



✓ Education
✗ Child Labor

Aasaman Nepal

Message from the Chairperson

Recently general assembly of Aasaman Nepal completed. As being a newly appointed chairperson of this organization first of all, I would like to thanks and welcome all of our members, staffs and advisors and grateful to all of their supports. I am looking for their valuable contribution in coming days too for the upliftment of the organization.

Though we have distinguished and constructionist personalities like Dr. Bijay Kumar Singh and Dr. Bidhyanath Koirala in an executive committee will increase the moral boost and think tank of the organization. This makes the organization vibrant in terms of new ideas.

Our strength is community mobilization in the area of quality education focus on creation of study habit culture, health, child protection and livelihood and it is our beauty. So, it will be continued in working with community people in confidence with/of the government institutions focusing on family unit on the basis of past experience and learning.

Aasaman had made some interventions at National level this year on ECM and learning achievement of the children. It does not only help to sensitize national level stakeholders on status of quality education and resources utilized by Nepal government for this but also influence at policy level.

We have tried to present this annual report, summarizing all the programs operated throughout the year under various themes. To mark the transparency, the tradition of publishing audit report in this annual report is continued.

Finally, I am grateful to all the individuals and organizations who directly or indirectly supported us or supported the community and people in terms of access to rights and strengthening their voices as well as guidance and valuable suggestions to organization to enhance the performance, improve "QUALITY" and effectiveness of the work performed.

Thanks

Prof. Dr. Ram Briksh Sahu

Chairperson

Aasaman Nepal







Message from the Executive Director

I must say year 2012 was very productive and encouraging for organization to move ahead with new vigour and direction.

2012 was the year when we shifted our efforts in quality education rather than in access. But it was a very complex task and approach to shift the tradition of working for access to quality. The human resources have developed tremendous expertise in working for access towards education, so to shift for quality is changing the mindset of HRs to work for quality and proper organizational coaching is required. It must be admitted that the hangover of the working style remains the same. And this year some major efforts will be initiated to omit this hangover and facilitate employee in working for quality.



Another point to be addressed is the significant expansion of geographical coverage. We are operating now in 24 districts with Human resources in every districts to advocate and work for our cause of "Healthy , Happy and Smiling Children". So the issue of managing all these district under the brand of AASAMAN - NEPAL will be the focus for upcoming year. Also an understanding has been attained to create some districts as role model areas and to work on other districts to share our expertise with other civil society and developmental partners.

Staffs has been selected theme wise and the pool of HRs under different expertise is created. So now we boast a very diverse and strong pool of HRs.

Strategic Planning was a big activity and major focus in the year 2012, which was successfully completed. Throughout the year discussions and workouts at community level , district level, regional level and finally at national level provided the strategic guidance to organization for the period 2013-2017.

We believe we were successful in influencing and creating base for policy advocacy in different issues . Our research on EMIS analysis , CCA , CPC and sharings of experience in working in Mushar communities indeed contributed to National advocacy.

We are very happy to get lots of encouragement and support from different individuals and organizations . We expect that this guidance and support will continue in days to come.

Thank You

Nawal Kishor Yadav

Executive Director
Aasaman Nepal

Acronyms

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



Table of Content

Acronyms	IV
Targets Vs Achievements	01
Introduction	03
Thematic Area of Intervention	08
Theme A: Education	08
Theme B: Natural Resource Management/Livelihood	24
Theme C: Health	34
Theme D: Child Protection	42
New Initiation	47
Advocacy	48
Sponsorship	49
Organizational Development	50
Human Resource Mobilization	51
Future Direction	51
Balance Sheet	52

Targets Vs Achievements

S.N.	Activities	Unit	Target	Achievements	Nature of Participants
	Education				
1	Networking /collaboration	Person	50	37	Teacher Union, Women Rights Concern Group, Dalit Rights Concern Group, NGOs, DEO, Line Agency
2	VDC level CRPF quarterly meeting	Person	630	849	CRPF members
3	SMC/PTA quarterly meeting	Person	1,980	2,609	SMC, PTA members
4	Public gathering in VDC level	Person	700	1,812	CRPF members, SMC, PTA members, parent, children etc
5	Extracurricular activities through CRPF on SZOP, NVT, quality education	Person	700	4,180	CRPF members, SMC, PTA members, parent, children etc
6	SIP Review/Update meeting	Person	1,100	2,549	SMC, PTA members, teachers, HT, children
7	Exposure Visit	Person	25	24	CRPF members, teachers, SMC PTA members
8	ECD FS refresher training	Person	25	26	ECD FS
9	ECD FS monthly meeting	Person	440	370	ECD FS
10	Parent Gathering at school level	Person	725	5,555	CRPF members, SMC, PTA members, parent, children etc
11	Tuition class for slow learner	Children	780	907	Children
12	By Monthly meeting of CEC	Person	1,680	1,271	CEC members
13	Child Led activities (Extracurricular activities)	Person	1,400	8,555	CEC members, CRPF members, SMC, PTA members, parent, children etc
14	Regular program review meeting	Person	180	136	Staffs
15	VDC level Workshop with political parties to policy analysis	Person	150	326	CEC members, CRPF members, SMC, PTA members, parent, children etc
16	Teacher Training on psychosocial and learning achievement	Person	50	50	Teachers
17	Workshop on development of local education materials	Person	50	43	Teachers
18	ATL training & ATL kit box using workshop	Person	25	32	Teachers
19	Teacher's meeting (Focus school) (New activities)	Person	1,440	780	Teachers
20	ECM(End line survey) & Data Verification (School Level Workshop & Sharing)	VDCs	10	9	CEC members, CRPF members, SMC, PTA members, parent, children etc
21	Data Verification and sharing at School Level	Person	320	291	CEC members, CRPF members, SMC, PTA members, parent, children etc
22	Child Protection Training VDC level	Person	50	55	CRPF
23	Capacity building(SSRP) workshop at VDC level	Person	25	28	CEC members, CRPF members, SMC, PTA members, parent, children etc
24	Bridge Course	Children	480	504	Out of school children
25	Reflect class	Person	500	500	Mushar men and women
	Health				
26	Baseline and end line study	HHs	700	679	HFMC members, FCHVs, AHW

S.N.	Activities	Unit	Target	Achievements	Nature of Participants
27	Support food as medicine to malnourished children	Person	50	59	Malnourished children
28	Household Registration to assess the number of children	HHs	1,000	486	HFMC members, FCHVs, AHW
29	Aware school children on Malaria	Children	124,000	125,620	Staffs
30	DTOT on IMAM	Person	50	56	PHC, HP, hospital, NRH, DEO, DDC
31	SC training	Person	70	83	DPHO, PHC, zonal hospital
32	HW training on IMAM	Person	985	783	Health workers
	Livelihood				
33	Skilled training to youths	Person	1,200	1,214	Dalit and marginalized youths
34	Ward civil munch formation and mobilization	Groups	45	45	Community stakeholders
35	Civil awareness centre formation and mobilization	Groups	5	5	Community stakeholders
36	Community organization and mobilization	No	104	104	Dalit, women and Janajati people
37	Registration of COs	No	95	77	Dalit, women and Janajati people
38	COs received grants from PAF	No	77	75	Dalit, women and Janajati people
	Child Protection				
39	Identification of withdrawn children from JADI	Children	61	52	Withdrawn children from JADI factory
40	Need based support to withdrawn children	Children	61	36	Withdrawn children from JADI factory
41	CoC formation in schools	School	10	10	SMC, PTA members, teachers, parent, children etc



Introduction:

Aasaman Nepal (ASN) is a NGO led and managed by social activists since its establishment in 1999. 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 24 districts. These districts are Kailali, Daledhura, Doti, Rupandehi, Baglung, Kaski, Kapilbastu, Nabalparasi, Dhanusha, Mahottari, Sarlahi, Rautahat, Sindhuli, Chitwan, Makwanpur, Kavreplanchowk, Sindhupalchowk, Dhading, Ramechhap, Saptari, Morang, Jhapa, Dhankuta and Siraha 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, Mission, Goals, Objectives

Vision

Aasaman envisages a society where all children are grown up and enjoying their childhood and development opportunities in a safe, supportive and friendly environment.

Mission

Aasaman builds a society which protects, promotes and fulfills the rights of children where all children equally enjoy their basic rights including access to quality health, education, protection, and livelihood opportunities.

Goals

Aasaman facilitates to increase voices and choices of rights holders (mainly women, girls and disadvantaged peoples and communities) to government basic services and entitlements including their meaningful participation in local institutions and structures (decision making bodies).

Objectives

- 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 as a meaningful decision makers at local institutions and government mechanism in education, health and local development
- Activate and strengthen rights holders capacity and associations/networks to enable them to claim their rights at local to national levels
- 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 laborer.
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.

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. School Improvement Plan (SIP) is an integral part of the District Education Plan (DEP) of the District Education Office (DEO).

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, teachers' 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. 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 a 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. 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.

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.

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. It believes that there should be awareness on both sides about their role and responsibilities.

Aasaman Nepal works to make them realize their responsibilities.

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

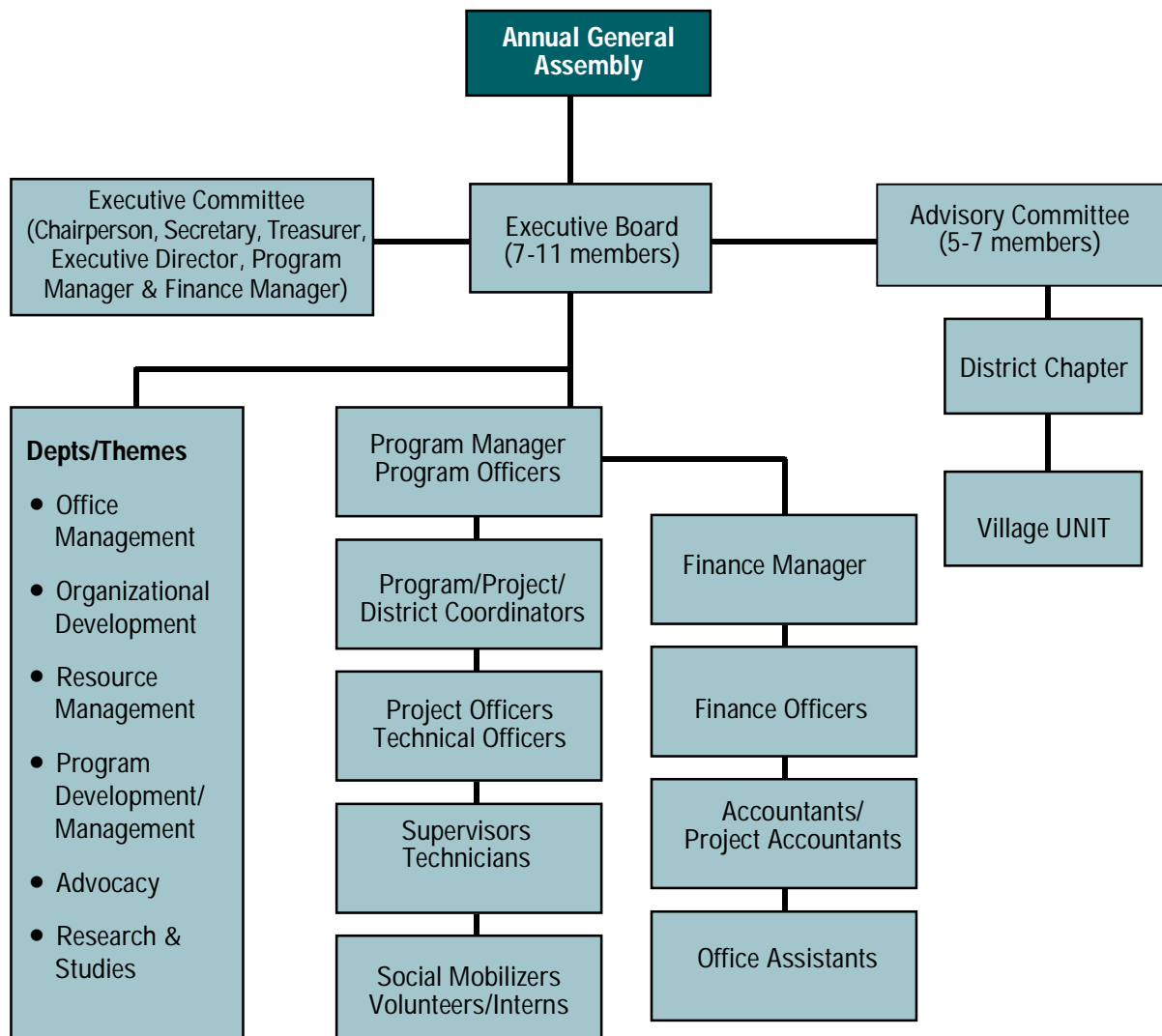
Aasaman Nepal works as promoter of good practices, wherever they may happen. It shares and promotes the activities, strategies, processes or events that it believes should be replicated in other places. It also learns from the experiences of other institutions and adopts them in its context.

