

Aasaman Nepal



✓ Education
✗ Child Labor

ANNUAL REPORT 2016





Message From Chairperson

Aasaman Nepal has been working in the areas of education, health, livelihood, natural resource management and child protection since 1991. Aftermath of the devastating earthquake on April 25, 2015 we felt the need of expanding our selfless service in humanitarian response; however, we have always been careful to focus on the quality of service extended by our organization rather than expanding its geographical coverage. In the year 2016 we made some structural changes within the institution particularly in the working committee and its organizational structure.

This annual report embraces and provides glimpse of major activities that we accomplished in the year 2016. The report also contains the organizational audit report to fulfill our commitment towards accountability and transparency.

I have been the chairperson of the organization for the previous four years during which I have had the privilege of visiting several areas of project interventions in almost all the themes we work in. Thus from my experience I am aware that meeting the needs of community people is a real challenge for us. However, we as a development organization are trying our best to provide the population what they deserve - be it skills, education, health care service or awareness towards several misogyny and at the same time motivate them to the path of development. The Aasaman Nepal family that includes all devoted staff is using their best efforts to meet the expectation of community and help us grow as a development institution. I would also like to appreciate the efforts of all our colleagues as they are the real creditors of the success.

Lastly, I would like to extend my sincere gratitude to all our development partners, individuals and organizations including government stakeholders, who have entrusted Aasaman and its mission and look forward to similar cooperation in the years to come.

Thank You.

Surendra Bahadur Karki

Chairperson



Message from Executive Director

The year 2016 added yet another successful year in the Aasaman Nepal's timeline in achieving quality in the work.

The organization implemented projects under several themes such as education, livelihood, health and humanitarian response. The focus of the year was to increase the access of children to schools, enhance the quality of education with a particular attention on marginalized population and address the humanitarian response for the victims of the devastating earthquake on April 25, 2015. We were successful in expanding our programmes related to strengthening local governance in regards to education and mainstreaming Madrasah education. Aasaman is also trying to expand its activities related to education, health/nutrition and reconstruction. The primary beneficiaries of our interventions have been the disadvantaged and marginalized population groups of eight districts from the plain/terai region of Nepal, namely Dhanusha, Mahottari, Siraha, Saptari, Sarlahi, Rautahat, Bara and Parsa. We will continue to work in the coming years, targeting Muslims' and Mushars' community and prioritizing girls' education.

After 16 years of successes while working in the field it is high time Aasaman should consider in developing collaborative approaches of projects like consortium, network etc; and document its efforts in creating child labor free zone based on present practices of terai, hill and mountain regions. The organization is putting and concentrating its efforts to organize regional, national and international level seminar to share the learning of different actors involved in the development of the nation and also build the individual, organizational and institutional capacity of organization. In order to encourage the staff of the organization the management has collectively decided to rank and award the staff based on their performance at every level. It is important that the institution focuses on quality of projects being implemented rather than increasing the quantity of projects. Thus, we have huge responsibility of improving the system of internal controlling and, make sure the sphere standards and other national standards are met in implementation of all the projects regardless of their nature of services.

It has been 16 years since Aasaman started working for the betterment of children in Nepal. In this regard, it is worth mentioning here the persisting need to identify and bear in mind the key challenges for Aasaman in relation to continuing its efforts and support to the needy children with a view to provide them a better life. Thus, based on the trust we have gained from the development partners within and outside the country, our aspiring staff and our commitment to the mission we will continue our efforts to make the nation a better place for children.

Finally, we are grateful to receive strong support and encouragement in our initiatives from distinguished individuals and organizations, which have been imperative to enhance our performances in terms of quality and effectiveness. We also hope for the same thoughtful guidance and endeavors in the future.

Thank You.

