to make savings for investment in income-generating activities. The major occupation of the Musahar people is land cutting and waged labor.

⁷ ASN, Baseline, May 2010.

Nearly all Musahars are landless and depend on waged labour. Most of the houses in this VDC are made of Mud and Bamboo. Many of them are living on the edge of river, in Ailani land, side of road and isolated clusters. Of course there is nearby school but children from Musahar community are out of schools. There are sub health posts and health posts but access of Musahar to health services is very low. Their children are not immunized. As per VDC guideline, there is mechanism of support to dalit empowerment. In the lack of information, they are not getting those resources. They are mainly suffering from skin disease, TB, mal nutrition, ARI and diarrhea. As they are living in remote clusters, their participation in various organized programs seems negligible. They are discriminated by higher caste people⁸.

Progress

- ▶ Total 386 (Girls 182) Musahar children enrolled in schools of Siraha and Saptari districts. Out of 386, total 256 (Girls 117) are enrolled in Siraha



and 130 (Girls 65) are enrolled in Saptari district.

- ▶ Total 10 bridge course centers conducted. Out of 10, 5 centers are running in Siraha and 5 centers are running in Saptari from 14th August 2011 with 221 (F- 140) children. In Siraha, 99 (F- 62) children and in Saptari, 122 (F- 78) children are participating in Bridge Course classes. FS are teaching children in joyful environment. They are using methods like rhymes, PT, storytelling etc.
- ▶ Total 10 ECD (Siraha-4, Saptari-6) centers supported with education and sitting

arrangement (Carpet, Mat). Total 213 children benefitted with education and sitting arrangement materials. ECD FS are using education materials to teach children. It helps children to learn easily. It created friendly teaching learning environment in the ECD centers.

- ▶ 50 teachers from grade 1 and 2 and SMC members of 27 schools in Siraha and Saptari districts trained on Child Friendly Teachers Training. Teachers took child friendly training, started Learner Generated Materials (LGM) practice in their schools. It helped in increasing the creativeness of the children. Teachers from PS Kuthanama, PS Majhaura and PS Baltiya practicing tools of child friendly school.
- ▶ In total 20 tuition classes supported in Siraha and Saptari districts for the slow learner children. Total 687 (Girls- 316) children benefitted with tuition classes. The regularity of the children is increased in schools after the conduction of tuition classes. All children attending tuition classes appeared in the final examination of 2068.
- ▶ ASN supported educational materials to the new enrolled Musahar children in Siraha and Saptari Districts. Total 290 (138-Girls) Musahar children were benefitted. Out of 290 Musahar children, 195 (89-Girls) were from Siraha and 95 (49-Girls) from Saptari. Children are encouraged with the educational support. The regularity of Musahar children increased. Total 710 (Girls 316) Musahar children benefitted from scholarship distributed by schools in Siraha and Saptari districts in addition to scholarship supported by ASN.



⁸ CBS. 2063. District Profile of Districts 2063

- ▶ ASN supported materials like card board paper, gum, sign pen, markers, scale etc to 27 schools to develop local teaching materials to establish child friendly teaching learning environment in schools. Schools developed local teaching materials for use in the classroom. It helped children to learn easily as well as teacher to teach effectively.
- ▶ ASN supported scholarship to 140 Musahar girls and boys from class 6 and above as an encouragement in the presence of SMC, PTA, parent and RMUS members. Total 60 (15 Girls and 45 boys) children provided scholarship in Siraha. 80 (17 Girls and 63 Boys) children supported in Saptari in February 2012. For class 8, 9 and 10, Grammar, Dictionary, Translation, English, Math, Science Practice books, Geometry box and bag were provided. Similarly, for class 6 and 7, Translation, Grammar, Dictionary, Geometry box and bag were provided. Children are encouraged and are regular in school.
- ▶ 20 reflect centers are running in Siraha (12 centers) and Saptari (8 centers) districts with 508 persons (Male 45, Female 463). Among 20 centers, 16 centers are for female only, 1 center for male and 3 centers are mixed. All 508 participants received education materials i.e. textbook and stationeries. Reflect class participants are ready for school enrollment campaign to mainstream all Musahar children into education system.
- ▶ In Saptari, 9 youths from Musahar community got life skills training. Out of 9 youths, 2 youths got mobile repairing training, 2 got automobile training and 5 got house wiring training. Now they are earning NRs 2000-5000 per month for their family and supporting children for their education.
- ▶ Total 19 Musahars are represented in SMC. Among them 4 persons are Chair person and rest of them are SMC members in 4 schools of Siraha and Saptari districts. Total 9 Musahar youths are represented as FS in Reflect classes while 3 in bridge courses. Total 3 Females from Musahar community are FCHV (Female Community Health Volunteer).
- ▶ 64 Musahar elderly people of 60+ years of age have access to social security allowance from 10

VDCs.

- ▶ 802 (388 Girls) Musahar children under 5 years are getting NRs 200 per month for nutrition improvement under Child Protection Program supported by VDC in Siraha and Saptari districts.

Overall impacts and challenges of the education program

Impact

- ▶ VDC Mukhiyapatti Musarniya from DHN allocated NRs 200,000/- to PS Mukhiyapatti-3 for classroom and boundary renovation, NRs 153,000/- to PS Musarniya-7 for classroom renovation, NRs 42,000/- to PS Musarniya-9 for educational materials and toilet renovation, NRs 25,000/- to VCPC for child gathering. Similarly, VDC Tulsiyahi Jabdi from DHN allocated NRs 100,000/- to PS Jabdi for boundary renovation and gate construction and VDC Fulgama from DHN approved NRs 170,000/- to VCPC for child led activities, NRs 200,000/- to SS Fulgama for hand pump, installation toilet renovation and game set materials.
- ▶ CRPFs are listing irregular and out-of-school children and monitoring them (Mukhiyapatti Musarniya and Gidha Belapatti VDC of DHN district).
- ▶ Teachers started to take leave with formal approval by head teacher and head teachers with approval by SMC chairperson in 5 schools (PS Yogyada, PS Hathipur, SS Tulsiyahi Nikas from DHN and PS Saranchiya and SS Maithili Ballav from MHT).
- ▶ HSS Tulsiyahi Nikas started to provide NRs 50/- per extra-curricular period to teachers taking extra class. PS Bahedabela from DHN started to make it compulsory for teachers to run extra-curricular classes.
- ▶ Teachers from PS Kanya in MHT started to make it compulsory to teach with teaching materials. PS Hadbara in DHN separated ECD from grade 1 just after the exposure visit.
- ▶ ECD facilitators developed local teaching materials for use in PS Yogyada and PS Hathipur from DHN district.
- ▶ Floor sitting has been applied in ECD centers in

PS Yogiada, PS Hadbara and PS Hathipur of DHN district.

- ▶ Six corners are set up in ECD center by PS Saranchiya, SS Maithili Ballav, SS Sarpallo and PS Mansif Mahavir in MHT district.
- ▶ PS Hathipur from DHN district dispatched letters to parents of irregular children.
- ▶ PS Saranchiya developed 2 types of ribbon i.e. red and yellow to be used when students go to toilet so that children can use toilet by turn.
- ▶ With the initiation by CRPF, two schools in DHN, which were closed for one week and four months respectively due to internal conflict on SMC reformation and PCF teacher, have been reopened.
- ▶ Previous SMC members and retired teachers jointly started to monitor the school just after CRC training to ensure quality education as right of the children (SS, Sahasram, Mahottari).
- ▶ Child committee organized meeting with teacher. They persuaded the teacher to separate the grade 1 and 2. Finally, grade 1 separated. Grade 5 is running in the office room (PS Saghara, Dhanusha).
- ▶ Schools committed and included social audit in their SIP to accomplish on yearly basis (PS Teliyaha, PS Ekrahi, PS Malhaniya, PS Fulbariya and PS Sarabe from Dhanusha).
- ▶ No smoking in school zone started by PS Sarabe and PS Tintale from Dhanusha district.
- ▶ SMC from Sarabe, Dhanusha completed rest of the work of the ECD building construction supported by ASN in the FY 2010.
- ▶ HT started to take class and other teacher started to develop and use local teaching materials just after the training to ensure quality of teaching learning environment to children. Before there was conflict between SMC and HT, teachers (PS, Malhaniya, Dhanusha).
- ▶ Teachers are active. Good teaching learning environment prevails in school. As a result

boarding school children joined school (PS Bela).