Coverage

Aasaman-Nepal's Working Districts



Organization Structure





Thematic Area of Intervention

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 females 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

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 percent versus women 66.3 percent).



illiterates 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 enrolment rate for children in primary school is 95.6 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 enrolment 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 enrolment 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 focus more 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.

⁴ Department of Education (DOE). November 2011. Flash Report I, 2011-12.



1. Follow up Program on Quality Primary Education through Community Empowerment (Janam Deli Ta 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 and 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 have little if any knowledge of social inclusion methodologies. Insufficient child participation: teachers and school management 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

Case Study 1

Good parents can make the bright future of the children

There are only 15 households of Muslim in Giddha VDC-8 of Dhanusha district. Jamsed Nadaf is one of them living in that tole. He is now overseas. He has 3 daughters Amana Khatun, Amina Khatun and Roksana Khatun of aged 7 yrs, 8 yrs and 13 yrs. They are studying in Bhagbati PS Yogyada. He has a 2 yr old son also.

This year, Amana Khatun completed grade 1 and promoted in grade 2 this year with 1st position. Amina Khatun completed grade 2 and promoted in grade 3 with 2nd position. Similarly, Roksana completed grade 4 and promoted in grade 5 with 2nd position. This surprised community people. It happened only because they have good parents. Their mother Mariya is providing them with a favorable environment at home to study as well as encouraged them to complete their assignment in spite of being literate only. She is doing her domestic work herself. Really, Jamsed and Mariya became model parents in the community. It proves that good parents can make the bright future of the children.

Finally, school recognized and rewarded Mariya as well as her 3 daughters in the parent gathering. School also rewarded other best performing children from grade 1-7 to encourage them.

friendly teaching-learning methods are a must. Therefore, through the proposed project, ASN aims to sensitize the community and teachers regarding the child friendly concept,

of curriculum in local language, promoted child centered teaching methods (interactive and ALT/GT), non-violence and non-discrimination in schools.

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

change their attitude and create a favorable environment for children to express their feelings. In addition to that, ASN facilitated in the development

Progress

- A total of 15274 (girls 8137, dalit 3614) children are studying in 44 schools. Among them 1245





students (girls 614, dalit 297) newly enrolled into the school.

- ECM completed in 9 VDCs (5 VDCs in MHT and 4 VDCs in DHN). There was in total 20615 children (girls 9891, dalit 10724) from 5-14 years, out of 5-14 total children 82% children are school going (it was 61% in baseline 2007). Among them 80% are girls (it was 39% in base line), 84% are boys (it was 60% in base line) and 79% are dalit (it was 53 % in baseline). This shows that the gender gap between boys and girls of 21% has decreased by 17% and remains at 4% only. While school going increased by 21% in total and 41% in girls, 24% in boys and 26% in dalit.
- In total, NRs 1750000/- VDC grant utilized under classroom and boundary renovation, educational materials and toilet renovation, child gathering, gate construction, child led activities and game set materials.
- 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, 12 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, Khusnagari, Jaukh and Khatbe tole of Sarpallo) announced as 100% enrollment.

Case Study 2

The motivation to be creative in teaching was encouraged and assured by the training

It is obviously challenging to teach 80 to 100 small children in a classroom by a single teacher, although it is fairly common in Terai. The project provided Child Friendly Teaching training to the school teachers as well as to the SMC members who would understand and support those teachers who make an effort to improve their teaching method and increase children's learning achievement even in such a harsh teaching and learning environment. Mr. Nagendra Yadav, a participant of the Child Friendly Teaching training, developed meta cards to ease children's learning of English and make it fun for them. Mr. Nagendra has been an experienced English teacher for more than 17 years. The motivation of his creativity in teaching was encouraged and assured by the training from which he also learned the importance of humanity and multi-dimensional child development. After the training, he shared the ideas and techniques with other school teachers so that the concept will stay at the school for whoever comes as a teacher in the future. What Mr. Nagendra sees in students' eyes is their curiosity and eagerness to learn and to drive themselves. He said, 'because of lack of education, people do not think about who they are and cannot be good citizens. I am just a teacher, but I do teaching so that children could learn to be healthy and could think about what they could be in the future.'

- In total, 44 schools have SMC and 23 schools have PTA among 44 schools. Among them, 30 SMCs are functioning well i.e. conducted 6 meetings annually, are involved in SIP preparation, conduct class observation and resource mobilization.
- 44 schools have SIP and have been updating it on an annual basis and monitoring quarterly. 78% of SIP based resources has been mobilized by schools. 20 schools among 44 schools adopted social audit.
- Classrooms of grade 1 and 2 of 40 schools have been equipped with teaching materials and sitting arrangements.
- 25 ECD centers among 37 meet 5 minimum standards (clean water, toilet, room 22x16x8, sitting arrangement, 90 hours training provided to facilitators) among 12 areas of government. 31 out of 37 ECD centers are running separately from grade 1.
- 801 children (girls 456, dalit 200) have been learning in 37 ECD centers. Among them 591 (girls 298 and dalit 165) are newly enrolled. 75% children out of 925 are graduated from ECD centers to grade 1.
- 114 teachers from 44 schools were trained and 40 schools are

Case Study 3

Training was a turning point for Mr. Rajeshwar

There is PS Kisan Nagar in Kisan Nagar VDC of Mahottari district. Assistant teacher Mr. Rajeshwar from the same school was involved in the Terai Janatantrik Mukti Morcha Party. He was punished several times charged with being involved in kidnapping and other cases. He was in jail. Due to that his family then suffered from economical crisis.

He was released from jail. By seeing his status, SMC hired him as PCF teacher again. But he spent most of his time in his own business rather than at school. Community people were unable to complain about him due to political pressure. In the meantime, school developed CoC. During the monitoring of the CoC, it was found that he did not follow CoC. There was also a training organized on conflict management in the classroom. Discussed were child rights, child protection, teaching methodology and the importance of education, role of teachers etc. He was inspired by it. He realized that it was his fault that children were not completing their course in time. Finally, he committed himself to strictly following the CoC to protect child rights.

He went to the school and coordinated with SMC and PTA. A teaching action plan was developed by the teachers. Now he is regularly in school and attending classes. SMC, children and parents are happy with his effort.

practicing child friendly and ATL. 20 schools are practicing grade teaching.

- 28 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 38 schools. It was found that 83% of CoC on SZOP have been implemented.

2. The Project for Basic Education Improvement in Support of SSRP (Sabme Samjhadari Ashal Siksha Ke Tayari)

Context

In response to the Dakar Framework for Action adopted at the World Education Conference held in Senegal in 2000, the Government of Nepal developed Education for All (EFA) Programme and implemented it between 2004 and 2009. Through this program, the government committed itself to achieving universal primary education for all by the year 2015.

On completion of the EFA program in 2009, the government launched the School Sector Reform Programme (SSRP), aimed at achieving the EFA goals. It also adopted a new policy to extend the period of basic education from five to eight years, combining five years of primary education with three years of lower secondary education. The rationale for this new policy is that as the primary net enrolment rate has risen (95.6 percent as of 2011/12 Flash I, DOE), there will be greater need for secondary education in the near future. Since secondary education has been neglected relative to primary education, there is an urgent need for its improvement, expanding access and enhancing quality.

Of the total 33,881 primary schools in the country, only 73.6 percent can be called complete in the sense that they enroll students from Grade one to five (Flash Report I 2011/12, DOE). With the introduction of SSRP, there is a need to consider how these schools should be prepared to have additional three grades.

Although the overall primary enrolment has improved in recent years, retention rate is limited. For example, the promotion rate from Grade one to



Grade two was only 70.8 percent in 2011/12. As many as a third of Grade 1 students either repeat or drop out before they promote to Grade two. Therefore there is a need to find ways of improving quality of education in order to retain children in schools after their first enrolment.

There is an increasing emphasis towards decentralization including in

operation of schools including classroom construction is delegated to the district and even to the community level mechanisms. Hence there is an urgent need to strengthen capacity of those mechanisms such as district education officers (DEOs), school management committees (SMCs), teachers and community members to handle issues concerning

Purpose:	School management and the learning environment for basic education are improved in the target districts.	
Target Areas:	Dhanusha, Mahottari, Sarlahi and Dhading districts	
Target Group:	<ul style="list-style-type: none"> • Children aged 5-14 yrs • Teachers • SMC members • PTA members 	
Key Stakeholders:	<ul style="list-style-type: none"> • 4 DEOs • 17 SS/SOs • 55 RPs • 180 schools 	

the field of education. Whereas the central government maintains its mandate for resource allocation, actual

school management and quality education.



Progress

- District and school level program orientation meeting with DEO was accomplished in Dhanusha, Mahottari, Sarlahi and Rautahat districts.
- 180 schools (Dhanusha-40, Mahottari-40, Sarlahi-50 and Rautahat-50) were selected with the close coordination with DEO and concerned response persons.
- Rapid assessment carried out in 77 schools from Dhanusha and Mahottari districts coordination with DEO and involvement of concerned RPs.
- Capacity building of staffs on social mobilization, CEMIS and education elements as well as indicators.
- 51 tole education committee, 74 child clubs, 55 SMC and 23 PTA formation and mobilization at school level.
- CEMIS orientation to 49 tole education committee carried out. They are performing CEMIS survey.

Case Study 4

Good relationship between community and school required for the better management of the school

There is SS Pathlahiya in Pasupati Nagar VDC of Mahottari district. The HT didn't hire the relative of SMC in PCF teacher. Finally, HT was pressurized. SMC asked HT to submit the financial transaction of NRs 152000/- of the school. The HT, Mr. Nareshwar Lal Karn is spending most of his time in DEO, Dhanusha. Due to the school management being disturbed the teaching /learning environment is also affected. Ultimately a conflict occurred between community and school.

The school developed CoC. During the monitoring of the CoC, it was found that he did not follow CoC. Finally, SMC made the assistant teacher Balbahadur responsible. Training was organized on SMC and PTA strengthening. There was a discussion on Social Audit, roles and responsibilities of SMC, PTA. Nareshwar Lal Karn also participated in the training. The issue was discussed in the training.

Finally, HT agreed to submit the financial transaction. Community, SMC and PTA agreed with them. Now HT is regularly in school and school management has improved.

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



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 enrolment, 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 SSRP'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 enrolment and retention. There are challenges in ensuring the appropriate implementation of curriculum, the

Context

Nepal is one of the poorest and most unequal countries in Asia with over 8 million people living below the national poverty line². The food, fuel and 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

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.

² The preliminary report of the National Population Census 2011 demonstrated Nepal's population as 26.6 million (CBS, 2011. Preliminary Report of Population).