Nawal Kishor Yadav
Executive Director

Organization Chart

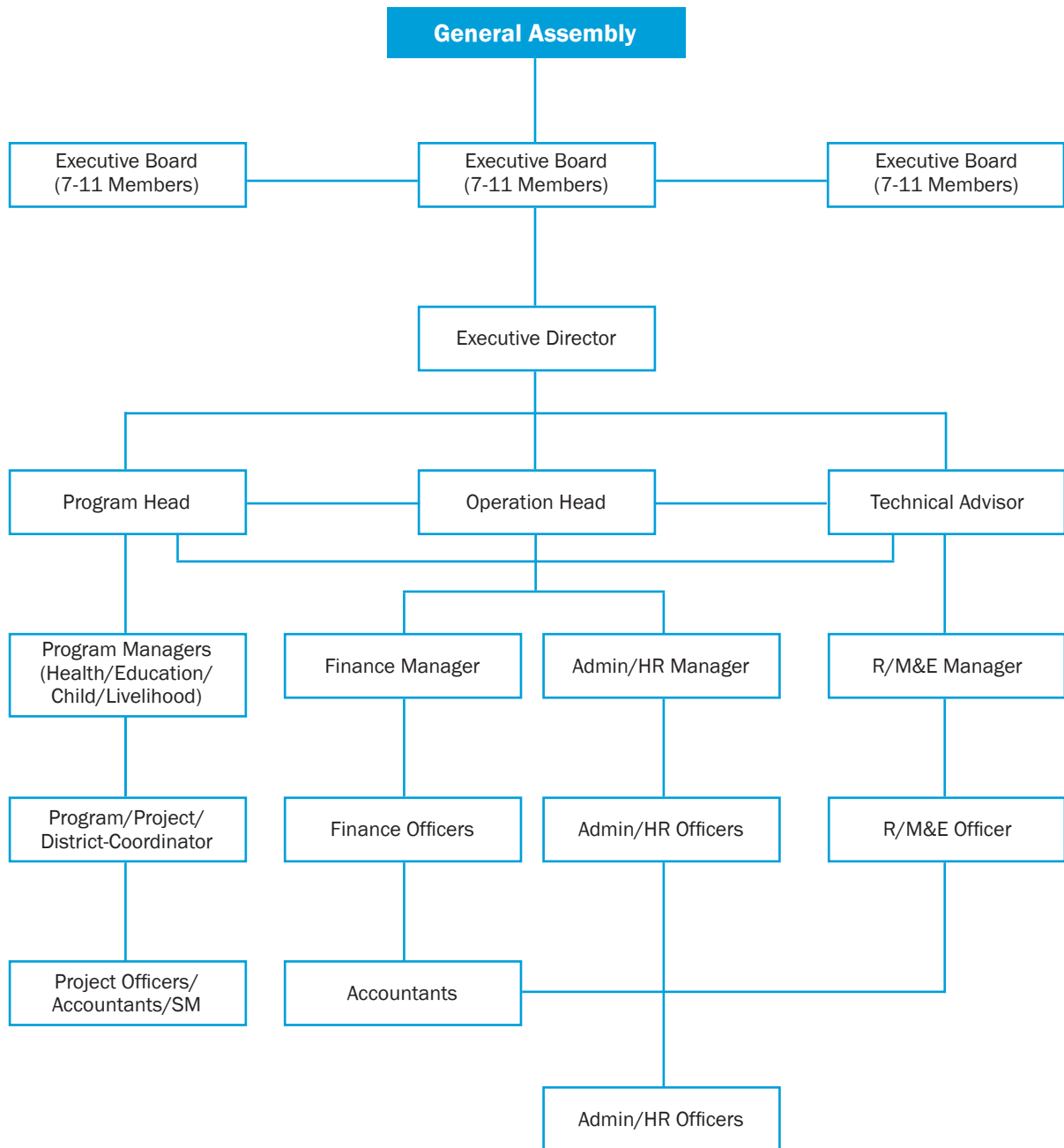


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Aasaman: A Brief Introduction

Aasaman Nepal (ASN) is one of the leading national NGOs in the area of education, child protection, health, livelihood and natural resource management since its establishment in 1991. It has shown its larger engagement and representation in developing and implementing programmes, aiming at youth (women, marginalized) employment through vocational and life skills training for livelihood, inclusive quality education as a fundamental right of all children (especially for girls and disadvantaged children such as dalit, Muslim, Mushar and children with all sorts of disabilities), protection, promotion and fulfillment of child rights (birth registration, child marriage and child labor) in Nepal as well as supporting disaster (flood, earthquake, storm and fire) affected people, children, family and households in terai, hill and mountain districts. It has strong community mobilization base with its involvement and collaboration with 12,418 community-based support structures (networks), which include members from women's groups, youth groups, School Management Committee (SMC), teachers, Community-Based Organizations (CBOs) and other relevant stakeholders. It has been significantly contributing to uplift the living standards of marginalized communities in 15 districts by improving their access to quality education, quality health services in close collaboration with concerned government line agencies. ASN was established with a vision of increasing access of children to school. It aims to ensure access of each child to quality education, better health, protection, livelihood opportunities, and meaningful participation in the society. It also works with women and marginalized people to enable them in raising their voices and claiming rights and entitlements from the state mechanisms and service providing agencies.

ASN concentrates its work in the eight southern Terai (Plain) districts from Pathlaiya to Koshi ie from Parsa to Saptari, extending its bases and profiles to include other districts especially from Kathmandu valley and Janakpur zone. Moreover, it has a widespread coverage in all development

regions. It expands and strengthens its network with other like-minded organizations within and outside the country for better learning, policy advocacy and resource mobilization. Aasaman capitalizes the indigenous knowledge, local structures and mechanisms for better results, ownership, and sustainability. ASN advocates and drives for good governance in all sectors and at all levels specially to facilitate, inform and empower citizens and promote accountable and responsive local government with regard to human capacity development and economic growth.

ASN focuses its thematic interventions in line with Universal Human Rights Declaration (UHRD) and United Nations Convention on the Rights of the Child Rights (UNCRC) for realizing economic, social, political and citizenship rights of people especially of children including girls as well as boys. It works to strengthen thematic focus on increasing access to: i) quality education, ii) safe, supportive, and protective environment, iii) basic health and sanitation services including water, iv) entrepreneurship and vocational training for better livelihood opportunities, and v) meaningful participation.

ASN promotes and demonstrates inclusive, transparent, effective, and innovative (learning) working culture, system, structures and mechanisms within and outside the organization. It aims to diversify its funding both from donors and government with an emphasis to collaborate with local government and institutions. Working as a bridge between people and authorities, Aasaman wishes to ultimately contribute to: i) reduce households level poverty of marginalized people, and ii) increase accountability, democratic practices and rule of law in the country.

ASN strives to work with multiple development partners. It targets to mobilize an annual turnover of budget of NRs 50 million to achieve the strategic objectives. Annual Plan and Budget, Annual Report including Financial Statements and Audit Report are shared with concerned government offices and development partners at

every 3 months of the calendar year. Annual plan and annual report are discussed and reviewed each year in its annual general meeting.

Vision

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

Mission

Aasaman aims to build 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.

Goal

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

Objectives

- Coordination with various governments, Non-Government and International Non-Government Organizations (NGOs and INGOs) along with capacity building of CBOs by increasing efforts to have active participation of all levels and local people in country development
- Conservation and utilization of Natural Resources and Biodiversity in local level through training, meeting, etc. and raise awareness with development in knowledge, skills for their conservation
- Inform stakeholders of various levels on local services, resources and materials and provide its information, uses and benefits along with efforts laid on implementation in behavior
- 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 meaningful decision

makers at local institutions and government mechanisms 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 successful learning and good practices for policy advocacy, replication and scaling up public awareness

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

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

Core Values & Principles

- Belief in people's capacity and participatory models
- Respect for local culture & communities
- Caste, political ideology, ethnicity and gender-based discrimination have no place in development activities