- ▶ LSS, Madan Ashrit started weekly and monthly test to see the progress of the children. Using extra English book. Children are coming to school with dress and tiffin. Attraction of children increased towards school.
- ▶ Sonamai VDC supported 20 percent of the income to LS school, Agleshwara to create the learning environment and child friendly initiative.
- ▶ LSS Bharatpur started grade teaching up to grade 3. By the effort of Child committee leisure period stopped. Teacher is asking question just after the PT and rewarding to children to encourage them in PS Keshavkuti. It helps to recap of the past day.
- ▶ Teachers from LSS Chakba, PS Ekdarabela, PS Kanchanpur and PS Biariya of MHT district, PS Jhijha, SS Duhabi and PS Karmahi from DHN district are using teaching materials in the classroom.
- ▶ With the initiation of CEC, Sabaila, smoking is prohibited in LSS, Madan Ashrit.
- ▶ CRPF from Yagyabhumi VDC of Dhanusha district conducted free tuition to 26 slow learner children of Kishanpur Musahar hamlet. They are regular in school now.

Challenges

- ▶ There are different types of teachers in school i.e. Permanent, Temporary, Relief Quota, PCF, Volunteer and Private having different knowledge and lack of KAP sharing.
- ▶ Time taken process in building political consensus for improvement of school due to absence of local governance.
- ▶ Upgrading level and grade of school without proper management of classroom and teacher.
- ▶ Old and experienced teachers are waiting for their retirement. They are mentally not prepared to attend the school. It is directly affecting the teaching learning environment of school.

Theme **B**: Natural Resource Management/ Livelihood



Nepal is among the poorest and least developed countries in the world, with almost one-quarter of its population living below the poverty line. Agriculture is the mainstay of the economy, providing a livelihood for three-fourths of the population and accounting for about one-third of GDP. Industrial activity mainly involves the processing of agricultural products, including pulses, jute, sugarcane, tobacco, and grain. Nepal has considerable scope for exploiting its potential in hydropower, with an estimated 42,000 MW of feasible capacity, but political instability hampers foreign investment. Additional challenges to Nepal's growth include its landlocked geographic location, civil strife and labor unrest, and its susceptibility to natural disaster (Nepal Economy Profile 2012).

Nepal belongs to the world's Least Developed Countries (LDCs). According to the World Bank, with a per capita income of USD 400 (2009), Nepal is one of the poorest countries in the world and the poorest in the region. The country is ranked 138 (out of 169) in the Human Development Index (2010). One-third of the population lives below the poverty line of USD 1 per day. According to the Welthungerhilfe/IFPRI Hunger Index 2012, Nepal is one of the countries with an "extremely alarming food situation." The World Food Programme (WFP) estimates that 2.5 million people depend directly on food aid (2006-07). Forty-two of the 75 districts in Nepal are classified as chronically food insecure and 4.4 million people are considered at risk with regard to their food situation (OCHA, 2008).

Approximately 83% of the country's population is rural⁹. Food and living standards have not however improved in the last years. One-fifth of the population is under-nourished and has no access to clean drinking water. Every second child suffers from malnutrition. The unemployment rate is around 50%. Just under half the population is still illiterate (CIA Factbook

2010). Women and ethnic minorities as well as the Hindu caste of dalits (Untouchables, 10% of the population) are particularly hard hit by poverty.

The majority of the people are smallholder farmers who are practicing in the mountain slopes on small terraced fields or through slash and burn subsistence agriculture. The major crops include maize, millet and buckwheat. Due to low rainfall and a lack of locally adapted irrigation technologies the cultivation of vegetables is problematic, especially during the dry months in winter and spring. Most of household do



⁹ CBS. 2011. Preliminary Report of Population Census 2011.

not produce enough food for their own consumption and suffer food deficit for more than 5 months per year. Food deficiency and malnutrition are widespread. Especially affected are mothers and children. More than 50% of young men are looking for seasonal or permanent work in the major cities of Nepal or abroad in order to feed their families.

In this context ASN focus livelihood this year and implemented below mentioned programs.

1. Dhanusha Poverty Alleviation Program

Context

Poverty alleviation fund (PAF) is working with 14 different local partner organizations (PNGOs) in Dhanusha district. Aasaman Nepal is one of them. There are hundred VDCs and one Municipality in the district. According to agreement with PAF dated Aashadh 2066, Aasaman Nepal (ASN) is implementing its program in 4 VDCs i.e. Barmajhiya, Dhanusha Govindapur, Bhutahi Paterwa and Thilla Yaduwa. These VDCs are lies in the east and south part of the district. Another remarkable thing is that all targeted VDCs are far from Headquarter Janakpudham.

Apart from this, we notice that people are living with different race, face and cast in these respective VDCs. By profession most of the people are farmer however they do not have their own land for farming. Most of them are engaged in waged labor to solve their hand to mouth problem. Most of people are landless and cattle less. They are illiterate too. Because of illiteracy most of the younger from indigenous, Dalit, Muslim



and other backward communities are going to the Gulf and other countries as a cheap labor. Most of them are abandoned from information of development. So, keeping above scenario in mind, PAF and ASN had jointly chosen the working area.

Progress

- ▶ Organized 28 community organizations (COs) in the community and mobilized. Among 28, there are female members only in 26 COs. There is involvement of dalit, women, Janajati and Muslim people in COs.
- ▶ Capacity building of the COs members on proposal writing, ledger management, leadership and revolving fund management
- ▶ They saved NRs 224588/- up to now
- ▶ Registered 22 community organization (COs) with PAF
- ▶ 10 COs received total NRs 3463231/40 grant from PAF up to now for the community development.

2. Sarlahi Poverty Alleviation Program

Context

Sarlahi is one of the Terai districts of the Central Development Regions having six constitutional areas; seventeen area (Ilaka) divisions, one municipality and ninety-nine VDCs. Hempur and Jamuniya, which are the working areas for PAF, projects Hempur and Jamuniya are in the mid part of Sarlahi and the other 2 VDCs Ramban and Rohuwa are near the border of India. Hempur and Jamuniya are both neighboring VDCs. These two VDCs are located about 20 km south from the East West Highway and 7 km south west from Nawalpur. The location of Ramban and Rahuwa is about 20 km. west from Malangwa. There are gravel

Purpose:

Reduce poverty through supporting poor targeted community

Target:

Dhanusha district

Target Groups:

756 (275 dalit, Janajati 144, Muslim 41 and other 315)HHs of Baramajhiya, Thilla Yaduwa, Bhutahi Paterba and Dhanusha Gobindpur VDCs of Dhanusha district and 4253 family members (male 2168, female 2085)



roads in all VDCs. We can get Haempur and Jamuniya via Gair- and Salempur chowk, which lie on the way to Nawalpur- Malangwa road. Personal and public ponds are the sources of irrigation in addition to water from rain in these VDCs, which are almost dry in other than rainy season. Public wells and private hand pumps are the major sources of drinking water. The level of water is available near about 25/30 ft. under the ground, and the quality of water is good. The household settlement of the VDCs is dense with mostly wooden houses.