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 the enrolment campaign and organized street drama to encourage the out-of-school children and their parents to enrol them in schools. As a result, 245 children enrolled in 12 schools from the bridge course centre, among them 128 were girls and 117 were boys. Those children received school uniform and stationeries from the ASN.
- 2400 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 12 schools. A total of 446 people including teachers, students, SMC, PTA and parents of 12 schools participated in the workshop.
- Accelerated Learning Facilitators conducted extra classes for 317 children of 12 schools.
- ASN regularly visited 12 working schools of the Kailali district to monitor the quality of education.
- 12 child clubs and 12 mother groups' formation and mobilization.
- ASN organized focus group discussions with teachers, students and community members of 12 schools to monitor the impacts of child rights, antidiscrimination and disability

disseminated through workshop and street drama. 284 people of 12 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 the two implementing partners DWO and NNDSWO.
- Provided supporting documents of the training and enrollment campaign.
- Updated household data entry software to the partners.
- Orientation to district level staffs on data collection and entry.
- ECM details report preparation.
- Child friendly and child centered training to ALF facilitators

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

Context

There are 34 hamlets (toles) and 1,434 Mushar households in the 10 Project VDCs. Five VDCs in each of Siraha and Saptari district have 61.3 percent and 38.7 percent of Mushar households respectively. Average size of Mushar comprises of 42 households per Tole ranging from 79 to 341 households. Total population of the 10 Project VDCs is 55,176. Among them 6,695 (12 percent) are Mushars. Out of them Mushar male is 3,450 (51.5 percent) and female 3,245 (48.5 percent). Total population of 5-14 year age group was 1,713; out of them 754 (44 percent) are attending school in baseline 2010 but in end line 2012 it was found that 77 percent children were school going. Of course school going status improved in Mushar community after program implementation but still 23 percent Mushar children are out of school which is the big issue.



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 of the need to send their children to school and provided support to make savings for investment in income-generating activities. The major occupation of the Mushar people is land cutting and waged labor. Nearly all Mushars 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 the river, in Ailani land, by the side of the road and in isolated clusters. Of course there is a school nearby but children from the Mushar community are out of school. There are sub health posts and health posts but access of Mushar to health is very low. Their children are not immunized. As per VDC guideline, there is a mechanism of support to dalit empowerment. Through 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 people.

Case Study 5

Mrs. Lalita Sada was not only brave enough to raise her voice

Mrs. Lalita Sada (30) is a member of the School Management Committee (SMC) of Mohan Primary School, Ramnagar Mirchiya VDC, Siraha district. She is the only female member out of ten members of SMC and she is from Mushar community. She was not only brave enough to raise her voice to gain the position, but she has also been acknowledged by a head teacher and the community that she could contribute to improve the school quality. She says, 'I'm not afraid of telling teachers and headmaster what I see wrong at the school. Before, teachers did not come in time and children played outside the school even during the school time.' She frequently visits the school whenever she has time off from her work at rice field to check the school management. Her vision is clear; for physical school improvement, a toilet should be fixed, a school gate should be made, the school should be cleaner and the classroom should be locked for security after school hours.

Purpose:	To improve the life situation of Mushar 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 Mushar 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 Mushar Utthan Samaj).

Progress

- A total of 602 Mushar children are enrolled in schools of Siraha and Saptari districts. Out of them 154 children enrolled from bridge course and 448 children enrolled directly.
- A total of 12 bridge course centers conducted in Siraha (7 centers) and Saptari (5 centers) up to April 2012 with 259 (F-175) children. 154 children enrolled into school from bridge course.
- ECD FS shared their experiences among each other. ECD FS are using education materials to teach the children. It helps children to learn easy. It created friendly teaching learning environments in the ECD centers. 3 ECD centers i.e. Majhupa, Lalitpur and Kabilasha separated from grade1.
- A total of 541 (Female 254, Mushar 494) children studied in 20 tuition classes, conducted in Siraha (12) and Saptari (8) districts from 1st Dec 2012. Attendance of the children was also taken in tuition classes. It was found that all children were regular in tuition classes as well as in schools.
- 450 newly children have been selected among 602 on the basis of selection criteria i.e. newly

enrolled, having attendance more than 60%, haven't received any scholarship from school etc, with the coordination of schools i.e. HT and SMC, PTA members. Materials like stationary i.e. copy, pencil, cutter, erasure purchased and distributed, in the presence of SMC, PTA members and parents. Children are encouraged through the educational support.

- Education materials (i.e. flex posters of pictures of animals, vegetables, numeric, alphabet etc) were designed, published and distributed to 15 schools (Siraha 10, Saptari 5) out of 26. There were 21 sets of education materials containing parts of the body, the alphabet, numbers, fruits, national symbols, shapes & colors etc. Teachers are using

these materials in the classroom as teaching materials. They helped teachers to create an effective teaching learning environment in the classroom and makes learning easier for the students. Similarly, 26 schools received game sets i.e. badmintons, volley ball, football, ring ball, care board & skipping ropes etc. Children are using these materials during Tiffin time. It helps to increase the attendance of children after Tiffin. Before attendance of the children after Tiffin was very low.

- Mushar girls and boys from class VI and above have been verified with the coordination of HT, SMC, PTA members on the basis of criteria developed i.e. attendance, no duplication in scholarship etc. Materials like Grammar, Dictionary, Translation, English, Math, Science Practice books, geometry box and bag, etc,... as per demand by children was purchased and distributed to 130 children (Sirha 55, Saptari 75) in the presence of SMC, PTA members and parents. Mushar children are encouraged and are regularly in school.
- Formulation and update of SIP completed by 13 schools. SMC and PTA monitor the SIP in those





schools. It was found that schools implemented most of non budgetary activities. They are facing difficulties to collect resources from VDC, DDC and DEO etc to complete the budgetary activities.

- In Saptari, 9 youths from Mushar 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.
- In total 37 Mushars represented in different local institutions i.e. SMC, Facilitators, Female Community Health Volunteers and VEC members. Among the members, a total of 19 Mushars are represented in SMC. Among them 4 persons are Chair person and the rest of them are SMC

members in 4 schools of the Siraha and Saptari Districts. A total of 9 Mushar youths are represented as FS in Reflect classes while 3 in the bridge course. A total of 3 females from Mushar community are FCHV.

- There are 27 saving and credits groups in the Siraha and Saptari districts with 726 members. They increased their yearly income by NRs 1800 per household.
- A total of 710 (Girls 316) Mushar children benefitted by scholarships distributed by schools in the Siraha and Saptari districts besides the scholarships supported by ASN.
- 179 (female 87) received senior citizenship allowance, 8 single women received single women allowance and 279 Mushar children got birth registrations from concerned VDCs through meeting and coordination with VDC secretary

- In Saptari, 9 youths from Mushar community got life skill training. Out of 9 youths, 2 youths got mobile phone repairing training, 2 got automobile training and 5 got house wiring training. The main objective of the training was to increase the daily income of those youths so that they support children to receive education. In total 18 women (Mushar) got tailoring training in Barchhawa VDC. In this way a total of 27 Mushar youth and women were trained with life skills training up to now.
- 116 (female 26, dalit 71) district/regional level stakeholders knew the learning and findings of the project through regional level conference organized at Lahan, Siraha.
- A video documentary titled "Lighting Education as a power to Mushar Communities" has been published now. This documentary contains the achievement, best practices and experiences of the project. It was shared with DEO, DDC and line agencies and used as tools for training and workshops to sensitize the stakeholders.
- Process documentation titles "For Mushar, With Mushar"-Reciprocal Scaffolding through Face-to-Face Engagement has been also completed. This documentation contains the overall process of the activities and strategies carried out during the program implementation by ASN. It was shared with DEO, DDC and line agencies. It was helpful to DEO, DDC and concern agencies to replicate the best models and in implementation of the program to other areas too.

5. Back to Basics

Context

Progress made so far show that the Government of Nepal is not able to fulfil its global commitment to EFA goals. 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 an inadequate number of classrooms and furniture to accommodate the children. These schools do not have water supplies or sanitation and suffer from a lack of teaching/ learning aids, unfriendly school atmosphere, 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 a lack of quality learning opportunities in schools.

As we know that quality education is possible if we work together, to make this statement successful the program "Back to Basics" was launched, which plays a vital role in quality education. "Back to Basics" is a quality enhancement program initiated by ASN to achieve acceptable competency level among school children of primary schools. It aimed at improving basic competencies of children in terms of reading, writing & arithmetic at primary levels. "Back to basics", targeted to address issues in the schools process of teaching and learning and intended to impact the overall learning environment, in which children



demonstrate measurable improvements in learning. Thus B2B was an important intervention in the field that addresses quality aspects of learning. ASN addressed the issues of children's education both at the micro level through implementation of projects to influence large programs and at the government level to improve the education situation of children's initiated B2B, to create a large scale impact with Stakeholders.

by 98 schools and teachers are using those teaching materials in the classroom. It helps to create a child friendly teaching learning environment in the classroom ultimately supportive in the learning achievement of the children.

- 98 child clubs, 74 women groups, 18 parent groups and 9 youth groups formed as collectives and mobilized in the community to

Purpose: To create a child friendly and joyful learning atmosphere for the underachievers in primary schools

Target: Baglung and Saptari districts

Target Groups: 24 VDCs, 98 schools and 15315 children

Progress

- 98 schools selected from targeted 28 VDCs of Saptari and Baglung districts. Basic information of 15135 children collected. Out of them 7534 children participated in CCA.
- Schools were graded on the basis of the result of the CCA i.e. schools score with grade A was 32, grade B- 22 and grade C -44.
- Local teaching (low cost and no cost) materials were developed

enhance the learning achievement of the children.

- Child centric plan developed by 24 schools with the participation of 1548 children from schools.
- 9 members district program advisory committee formed at both districts. DPAC is monitoring the program.
- The learning achievement of the children improved by this program and it was covered by the local media.

6. Literacy and Lifelong Learning

Context

Education looks like being a positive way forward in the community scenario. It helps to change human internal feeling as well as behavioral. It also plays a leading role in development. Literacy (NFE) is the part of the education sector that serves the community, society, as well as the nation. Now, NFE is not limited to literacy only, it makes the community aware through its activities.

Aasaman-Nepal has long-term experience in NFE and it also played an active role in new innovation since 1999. Now, Aasaman-Nepal has started Literacy and Lifelong Learning Education; revise basic and post literacy material in the Maithili context and conduct post literacy classes from December 2012 to September 2013, supported by UNESCO.



Purpose: To provide post literacy through their mother tongue, in a language like Maithili, and make aware on day-to-day basis life related matters e.g. health, sanitation, environment as well as functional activities

Target: Dhanusha districts

Target Groups: Literacy materials development experts, linguistics experts in Maithili language, NFEC, DEO, 150 basic literate men and women, CLC

Progress

- A review team formed in close consultation with NFEC and UNESCO included linguistics experts Dr. Rajendra Bimal especially in Maithili language, literacy material development experts Mr. Surait Thakur, representative from NFEC and UNESCO.

- Text book (Hamar Jatra Part 1 & 2) in Maithili language revised by the review team as per the requirement of content, illustrations, and context.
- A text book named IJOT was also revised by the same team as per the requirement of learning needs, available materials, lessons and feedback from the test project in Dhanusha district.

Overall impacts and challenges of the education program

Impact

- PS Yogyada, LSS Hadbada, PS Hathipur, LSS Balha Kathal, SS Tulsyahi Nikas, PS Khatbaiya from Dhanusha and LSS Maithili Ballav, SS Balwa, PS Kanya and PS Saranchiya from Mahottari district took semi annual exam through seat planning. It helps to minimize the cheating.
- LSS Hadwada strictly prohibited the use of school facilities for marriage purposes.
- LSS Kanya and SS Balwa decided and enforced strictly that the community could no longer use the sound system during school time.

- Mobile phone use is disturbing children as well as teachers in the classroom in a teaching/ learning environment. So, it was restricted in HSS Balwa Sarpallo.
- VDC Dhamaura of MHT district provided NRs 3000/- to CEC to organize extracurricular activities and informed them to submit their further plan.
- CRPF from Dhamaura of Mahottari district started taking note of the learning achievement of children in LSS Dhamaura on a weekly basis.
- LSS Mansif Mahavir of MHT and SS Gidha Belapatti of DHN districts introduced ID card from grade 1-7.
- PS Saranchiya, LSS Mansif Mahavir, LSS Dhamaura, PS Bhalni, LSS Adhyanpur, SS, Maithili Ballav, LSS Kanya and PS Jhingasthan of Mahottari district developed local teaching materials as per lesson and used in the classroom. They started to follow the curriculum too. It helps them to create effective teaching/learning environment in classroom, complete the course in time, providing curriculum based homework and feedback to children and focus on contents. Finally, there is improvement in attendance, better understanding

of contents to children as well as learning achievement.