Strategies

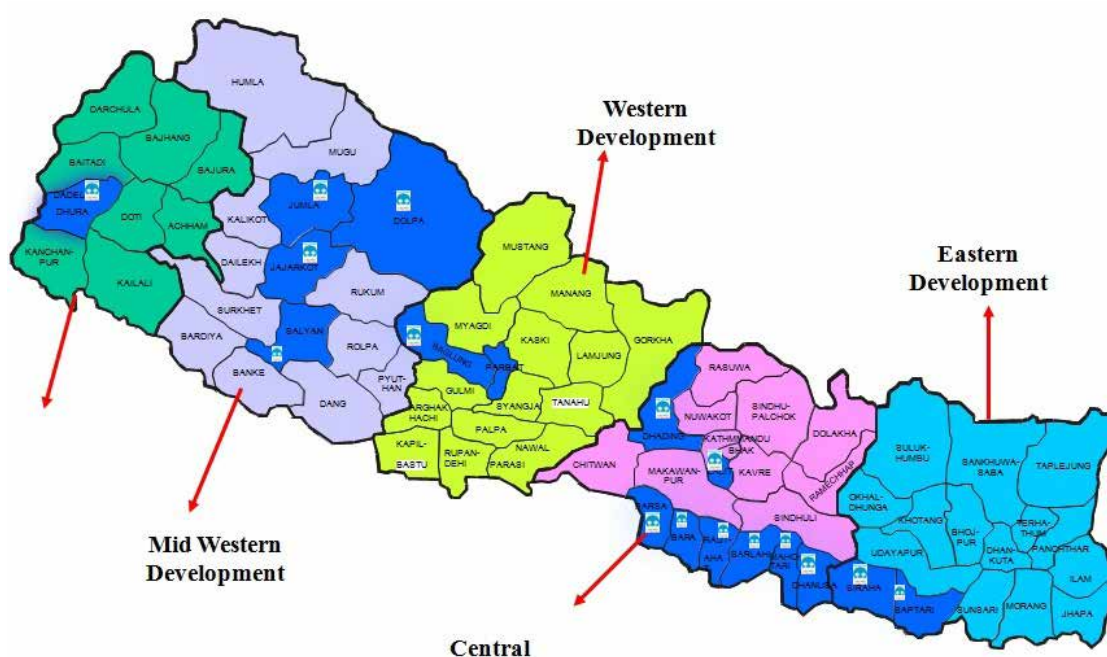
- Community mobilization
- Resource mobilization
- Bottom up planning
- Strengthening of government institutions
- Partnership and collaboration
- Use of local role models

Roles of the Organization

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

Programme Districts

Development Region	Working District
Eastern Development Region	Siraha and Saptari
Central Development Region	Dhanusha, Mahottari, Sarlahi, Rautahat, Bara, Parsa and Dhading
Western Development Region	Baglung and Parbat
Mid-Western Development Region	Salyan, Jajarkot, Jumla and Dolpa
Far-Western Development Region	Dadeldhura



List of Acronyms

ASN	Aasaman-Nepal	LANN	Linking Agriculture Natural Resource Management and Nutrition
CAC	Community Awareness Center	LGCDP	Local Governance and Community Development Programme
CCWB	Central Child Welfare Board	LSS	Lower Secondary School
CFLG	Child Friendly Local Governance	MDG	Millennium Development Goal
CFS	Child Friendly School	MAM	Moderate Acute Malnutrition
CBO	Community Based Organization	MSNP	Multi-Sector Nutrition Plan
CRPF	Child Right Protection Forum	MoHP	Ministry of Health and Population
CC	Child Club	MoFALD	Ministry of Federal Affairs and Local Development
CZOPP	National Coalition for Children as a Zone of Peace and Child Protection	MoWCSW	Ministry of Women, Children and Social Welfare
DCPC	District Child Protection Committee	NGO	Non-government Organization
DCWB	District Child Welfare Board	NERP	Nutrition Education and Rehabilitation Program
DDC	District Development Committee	NRCS	Nepal Red Cross Society
DEO	District Education Office	NCEN	National Campaign for Education for Nepal
DoE	Department of Education	NTU	Nepal Teacher Union
DPHO	District Public Health Office	PAF	Poverty Alleviation Fund
ECM	Each Child Monitoring	PS	Primary School
EFA	Education for All	PTA	Parents Teachers Association
EGRA	Early Grade Reading Assessment	RP	Resource Person
EGMA	Early Grade Mathematics Assessment	RUTF	Ready to USE Therapeutic Food
ECD-Network	Early Childhood Development Network	SAM	Severe Acute Malnutrition
GO	Government Organization	SCPC	School Child Protection Committee
HDI	Human Development Index	SIP	School Improvement Plan
HFMC	Health Facilities Management Committee	SMC	School Management Committee
HP	Health Post	SS	Secondary School
HSS	Higher Secondary School	SSRP	School Sector Reform Plan
IUCD	Intra Uterine Contraceptive Device	SZOP	School as Zone of Peace
iLEAD	initiative for Livelihood Education and Development	UNCRC	United Nations Convention for the Rights of the Child
IEC	Information, Education and Communication	VCPC	Village Child Protection Committee
IMAM	Integrated Management of Acute Malnutrition	VDC	Village Development Committee
IPC	Integrated Planning Committee	WCF	Ward Citizen Forum
IFPRI	International Food Policy Research Institute		



Thematic Area of Intervention

Theme A: Education

Theme A: Education

Due to the absence of strong political commitments followed by an enormously low GDP growth rate, Nepal is one of the poorest countries of the world with HDI at 0.543, and with long standing issues of internal conflict, inequality and injustice has been awfully slowed on the path of overall/ holistic development including education, health and sanitation. Despite significant progress in the aforementioned areas, the country is still catching up in all the indicators of Millennium Development Goals (MDGs). In this connection, it is essential to know where the country stands in the area of education in view of EFA 2015 and education 2030.