People from different walks of life are living together making these VDCs a multi cultural, multi caste and multi practice holding VDCs. Majority of the people are making their livelihood operating with agriculture and livestock farming where as some are making their living on employment business and wages-labor. People are lagging behind in every sector of life because of the miserable economic condition, illiteracy, lack of awareness and employment problem. People are compelled to live their livelihood with labor wages as majority of the people are from dalit, janajati and marginalized sections of the community. It is difficult

Purpose:

Reduce poverty through supporting poor targeted community

Target:

Sarlahi district

Target Groups:

70 organized COs of Hampur Jamuniya, Ramban, Rohuwa, Godaita, Sisautiya and Laxmipur Sukchaina VDCs and 1954 HHs

even to manage food from their own production for 12 months. In spite of 80-90 percent people living below the poverty line these VDCs are getting some sorts of economic support as there has been running three events local bazaar near the VDCs in a week. Local people are taking that bazaar as main centre to selling their products and buying their daily needs.

In the project areas, there is presence of Yadav, Paswan, Mahara, Mahato, Sah, Khatwe, Majhi, Brahmin, Kayastha, Lohar-Thakur, Hajam, Dom and Dhobi. Almost all people respect and follow Hinduism and likewise traditions. Maithili is spoken mostly as a local language and 25 percent of the residents are unfamiliar with the Nepali language. Although caste discrimination is highly prevalent in the area, however, instances of caste-based discrimination are significantly on decline due to greater awareness on the part of youth and civic society interventions. There is a strong prevalence of patriarchal dominance in the working VDCs of this project. Indeed, women are primarily involved in the household chores and have fewer educational opportunities, which is one of the main reasons for their low presence in social work and also



hindering their advancement. Due to low literacy rate among people, there is difficulty in developing a culture of team spirit and community work. The area has a very hot climate; nearly 9 months remain hot. The area is flood prone as the Lakhanti River is close to the area causing frequent flood during the rainy season. The economical situation has been improving steadily in recent years through the PAF program. Locals depend heavily on the agricultural production for their livelihood.

The educational status of the area is very poor and is characterized by an overall weak educational system. There are 4 primary and 2 secondary schools running

in the area with 35 teachers, including 3 female teachers. Two private boarding schools are also being operated in the area. Due to availability of educational facilities only up to secondary level, people generally go to Malangwa, Janakpur, Birgunj, Kathmandu and foreign countries for their further and advanced education. The public/government schools are characterized with low infrastructure facilities, poor student-teacher ratio and quality education programs, insufficient educational materials and lack of child-friendly teaching learning environment (source: DDC Profile, Sarlahi).

Progress

- ▶ Organized and mobilized 70 community organizations (COs) in the community. There is involvement of dalit, women and Janajati people in COs.
- ▶ Registered 52 community organizations (COs) with PAF
- ▶ 52 COs received total NRs 17,615,464/- grant from PAF up to now for community development. They mobilized NRs 2,369,860/- local resources from the community.

3. Youth Employment and Enhancement in Learning Skills among Primary School Children

Context

Youths (15 yrs plus) from conflict areas are a lost generation, their childhood 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 have been migrating 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 youths (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 youths 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. Youths without constructive engagement are easily caught up by conflict or criminal activities. Female youths are

particularly vulnerable, and at risk of all kinds of exploitation, including being lured into sex work.

In our society there are a number of youths who waste their valuable time without doing any work. They have no any idea and skill to use and demonstrate their efficiency. First they have not completed their education and second most of them are from marginalized community. In developing and least developed countries there are not sufficient industries and companies 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 labor. Some youth who are working in Gulf country are 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 delicate due to lack of good governance, and harmony between main political parties. There was no concrete mechanism for the conflict resolution with government. Due to political instability and lack of opportunities, other political parties, groups e.g. Tarai Jantantric Mukti Morcha, Madhesi Jana Adhikar Forum, Madhesi Yuva Front, Madhesi Tiger, Chure Bhawar Samaj, etc. have been adopting violent ways in order to achieve their political agenda. They are also mobilizing youth and children. As a result there still remains conflict and disorder in the country. This has caused many untoward events such as kidnapping, wealth grabbing, threat, bomb blast, killings, etc. So, people are in terror. Many of the families/children are displaced because of violation of Human/Child/Women/Labor rights in the country in various ways by different parties and groups. In the project area, there are following major problems:

- ▶ Rights 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 labor, and no other alternative means of income generation

On the other hand, progresses made so far show that the Government of Nepal will not be able to fulfill its global commitment to EFA goals. Although the Interim

Purpose:

1. Enhancing capacities and increasing livelihood options of dropout youth from vulnerable communities.
2. Ensuring access to quality education and enhancing learning skills among primary school children

Target:

Saptari and Baglung districts

Target Groups:

- ▶ Total 1,200 youths from scheduled castes, tribal communities, backward castes, marginalized communities from 18-25 years of age group from Saptari and Baglung districts were targeted for iLEAD program. They received vocational trainings on different trades for job placement.
- ▶ The project covered 50 schools from Saptari and 50 from Baglung. Random sampling methodology was adopted for identification of the 100 schools. In total, 4,000-10,000 children from 100 schools benefitted under the programme. Community members and parents also constituted the target group as the project proposed to include parents and community members in planning, implementation and monitoring of the project activities.



eligible children due to inadequate number of classrooms and furniture. These schools do not have water supplies or sanitation and suffer from a lack of teaching learning aids, unfriendly school atmospheres, poorly trained and poorly motivated inadequate teachers. Gender and caste discrimination, poor school management, and a lack of child/parent/community involvement in schools are barriers that prevent children from going to or continuing in school. There is also lack of quality learning opportunities in schools.

Progress

Back to Basics

- ▶ CCA result shared to all 100 schools and at VDC and district level.
- ▶ 100 teachers from Saptari and Baglung districts trained on child-friendly methods of teaching English, Mathematics, Science, Nepali and Social Study. 12 groups of teachers' resource team formed in respective project area.
- ▶ Teaching learning materials (TLM) distributed to 48 schools of Saptari and Baglung for establishing innovative and child-centred teaching learning environment.
- ▶ Local teaching materials developed and used in classroom by 50 schools.
- ▶ 6 schools developed child oriented plan and 6 schools practiced Child Friendly Initiatives.
- ▶ Social Mobilizer, Block Coordinator, Program Manager of ASN and PO from AEAIN trained on child friendly teaching.

Constitution of Nepal enshrines the right to education up to secondary level, access to free and compulsory basic education is still not available to most of the children from lower castes, ethnic minorities, conflict affected areas or children with disabilities, girls and other socially excluded groups of children. Access to education for children from marginalized communities and groups, including Dalits, is increasing, but retaining them is one of the most challenging tasks as most schools are in a state of disrepair and lack basic facilities, such as sufficient space to accommodate all

Case Study-7

Dhruba is brimming with energy and confidence to start life anew after training

Dhruba Shrestha, 27, from Narayansthan, Baglung, Nepal, always nurtured the dream of flying to the gulf countries to work as a labor in the company of his village friends. But destiny had it otherwise. He could not continue his formal studies because of abject poverty. Because of this, his father could not afford passport and visa fees let alone travel ticket expenses. He kept cursing poverty and tilling the limited land his family had in the village.

One day he heard of a free Initiative for Livelihood Education and Development (ILEAD) training program (supported by Aide et Action International Nepal and implemented by Aasaman Nepal) about to be conducted in the neighborhood through local FM radios, newspapers and posters. Trainings were being offered on cutting and stitching, house wiring and mobile repairing. He applied for house wiring training and secured enrolment. He was skeptical of the effectiveness of the training until it began as he had seen people whiling away their time even after undergoing such training in the past.

The training commenced and he entered the class with full enthusiasm hoping to chart a new course in life. Apart from providing uninterrupted regular technical training on theoretical and practical aspects, they managed for life skills and personality development classes to boost their confidence. The trainers encouraged all the trainees including him to start their own business and serve the community. It was a distant dream for a person whose family was reeling in poverty.

Upon completion of 3 -month training, he was brimming with energy and confidence to start life anew. And the demand for house wiring was also high. So, he started working right away and made little savings through which he opened a small contact office, where people came asking for his service. He has even employed two colleagues enrolled in the ILEAD training with him. Now he earns between NRS 20,000 to 30,000 a month. Now he persuades his friends working abroad to return to own village and make the most of opportunities available in the vicinity rather than sweating in an alien land. He says, "ILEAD has transformed my life from an aspirant of a small employment to a proud employer."