- A teacher from LSS Mansif Mahavir of MHT district takes children to spot observation after science class.
- 28 children left the boarding school and joined LSS Kathal.
- Sarada youth club supported stationeries to 25 Mushar children to increase their access to school in Balha Kathal.
- SS Gidha from Dhanusha decided that teachers should go with related teaching materials (subject wise) in the classroom. HT, SMC is strictly monitoring it.
- HT from SS Gidha of DHN district conducted orientation to children in all classes to convince them not to hesitate to complain about discrimination, violence coming from the teacher or other students in the classroom. Finally, children are complaining of related cases in the complaint box. HT collected it, discussed such cases in the staff meeting with SMC and made decisions for the improvement in discrimination and violence etc.

Challenges

- Implementation of government acts, rules & regulations to form

and activate local and community based structures in terms of SMC, PTA, CPC, VCPC & VDC with strong commitment.

- Low interest in fulfilling the basic requirements of schools in terms of textbooks, scholarships, physical facilities, transparency (information sharing) and monitoring in a proper time and proper way.
- Independent mobilization and continuation of support structure and network.
- Different types of teachers provision in the schools is very difficult to monitor.
- Most of the schools hesitated to provide the actual data. They submitted manipulated data to DEO and are providing manipulated data only.
- Difficult to coordinate with government line agencies in time for program monitoring by them.
- Schools have teaching materials but no concern over saving such materials and use them in the classroom, affecting quality of teaching learning.
- Teachers are not interested to implement the skills, they have received from the training, in the classroom.

Theme B:

Natural Resource Management/ Livelihood



Natural Resource Management/ Livelihood

Theme B:

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. The gross domestic product (GDP) stood at 4.6. 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 Economic Survey 2011-12, with a per capita income of USD 742, Nepal is one of the poorest countries in the world and the poorest

in the region. The country is ranked 157 (out of 186) in the Human Development Index (2013) with 0.463. 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 rural. 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 Fact book 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 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 an 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 situated in the east and south part of the district. Another remarkable thing is that all targeted VDCs are far from our Headquarters in Janakpudham.

Apart from this, we notice that there are people with different race, face and caste living in these respective VDCs. By profession most of the people are farmers, however they don't have their own land for farming and cattle keeping. Most of them are engaged in waged labor to solve their "hand to mouth" problem. Most of the people

are landless and cattle less. They are illiterate too. Because of illiteracy most of the younger people from indigenous, Dalit, Muslim and other underprivileged caste are going to the Gulf and other counties to find work. Most of them are deprived from information of development. So, keeping above scenario in mind, PAF and ASN have jointly chosen this working area.

members present 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
- Registered 22 community

Purpose: Reduce poverty through supporting poor targeted communities

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)

Progress

organization (COs) with PAF

- Organized 31 community organizations (COs) in the community and mobilized them. Among the 31, there are female
- 22 COs received grant from PAF (total NRs 8563399 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. It has six constitutional areas; seventeen areas (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 middle 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 roads in all VDCs. We can get Haempur and Jamuniya via Gair- and Salempur chowk, which lie on the way



to Nawalpur- Malangwa road. Private and public ponds are the sources of irrigation in addition to rainwater in these VDCs, which are almost dry ioutside of the rainy season. Public wells and private hand pumps are the major sources of drinking water. The

level of water is available about 25/30 ft. under the ground, and the quality of water is good. The households 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. The majority of the people are making their livelihood working in 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 problems. People are compelled to sustain their livelihood with labor wages as the majority of the people are from dalit, janajati and marginalized sections of the community. It is difficult even to manage food security from their own production for 12 months. In spite of 80-90 percent people living below the poverty line these VDCs are getting some sort of economic support as the local bazaar near the VDCs has been running three events in a week. Local people are taking that bazaar as main centre for selling their products and buying their daily needs.

Case Study 6

Mannu's Story

Paswan Tole of Rahuwa VDC-6, Sarlahi, where Manu Devi Paswan lives with her family. They were economically weak so her husband used to work at other farms and in the fields for their livelihood. Her wish is to be organized in an organization and save a little amount of money. But her husband didn't want this. He didn't allow his wife to go out of house.

In the same village, with the help of Poverty Alleviation Fund, a Poverty Alleviation Programme was launched through ASN, in which she was also involved. Her group name was Santi Samudayek Sastha. But her husband didn't allow her to go to her group and also used to scold her for being in that group.

Social Mobilizers and members of the group approached him many times but he didn't listen. Time passed and a different skill increasing training and programme was offered. Suddenly Surendra also started to go to the meeting with his wife. Now he has announced: I will send my wife regularly to all meetings and training. Now Manu is very happy, she comes to the meetings regularly and participates in work done by group.

'Social Mobilizer Gauri Sankar Mahato has contributed a great deal in changing the mind of Surendra' local people said.

Case Study 7

Indu's Story

Dusad Tole of Rahuwa 7, Sarlahi - Husband of Indu Devi Paswan is now very satisfied with his self cycle repairing business. Indu Devi Paswan is Chair of the Gauri Community Organization supported by PAF and facilitated by Aasaman Nepal. She has altogether five family members including her two daughters and her husband. Her husband is compelled to work in panjab of India due to his pitiable economic condition.

Though her husband knows how to repair bicycles, he can't open a bicycle repair shop due to the lack of capital. Even though he wishes to open the business; he can only do so when a donor would assist him financially.

Later on, through the economic help of Elimination Fund and Aasaman Nepal, Sarlahi has been circulating a Poverty Program in their locality, the Gauri Community Organization has established by enrolling the households in Dusad Tole. There are 25 members in her organization, all Females, they have regular meetings, there is discussion on saving and credit, on innovation and revolving fund mobilization. She has taken a Rs. Fifteen thousand loan from the group for the cycle repair business. Now she has obtained a loan from her own office and the desire of her husband's wish to open the shop will also be fulfilled.

Prava Kumari Paswvan the mediator of local women development further said that, ultimately the financial condition of the poor is getting better and their living standard is being improved day by day.

The ASN social mobilizer said "now the dreams, desires and motto of the poor are being fulfilled due to the economic aid of the fund and the active participation of Aasaman Nepal. Indu Paswan opines that they would safeguard the money of the group by working hard. She further commits herself to walk the path already carved out by the organization.



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 the 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 floods 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,

Purpose:	Reduce poverty through supporting poor targeted community
Target:	Sarlahi district
Target Groups:	70 organized COs of Hempur Jamuniya, Ramban, Rohuwa, Godaita, Sisautiya and Laxmipur Sukchaina VDCs and 1954 HHs

Case Study 8

Lila's Story

Hempur VDC lies in the middle of Sarlahi district. Lila Devi lives in Hempur one Baherlya Tole with her husband and two sons, with five family members. Nowadays it is very difficult to make a living. A helpful community Aasaman Nepal Sarlahi. At first the community helped them with Rs. 15000 to get started. She took some money and she made a pagoda in her home and sale it in a village. She sale it in morning to evening. She got some money from her small job and with that money she opened a small shop at home. Her son went to another country to earn money but now her oldest son and him stay at home and earn money from his shop and she "was sale her mega" by believing her son. She was happy with her job. Her life had changed for the better. Due to poor prospects and lack of poverty her husband was already in another country but her two sons and herself live at home. Before she could only get different types of hard work, but now she is happy because she does not have any kind of problems. She is happy with her job.



insufficient educational materials and a lack of child-friendly teaching learning environment (source: DDC Profile, Sarlahi).

Case Study 9

Changes in the Society of Dalits

In Sarlahi, Ramwan-6, changes are seen in 107 homes of Dusada. People no longer have the big burden of loans, they can speak about their problems and women are free to work and speak. They have made a group with the help of the Poverty Alleviation Programme, running through Aasaman Nepal, launched by Poverty Alleviation Fund. Different skill increasing programmes, meetings to discuss problems, saving and loans are offered through the project. Now women are uplifted. They fight for their rights too. They speak frankly at every meeting about themselves and about their problems. The Accountant of Shuba Laxmi Samuha Phulo Devi Paswan said that they had never gone out of their tole but now they are able to go to the headquarters of the District where their village is. Similarly social mobilizer Ram Barn chaudhay said that these changes in the Dalits' behaviour will be a great contribution towards progress in these communities.

All progress in these communities was made thanks to the contribution of the staff of Aasaman Nepal. People of these communities are thankful to the staff of Aasaman Nepal and Poverty Alleviation Fund.

Progress

- Organized and mobilized 73 community organizations (COs) in the community. There is involvement of dalit, women and Janajati people in COs.
- Registered 55 community organizations (COs) with PAF.
- Organized 4 VDC level network of community organization in 4 VDCs
- 52 COs received total NRs 21,102,250/- grant from PAF up to now for community development. They mobilized NRs 2,142,260/- 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 is known as a backbone for 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 an uncertain 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 neither ideas nor skills to use and demonstrate their efficiency. First they have not completed their education and second most of them are from marginalized communities. In developing and least developed countries there aren't sufficient industries and companies to employ them. So some of them misuse time doing nothing and interested youths can't find creative work and are engaged in wage labor. Some youths who are working in Gulf countries are facing a lot of problems due to lack of professional vocational training.

After the establishment of LOKTANTRA, the 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 the government. Due to political instability and lack of opportunities, other political parties, 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 youths and



Case Study 10

After getting Vocational Training Salary of Deep Narayan Increased

About 15 km west of Rajbiraj, capital city of Saptari, there is a village Kabilasa -2. Deep Narayan Chaudhary (Aged 23) lives with 15 family members in his house. Deep Narayan is the fourth child after 3 elder sisters.

Passed in 2067 B.S., Grade -12, he could not further continue his education. He was to spend leisure time just by roaming in and around the village. The only job available was to look after the farms.

With the passing of time, due to financial problems, his interest in education diminished. Not being able to continue his studies, he made up his mind to find work.

While searching for a job, a friend informed him about the free trainings. He came to iLEAD centre Rajbiraj to seek information. After receiving all the information, he made up his mind to take training in motorcycle repairing.

Having taken a 4 month long training, he got OJT in Chaudhary Motorcycle Repair centre in Rajbiraj. Even in OJT he was paid NRs. 1000/- for tea expenses. Now he is promoted to second level mechanic and is earning NRs. 3500/- After getting trained and after gaining work experience his salary is increasing. He is happy now and is soon planning to get married.

Mobile No. : 9804720546

Case Study 11

Eyes of illiterate youths opened imparting life skills

I am Gita Harijan and I am 26 years old. I live in the Narayansthan VDC of Baglung District. I have basic education and as I am living in the village, I did not see any opportunities for myself to get engaged in. I was unemployed.

In the meeting of the Mother's group, I came to know about the free life skills training which was to be organized in the iLEAD center, Narayansthan, Baglung. I was interested in Tailoring training. I attended every day of the training and completed it. Then I kept a machine at my home and continued to use my skill. This training brought such a complete change in my life that, I now have leisure time to roam around. I am busy the whole day with my work. I used to work in my own home. I was then married in the Pang VDC of Parbat district. I was worried whether the marriage would be a hindrance in applying my skill to good use. But this place had no tailoring centre. After 15 days of marriage, I started sewing clothes here. I earn more than NRs. 3000/- per month. If I had not taken the training in Narayansthan, my life would be spent looking after normal household chores. Now I am very happy.

Like me Aasaman Nepal has opened the eyes of many illiterate youths by imparting life skills to them, I thank Aasaman Nepal for this noble cause. I hope that other youths also take training seriously and with devotion. I have found the skill to use my entire life, this has created a better environment for me. So I feel lucky.

children. As a result there still remains conflict and disorder in the country. This has caused many untoward events such as kidnapping, wealth grabbing, threats, bomb blasts,

Case Study 12

Life of Santosh Changed

My name is Santosh Subedi. I am 21 years old. Talking about my educational qualifications, I have passed intermediate level. Unemployment is a big problem. It was very difficult for me to study till this level. For seeking some employment opportunities, I went to Kathmandu and other different cities. But I did not find anything.

I then returned back to my own village, finding it difficult to sustain myself in Kathmandu without any employment. One day, I heard somebody announcing with a microphone. I was anxious to know what that was about. It was about providing free training on Housewiring, Mobile phone repairing and tailoring. This was organized through joint efforts of Aasaman Nepal and Aide - et - Action.