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

By 2030:

GLOBAL INDICATOR 4.6.1 – Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

The indicator comes closer to the view of literacy as not just a set of skills but also their application. And it tacitly recognizes recent advances in direct assessments that show literacy is not a skill people either do or do not possess. Rather, different levels and types of literacy empower adults to achieve different functions in life. Because of the constraints of global monitoring requirements, not all approaches to the concept of literacy are captured. However, the SDG agenda's treatment of literacy represents a considerable advance.

Literacy is a basic cognitive skill that is fundamental for access to decent work. The global indicator on literacy and numeracy is expressed in terms of skills proficiency.



The new international agenda promises to improve our understanding of population literacy and numeracy skills. These skills are important for poverty reduction, employability, healthier lives, and social inclusion. This section has provided a brief overview of the opportunities and challenges that accompany the monitoring of this new agenda. The global indicator draws attention of policy makers to the importance of different levels of these skills and the need to stop thinking about 'eradicating' illiteracy and innumeracy. But this will require coordinated action and choices to be made between competing options for assessing skills.

Literacy for all; universal access, participation and completion of primary/basic education by all eligible children through a deeper analysis of internal efficiency of primary/basic education and learning achievements of children in core subjects of primary/basic education curriculum are three important components of assessment regarding where Nepal stands in these areas. Gender and quality of education are cross-cutting issues for leveling the field in regards to the assessment of present status of primary/basic education and levels of literacy.

With regard to education, the national population

census of Nepal 2011 found the adult literacy rate of the country at 56.5% with a huge disparity between men (71.6%) and women (44.5%), demonstrating a widespread gender variation of 27.1 percent and gender parity index (GPI) at as low as 0.62, which is far behind the set target of achieving GPI at 1.0.

According to the latest Annual Households Survey III, 2014/15, the literacy rate of the population of age 5 years and above is 65.6 percent. While the male literacy rate stood at 75.1 percent, the female literacy rate was only 57.3 percent. The literacy rate for the population of 6 years and above was estimated to be 66.6 percent, with male at 76.4 percent and female at 57.9 percent only.

The overall adult literacy rate of 15 and above population was recorded at 63.7 percent (male at 76.2 percent and female at 53.3 per cent), which is higher than the rate found in the AHS II (61.6% in AHS II 2013/14). The adult literacy rates for urban and rural areas were 74.4 per cent (male 84.6 percent and female 65.5 percent) and 58.6 (male 72.1 percent and female 47.8 percent) respectively. Wide gender variation existed in the adult literacy rates, too. The rates for adult males and females were found to be 76.2 percent and 53.3 percent respectively, with gender variation of 22.9 percentage points and gender parity index at 0.70, demonstrating the gender achievement far behind the set target of 75 percent for EFA for both men and women.

The participation of children demonstrated by the overall net enrolment rate (NER) at primary level in the school year 2015/16 was 96.6% with 96.3% and 96.9% for girls and boys respectively. While the net enrolment rate for children in primary education remained very high at 96.6% inclusive of gender parity at 0.99 and above at all levels of school education i.e. primary (grade 1-5); lower secondary (grades 6-8) and secondary (grades 9-10) education; the internal efficiency of the comprehensive school education system (K-12) demonstrated by the promotion, repetition and dropout rates was found to be very low. For instance, the Flash Report 1 of School Level Educational Statistics of Nepal (2015-16) recorded the

repetition and dropout rates of children in primary (K-5), basic (K- 8) and secondary education (grade 8- 12) at 18.5 percent, and 8.2 percent respectively, showing a big educational wastage. The repetition and dropout rates in secondary education (grades 9-10) were 8 percent, revealing 2.1% repeated the same grade or and the rest 5.9% dropped out of school education.

Internal efficiency of primary education (K-5)

The term “efficiency” refers to the relationship between outputs and inputs. A process is described as technically efficient if it produces maximum outputs from a given amalgamation of inputs. Internal efficiency deals with the use of resources and refers to the internal dynamics of the education system in transforming inputs and processes into outputs. Moreover, it can be defined as the system’s ability to educate the maximum number of children who have entered the system in a specific year in the optimum time with the minimum possible use of human and financial resources. Operationally, internal efficiency can be described as the number of students graduating from an educational institution (at a particular grade and level of education) expressed as a percentage of the number of students who entered the institution at the beginning of the particular programme.

The analysis of the grade wise flow rates of students from the school year 2014-015 to the 2015-016 for primary grades show the evaluation of internal efficiencies of the students as well as the overall effectiveness of the inputs provided. It illustrates, out of the total students enrolled in the school year 2014-015 in Grade One, 81.5% promoted to Grade Two, 13.7% repeated the same Grade in the current school year, and 4.8% dropped out from the school education system. In other words, altogether 18.5% of the total enrolled students in Grade One of the last school year could not continue in Grade Two in this school year. Although the promotion rate improved as compared to the previous school year, it still demonstrates a high wastage of the inputs provided.

The average survival rate to Grade 5 was 87.5% with 87.9% for girls and 87.1% for boys. This

showed an improvement over the previous school year (86.8), while the coefficient of internal efficiency was 81.8%, the cohort graduation rate at primary level was 80.6% (compared to 79.7% in the previous school year), which suggests that out of 100 new students enrolled in Grade One in the school year 2010-011, altogether 80.6% of the students successfully completed the primary level in the school year 2014-015.

Internal efficiency of basic education (K-8)

The analysis of internal efficiency of basic education shows the grade wise flow rates at basic education from the school year 2014-015 to the school year 2015-016. The pattern of the grade wise student flow rates at basic level was similar to the primary level. Out of the total number of students enrolled in the school year 2014-15 in Grade Six, 91.8% promoted to Grade Seven, 4.1% repeated the same grade in the current school year, and 4.1% dropped out from the school education system completely.