ILEAD

- ▶ 546 youths (Female 220) from Baglung and Saptari districts provided skills training with regard to mobile repairing, sewing & cutting, house wiring and automobile. They completed OJT. Out of them, 431 (79 percent) trained participants placed on job.
- ▶ Organized rally with be skilled, be employed in the Saptari district to sensitize the community stakeholders on the importance of vocational training to youth and create local employment.
- ▶ District program advisory committee formed at district level. DPAC monitored the program and provided feedback for further improvement.
- ▶ Coordination Improved with Domestic and Small Cottage Industries.
- ▶ Stall demonstration in the Saptari "Mahotsav"



and linkage of the program established with district line agencies.

4. Local Governance Community Development Program

Context

Sarlahi district is in the southern plain in the central region of Nepal. It lies at the foot of the hill in Churiya range. Sarlahi has multi ethnic, multi religious composition of population. The district report shows 60 castes and ethnic groups are living in this area including Yadav, Teli, Sudi, Kalwar, Muslim, Dalits and Janjatis. The number of Yadav is higher than other and in total 37.2 percent people speaks Nepali language.

Primary occupation of the people in Sarlahi district is agriculture with traditional tools and techniques, second, remittance is another major source of income and likewise few people are engaged in small-scale businesses and services. Their living standard is poor as most of the people are below the poverty line due to unproductive land, backward ethnic community and illiteracy.

The targeted areas in Sarlahi district possess a situation where poorest and marginalized and disadvantaged communities are deprived of social justice due to lack

Purpose:

The overall goal of this assignment was to implement social mobilization through social mobilizer effectively and efficiently at the village.

Target:

Sarlahi district

Target Groups:

45 ward civil munch and 5 civil awareness center from Hemptur, Salempur, Haripur, Bhaktipur and Murtiya VDCs

of reliable and sustainable support to help their communities. The national policies and programs planned and the budget allocated for improving the socio-economic status by the government has been out of reach of the target community or groups. The local NGOs established to perform various development activities have also failed to bring these backward communities to the mainstream hence good local governance and the community led development has not been practically experienced among the rural

Case Study-8

Dinabhadri saving group is playing a vital role to mitigate poverty from Musahari tole

Dinabhadri saving group of Aurahi VDC in Saptari district is an example in the sector of running different small businesses and animal rearing. From the support of ASN, they became able to grab resources from different organizations e.g. SCDC Saptari. SCDC Saptari is working in Aurahi VDC with the support of PAF. It is well known that Musahar community is very backward in the sector of education, economy, politics, etc. So, this saving group is playing a vital role to mitigate poverty from the Musahari tole.

The members of the saving group are playing active role through organized regular meetings and interactions. In every meeting, they discuss how to increase economic as well as educational status of Musahar Community. Facilitators of different community based classes make them aware on it. AS they live in scarcity, they neither can purchase cattle nor can afford to run any business. It is very difficult to meet hands and mouth for them.

Now, they are successful to make available the fund under PAF program. Nearly 17 members of the saving group have started their own business.

From the income of these businesses they are supporting their children to ensure their right to education.

communities. The Human Development Index shows Sarlahi in 39th position among 75 districts. According to the national census of 2001, the population of the marginalized and excluded communities comprises 206,543 out of the total population of the district which occupies 37,553 households in total.

Progress

- ▶ Focal persons trained with TOT on local level planning and implementation.
- ▶ Organized reflect classes for civil awareness centre persons.
- ▶ 90 persons from ward civil munch members mobilized through meetings.
- ▶ Capacity of social mobilizers developed on local level planning and implementation.

Overall impact and challenges of the natural resource management and livelihood program

Impacts

- ▶ Income generation of COs members increased through livestock farming, vegetable farming, rickshaw, furniture, milk, medicine shop, shoes and umbrella repairing, etc.
- ▶ Through the income generation, income of the members of COs improved. They are aware of the importance of education. So, they are sending their children to school now.
- ▶ Women who could not speak with strangers, now can speak and introduce themselves, gradually omitting their coverage from 'ghumto'.
- ▶ Group members who did not had any transactions in the bank and who were afraid of complex

Banking business now operates community structures ,Saving and Credit groups as their "Mini Bank" and can confidently operate transactions in the Banks.

- ▶ Targeted community people are asking for their right and access of people increased to local resources and they are searching resources in the community.
- ▶ Participation of the community people increased in the planning and decision making
- ▶ Women who limited themselves within their house , now can participate in meetings and extra activities.

Challenges

- ▶ Absence of local governance at the VDC level. No presence of VDC secretary in the VDC.
- ▶ Many of the members of the community organizations are illiterate and difficult to maintain ledger and record keeping.
- ▶ Lack of management of the market.
- ▶ No provision of livestock insurance to CO members.
- ▶ Difficult to collect community contribution for the infrastructure work.
- ▶ Hard to job placement of trainee in small market.
- ▶ Difficult to identify trades as per needs of dalits and marginalised.
- ▶ Drop out of trainees after completing the training because of placement.



Health is considered as another most important means of development. Even the educated people need to be healthy in order to study and work and to be happy. Education without good health is meaningless and worthless. Only the healthy human power can lead the country to the path of development by utilizing their power of knowledge and creativity. Every country requires healthy human resources. Health of the people depends upon the availability of health services.

The national health policy aims at improvement in health conditions of the people of Nepal through extension of primary health care system to the rural population with a view to provide the benefits of modern medical facilities through trained health care providers, active involvement of private sector and NGOs in health services and adequate training and community participation.

But the country continues to be afflicted by communicable diseases and upward trends of lifestyle related non-communicable diseases. Incidence of diarrheal diseases and acute respiratory tract infection continue to be high (219 and 319 per 1000 population respectively). Vector borne diseases like malaria, visceral leishmaniasis, lymphatic filariasis, Japanese encephalitis and recent emergence of dengue infection are major public health problems together with TB and HIV/AIDS. Increasing incidence of diabetes, hypertension, CVD and cancer have been observed.

Maternal and child health: The maternal mortality rate which was unacceptably high is now in a decreasing trend. Under-5 and infant mortality rates are still very high, 61 and 48 per 1000 live births respectively. The neonatal mortality accounts for two-thirds of infant mortality rate. The major challenge is how to ensure that all women and newborns are provided with a continuum of care throughout pregnancy, childbirth and the postpartum period by skilled birth attendants (SBAs). Malnutrition among

children, adolescents and women is still a serious public health problem. About half of under-five children are affected by stunting. The proportion of underweight children is around 48 percent, of them 10 percent suffer from acute malnutrition and 13% by a combination of stunting, vitamin A deficiency and iron deficiency. Food availability and security remains uneven particularly in hill and mountain region (Nepal Health Profile 2012).

Contributing the above mentioned scenario Aasaman Nepal focused on health this year and implemented below mentioned programs under health theme.

1. Community based Nutrition Program in the Disadvantaged Community

Context

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 for achieving other goals 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,

Purpose:

To improve the nutritional status of children less than 5 years of age through community based interventions

Target:

Kapilbastu district

Target Groups:

Primary beneficiaries: The programme will directly benefit the children below 3 years of age, pregnant women and lactating mothers, community and their families in the community. The target number of children under 3 years of age in new VDC is estimated to be 500.

Secondary beneficiaries: Local health facilities and the district, organizations working in the sector of health and nutrition.

there has been a very slow decline in its level, and about half of the children are still stunted.

Community Based Child Nutrition Programme was a pilot project and initiated to implement the interventions in the Kapilvastu district, which was the low profile district (HDI-0.437, CBS 2001). The CBCNP (Community Based Child Nutrition Programme) was a joint initiative of the Laxmi Bank, the Britain Nepal Medical Trust and the Aasaman-Nepal. The project was implemented in Pakadi VDC, in coordination with District Health Office, Taulihawa, Kapilvastu and Pakadi HP, Pakadi, Kapilvastu. The project was implemented for 6 months, starting on February, 2011 and ended on July, 2011. This pilot action aimed to improve the nutritional status of children suffering from malnutrition due to low productivity, low awareness, poor sanitation status, poor hygiene and improper practice of food.