I took the training for mobile phone repairing. After completion of the training, I had OJT in the Subedi Mobile Centre for 1 month. Then I was wondering whether to get a job or to start my own business. Then I opened "Subedi Mobile and Electronics" in Narayansthan. Being a village area, I have to take both Mobile and electronics into my shop. It just sustains my living expenses. Now I am planning to move on to cities and have more business. Currently, I earn around NRs. 6000/- per month. Now I don't need to travel to places seeking a job. I do have skills now.

I thank Aide-et Action and Aasaman Nepal for giving me this opportunity and helping to change my life. I have decided to continue this profession for the rest of my life.

Name : Santosh Subedi
Address : Narayansthan - 7, Baglung
Father's Name : Toyenath Subedi
Mother's Name : Harikala Subedi
Mobile No. : 9847683047
Date of Birth : 2048/12/05

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 the following major problems:

- Rights of the women, children, dalit and marginalized people are not ensured.
- Lack of access to quality education for children and to life skills for 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, progress made so far show that the Government of Nepal will not be able to fulfil its global commitment to EFA goals. Although the Interim 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,

Case Study 13

Training creates opportunities to remote youths

My name is Bidhya Shreesh. I am from a remote village, Pandav Khani of Baglung District. Even though our financial condition was very poor my parents had me educated up to Bachelors level (B.Ed.). After B.Ed. degree, my daily routine was to look for jobs in the cities. I had no links to get jobs, to do any work, I had no skills. In the meantime, I came to know from the radio about the free house wiring training which was to be organized through the joint efforts of Aide-et-Action and Aasaman Nepal. Then I got myself enrolled and actively participated in the 4 month long training. Now I do housewiring jobs in my village. Even though the earnings are not high, I earn NRs. 150 per day. I can perform normal house wiring jobs in the village myself. After the training, there were many changes in my life. Personality development skills were also part of the training. Different components of the training made us understand various legal and health issues as well. Currently I am appearing for the B.Ed. exam. After the examination, I am planning to operate a business in my own village. I know this is a challenging job for females to perform. But I will do it. My family is also supporting me.

This training, providing life-skills to the unskilled youths, should also be launched in the most remote parts of the country. If this training is taken to the most remote parts then sisters like me would get some opportunities to work and make a living. In the end, a hearty thanks to the organization that provided me with house wiring skills. Thanks also for bringing happiness into my life.

Name : Bidhya Shreesh (Batch -4 ; House wiring)
Address : Pandav Khani-7, Baglung
Father's Name : Nara Bahadur Shreesh
Mobile No. : 9847604859
Currently operating business in her own village.

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 eligible children due to the 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 atmosphere, 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 a lack of quality learning opportunities in schools.

Progress

- 1214 youths from Baglung and Saptari districts provided skills training with regard to mobile phone repairing, sewing & cutting, house wiring and automobile repair. Out of them, 959 (79 percent) completed OJT. 460 (48 percent) trained participants received a job placement
- They started their own small business i.e. tailoring, mobile phone shop, electric shop and motorbike repairing center. They are earning more than NRs 3000 per month. In this way youths were locally employed and daily income of the youths increased contributing to their family daily life settlement and educating their children.
- 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 and FNCCI.
- 300, Trainee covered by CTEVT in skill test.

Purpose: Enhancing capacities and increasing livelihood options of dropout youths from vulnerable communities.

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.



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 that 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 speak the Nepali language.

Primary occupation of the people in Sarlahi district is agriculture with traditional tools and techniques, secondly: 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 a lack 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 for 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 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.

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

Target: Sarlahi district

Target Groups: 45 ward civil munch and 5 civil awareness center from Hempor, Salempur, Haripur, Bhaktipur and Murtiya VDCs

Progress

- 45 ward civil munch and 5 civil awareness centre formation and mobilization.
- Organized reflect classes for civil awareness centre persons.
- Capacity of social mobilizers developed on local level planning and implementation.

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

Impacts

- The members of different groups have become successful in writing their own names and signature.
- Through realising the value of education, the group members have begun to send their children to school.
- Capacity of COs' members is built up and they have stated they will keep the environment of their villages clean
- The women, who did not use to come out of their house now participate in every meeting and extra activities.
- Nowadays every woman is able to seek her rights by going to the different related government agencies.
- CO's members are managing revolving fund and increased their saving.

- Youths were locally employed and the daily income of the youths increased contributing to their family daily life settlement and educating their children.

- Trained youths and CO members started their own small business i.e. tailoring, mobile phone shop, electric shop and motorbike repairing centres etc.

Challenges

- For infrastructure work community members are not providing time as a kind community contribution.
- Due to lack of awareness the target groups are not taking interest in group work
- Target beneficiaries are unable to provide their valuable time for development of COs as they belong to the economically deprived community and are compelled to work for their daily livelihood.
- The program had not covered transportation, refreshment cost and incentives to trainees while other organizations i.e. small cottage and industries, NGOs are covering these costs in their vocational training package. It decreases the interest of the marginalized youths towards our training.
- All trainees were not covered in the skill test by CTEVT.
- Due to the small market area, it's hard to manage OJT for all trainees and their placement.

Theme C: **Health**



Theme C: Health

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 healthy people in power can lead the country on the path of development by utilizing their power of knowledge and creativity. Every country requires healthy human resource. The health of the people depends upon the availability of health services.

The national health policy aims at improving the health conditions of the people of Nepal through extension of primary health care system to the rural population with a vision to provide the the private sector and NGOs in health services and adequate training and community participation.

However, 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 continues 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 29 percent; of them 10 percent suffer from acute malnutrition and 13 percent by a combination of stunting, vitamin A deficiency and iron deficiency. Food availability and security remains uneven particularly in hill and mountain region (NDHS 2011).

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

1. Community based Nutrition Program in the Disadvantaged Community

Context

Globally, under nutrition contributes to more than one third of child deaths. Children who are undernourished, not optimally breastfed or suffering from micronutrient deficiencies have a substantially lower chance of survival than children who are well nourished (UNICEF, 2009).

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 is committed to achieving the MDGs including the target for child nutrition and aims to reduce the level of general malnutrition by half by 2015 based on the rates of the 1990's. The government has also adopted the World Fit for Children's Goals on micronutrients, i.e., to achieve elimination of IDD, control of Vitamin A and reduction in the prevalence of anaemia by one-third. Moreover, the CRC (Convention on the Rights of the Child) emphasizes a child's right to the highest attainable standard of health and places responsibility on the State to combat malnutrition.

The preliminary report of the Nepal Demographic and Health Survey of 2011 reveals that the 11 percent of children are wasted and 3 percent are severely wasted. . Similarly, the 41% of children under 5 years of age are stunted. It also reflects that 29% of children under five years of age are underweight. Though there is a change in indicators of stunting and underweight, the wasting is decreased by 1% only. Moreover, about 31.4% of children are not exclusively breastfed. There is a mixed picture of malnutrition in Terai and in Hills/Mountain region. Stunting is



highest in Hills / Mountains compared to Terai where the prevalence of wasting is highest. The wasting is high in Terai district, with 3.2 % prevalence of severe wasting. Because of the association of wasting with increased risk of mortality, this makes a cause for growing concern that warrants an urgent attention.

Nepal is a landlocked country located in South Asia with an area of 147,181 square Kilometers and a population of approximately 30 million. Nepal is in 138th rank (0.428) in the HDI (Human Development Index) as per the data of UNDP, 2011 . Nepal is, geographically, divided into three distinct belts: Mountains in the north,

Hills in the middle and the plain of the Terai in the south. Similarly, there are five development regions in Nepal - Eastern, Central, Western, Mid-western and Far-western, divided into 14 zones and 75 administrative districts. Districts are further divided into Village Development Committees (VDCs) and Municipality. Each VDC is sub-divided into nine wards, which are the smallest administrative units with known population data.

Rautahat is located in Narayani zone of Terai region and has a total population of 717173 in 97 VDCs. There are 415PHC/ORC, 482 EPI Clinics and 909 Female Community Health Volunteers in the district.

Purpose:	To improve the nutritional status of children less than 5 years of age through community based interventions
Target:	Rautahat district
Target Groups:	Primary beneficiaries <ul style="list-style-type: none"> • 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.



Similarly there are 2 hospitals, 5 PHCCs (Primary Health Care Centres), 78HP (Health Post), 85 SHP (Sub Health Post), 1 Government hospital and 8 Ayurvedic Aushadhalaya 2 in the district). To address the problem of malnutrition in a VDC of a very low profile district of Rautahat. 01), the pilot project named, 'Community Based Child Nutrition Programme' was implemented in Pakadi VDC of Kapilvastu from February, 2011 to July, 2011 with the financial and technical support from laxmi bank and BNMT in close coordination with the DHO, Kapilvastu and Pakadi HP, Pakadi VDC. Therefore, to scale up the pilot project, the activities will be implemented in a new VDC of Rautahat.

Progress

- A total of 76 children benefited from growth monitoring. It was found that 25 children made some improvement 30 children were malnourished and 21 children were severely malnourished. So mothers were encouraged to contact nearby Health center and SHP.
- A total of 59 malnourished children benefitted from NERP. Mothers/ care taker of malnourished children were active in the NERP.
- A total of 22 (Girls 9, Boys 13, among them dalit 4) malnourished children benefitted from physical examination and stool test. Worm infestation was found in 13

children. De worming services were provided to them.

- 4 severely malnourished children were referred to the nutrition rehabilitation home. 37 malnourished children referred to health institutions. Children received general treatment services from SHP and District Hospital with Albendazole, TB Medicine, Jivan Jal, Cotrimoxazole, Metronidazole and Paracetamol. They improved gradually.

Case Study 14

Fulnaj recovered from severe malnutrition

Coming from a socially disadvantaged community, she is also one of the illiterates. She signed as a member of SMC to allow the headmaster to allocate the budget for the toilet, although she did not understand the details. Next time, I will sign only after I understand fully what I am signing for, she said. Three of her children also go to the school where she is working. Her passion to involve herself in school management is not only for her children but also through her strong belief in justice and responsibility, meaning that anyone who takes a position, such as a teacher or a headmaster, has to fulfill his responsibility on behalf of the children who deserve quality education at school.

Fulnaj Begam is 3 years of age living in Pipra Bhagbanpur VDC with her mother Tetari Khatun. The economic condition of the Tetari Khatun was poor. Her husband worked as waged labour i.e. cutting land. Food viability for them was for only 3 months. There was no kitchen garden. So, they are not using green leafy vegetables. The surroundings of her house were not neat and clean during observation. Safe drinking water was not available for them either. They did not maintain personal hygiene. Khatun had not breast fed the child properly and provided complementary food to Fulnaj timely. Finally, Fulnaj became malnourished. She was also identified as a severely malnourished child by the baseline survey conducted in April 2012.

With the coordination of SHP, in charge Sekh Abtab Aalam, Fulnaj was referred to the Nutrition Rehabilitation Home in Zone Hospital Janakpurdham, Dhanusha. During her treatment, TB was found in Fulnaj. She was treated for a month at NRH. Treatment of Fulnaj for TB is continued now at SHP, Pipra Bhagbanpur. It was recovered by NRH for a month at Janakpurdham. She has returned home now and recovered from severe malnutrition.

This case has become a convincing point to the community people. Other community people i.e. mothers of normal children as well as moderate and acute malnourished children are also demanding for the referral services. But Khatun is not able to provide complementary food to her child at home as provided in the rehabilitation center. It may cause re malnutrition. So, she was encouraged to provide local food i.e. KHICHADI with green leafy vegetables at least. IG support to Khatun should be provided by the program to continue the better nutritional status of the Fulnaj in the coming days too.

2. HIV and AIDS Program- Migrants and their Spouses

Context

Both internal and international short and long term migration of young men, including seasonal labour migration, is becoming increasingly common and occurs regularly from districts of Far West, Terai and hilly regions, to mostly the urban areas of Nepal, India and other countries of the Persian Gulf and Southeast Asia. This phenomenon has programmatic implications as reaching migrants across the border is a complex and challenging task.