Likewise, the promotion rates in Grade Seven and Grade Eight were 92.0% and 90.9% respectively. When the data were analyzed from the gender perspective, slight differences were noted. The average survival rate to Grade 8 was 76.6%, with 77.4% for girls and 75.9% for boys. The coefficient of internal efficiency was 75.9%, of this 76.7% for girls and 75.3% for boys. Similarly, the cohort graduation rate of basic level (grades K-8) was 69.6%, with 70.5% for girls and 68.8% for boys, suggesting that out of 100 new students enrolled in Grade One in the school year 2007, almost 70.0% students successfully completed the basic level in the school year 2014-015.

Internal efficiency of secondary education (K-12)

Furthermore, the analysis reveals the flow rates of students from the school year 2014-015 to the school year 2015-016 in grade 9 and the percentage of students who appeared in the final examination of grade 10 at the secondary level. It illustrates that out of the total students enrolled in the school year 2014-015 in Grade Nine, 92.3%

promoted to Grade Ten, 3.6% repeated the same grade in the current school year, and 4.1% dropped out from the school education system.

Moreover, the internal efficiency related indicators, such as the survival rate to grade 10 and coefficient of efficiency indicate that of the total students enrolled in grade one ten years ago (i.e. in the school year 2005); only 38 percent reached (to) grade ten. This illustrates that out of every 3 children enrolled in grade one, only one child/student reached up to grade 10. Briefly, it suggests an enormous need of enhancing the capacity of each school to give ample attention on students' retention and their further progression from the very beginning of school education (i.e. from grade one or from kindergarten or early childhood development and pre-primary education).

There are notable differences in literacy and dropout rates based on gender, caste, ethnicity, income of people and areas of residence (rural and urban). The most miserable situation prevails for the poorest 20% population compared to the richest 20% population with an enormous gap of 40% points .

The progresses made so far exhibit that the Government of Nepal will hardly be able to fulfill its global commitment to Education for All (EFA) goals and more so for Sustainable Development Goal (SDG) four related indicators of education. Access to free and compulsory basic education is still a distant dream primarily for the children from socially excluded castes, ethnic minorities, children living in conflict affected areas or children with disabilities, girls and other marginalized groups of children. The problem is more evident in the districts of Terai due to lack of awareness and reduced community participation; and in districts of upper and mid hills due to challenging geographic composition and lack of proper infrastructures. Also to add to the woes of the country the areas with lack of proper access to education witness the challenges of enrollment, retention and quality of education.

Along with this the percentage of children who appear in the examinations but do not obtain the desired level of knowledge, skills, attitudes and values for the upper level of education (i.e. higher secondary and tertiary education) and/or the job market, indicates the educational wastage and requires appropriate remedial measures for constant improvements and comprehensive reforms in the education system.

Hence, with a vision to build a society which protects, promotes and fulfils the rights of children to education in the areas of intervention and increase the access to quality education, ASN is implementing five projects dedicated to the field of education which in effect increases the reach of children to schools, ensures the retention of children at school and at the same time improves the quality of education being imparted at schools. ASN considers any child out of school as a potential child labourer. In order to prevent this situation from occurring or bring about real change in this situation, ASN since its establishment has been putting its best efforts to reduce/eradicate child labour prevailing across the country.

ASN has been working in the education sector for the past 17 years; building upon its previous experiences and lessons learnt from various government's initiatives such as Basic and Primary Education Project/Programme (BPEP I, 1992-1999 and BPEP II, 1999-2004), Education for All Programme (EFAP 2004-2009), Community School Support Programme (CSSP 2004-2008), Secondary Education Support Programme (SESP 2002-2009), Teacher Education Project (TEP 2003-2009), School Sector Reform Programme (SSRP 2009-2016) and presently School Sector Development Programme (2016/17-2022/23 AD; 2073-2080 BS). All these plans and programmes were informed by the Education for All National Plan of Action (EFA NPA 2001-2015) and various five-and three-years development plans of the government of Nepal.

In order to effectively implement the relevant education plans and programmes at community and school level, the Department of Education (DOE) with the support of development partners including the Ministry of Education and its

relevant institutions, developed an instrument/mechanism - School Improvement Plan (SIP) to mobilize resources (human as well as financial) and improve the management of each school with a view to achieving the targets of EFA by 2015. These targets, amongst others, related to ensuring literacy for all and at universal access and participation of all children in each school's catchments area, gender parity and equality at all levels of education and quality through enhanced learning achievement by all children, especially girls and the disadvantaged. Besides, the Village Education Plan (VEP), the Municipality Education Plan (MEP) and the District Education Plan (DEP) for a period of five years were also visualized and implemented in each VDC, municipality and district in order to mobilize community participation, aiming to ensure universal access and retention, quality and standards and sustainable development at all levels and aspects of school as well as tertiary education.

Although these local level plans (SIP, VEP/MEP and DEP) are prepared and implemented with regard to programme activities that are inclined to bring about desired reforms and positive changes in the education system and help attain a model environment at school, community and district; it is often criticized that these are not well prepared with the active involvement of community people. It is found that during preparation, these plans were not widely discussed with SMC, PTA and with the teachers also.

The SSRP had introduced three major strategic interventions, being; restructuring of school education into basic (Grade 1-8) and secondary (Grade 9-12) education, improve the quality of education and institutionalization of performance and accountability of each school through the effective implementation of school improvement plan (SIP), village education plan and district education plan geared towards developing the infrastructure of school and enhancing the learning processes at the same time within a period of five years to be monitored and assessed periodically in the span of one year. ASN regards these indicators as major components/aspects of development in the holistic education sector of Nepal.

Thus, all the five projects have different sets of activities but overall they are designed to achieve the following major objectives that are in line with ASN's overall objectives of education:

- Access of out of school children to school
- Retention of children at school through innovative teaching and learning methods and child friendly approach of education
- Guaranteed provision of all children to learn by raising efficiency and enhancing effectiveness in the delivery of services in education sector

ASN closely follows the directives of the government of Nepal in education sector and has been recognized as an active contributing organization in the field of education by the Nepal Ministry of Education. ASN is also a member of various education clusters like National campaign for Education-Nepal (NCEN), School as a Zone of Peace (SZOP), National Coalition for Children as a Zone of Peace and Child Protection (CZOPP) and Early Childhood Development Network (ECD-Network). Thus, the education team of the organization is putting its best efforts to contribute

to the government of Nepal at advocacy level with a view to creating a society where all children enjoy their childhood with proper development opportunities in safe, supportive and friendly environment.