Progress

- ▶ 55 participants from HFMC members, health workers and FCHVs and project staffs oriented on project objective and its features. Explored functional coordination with the stakeholders to reduce malnutrition in children less than 5 years



of age. Explored the role and responsibilities of HFMC, FCHV and other stakeholders in the VDC. Further action plan prepared on VDC level orientation and anthropometric survey.

- ▶ Baseline and end line survey taken in Pakadi VDC. 53 severely malnourished children enrolled in NERP. Among them nutritional status of 22 changed into moderate.
- ▶ 20 participants including 10 FCHVs and 10 Mother Group Chairs gained knowledge and skills on the community based child nutrition programme through training. Functional coordination Support explored for the effective implementation of the Community Based Child Nutrition Programme.
- ▶ Weight of other 28 children (excluding those improved to moderate) increased. However, weight of 2 children was found same and that of 1 child decreased due to the diarrhoea and other infectious diseases.
- ▶ Change in the nutrition education awareness among the mother of the children, including changes in the feeding practices, good health practices, good care, etc. During the initial days of NERP, some mothers refused feeding food like egg, khichadi thinking that their children do not eat the foods. However, after educating, mothers started giving foods and children also ate the food.

2. HIV and AIDS Prevention Project for at Risk Adolescent in Nepal

Context

The global HIV/AIDS situation for adolescents is a serious issue, and the need for a stronger and

Purpose:

Promote safe behaviours and protect adolescents from HIV/AIDS among most at risk adolescents (MARAs) and especially vulnerable adolescents (EVA).

Target:

Dhanusha district

Target Groups:

- ▶ 133 MARA, 32 EVA, 30 PE and 2923 (F-789) Stigma reduction campaign
- ▶ Child clubs 19
- ▶ Youth clubs 25
- ▶ Other groups i.e. Women 30 group, Dalit 3 groups, CRPF 10 groups and PTA 11 Groups

focused response is urgent. Young people are particularly vulnerable to HIV infection because of risky sexual behaviour 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.

This program aimed not only to focus the adolescents group in enhancing their knowledge and information about HIV/AIDS, but also to protect them from being infected with HIV/AIDS.

The direct beneficiaries are adolescents of age 10-19 residing in Dhanusha district. The district is selected based on high HIV prevalence, vulnerability factors, and current engagement of Save the Children (SC) through different development



initiatives. This is a continuation of the previous project implemented for the last one year under UNICEF support.

Progress

- ▶ 60(female 18) PE members mobilized through meetings, interaction and door to door home visit etc for stigma reduction and awareness on HIV and AIDS.
- ▶ 271 MARA/EVA benefited from outreach activities. SM and PE informed about HIV/AIDS and mode of transmission / prevention to them. As a result, 29 MARA/EVA able get service form VCT, STI service center.
- ▶ 1056 IEC material distribution in different place. They know how can transmit HIV so they aware about HIV and it has expected to reduce stigma in program area.
- ▶ 8 ASN staffs and PE trained on data management. They developed data entry mechanism and maintained records systematically. It helps to improve monitoring and follow up of the program.
- ▶ Total 593 (Female 243, Dalit 127) persons sensitized through street drama on stigma reduction and HIV and AIDS.
- ▶ 48 persons from DAO, DSP, LDO, DACC, NRCS, DPHO, WDO, and NTU, DACC coordinator, RDF, FPAN, OREC Nepal, DPHO, AMDA, Prerana and line agencies participated in interaction on HIV/AIDS program for MARA and EVA.
- ▶ 21 (female 7) persons from PE and MARA and EVA trained on life skill based education.

3. Sexual Violence Program

Context

The impact of sexual violence on the possibilities for women's active participation in peace building and post conflict reconstruction has received increasing attention by the United Nations Security Council. UNSCR 1820 notes that women and girls are "particularly targeted by the use of sexual violence, including in some cases as a tactic of war to humiliate, dominate, instill fear in, disperse and/or forcibly relocate civilian members of a community or ethnic group. Emphasizing that such violence could significantly exacerbate conflicts and impede peace processes, the Resolution affirmed the Council's readiness to, where necessary, adopt steps to address systematic sexual violence deliberately targeting civilians, or as a part of a widespread campaign against civilian populations." UNSCR 1882 goes on to affirm that "effective steps to prevent and respond to such acts of sexual violence can significantly contribute to the maintenance of international peace and security. Sexual violence against children has been recognized in UNSCR 1612, which lists sexual violence among the six core violations against children to be reported on to the Security Council and in UNSCR 1882 which adds sexual violence as a trigger violation for enlisting of partner under UNSCR 1612.

During the more than a decade long armed conflict in Nepal which ended in 2006, violations against humanitarian law were committed by both Government security forces and the Maoist army. Although many violations of humanitarian law have been documented by UN agencies and NGOs, information on the use of sexual violence has been notably absent. This is due to the strong culture of silence on sexual violence in the Nepalese society,



Purpose:

To support sustainable peace by improving access to transitional justice and other peace building activities for survivors of sexual and gender based violence in most conflict prone districts.

Target:

Dhanusha and Mahottari districts

Target Groups:

Primary

Women and girls of target areas.

Secondary

- ▶ District Child Protection Committees (DCPC)/District Child Welfare Boards (DCWB), Women Development Offices (WDO) and other district stakeholders
- ▶ Village Child Protection Committees (VCPCs), School Management Committees (SMCs), Paralegal committees and other community-based structures
- ▶ Women and Children Service Centers (WCSC) in District Police Offices.

not only by the women and girls who suffer the violence but in society at large. There are few support structures in place for the victims, and women and girls who are identified as rape victims often face stigmatization and ostracizing by their families and communities.

Progress

- ▶ 42 district stakeholders from DEO, DPHO, NFPA, municipality, WDO, LO and I/NGOs representatives oriented on women rights and GBV including sexual violence to district level stakeholders. They knew about the program and its importance.
- ▶ 40 female victims traced and identified as per list provided by SC. Meeting and discussion

organized with them. Status of chronic disease of victims identified. Their need identified and prioritized. It was documented. After agreement with them they were supported with medical and IG.

Overall impact and challenges of the health program

Impact

- ▶ Infant and Child Feeding practices promoted through NERP and BCC activities such as demonstration for feeding, street drama, wall painting, etc
- ▶ Early childhood care and development practices promoted through NERP and BCC activities such as demonstration for feeding, street drama, wall painting, etc
- ▶ Improved the health seeking behaviors of children including severely malnourished children, pregnant and lactating women through awareness and referral towards the nearby health centre, i.e. Pakadi HP
- ▶ After providing orientation to FCHVs, HFMCs, HWs of Pakadi VDC; and providing training to FCHVs, FCHVs have been more sensitized on health and nutrition. It has enabled them to strengthen the nutritional service delivery mechanism of the Pakadi HP. Moreover, after sharing the result of baseline survey, they were committed to give more focus to solve the nutritional problem.

- ▶ PE organized street drama and wall painting. This type of community led activities has been contributing to develop local ownership.
- ▶ Female victims are feeling better than before. They gradually improved their body as well as income. They gained self confidence and kept their views frankly.

Challenges

- ▶ Difficult to identify and bring together all the severely malnourished children and the PD children; and their mothers/care takers for community meeting to enrol them in NERP session.
- ▶ Drop out of severely malnourished children from NERP centre.
- ▶ Difficult to conduct the growth monitoring of children less than 3 years of age.
- ▶ Health problems (diarrhoea and other infections) to severely malnourished children enrolled in NERP disturbed the feeding in NERP and there was negative effect in their weight.
- ▶ PLHA and affected family need IG/education support.
- ▶ PE is seeking incentive/DSA as well as kind support for MARA and EVA.
- ▶ In the absence of father or husband of female victims tracing is very difficult. They are not taking easy to talk with on first time.