Integrated Bio-Behavioral Survey data show that 67.8% of young males in the West and 57.9% in the Mid-Far West migrate before the age of 20. Recent data also show that around 20% of migrants engage in unprotected sex in India (never used condoms with FSWs in the past year) and as a result, this group now accounts for 40% of all HIV infections in Nepal with numbers of HIV cases also increasing among wives and partners. Improvements in strategies to prevent secondary transmission from infected migrants are crucial.

HIV prevalence of migrants has remained relatively low in 1.4% (West) and 0.8% (Far West), although prevalence in wives of migrants is 3.3%. The prevention coverage is the lowest among all key populations, both for migrants and their wives. Comprehensive knowledge and



condom use are also not very high compared to other MARPS. So, the programme 's need is reaching migrants in the districts with high migration or high transit districts.

Migrants alone accounted for about 30% of HIV infections. Moreover, labour migrants are also considered to be at higher risk of HIV as a significant proportion of this population have unprotected sex with multiple partners when they are abroad. It is notable that migrants, remaining male and remaining female sub-population groups have contributed the majority in the total estimated number of HIV infection (prevalence pool). This is due to their disproportionately bigger population sizes, in contrast to that of the MARPs. However, the main drivers

of the epidemics are, in fact, the MARPs including migrants and clients of sex workers due to their high level of HIV prevalence and behavioral factors that are associated with and contributed to HIV transmission.

Progress

- Created awareness of the local and global situation of AIDS to the community as well to district stakeholders through street drama titled YATHARTHA and meeting interaction through meetings with concerned stakeholders.
- IHC management committee formed with the participation of stakeholders and utilization of health services through IHC increased.
- Coordination increased with DACC and regular formal and informal meetings with them (meeting started.)
- Participation of government officials increased in the project activities.

Purpose: To ensure that migrant workers who are most at risk be provided with prevention, care and support programs.

Target: Ramechhap district

Target Groups: 2008 migrants, 2700 their spouses and 130 PLHIV from 15 VDCs and 1 Municipality of Ramechhap district.

3. Capacity Building of District Counterparts to implement Integrated Management of Acute Malnutrition (IMAM) in two districts Sarlahi and Dhanusha

Context

The major coordinating and implementing agency of IMAM in Nepal is the Child Health Division (CHD) of DoHS of MoHP. The concerned District Health Offices (DHOs) and Public Health Offices (PHOs) will be overall responsible for coordination, planning, implementation, monitoring and review of IMAM activities within the districts through multisectoral collaboration. Under the guidance and coordination support of the Nutrition Section of CHD at national level and concerned DHOs and PHOs at district and below levels. Similarly, the Regional Health Directorate (RHD) will support regional coordination, programme monitoring, review and back up support to the DHOs and PHOs in planning, implementation and monitoring of the IMAM programme.

The introduction of IMAM in the five new districts includes strengthening coordination and planning function of the DHOs and PHOs in order to create an enabling environment for implementation of IMAM activities in the district; establish multisectoral coordination in planning, implementation and monitoring of IMAM programme; orientation of district stakeholders, training of health workers and volunteers, orientation of VDC stakeholders and mothers groups; establishing supply and logistics management for the IMAM project; implementation of programme communication and community outreach activities; and monitoring, documentation and follow-ups of the coverage and effectiveness of the implemented activities. All these need a strong presence at the district level



as well as a strong network of human resources to facilitate the implementation of the trainings up to the community level.

program.

- 83 persons from different health facilities i.e. DPHO, PHC, zonal hospital and ASNDSPL trained on stabilization center.

Purpose:

To create increased access to treatment for children with (severe) acute malnutrition by bringing appropriate nutrition services (including awareness raising, outreach and counselling for prevention) nearer to the community through health system and structures of Ministry of Health and Population (MoPH) of Nepal.

Target:

Dhanusha and Sarlahi districts

Target Groups:

"D/PHOs and PHCs, health post and sub-health post staff (AHW/ANMs, Staff Nurse, HA & SAHWs)

Progress

- District level stakeholders knew about the IMAM program features and objectives and realized that involvement of key district stakeholders and multisectoral nutrition stakeholders is crucial for effective management of IMAM
- 783 health workers from different health facilities i.e. PHC, HP, SHP, zonal hospital, NRH, DEO, DDC of the district trained on IMAM.
- 56 health workers from different health facilities i.e. PHC, HP, SHP, zonal hospital, NRH, DEO, DDC of the district provided with DTOT on IMAM.

4. School Based Behaviour Change Communication Campaign on Malaria

Context

Malaria remains a major public health problem in Nepal, affecting the well being and livelihoods of thousands of low-income individuals who become malnourished and in a diminished physical capacity due to the disease. It is also a major cause of infant mortality, and is in fact considered endemic in this regard. Thus malaria is being addressed as a public health issue with implementation focused on its prevention, treatment and control.

The Malaria program represents malaria prevention and control to at-risk populations by reaching at-risk village development committees (VDCs) spread out over 12 districts.



on Malaria through organizing district orientation, broadcast and coverage in local media, class conduction, quiz

breast feeding practices to children.

Purpose: To have halted and begun to reverse the impact and incidence of malaria in Nepal by 2013.

Target: Chitwan, Makwanpur, Sindhupalchowk, Rupandehi, Kapilvastu, Doti, Dhanusha, Mahottari, Sindhuli, Nawalparasi, Kavre and Dadeldhura districts

Target Groups: "The target groups and beneficiaries are a total of 124000 school-children

- Awareness of community people increased on diarrhoea and its affect on malnutrition, 1000 days child care, breast feeding.
- Improvement in personal hygiene and sanitation found in the community.
- Community people knew the result of the growth monitoring, they realized the importance of nutrition for their children and they are positive towards the NERP.

Program activities include Behavior Change Communication (BCC) campaigns. The Program aims to reach people living in high-risk malaria areas, targeting those most at risk (pregnant women and children under the age of 5 years old).

Progress

- District stakeholders from targeted 12 districts sensitized on Malaria.
- 125620 children from 655 schools of 108 VDCs of 12 districts aware

Overall impact and challenges of the health program

Impact

- Community stakeholders sensitized on taking care of the pregnant women and child under 5 years regarding nutrition.
- Awareness of the mother increased regarding complementary and

- In total 7 doctors from PHC and zonal and district hospital developed as local IMAM trainer.
- In total 9 doctors from PHC and zonal hospital, IOM, district hospital, Sarlahi developed as local SC trainer.
- DHO and nutrition focal person attended training full time.
- During the anthropometric practice in the district hospital, parents were inspired to let 25 children have an opportunity to be checked up by



Dr.Kamal Raj Sharam a lead trainer.

- Knowledge level of participants was low in pre- test but after completion of the DTOT it was found to be satisfactory. Some of the participants scored with distinction. So, Dr. Kamal Raj Sharma lead trainer referred Dr. Prahlad Adhikari as a trainer for other organization.
- Local authorities are consulting IHC regarding HIV AIDS issues.

Challenges

- Health workers are concerned

about the facilities rather than the content and importance of program, its implementation and benefits to community.

- There are various Sangha, Sangathan of health workers in the district. They are affiliated with different political parties. There was polarization between them too. So, it was very difficult to make common understanding among them for the effective program implementation.
- Number of students was less in schools in targeted VDCs so it was

difficult to fulfill the target of the program regarding awareness rising to school children on Malaria.

- Low number of peer educators, which makes it difficult to cover the maximum targeted area for awareness raising on HIV AIDS.
- Drop out of severely malnourished children from NERP center. Mothers/care takers of the severely malnourished child are not allocating time to the NERP center.

Theme D: **Child Protection**



Theme D: Child Protection

The situation of rights violation and impunity is continuing to increase even after the formation of the new government. The 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 every one 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

Case Study 15

The teaching/ learning environment is more crucial than the post of HT

There is PS Gobraura in Bisanpur Majhaura VDC of Mahottari district. A conflict occurred in the school for the HT. Groups were polarized in the community for their candidates. The teaching /learning environment of the school was affected by this. There were 2 candidates for HT Mr. Pancheshwar Yadav and Binod Mandal. Mr. Binod Mandal had already worked as a HT but he was charged with misusing resources of the school.

There was a community meeting organized with parents, teachers, SMC. In the meeting, all of the issues were discussed. They agreed that the teaching/ learning environment is the crucial factor, rather than the post of HT. So, stop the quarrel right now and think about the education rights of the children. Finally, Mr. Pancheshwar Yadav convinced and supported Mr. Binod Mandal for HT. Mr. Binod Mandal also committed himself in the meeting to be fully responsible for the children's right to education and to ensure a favorable teaching/ learning environment for them with effective school management.

Finally, Mr. Binod Mandal was appointed as HT. Now he is regularly in school. He is organizing a meeting with SMC, PTA, parents, children and teachers and collecting feedback from them for better management of the school. The community is also monitoring the school and CoC as well. It was found that CoC was followed up by the school, which helped to increase the attendance of the children in the school.



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 the republic and abolition of discriminatory practices, there still 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 enforcing legal safeguards, the 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.

Case Study 16

Das is the hero among friends, teachers and community people

Uday Kumar Das son of Sunita Devi Das is living in Balwa, VDC-8 of Mahottari district. He is of age 14 years of age. He was studying in Education Top Boarding School, Padaul-3 before. There was corporal punishment in the school. There was no satisfactory teaching learning environment for him. His performance becomes poor.

Das shared this with his best friend Dipak Paswan who was studying in Mansif Mahavir LSS Balwa-7. Paswan suggested to him to leave that school and enroll in his school. There is a child friendly teaching learning environment, teachers are teaching by using teaching materials, extracurricular activities. Paswan convinced Das parents also. Finally, Das was enrolled in Mansif Mahavir LSS Balwa in grade 5.

A teacher Brijnandan Yadav from the same school found that the performance of Das was so poor and he was hopeless. Teacher encouraged him. Yadav was conducting tuition. Paswan was regular in tuition. So, Das also joined the tuition. Das gradually improved in his study with the guidance of the teacher and support of his friend Paswan. Finally, he took first position in grade -8 in FY 2068 after three years.

Now, he becomes chair person of the child committee also. He is happy to play a role for the child rights. He is also active in the child empowerment center in spite of belonging to a dalit family. Balwa. He is regular in school. His brother and sister are also regular in school. He is really the hero in the eyes of his friends, teacher and community people.

1. School as Zone of Peace Program

Context

Recently the government has announced and committed itself to SZOP for all schools. It is the output of all our efforts in the past. Making this commitment is just a tool for us. It is not enough in itself but it makes us easier to implement the 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 the CFSI framework to announce SZOP. It is not only to increase opening days of schools but also for class conduction without discrimination and free of fear.

Promote local organizations is a motto of WE. It helps to increase ownership of the program at local level. PNGOs are working in the 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. The government will also announce SZOP to 100 additional schools as matching. The 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 teachers is the key for SZOP. If it is not focused then it 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 12 new schools of 9 VDCs of Dhanusha and Mahottari districts with the participation of community stakeholders i.e. SMC, PTA, children, teachers and parents.
- Monitoring of CoC of 12 schools by SMCs and PTAs.
- Total 461 community stakeholders i.e. SMC, PTA and teachers mobilized in the community to monitor the CoC regularly. They were capacitated with various meetings, interactions.

Purpose:	Contribute to increased access to quality education and ensure more students achieve their right to education in Madesh schools in conflict affected areas.
Target:	Dhanusha and Mahottari districts
Target Groups:	<ul style="list-style-type: none"> • Schools affected by civil unrest and political activities • VDC and district levels civil society and all relevant stakeholders

2. Naya Bato Naya Paila Program

Context

The Convention on the rights of the child was adopted in 1989 and was the first legally binding international instrument to incorporate the full range of human rights-civil, cultural, economic, political and social rights. The four core principles of the Convention stand as: non-discrimination; the best interests of the child; the right to life, survival and development; and respect for the views of the child. Discrimination against the girl child hits our societies and involves multiple issues. The CRC defines discrimination against women and children respectively, and sets up legal obligations for States Parties to eliminate it.