As a development NGO, ASN believes in strengthening the capacity of all the beneficiaries and stakeholders of education with interventions, which include the bottom- up approach and are determined to build and enhance the skills of teachers; inform and increase the awareness of the community about the rights of all children to quality education; update the importance of developing a reading culture, health and rights of women (including children) and violence against women, coordinate with government, NGOs and INGOs along with capacity building of CBOs and institutionalize learning and good practices from the interventions for policy advocacy. The blend of these approaches and the synchronization of objectives of various projects have contributed in gaining major achievements in education projects in the year 2016.

Aasaman Nepal Educational Reach at a glance

District	No. of VDCs/ Municipalities	Total No. of Schools of Intervention	No. of SMC members	No. of Community structures	Total No. of Children Reached		Total No. of Teachers Reached	
					Boys	Girls	Male	Female
Baglung	6 VDCs	48	384	89	1333	1241	233	161
Saptari	28 VDCs	46	361	71	6791	6481	281	121
Jumla	1 municipality 3 VDCs	8	71	56	310	354	27	16
Jajarkot	1 municipality	8	64	48	282	283	10	11
Dhading	5 VDCs	12	96	12	1330	1580	103	158
Parsa	2 municipalities 18 VDCs	12	96	12	6046	6054	204	60
Dhanusha	27 VDCs	50	345	50	3965	5176	276	72
Mahottari	10 VDCs	34	10	9	1349	1361	178	16
Siraha	10 VDCs	25	5	2	255	125	117	19
Rautahat	10 VDCs	37	10	15	20493	19962	154	11
Grand Total	117 VDCs & 4 Municipalities	280	1442	364	42154	42617	1583	645

Insights into the Projects

Promoting Quality Education for Girls and Marginalized Children in Dhanusha, (Terai) Nepal

This project was rewarded after the successful implementation and past learning of "Promoting Quality of Education for Girls and Marginalized Children in Dhanusha (Terai) Nepal (Sabal Siksha Dia)"; the Pilot Project which was implemented from March 2015 to June 2016 in collaboration with Royal Norwegian Embassy. The new project "Provide Quality Education" (Nik Siksha Dia) aims to bring all types of primary education including Madrasas and ensure access and retention to quality education in a safe and supportive learning environment especially for girls and children of most marginalized communities in Dhanusha district. It involves the following implementing partners where the funding partner is the Royal Norwegian Embassy.

Lead Agency: Aasaman Nepal (ASN)

Consortium Partner:

Public Awareness Campaign (PAC)

Consortium Partner:

Education Journalists' Group (EJG)

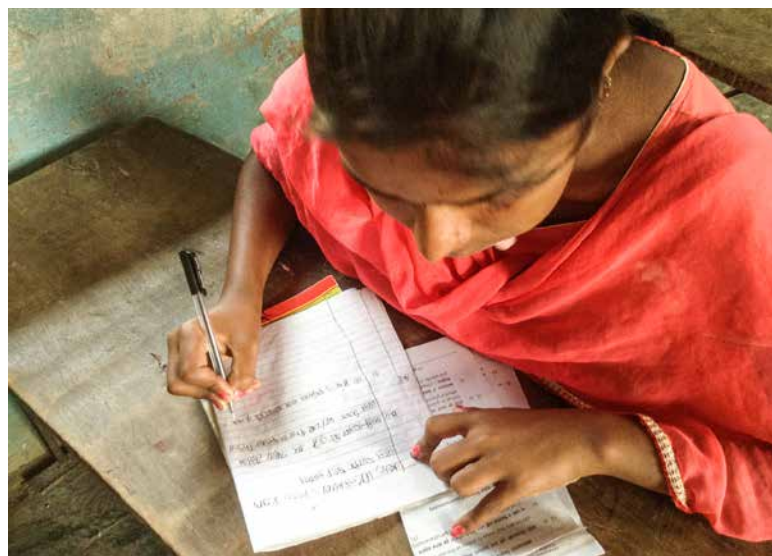
Duration: August 1, 2016 to July 30, 2019.

Areas of Intervention: 1 Sub Municipality, 3 Municipalities and 10 VDCs of Dhanusha district.

Reach: Children of 28 Primary Schools, 9 Lower Secondary Schools, 8 Higher Secondary Schools, 5 Madrasas and 50 ECD

The Project follows the following strategies to accomplish its major objectives:

- Theory of change
- Identify, inform and assist the appropriate community to understand the quality of learning (i.e. standards of education)
- Value for money
- Results-based management
- Consortium of partner NGOs
- Target group approach
- Gender equality and social inclusion
- Child protection approach
- Advocacy



- Local resources and community mobilization
- Classification of schools based on performance

So far, ASN on behalf of Consortium Partners have undergone and completed all the legal formalities and received permissions from authorities like Social Welfare Council, District Development Committee, District Education Office, and also selected VDCs and Municipalities, as well as schools. The organization has oriented pertinent stakeholders about the project and strategies of the second phase through a four day workshop in Dhanusha. During the workshop the team was also able to develop M&E Plan and soon after that the Project team with the help of consultant has developed Manuals and Brochures to assist and understand the project objectives and strategies clearly and to have symmetric views on the activities. The project team has made several initiations like orienting the District Education Office personnel and Resource Persons about areas of intervention and is working enthusiastically to ensure the project is implemented successfully and desired objectives are achieved.