Theme D: Child Protection



The situation of rights violation and Impunity is continuing to increase even after the formation of the new government. National Human Rights Commission (NHRC) has expressed its concern at the continued rise in rights violation cases and the culture of Impunity in the country and has urged to all to abide by the provisions of the Comprehensive Peace Agreement signed in November 2007. The Government of Nepal has taken a number of positive steps towards the establishment of transitional justice institutions, Draft legislation criminalizing disappearances and establishing the framework for a commission of inquiry on disappearances was approved by the Council of Ministers and submitted to the Legislature-Parliament in November 2009. (Report of UN Secretary General on Peace Process in Nepal, 07 January 2010).

In September 2010, OHCHR-Nepal released a summary of concerns entitled "Investigating allegations of extra-judicial killings in the Terai" that documents 39 incidents which resulted in the death of 57 persons between January 2008 and June 2010; in all cases there are credible allegations of the unlawful use of force by security forces. Nepal has ratified the ILO Convention No. 169 concerning rights of indigenous and tribal people that has also encouraged to the community belonging to it.

In Nepal, even after the declaration of republic and abolition of discriminatory practices, still there exist considerable gaps in the enforcement and implementation of anti-discrimination laws. The marginalized groups, Dalit, indigenous groups and victims of gender-based violence face many hurdles to access justice. Caste-based and ethnicity based discrimination in Nepal is broadly recognized as one of the root causes of the community conflict. Despite the measures and increased expenditure on social causes to enforcing legal safeguards, situation has not improved and many cases are reported particularly from the southern part of the country. Dalits and Muslim are often denied access to vital resources, such as public water taps, temples and other public places. Occupational segregation impairs Dalits' access to employment and forces to become

Haruwa/Charuwa (bonded labour) in central and eastern Terai districts. Women, children and disabled are further marginalized by excluding them in participating in decision making processes and education. The literacy rate among the marginalized, Dalit and Muslim communities is very low and awareness on their rights is none. Sexual and gender-based violence also remain prevalent in the district proposed for action. A number of factors, including religious and cultural customs, discriminatory legal provisions and a patriarchal institutional approach to the status of women, inhibit access to justice.

Considering the above mentioned scenario Aasaman Nepal focused on child protection this year and implemented below mentioned programs under child protection theme.

1. School as Zone of Peace Program

Context

Recently government has announced and committed for SZOP to all schools. It is the output of all our efforts in the past. Making commitment is just a tool for us. It is not enough in itself but it makes us easier to implement program. So, now we work hard for its implementation because quality education is not possible without SZOP. All our efforts should be for

children and right to education as well as their overall development. Last year we just focused on SZOP. From this year, we started to work on ensuring quality education. WE has developed CFSI framework to announce SZOP. It is not only for increasing opening days of schools but also for class conduction without discrimination and fearless.

Promote local organizations is a motto of WE. It helps to increase ownership of the program at local level. PNGOs are working in conflict situation of Terai. CZOP is the best practice in Nepal. It is going to be expanded in South Asia. So, we have worked further together for SZOP. Finally, in spite of challenges WE continued to support PNGOs this year also. From this year SZOP will be a component of quality education. Quality education covers, CFSI, mainstreaming out of school children especially girls and SZOP. This is a combined project. So, SZOP is now a program rather than a campaign.

Schools are divided into 3 categories i.e. Stable (SZOP achieved), Still Insecure (SZOP in process) and Severely Conflict Affected (SZOP not achieved). In total 550 schools are with SZOP in our working area up to 2010. This year we select 100 severely conflict affected new schools and announce SZOP. Government will also announce SZOP to 100 additional schools as matching. Government should provide support for it because SZOP is imperative to quality education, which is an important goal of

education for all. Regular behavioural function of SMC, PTA, and teacher is the key for SZOP. If it is not focused then may be discontinued. Transfer of non SZOP School to SZOP School is our main target of the program.

Progress

- ▶ Code of conduct (CoC) formulated in 20 new schools of 16 VDCs of Dhanusha and Mahottari districts with the participation of community stakeholders i.e. SMC, PTA, children, teachers and parents.
- ▶ Monitoring of CoC of 150 schools from 61 VDCs of Dhanusha and Mahottari districts by SMCs and PTAs.
- ▶ Formation and mobilization of child protection committee at school level in 20 schools as per government policy.
- ▶ Formation and monitoring of district level code of conduct in both Dhanusha and Mahottari districts.
- ▶ Total 6,563 community stakeholders i.e. SMC, PTA and teachers mobilized in the community to monitor the CoC regularly. They were capacitated with various meetings, interactions and trainings on SMC/PTA strengthening and conflict in classroom management.

Overall impact and challenges of the child protection program

Impact

- ▶ Attendance of teachers as well as students increased in the school.
- ▶ Schools started to be open even on strike day called by various conflicting and political parties.
- ▶ 6 schools which were closed since a long time due to internal conflict, opened after the implementation of the program.
- ▶ Textbook was distributed to children in 4 schools. Before children hadn't received textbooks.

Challenges

- ▶ Some students do not receive textbooks even towards the end the academic session.
- ▶ Learning achievement of the children is very low.

Purpose:

Contribute to increased access to quality education and ensure more than 200,000 students achieve their right to education in Madesh schools in conflict affected areas.

Target:

Dhanusha and Mahottari districts

Target Groups:

- ▶ Schools affected by civil unrest and political activities
- ▶ VDC and district levels civil society and all relevant stakeholders

Case Study-9

SMC from Mushar Community success to conduct closed school for 6 months

Sidhanath PS lies in VDC Bhangha of Mahottari district. In FY 2066 this school was registered in DEO. There are 120 households in the catchments area of school and among them 70 hhs are from Mushar community. Total 225 students are studying. School has one volunteer teacher and two teachers. They have been teaching without incentives for three years. Teachers are irregular in school due to their own works like farming during rainy season.

Finally, school closed for 6 months. Communities can't compel the teachers to come regularly because they are volunteers. School hasn't any recourse to continue them. In the mean while SMC was reformed under the leadership of a Musahar parent. Mushar community committed to manage the school by coordinating with DEO, NGO and others. They also committed to continue the Volunteer teacher. They requested teachers to conduct the school. Finally, teachers agreed to continue the school.

Nowadays, the school is running regularly and the community is trying to do its best. SMC of Mushar community is active. It coordinated with DEO and ASN for further support to conduct the school smoothly.

- ▶ Many schools have not formed SMC/PTA structures. Those which have been formed has not undergone the reformation process upon the expiry of their term.
- ▶ Need of improving relationship between community and school.
- ▶ No proper guidance by teachers to children.
- ▶ Students return to their home in Tiffin and often are late or do not come back to join classes after Tiffin.
- ▶ As there is conflict in schools for hiring PCF teacher/s, it is essential to have sound and effective policies for recruitment of teachers. Teacher Union demands a powerful and autonomous Teacher Service Commission like Public Service Commission.
- ▶ Classroom and furniture are used by the community people for wedding and religious purposes.
- ▶ Social audit is not completed by schools.
- ▶ Hand pump and toilet are not in proper condition and hence not in use.



New Initiation



1. Physically rehabilitation needs identification disability test camp

ASN organized physical rehabilitation need based identification disability test camp on 5th September 2011 at HSS, Gidhabelapatti, Dhanusha to identify need of physical rehabilitation of disable children and to support physically rehabilitation materials for them. For this, ASN increased coordination with Prerana disable rehabilitation center, Sarlahi and Nepal disable union, Dhanusha and organized series of preparation meetings. It was supported by Handicapped International. Joint posters, pamphlets published and distributed to community and broadcasted in local FM to inform community people about the camp so that many people benefitted through it. Finally, total 89 (Female 21) disable tested with physically rehabilitation among 48 were children. They called at same place on 26th October 2011 to collect related materials i.e. wheel chair 4, stick 1, crutch 10, supporting materials 12 etc. For further support they are suggested to contact with Prerana disable rehabilitation center, Sarlahi too. It helps to increase the access of the differently able children to school as well as fulfil the objective of free and compulsory education. It also helps to rehabilitate the disable people in the community and live with dignity.