The Nepal Government signed this convention on 14th September 1990. According to the nature and provision of the convention, the Nepal Government has developed the act of children 2048, Stop Child labour act 2056, the policy under the children 2051 and eliminate child labor 2062. Along with this, our government has prepared and implemented a Master plan for the elimination of child labor and Nepal national planning for the Children. Interim Constitution of Nepal has declared the rights of children a constitutional right. The government of Nepal recently approved and enforced "The National policy of children 2069?". The act of Stop Child Labor 2056 has prohibited using children under 14 years labor. As per the act, If anybody is found to act against this provision, he/she will be punished with three months jail sentence or charged ten thousands rs or maybe both. to him/her. In spite of such strong policies for the children, the 54 Jari Factories of the



Bode Bhaktapur have used the 124 children aged from 8-18 to fill the Jari in Sari.

Among these children 62 were from Mahottari district and 48 from the Sarlahi district. These children were rescued from the factories with the support of CCWB, District Administration Office Bhaktapur, DCWB Bhaktapur, District Police Office Bhaktapur and with the common efforts of different INGOs working in the field of children. Within seven days of rescue 94 children were handed over to their parents providing the counseling service. The parent who were unable to come to Kathmandu to receive their child, will receive their

child in their district. Such arrangements will be made in coordination with the CCWB of that district. The children who have neither parents nor other guardian to care for them will be rehabilitated in the residential child care centers.

The children who are rehabilitated in their own home need special support to continue a normal life. The children need this support to continue their study and vocational training to promote the child rights and protection of child. Along with this the parents of the children need to be equipped with an income generating program to improve their economic status. If the children and

Purpose:	Rehabilitate the children with in their family through the essential support and establish the child labor free toles
Target:	Mahottari district
Target Groups:	61 Children rescued from Jari Factory <ul style="list-style-type: none"> • 8-14 years children- 38 • 14 years above-23



their guardians are unable to receive the support then most of the children will be transferred to another area to work for their family and themselves and the rescue made will not have any qualitative effect. The real act will be to create a surrounding/ environment which would prevent the children being forced into performing labor instead of just returning the rescued children to their parents. The recent rescue made showed that the quantitative number, of children from Mahottari district, was very high and in alarming volume.

Progress

- Basic identification of 52 children out of 61.
- 22 school dropout children were again mainstreamed in education.
- 14 children are taking vocational education.
- Parents of 36 children were supported with income generation

program and they started small business.

Overall impact and challenges of the child protection program

Impact

- Awareness increased in the community that children should not be engaged in child labor.
- School stakeholders SMC, PTA members, children, teachers become familiar with the existing situation of school. They internalized the need and importance of code of conduct of the school to make the school a zone of peace.
- Increased coordination with concerned VDCs and DCWB as well as district line agencies and created a fruitful environment to work effectively in

Challenges

- Children withdrawn from JADI factory belong to vulnerable and poor family so there the chances of those children migrating to India again for work are maximized
- Good opportunity for JADI factory owners in India or mediators to attract those children by providing high incentives to them.
- Schools have many problems i.e. there are no parents gatherings and there is no transparency, low learning achievement and high dropout of the children, irregularity of students, teachers and HT, hard to organize social audit in the school due to internal conflict, conflict between community and school, political pressure, because the SMC or PTA have not been formed yet, etc... which is directly affecting the school in announcing the school as zone of peace.



New Initiation

1. Creation of curriculum based teaching & learning environment

It was found that there was no curriculum in the schools during joint monitoring by district stakeholders along with DEO and regular program supervision. A curriculum was not even found in concerned district education offices. In the absence of a curriculum and the knowledge on how the teacher could ensure the learning guarantee of the children was the big issue. Low learning achievement of the students in schools is the result of ineffective teaching /learning environment. So, to increase the role and responsibility of the teacher in the classroom this curriculum based teaching learning environment initiation was promoted by Aasaman Nepal in its working area. Therefore a meeting was organized with ASN staff and coordinated with DEO in order to simplify the curriculum and distribute it among the schools. Samples were collected, key points of curriculum of grade 1-5 summarized and finally printed in flex. Such flexes were provided to the schools and displayed in classroom grade 1-5. Teachers' knew about grade and subject wise curriculum. It pressurized teachers to take on their role and responsibility in classroom in schools. Finally, teachers are using curriculum based teaching materials and methodologies in classrooms. It helps to create curriculum based teaching/

learning environment in schools and contributes to improving the learning achievement of the children.

2. Resource mobilization of corporate sector

2.1 ECD kits provided to ECD centers by Nepal Bangladesh Bank

Aasaman Nepal's staff participated in the fund raising training. Mobilization of funds of corporate sectors was taken as an opportunity. So, to utilize the resources from corporate sectors, coordination increased with the Nepal Bangladesh Bank, Dhanusha. In a series of meetings organized with NBB, NBB was convinced to support schools to enhance the quality education of children in schools. This was discussed among the NBB team. Fortunately, there was an event of opening an ATM the Janakpur branch.

Finally, Nepal Bangladesh Bank, Janakpur dharm supported Aasaman Nepal with NRs 44000/- to award ECD kits to ECD centers on the occasion the opening ceremony of the ATM dispenser at Janakpur dharm on 20th April 2012. Finally, ASN selected 4 ECD centers

with the coordination of NBB. ECD centers i.e. SS Sohani Mujeliya, PS Janakpur-6, PS Bhoil and SS Birendrabazar were awarded with ECD kits. About 100 children of ECD benefitted from the learning materials. They are enjoying these materials in the entire centers.

2.2 NCELL supported school building construction to Laxmi PS Jaynagartole, Barmajhiya, Dhanusha

NCELL agreed to support adopting a school program in Dhanusha district with the objective of fulfilling its corporate social responsibility and bringing positive change in the lives of children through education. As per objective, NCELL supported Aasaman Nepal with NRs 1057100/- for the construction of a 2 rooms school building in Laxmi PS Jaynagartole, Barmajhiya, Dhanusha including sitting materials, teaching and learning materials, library corner, toilet construction and fence. In total 115 children benefitted from it. Similarly, higher education scholarship supported 2 children from Dhanusha and Mahottari districts.



Advocacy

1. Education data verification

There was doubt over the reliability of school data and government policy, its process of distribution of educational resources to schools based on these data. IA misuse was seen of resources from schools to MoE by manipulating school data. Because of this there is obscurity in local to national level planning and its implementation. It is directly affecting education in Terai. It was found that releasing the teacher was more an incentive than the teacher working, increasing the number of students in Flash, more than were in the school, submitting data without conducting ECD and new schools, untimely textbook amount release and distribution, high repetition and dropout rate and double enrolment in Madarsa, private and community school in terai districts like Dhanusha, Mahottari, Siraha, Saptari, Sarlahi, Rautahat, Bara and Parsa etc. The major causes behind this are to maintain students' teacher ratio, to grab the maximum resources as scholarship, PCF and physical infrastructure, to be a chair person of SMC etc. Because of this there is complexity in data based resources distribution, misuse of resources, low quality service, and low learning achievement of the children, the best performing teachers and schools remain in the shadows etc.

So to ensure quality of data in schools for actual performance, ASN did data verification in 5 districts i.e. Saptari, Siraha, Dhanusha, Mahottari and Ramechhap first. ASN coordinated with

the DEO to get support in data verification. The schools informed and requested to keep the sources of data i.e. attendance register, enrollment record, flash report, textbook & scholarship related documents. The data verification was conducted by SM & BM in the presence of concerned resource persons. Findings were shared with the school, VDC and district stakeholders. Feedback was collected from them and incorporated in the report.

To exercise influence at the policy level and for advocacy, ASN organized an interaction program on "Education Data Verification" with national stakeholders from the Department of Education (DOE), Rastriya Mushar Uthhan Samaj (RMUS), District Education offices, teachers union/organizations, parents associations and representatives of different non-government organizations working on education on 13th January 2013 at Union House, Anamnagar. For the coordination and to ensure the participation of various stakeholders in the National level, Aasaman Nepal coordinated with Education Journalist's Group (EJG) to conduct this interaction. ASN shared the findings of the data verification done in 5 districts i.e. Saptari, Siraha, Dhanusha, Mahottari and Ramechhap districts to sensitize them. They realized that data manipulation is due to the fault of policy and its implementation. MOE held a meeting with the stakeholders on the issues pertaining on ways to keep correct records in schools and suggested to form a network to monitor the data keeping and take the expertise of Aasaman and other NGOs into

consideration during implementation as well as develop TOR for the national network.

The key suggestions made by the participants in the interaction were that in the future the EMIS verification campaign needs to be conducted on a massive scale and in a single day for more concrete output.

2. Everyone campaign

Everyday 94 children die below the age of five in Nepal. Everyone, from government to general public has a role to play in reducing infant mortality rate. Therefore, to raise awareness on the infant mortality rate (IMR) Aasaman Nepal organized "everyone campaign" programme in Janakpurdham in close coordination with Janchetana Abhiyan Nepal with the support of Save the Children international. For the effectiveness of the program it was linked to the famous Nepalese musical band Kutumb. Local folk music, dance and drama were performed by the Kutumb band and Janchetana Abhiyan Nepal for prevention & to influence the government to allocate budget to N

An indoor concert was organized at Janakpur Chamber of Commerce and Industries hall, Janakpur on 20th November 2012 and an outdoor concert was organized in Janaki Temple on the next day 21st November 2012. An audience of about three hundred in indoor and five thousand outdoor enjoyed the concert. Information materials from communication stalls were promoted in the audience. They realized the importance of childcare for the new born baby.



Sponsorship

To reduce donor dependency, special skills are required for the fund raising or donor diversification. There are many ways to raise funds i.e. grants, memberships, direct (person-to-person) solicitation, special events, income earned from marketing products or services, corporations and in-kind contributions etc. In this regard, ASN started promoting sponsorship 5 years ago.

Under this scheme, ASN is implementing the Jogimara scholarship program to achieve one of the international commitments, Millennium Development Goal- 2, "Achieve Universal Primary Education" by 2015 and, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. However, net enrolment rate in primary education is only 95.1 and for girls it is only 94.5. Lack of access to proper education and heavy drop out has been some of the

compelling factors hindering the accomplishment of this goal.

Therefore, with an aim to increase the access of education and reduce the dropout rate, Aasaman Nepal has implemented the Jogimara Scholarship Program' to motivate the students to go to schools in the Jogimara VDC of the Dhading district. The project targeted 19 schools in the VDC, mainly the girls and Janajati, with special focus on the Chepang for scholarships. It had implemented improvement of the educational standard of the entire VDC by formulating a Village Education Program (VEP), and developing SIP of schools in the past. Similarly, the project also involved the capacity building of the concerned stakeholders in addition to scholarships, so that they will help to increase the level and quality of education. A new program named as, "Supplemental Instruction Program" was added with talented children supporting "weak" children

These talented students named "SI leader" were rewarded to encourage them.

This year 50 Chepang children were supported with scholarship and 20 children with stationeries. 20 primary teachers trained on child rights, the disabled and learning without discrimination. The regularity of students increased in the schools. The teachers of each school prepared action plan to make their school child friendly and started to practice this in the school.

The lack of awareness on importance of education hindered the Chepang parents to send their children to school. Continuation of program is very difficult due to individual and single donor with high expectation of community and school towards ASN.



Organizational Development

ASN Board

- General assembly and program annual review
- Regular board meetings, planning and follow up

IEC materials

- Annual Report publication
- Moving from access to quality: perception and practices drive of Aasaman Nepal towards quality education (Monograph 2) publication
- Web site update
- Year planner publication
- Pocket calendar publication
- Educational calendar Publication
- Poster and Pamphlets Publication-
- Lighting education as power to Mushar Community Video Documentary Publication
- For Mushar, With Mushar-Reciprocal Scaffolding through Face-to-Face Engagement publication
- ASN Brochure publication
- Dissemination of messages through local FM/radio for awareness raising on SZOP, quality education

Education Materials

- 21 sets of flex charts including animal, vegetables, alphabet etc design and publication

- 25 sets of learning achievement chart including curriculum up to grade 5 design and publication
- CoC, SMC, PTA information, educational indicator, resource mobilization etc design and flex printing and distributed to schools in the ASN working area

Coordination and Linkage

- Partnership increased with RRN and WHH under Fight Hunger First Initiative. Series of meetings organized with WHH and RRN for the joint proposal development. Nutrition and education survey conducted with the support of RRN/WHH in 2 VDCs i.e. Gelu and Jante of Ramechhap and Morang districts.
- Series of meetings organized with DEO, SC and JICA for the JICA-SSRP project launch.
- Series of meetings organized with DPHO, SC for the HIV and AIDS Project launch.
- Series of meetings organized with DPHO, CHD, and UNICEF for IMAM Project launch and implementation in Sarlahi and Dhanusha district.
- Series of meetings organized with VSO for joint proposal development on girls' education.
- Series of meetings organized with DOE for girls' education network.
- Series of meetings organized with DPHO and PSI for SBBCC project

launch. Partnership ensured with PSI for school based behavior change communication program on malaria in 12 districts.