Major activities of the project accomplished in five months are:

- Collection of education data undertaken
- Diagnostic survey household and school data collection commenced
- School grading accomplished
- Head counting carried out
- Meeting with Head Teacher and VDC's Secretary organized
- series of meetings of subject teachers conducted
- Jingle script writing and jingling through Local FMs undertaken,
- Janaki FM selected to broadcast Nik Shiksha Dia project's activities through "Shaishik Aawaj " Programme.
- Community visioning shared and disseminated

bring about the following changes in its areas of intervention after the completion of this project

- Promote the value and essence of education to the most marginalized and excluded groups
- Enrollment of 100% girls, children from marginalized and excluded groups aged between four to nine years in ECD and schools with 80% attendance
- Increased participation of children, parents and communities (especially women from marginalized and excluded groups) in classroom learning and school governance
- Improved learning achievement in basic education (Grade I to V)
- Policies regarding transparency and accountability implemented by all schools of interventions
- Reflection of learning at policy level echoed

Changes

As a development NGO, ASN is dedicated to

Success Stories

We are poor; we do not want to quarrel.

Kamlesh Kumar Mahara is ten years old. He is studying in grade 6 at Janata Lower Secondary School, Bantolwa, Banigama, Dhanusha. He belongs to the Dalit community. He has completed grade five and is considered to be very weak in studies. Because he is from a lower caste and weak in studies, he is constantly made fun of, humiliated and even beaten by his friends. Sometimes, without any reasons, only on the basis of protests of other boys, teachers would punish him. According to him, he feels very bad and doesn't like coming to school on regular basis and has missed ten school days. He thinks that he is treated like that only because he comes from a poor family. He absolutely hates to quarrel and argue when people misbehave. He has been studying in the same school since grade one. When asked about the way his teachers punish him, he told me that till class five, the teachers used a thin stick, which is called Chhauki in his local language. But now they use thicker ones, he even showed me the kind of stick used by his teachers to punish him.



When Kamlesh was asked about his future plan, he said he wishes to study up to grade 9 and then go for foreign employment. He thinks that cleaning is the easiest job so he wants to do that. His favorite subject is Nepali and the subjects he finds difficult are Mathematics, English and Science.

Aasaman Nepal is doing regular follow up, counseling him, his family and head/teachers through social mobilizers and project staff to continue his studies.

Strengthening Local Governance for Inclusive Quality Education



ASN has initiated several movements along with UNICEF in the past and at present is making sincere efforts to bring all school age children into school- a government of Nepal Initiative, through the project “Strengthening Local Governance for Inclusive Quality Education” and at the same time improve the quality of primary education since January 2016. The project also addresses the long prevailing issues of Gender Sensitivity, Gender Equity and Social Inclusion (GESI) in Terai districts. It is designed to contribute to the objectives of various government initiatives like EFA (Education for All), SESP (Secondary Education Support Programme) and CSSP (Community School Support Programme) collectively and particularly focusing on children deprived of access to formal education in the areas of intervention. OSC are more prevalent in marginalized communities like Mushar, Dusadh, Khatbe, Chamar, Dom and Muslim in the project area and the preliminary data collected from cluster reflects non-enrollment and drop out is rampant among the children of these communities.

Duration: January 2016 to December 2017

Areas of Intervention: 50 VDCs across Parsa, Rautahat, Dhanusha, Mahottari and Saptari districts (10 VDCs from each district).

Reach:

- Total participation involved in different activities are 26,315/27,780 (female 9,846, male 12,414 and dalit 5,520).
- Total number of teachers reached are 876 (female 563, male 281 and dalit 32) among them 617 (male 349, female 241 and dalit 27) are primary teachers whereas total participation reached through child club to different schools are 889 / 1,070 (female 438, male 451 and dalit 181) and 137 / 140 (Female 69 male 68 and dalit 3) participants were reached through CFS training in 101 schools across 5 districts.
- Through Ward Citizen Forum 1,498/1,907 (female 811 male 687 and Dalits 409) have participated from Most Marginalized Groups (MMGs) in awareness raising programme, workshops and community level meetings.

Accomplishments:

- A baseline survey was conducted successfully with technical support from ASN based on demographical information in the areas of interventions. In view of this, enrollment campaigns were organized to increase access of government educational services for Most Marginalized Groups (MMGs). In the process 57,128 households were visited in search of OSC particularly from MMGs like Mushar, Dusadh, Khatbe, Chamaar, Dom and Muslim by mobilizing the existing community structures such as CAC, WCF, Youth Network Community (YNC) along with social mobilizers and at the same time parents were encouraged to send their children to schools in quest of better livelihood.
- The parents as well as schools were assisted to prepare the required documents for admission. such as birth registration certificate and were followed up regularly by WCF and CAC members through door to door visits.

- ASN provided stationary, school bags, Tiffin boxes to encourage the OSC to attend school and also constituted Integrated Planning Committee (IPC) to facilitate remaining OSC and children with wider age gaps with bridge classes and GATE programmes.
- Several meetings were conducted with Citizen Awareness Centre (CAC), WCF, Parents Teachers Association (PTA), Child Friendly Local Governance Committee (CFLG), CFS, to ensure the guidelines of SZOP, CZOP, DEP, VEP, SIP are implemented in the areas of intervention.
- Several attempts were made to strengthen the capacity of Child Friendly Local Governance (CFLG) and improve coordination among local current community structures through orientation and workshops.
- ASN was awarded a certificate of appreciation from DEO Saptari on 35th National Education Day on September 8, 2016 for its contribution in addressing educational issues and uplifting the educational standards of Saptari district.
- Another certificate of appreciation was awarded by the then honorable chief minister of Bihar; Jiten Ram Manjhi on 7th June, 2016 for providing quality education to Most Marginalized Groups (MMG) through this project. In addition to this National Musahar Improvement Society Nepal, Janakpur also provided a certificate of appreciation to ASN on the same day.
- 10,530 children were enrolled in schools across the five districts of intervention.