2. Learning environment campaign

To ensure favourable learning environment to children at home, ASN started learning environment campaign form this year. First of all, ASN took the learning achievement of the children in the catchments area of the ASN in Dhanusha and Mahottari. It was found that the learning achievement of the children was low in spite of efforts to quality education i.e. teachers training, infrastructure support etc. The status shared with SMC, PTA teachers, children and CRPF members. They realized that it was due to lack of favourable learning environment to children at home. Then, school started public gathering and parent gathering with parents, teachers, children, and SMC, PTA and support structure members as "learning environment campaign". As a result, parents are now providing favourable learning environment to children at home in the catchments area of school. Support structure started to monitor parents at tole level. CRPF from Banauta monitored 15 parent of NPS Saranchiya catchments area. They found that 12 parents i.e. 80 percent were provided adequate study environment at home to their children. Parents are supporting their children to complete their assignment at home. Illiterate parents are monitoring their children's

assignment by checking through youths and teachers. It helps to increase students' regularity and their learning achievement.

3. VCPC Formation and mobilization

There is VDC grant provided by government. It has the provision to expend 10 percent of the VDC grant in education. VDC often focuses on infrastructure and there is wastage of resources every year. So, ASN focused on to implement the policy of government at local level. ASN organized, capacitated and mobilized CRPF in 44 VDCs of Dhanusha and Mahottari districts before. They were overall responsible to mobilize existing support structures in the VDC for quality of education and child rights. WDO/DCWB has the plan to form VCPC at VDC level as per VCPC guideline. So, ASN coordinated with DCWB to link CRPF with VCPC. Total 8 VCPCs formed in ASN working area in Dhanusha and Mahottari districts as per government policies. ASN started to inform and enhance the awariness of VDC stakeholders on new policies through information sharing and collaboration with VDCs/DDCs to make VDC more responsible in line with government policies. Finally, these eight VDCs allocated 10 percent of their total budget as grants to education of children.

Advocacy



Data relevancy and its impact on quality education

ASN implemented several programs related to education since its establishment In 1998. Most of them were a success due to engagement and participation of local people, institutions and collaboration with government agencies and structures. ASN observed a wide manipulation/inflation in flash data. Flash data are consolidated at national level for decision making and resource allocation. Upon coming across some serious inflation of data during implementation of education related programs in its working areas, ASN conducted Each Child Monitoring in November 2011 along with a detailed EMIS analysis of 89 working schools from Dhanusha and Mahottari districts as sampling. It was found that schools recorded more numbers of children in Flash than the existing in its catchments area. There is a big gap between Flash data, student attendance register and actual attendance of the students. In this connection, ASN organized action researches on availability of textbooks and their use, scholarship distribution, etc. It was found that only 56 percent children received new textbooks while 44 percent children received mixed (new and old) textbooks. Moreover, textbooks have various mistakes with disorder in chapter, repeated chapter, double print, unclear picture, page numbering problem, weak page, text not clear and blank page etc. It directly affects the learning environment of the children.

ASN shared the findings with community, district level stakeholders through meetings and interactions. Further it was shared with 17 NGOs from 8 districts i.e. Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa in a regional conference. A regional level network was formed to work on quality education. They have developed common understanding on quality education. They have also defined quality education and its indicators.

Finally, ASN organized a national conference on Data relevancy and its impact on quality education on 22nd December 2011 at the Indreni Complex, New

Baneshwar, Kathmandu jointly with the Educational Pages and the EJon. There was participation of high level government authority (MoE, MoF and National Planning Commission), teachers and central level stakeholders. ASN and EJon presented on relevancy of data from the perspective of ground reality, case study of some VDCs and cause and effect analysis of data manipulation. Raised issues were addressed by Mahashram Sharma, DG, DOE and Ministry of Education (Secretary). DOE accepted manipulation of data and committed for its verification in coming days. ASN increased coordination with DOE to fund raise jointly to verify data in 8 districts of Terai.

Organizational Development



ASN Board

- ▶ Reformation of Executive Board with nine members through general assembly. General board members increased from 18 to 37.
- ▶ Regular board meetings, planning and follow up

IEC materials

- ▶ Annual Report of FY 10 Publication
- ▶ Aasaman awaz publication
- ▶ Web site update
- ▶ Year planner publication
- ▶ Pocket Calendar /Educational Calendar Publication
- ▶ Publication of various posters, pamphlets and dissemination of messages through local FM/radio for awareness raising on SZOP, quality education
- ▶ Process documentation in progress
- ▶ Video documentary-CEC development and dissemination.

Advocacy

- ▶ Renown ASN at national level with various programs i.e. through innovative survey on disability, reliability of data with the support of DEO
- ▶ Organize regional level conference on quality education with 17 NGOs from 8 districts i.e. Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa. A 17-member network formed at the regional conference. They defined the name of the network as "Educational network against child labor". They make common understanding on quality education and its indicators.
- ▶ They made their commitment on the 6-point Janakpur Declaration for elimination of child labour through quality education. They decided

that Aasaman Nepal should play the role of coordinator while rest should be members.

- ▶ Advocacy on the reliability of data through national conference. DOE accepted through press release that there is manipulation of data just after the national conference and committed to verify data in coming days.

Capacity Building

- ▶ Capacity building of staff through exposure visits (Bangladesh, India and within country), training and participation in various training workshops
- ▶ Performance evaluation of Staff

Financial Management

- ▶ Account software i.e. true book updated for multi donor financial management and reporting

Income Generation

- ▶ Sanjog Educational Enterprises registered and functional.
- ▶ Aasaman Nepal Development Service Pvt Ltd registered and functional.

Policy development

- ▶ Development of child protection policy.

Social /Audit

- ▶ Quarterly program review meeting with district stakeholders.
- ▶ Program wise annual/semi annual audit as per need of donor agencies and annual audit of the organization.

Human Resource Mobilization



ASN had mobilized total 112 (Female 24, Dalit 23) full time and fully paid staff in this year though various programs.

S. N.	Project Name	Human Resources
1	Janam Deli Ta Padha Dia (Quality Primary Education through Community Empowerment)	28 (female 2, dalit 5)
2	Aashal Shiksha Dia (Promoting Quality Education through Community-based School Management)	32 (female 8, dalit 7)
3	Promoting Quality and Inclusive Education for out of reach Children in Nepal Project	4 (female 1, dalit 1)
4	"Lighting Education as a Power to Mushar Communities"	7 (Female 1, dalit 6)
5	Youth Employment and Enhancement in Learning Skills among Primary School Children	10 (female 2, dalit 1)
6	Local Governance Community Development Program	6 (female 1, dalit 1)
7	Dhanusha Poverty Alleviation Program	6 (female 2, dalit 1)
8	Sarlahi Poverty Alleviation Program	6 (female 2)
9	Sexual Violence Program	(Human resources managed from other projects)
10	HIV and AIDS Prevention Project for at Risk Adolescent in Nepal	5 (female 3)
11	Community based Nutrition Program in the Disadvantaged Community	2 (Female)
12	School as Zone of Peace Program	6 (Dalit 1)

Future Direction



Organizational

- ▶ Autonomous Aasaman Nepal (through conducting ASN resource/training centre, cooperative, enterprises, garments, etc.)

- ▶ Capacity building of staff and efficient management
- ▶ Inclusive and active structure of ASN/Board
- ▶ Media mobilization and advocacy
- ▶ Regular follow up of the best practices, documentation and support
- ▶ Minimum standards of quality education finalization, implementation and support.