- Coordination increased with ICRC, WE for peace and counselling projects.
- Partnership with WE on SZOP 6th phase and Naya Bato Naya Paila program
- Coordination with NCE, CZOP and participation in meetings and interactions

Capacity Building

- Capacity build up of staff through training and participation in various training workshops(India and within country)
- PER of staff

Financial Management

- Multi donor financial management and reporting through account software i.e. true book and FAMAS

Income Generation

- Sanjog Educational Enterprises in function
- Aasaman Nepal Development Service Pvt Ltd in function

Social /Audit

- Quarterly program review meeting with district stakeholders
- Joint monitoring



Human Resource Mobilization

ASN has mobilized a total of 184 (Female 53, Dalit 27) full time and fully paid staff in this year though various programs.

S. N.	Project Name	Human Resources
1	Janam Deli Ta Padha Dia (Follow up program on Quality Primary Education through Community Empowerment)	27 (female 2, dalit 2)
2	The Project for Basic Education Improvement in Support of SSRP (Sabme Samjhadari Ashal Siksha Ke Tayari)	25 (female 5, dalit 6)
3	Promoting Quality and Inclusive Education for out of reach Children in Nepal Project	4 (female 2, dalit 1)
4	"Lighting Education as a Power to Mushar Communities"	9 (Dalit 6)
5	Youth Employment and Enhancement in Learning Skills among Primary School Children	25 (female 8, dalit 9)
6	Local Governance Community Development Program	6 (female 1, dalit 1)
7	Dhanusha Poverty Alleviation Program	6
8	Sarlahi Poverty Alleviation Program	6
9	Capacity Building of District Counterparts to implement Integrated Management of Acute Malnutrition (IMAM) in two districts Sarlahi and Dhanusha	2
10	HIV and AIDS Program- Migrants and their Spouses	15 (female 11)
11	Community based Nutrition Program in the Disadvantaged Community	3 (female 2)
12	School Based Behaviour Change Communication Campaign on Malaria	49 (female 18, dalit 1)
13	School as Zone of Peace Program	3 (Female 3 dalit 1)
14	Naya Bato Naya Paila Program	4 (female 1)

Future Direction

Organizational

- Strategic plan formulation, publication and dissemination
- New board formation
- Constitution revision

- Policy of human resource, account manual revision

Programmatic

- Increase coordination and linkage with international donor agencies at central level and NGO/CBOs,

government institution at distric level.

- Focus on family program development through Samadhan Kendra.

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Balance Sheet
As at 31 Ashad, 2069 (15 July, 2012)

Amount in Rs.

S. N.	Assets	Sch. No.	Current Year	Previous Year
1	Fixed Assets	1	3,753,048.00	3,694,121.00
2	Investment	2	-	-
3	Current Assets:			
3.1	Advances & Receivables	3	3,540,265.37	2,346,275.68
3.2	Inventory	4	-	-
3.3	Cash and Bank Balances	5	6,693,832.31	7,499,268.66
	Total Assets		13,987,145.68	13,539,665.34
	Liabilities	Sch	Current Year	Previous Year
1	Surplus & Reserves		3,753,048.00	3,694,121.00
1.1	Surplus	-		
1.2	Addition during the year			
	Total Surplus	-		-
1.3	Capital Reserves (Project assets fund) 3,670,048.00	6.1		3,611,121.00
1.4	Assets Fund Aasaman 83,000.00			83,000.00
	Total Reserves 3,753,048.00			3,694,121.00
2	Funds:			
2.2	Restricted Fund	6.2	8,900,652.58	8,183,169.49
3	Current Liabilities & Provisions			
	Current Liabilities and Provisions	7	1,333,445.10	1,662,374.85
	Total Liabilities		13,987,145.68	13,539,665.34

Notes to Financial Statements

8

Schedules referred form integral part of Financial Statements

As per our report of even date

Raj Kumar Bishwakarma
Treasurer

Durga B. Shrestha
Chairman

CA. Nava Raj Thapaliya
Fellow Chartered Accountant

Ramesh Khatiwoda
Sr Finance/Admin Officer

Nawal Kishor Yadav
Executive Director

Executive Committee Members

Aasaman Nepal

Janakpurdham, Dhanusha, Nepal

Balance Sheet

As at 31 Ashad, 2069 (15 July, 2012)

Particulars	SC Nepal	ASN OPS Fund	Saving Fund	CCO	PAF (Sarlahi)	PAF (Dhanusha)	Finland Embassy
Opening Balance	4,018,906.76	2,418,407.33	772,738.63	19,493.14	(92,582.95)	237,981.99	109,667.24
Fund Received	20,331,560.72	435,420.29	171,613.94	-	1,376,681.00	1,198,843.00	8,556,276.50
Aasaman Contribution		696,112.74		-	-	-	364,990.76
Total	24,350,467.48	3,549,940.36	944,352.57	19,493.14	1,284,098.05	1,436,824.99	9,030,934.50
Revenue Expenditures Incurred (Sub-schedule- 6.2.1.1)	22,631,415.60	645,866.49	61,597.00	-	1,514,284.00	1,386,087.33	5,296,374.48
Capital expenditure (Sub- schedule -6.2.1.1)							
Previous Year 2010/11 Closing balance Omitted	232,134.80	418,958.87	-	-	-	257,971.57	-
Balance of Transferred to Cost					-		
Total Expenditure Incurred	22,863,550.40	1,064,825.36	61,597.00	-	1,514,284.00	1,644,058.90	5,296,374.48
Total Expenses	22,863,550.40	1,064,825.36	61,597.00	-	1,514,284.00	1,644,058.90	5,296,374.48
Transferred to Project Income							
Balance Refunded		-	-	-	-	-	-
Balance of Fund (Cr)	1,486,917.08	2,485,115.00	882,755.57	19,493.14	(230,185.95)	(207,233.91)	3,734,560.02
Balance of Fund (Dr)							
Represented by:							
Cash Balance	3,199.00						
Bank Balances	1,189,133.08			19,493.14	63,574.63	426.09	3,513,521.02
Bank Balances (General/ Core account)	-	672,708.19	869,129.44				
Advances	294,585.00	1,624,266.76			(56,315.49)		223,971.00
Receivable	-	226,431.05	13,626.13				
Liabilities	-	(38,291.00)			(237,445.09)	(207,660.00)	(2,932.00)
Interest Income Transfer to Core Fund	-	-	-	-		-	-
Total	1,486,917.08	2,485,115.00	882,755.57	19,493.14	(230,185.95)	(207,233.91)	3,734,560.02

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal

Statement of Account of Donor Related Activities

As at 31 Ashad, 2069 (15 July, 2012)

Particulars	VSO	DEO	DDD Dhanusha	PSI	SISM	World Education	CFJ (HOSONO)
Opening Balance	16,286.78	306,725.51	(11,737.50)	-	(859,987.15)	(56,434.85)	440,928.25
Fund Received	3,101,524.00	-	-	1,954,858.00	-	1,031,093.65	-
Aasaman Contribution	22,226.00	-	-	-	-	-	-
Total	3,140,036.78	306,725.51	(11,737.50)	1,954,858.00	(859,987.15)	974,658.80	440,928.25
Revenue Expenditures Incurred (Sub-schedule- 6.2.1.1)	2,799,787.06	-	-	1,649,026.00	-	1,055,840.00	440,928.25
Capital expenditure (Sub- schedule -6.2.1.1)							
Previous Year 2010/11 Closing balance Omitted	-	-	-	-	-	(56,434.85)	-
Balance of Transferred to Cost							
Total Expenditure Incurred	2,799,787.06	-	-	1,649,026.00	-	999,405.15	440,928.25
Total Expenses	2,799,787.06	-	-	1,649,026.00	-	999,405.15	440,928.25
Transferred to Project Income							
Balance Refunded							
Balance of Fund (Cr)	340,249.72	306,725.51	(11,737.50)	305,832.00	(859,987.15)	(24,746.35)	(0.00)
Balance of Fund (Dr)							
Represented by:							
Cash Balance							
Bank Balances	275,434.72	167,530.74	31,152.50	19,718.50	(766,790.90)	6,357.02	-
Bank Balances (General/ Core account)							
Advances	64,815.00	11,353.05	(1,890.00)	286,746.50	-	9,700.00	
Receivable		195,309.22			401,553.00		
Liabilities		(67,467.50)	(41,000.00)	(633.00)	(494,749.25)	(40,803.37)	
Interest Income Transfer to Core Fund							
Total	340,249.72	306,725.51	(11,737.50)	305,832.00	(859,987.15)	(24,746.35)	-

**Kathmandu**

Phone No. : 01-4427727
Fax : 01-4427727
E-mail : aasaman@wlink.com.np
aasaman@gmail.com

Dhanusah

Phone No. : 041-522473
Fax : 041-522474
E-mail : aasamandhn@wlink.com.np

Saptari

Phone No. : 031 521281
E-mail : asnsaptari@gmail.com

Sarlahi

Phone No. : 046-570281
E-mail : aasamanslh@gmail.com

Ramechhap

Phone No. : 048-620370
E-mail : aasamanramechhap@gmail.com

Rautahat

Phone No. : 055-520725
E-mail : asn.rth@gmail.com

Baglung

Phone No. : 9841819590
E-mail : asnbaglung@gmail.com

Kailali

Phone No. : 091-525274
E-mail : asnkailali@gmail.com

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Statement of Account of Donor Related Activities
As at 31 Ashad, 2069 (15 July, 2012)

Particulars	SC HIV Aids	UNESCO	DDC, Sarlahi	Aide et Action	BNMT	Total
Opening Balance	-	32,971.64	-	596,799.17	233,005.50	8,183,169.49
Fund Received	701,044.00	-	939,000.00	4,539,286.62	264,150.00	44,601,351.72
Aasaman Contribution	-	-	-	-	-	1,083,329.50
Total	701,044.00	32,971.64	939,000.00	5,136,085.79	497,155.50	53,867,850.71
Revenue Expenditures Incurred (Sub-schedule- 6.2.1.1)	687,017.00	-	939,000.00	4,588,730.53	418,614.00	44,114,567.74
Capital expenditure (Sub- schedule -6.2.1.1)	-	-	-	-	-	-
Previous Year 2010/11 Closing balance Omitted	-	-	-	-	-	852,630.39
Balance of Transferred to Cost	-	-	-	-	-	-
Total Expenditure Incurred	687,017.00	-	939,000.00	4,588,730.53	418,614.00	44,967,198.13
Total Expenses	687,017.00	-	939,000.00	4,588,730.53	418,614.00	44,967,198.13
Transferred to Project Income	-	-	-	-	-	-
Balance Refunded	-	-	-	-	-	-
Balance of Fund (Cr)	14,027.00	32,971.64	-	547,355.26	78,541.50	8,900,652.58
Balance of Fund (Dr)						
Represented by:						
Cash Balance						3,199.00
Bank Balances	5,000.00	219,735.53	-	366,547.41	37,962.20	5,148,795.68
Bank Balances (General/ Core account)						1,541,837.63
Advances				191,207.85	40,879.30	2,689,318.97
Receivable	14,027.00					850,946.40
Liabilities	(5,000.00)	(186,763.89)		(10,400.00)	(300.00)	(1,333,445.10)
Interest Income Transfer to Core Fund						-
Total	14,027.00	32,971.64	-	547,355.26	78,541.50	8,900,652.58

Raj Kumar Bishwakarma
Treasurer

Durga B. Shrestha
Chairman

CA. Nava Raj Thapaliya
Fellow Chartered Accountant

Ramesh Khatriwoda
Sr Finance/Admin Officer

Nawal Kishor Yadav
Executive Director

Executive Committee
Members