Programmatic

- ▶ Reducing financial mismanagement in working schools
- ▶ Universal enrolment of Musahar children into schools and retaining them in schools
- ▶ VCPCs in all VDCs are getting fund from VDCs for children's issues especially in education
- ▶ Institutional cooperation with government authorities for increasing learning achievement of students
- ▶ Increase learning achievement
- ▶ Increasing students learning achievement by improving school management
- ▶ 20 schools operating as per child friendly quality education

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	8,183,169.49	9,121,159.53
2	Fixed Asset Capital Fund	2	3,694,121.00	3,565,121.30
3	Current Liabilities Payables	3	1,662,374.85	1,509,430.71
Total Source of Fund (1+2+3)			13,539,665.34	14,195,711.54
B.	Application of Fund			
1	Fixed Assets			
	Capital Goods		3,611,121.00	3,482,121.30
	Capital Goods Saving Fund Cont.		83,000.00	83,000.00
Total Fixed Asset			3,694,121.00	3,565,121.30
2	Current Assets			
	Advance and Deposit	4	935,969.10	1,386,875.46
	Receivable	5	1,410,306.58	732,562.22
	Total current Asset		2,346,275.68	2,119,437.68
3	Fund Balance Represented by:-			
	Cash Balance	6	811.00	10,019.12
	Bank Balance	7	7,498,457.66	8,501,133.44
Total Cash and Bank Balance			7,499,268.66	8,511,152.56
Total Application of Fund 1+2+3)			13,539,665.34	14,195,711.54

Significant accounting policies and notes to account Schedule 1 to 30 are forming integral part of financial statements

As per our Report of Even Date

Ramesh Khatiwoda
Sr Fin/Admin. Officer
Date: September 24, 2010
Place: Kathmandu

Durga B. sherstha
Chairperson

Nawal Kishor Yadav
Executive Director

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

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Receipt and Payment Statement
For the period from 17th July 2010 to 16th July 2011

S. No.	Particular	SC Nepal	ASN OPS Fund	Saving Fund	CCO	PAF (Sarlahi)	PAF (Dhanusha)	Finland Embassy	sub-total
	Schedule	1	2	3	4	5	6	7	
A.	Receipts								
1	Opening Balance as per B/S	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
	Adjustment in opening balance								
	Previous year Adjustment	(1,634,063.93)	1,774,680.93	-	-	215,943.32	-	-	-
	Net opening balance after adjst	1,372,803.41	2,808,710.38	740,430.49	133,911.75	-	131,550.88	1,041,259.28	6,228,666.19
2	Remittance from Donors	34,732,225.84	684,397.46	32,308.14	1,063,400.00	1,087,907.00	911,724.00	2,497,594.30	41,009,556.74
3	Income/Aasaman				169,000.00	-	32,434.00	238,989.00	440,423.00
	Total Receipts (P)	36,105,029.25	3,493,107.84	772,738.63	1,366,311.75	1,087,907.00	1,075,708.88	3,777,842.58	47,678,645.93
B.	Payment								
1	Capital Goods	-	-	-	-	-	-	-	-
2	Durable Goods	-	-	-	-	-	-	-	-
3	Administrative Expenses	3,248,412.95	-	-	-	-	-	-	3,248,412.95
4	Education	27,732,799.78	1,074,700.51	-	1,346,818.61	-	-	3,668,175.34	33,822,494.24
5	Health	1,104,909.76							1,104,909.76
6	Institution Development								-
7	Child Protection								-
8	Natural Resources and Management								2,018,216.84
9	SZOP								-
	Total Payment (Q)	32,086,122.49	1,074,700.51	-	1,346,818.61	1,180,489.95	837,726.89	3,668,175.34	40,194,033.79
C	Fund Balance (P-Q)	4,018,906.76	2,418,407.33	772,738.63	19,493.14	(92,582.95)	237,981.99	109,667.24	7,484,612.14

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Ramesh Khatiwada
Sr Fin/Admin OfficerNawal Kishor Yadav
Executive DirectorDurga B Shrestha
ChairpersonCA, T. N. Achrya, FCA
For: T. N. Acharya & Co.
Chartered Accountants

As per our Report of Even Date

Date: September 24, 2010
Place: Kathmandu

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Receipt and Payment Statement
For the period from 17th July 2010 to 16th July 2011

S. No.	Particular	VSO	DEO	DDC, Dhanusha	ILO-IPEC	SISM	World	sub-total Education
	Schedule	8	9	10	11	12	13	
A.	Receipts							
1	Opening Balance as per B/S	475,281.20	873,019.92	(39,397.50)	(300,564.22)	856,660.48	(4,052.54)	1,860,947.34
	Adjustment in opening balance	-	-	-	-	(143,842.40)	(415.00)	(144,257.40)
	Previous year Adjustment	475,281.20	873,019.92	(39,397.50)	(300,564.22)	712,818.08	(4,467.54)	1,716,689.94
2	Net opening balance after adjust	2,083,204.00	71,000.00	63,360.00	215,125.92	1,452,600.00	924,000.00	4,809,289.92
3	Remittance from Donors	166,005.00	-	-	-	(18,500.00)	-	147,505.00
	Income/Aasaman	2,724,490.20	944,019.92	23,962.50	(85,438.30)	2,146,918.08	919,532.46	6,673,484.86
	Total Receipts (P)							
B.	Payment							
1	Capital Goods	-	-	-	-	-	-	-
2	Durable Goods	-	-	-	-	-	-	-
3	Administrative Expenses	-	-	-	-	-	-	-
4	Education	2,708,203.42	637,294.41	35,700.00	(85,438.30)	3,006,905.23	-	6,302,664.76
5	Health							-
6	Institution Development							-
7	Child Protection							-
8	Natural Resources and Management							-
9	SZOP							-
	Total Payment (Q)	2,708,203.42	637,294.41	35,700.00	(85,438.30)	3,006,905.23	975,967.31	7,278,632.07
C	Fund Balance (P-Q)	16,286.78	306,725.51	(11,737.50)	0.00	(859,987.15)	(56,434.85)	(605,147.21)

contd

As per our Report of Even Date

Ramesh Khatiwada
Sr Fin/Admin Officer

Durga B Shrestha
Chairperson

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

Date: September 24, 2010
Place: Kathmandu

Annual Report 2011

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Receipt and Payment Statement
For the period from 17th July 2010 to 16th July 2011

S. No.	Particular	CFJ (HOSONO)	CFJ (Amarpur)	UNESCO	DDC Sarlahi	Aide et Action	BNMT	Sub-Total	Grand Total
	Schedule	14	15	16	17	18	19		
A.	Receipts								
1	Opening Balance as per B/S	755422.89	12323.43	620360	0	0	0	1388106.32	9121159.53
	Adjustment in opening balance							0	0
	Previous year Adjustment	0	-140	0	0	0	0	-140	212162.92
	Net opening balance after adjust	755422.89	12183.43	620360	0	0	0	1387966.32	9333322.45
2	Remittance from Donors	1762117.82	6161.27	1303495.75	240221	4649644	485191	8446830.84	54265677.5
3	Income/Aasaman	0	0					0	587928
	Total Receipts (P)	2517540.71	18344.7	1923855.75	240221	4649644	485191	9834797.16	64186927.95
B.	Payment							0	0
1	Capital Goods	0	0	0	0	0	0	0	0
2	Durable Goods	0	0	0	0	0	0	0	0
3	Administrative Expenses	0	0	0	0	0	0	0	3248412.95
4	Education	2076612.46	18344.7	1890884.11			252185.5	3985841.27	44111000.27
5	Health							252185.5	1357095.26
6	Institution Development							0	0
7	Child Protection				240221			240221	240221
8	Natural Resources and Management					4052844.83		4052844.83	6071061.67
9	SZOP							0	975967.31
	Total Payment (Q)	2076612.46	18344.7	1890884.11	240221	4052844.83	252185.5	8531092.6	56003758.46
C	Fund Balance (P-Q)	440928.25	0	32971.64	0	596799.17	233005.5	1303704.56	8183169.49

As per our Report of Even Date

Ramesh Khatiwada
Sr Fin/Admin Officer

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

Date: September 24, 2010
Place: Kathmandu



Kathmandu

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