Success Stories

Dom children always come and enjoy with friends

Miss Rubi Marik is nine years old and she lives in Khadagpur ward no. 7, Saptari. She is a girl from Dalit community where everyone is engaged in making bamboo materials and grazing pigs and piglets or working in houses only. She belongs to Dom community which is one of the most marginalized communities in terai zone lagging behind in respect to most of the indicators of development.

The ill practices of untouchability have barred them from access to schools for long. However, things have changed now. Ruby has been admitted in Class-1 of Khadagpur lower Secondary School. Her brother Amit Marik aged 7 years also studies at an Early Childhood Development center. Similarly, many children from this community have been admitted in school with the efforts of ASN through this project. Lalit Chaudhary, an employee of ASN has convinced many parents of the community to send their children to school. Thus in the process those who could not afford education at government schools and are struggling hand to mouth are also sending their children to school. This has helped the community to mainstream the marginalized population and hence the children do not feel left out anymore.

The introduction of code of ethics in school has encouraged several children from Dom community to attend school. Another child Prabesh Mallik of Khadgapur Ward No.-4 has been studying in this school too. He enjoys coming to school and learning here. His father Bhogendra Malik is a happy man now since there are numerous kids from the same community and he is confident his son will not be left behind and enjoy the company of other kids at school. This will help him explore lives through education, recognizing the appropriate role of education as a main instrument of gender equality, social inclusion and learning achievement and in achieving the SDG's goal and indicators of education development through renewed education agenda that is holistic and systematic, leaving no one behind.

Teaching to Learn



The project "Teaching to Learn" is being implemented by ASN under the financial agencies of European Union and partnership with VSO (Voluntary Service Overseas) Nepal and is contributing in improving learning outcomes of children from marginalized and disadvantaged groups in 16 schools of Jumla and Jajarkot districts since March 2014. The project focuses on improving learning outcomes of marginalized children and makes sure the interventions follow bottom-up approaches like skill building of teachers, sensitizing community members about right of all children to quality education and importance of developing a reading culture, coaching SMC/PTA to enhance their contributions in developing effective SIPs. Similarly, mentoring and coaching local staff by long-term volunteers has ensured sustainable outcomes and remedial reading activities conducted by Classroom Assistants (CAs) has enhanced development of slow learners.

Duration: March, 2014 to June, 2017

Areas of Intervention: 1 Municipality and 3 VDCs of Jumla district and 1 municipality of Jajarkot district

Reach:

In the year 2016, total number of children reached in grades one to three of 8 schools in Jumla is 664 (Boys- 310, Girls- 354) and 565 (Boys- 282, Girls- 283) in Jajarkot. Similarly, the programme benefitted 64 teachers (female 26, male 38) and 5,896 participants (female 3188, male 2708) through meetings, trainings, campaigns and district level festivals in both districts.

Accomplishments:

- The concept of importance of reading corner/ space for developing reading culture among children was injected among parents through meetings, home visits and workshops. Door to door campaigns by ASN staffs has developed a sense of ownership among all concerned stakeholders especially the parents.
- Parents are observed to be making furniture like table, chair for their children for the purpose of reading corner. Although there is less space in home, a small and separate space is created that has contributed in self-realization for each child to sit in the corner and utilize their leisure time rather than merely going to play. Our experience is that creation of such space has a strong impact among both parents and their siblings because besides doing their assignments children also do creative activities like drawing, painting, writing poems, stories and paste their creativities in walls of reading corner.
- The year 2073 B.S. is declared as Education Improvement Year in Jajarkot and to improve the quality of education the DEO is replicating the practice of ASN by establishing book corners in schools and reading corners in houses of individual. DEO, Lalit Bikram Singh states that "in order to bring change in mindset of teacher, student and parents establishing book corner in schools and reading corner in home is a must". Also development and use

of low- cost/no- cost materials has assisted in teaching learning process and changed pedagogy of teachers.

- In an event organized on 8th September, 2016 marking International Literacy Day one of the working schools of project Bheri Triveni Secondary School situated in Rimna, Jajarkot was declared as model school by District Education Office. Head teacher Binod Sahani states "contribution of all community members, parents, teachers, students, concerned stakeholders along with significant contribution of Aasaman Nepal has led to this success".
- Similarly, on the same day DEO Jumla provided certificate of appreciation to ASN for contributing in uplifting educational status of children of the district. Apart from this, Deep

Bahadur Shahi; SMC president of Janajyoti Secondary School one of the intervening schools of ASN was awarded as best SMC president of Jumla for the year 2072- 2073 by DEO, Jumla.

Thus, ASN is using its efforts continuously for improving quality of education, addressing the goals, vision, mission of organization as well as the needs and expectation of communities. In these three years of project duration, we have gained lots of experiences with different learning. We have been successful in generating strong impact in some areas whereas in some our efforts are still to be maximized. Therefore, we still need to work further in order to enhance our performances in terms of quality and effectiveness.

Success Stories

Bala's Regularity to School

Bala; nine years old Bala, son of Deep Bd. and Mannu, a permanent resident of Chandan Nath Municipality- 1 Jumla has been proven as an example in community as well as in the school in terms of being regular in schools and maintaining personal hygiene. He is equally proved to be supportive to his parents in their daily works. Bala's parents are illiterate and fall under working class middle- large family consisting of six members. They usually go to others place to work and earn money. His father cannot speak clearly and works at airport as a porter.

Bala used to support his parents by going with them to work in another place. It was the compulsion of his parents to accept his labor due to the poverty they were facing. Bala's school was completely hampered due to his involvement in such works. School teachers said that he hardly used to attend school 6-7 days a month. The family economic background clearly showed that they cannot afford education and also have bitter experience of facing social problems being so called 'dalit.'



After identifying the situation, we intervened some of the activities mobilizing the district staffs including community mobilizer. CM Syanu Rawal visited his house, talked to parents, and Bala himself. She tried to make them understand value of education describing about some role models of both local level and national/international level. She met him in formal and informal setting and tried to encourage him to go school. The context was that parents were reluctant to send their child to school but were worried too. CM Rawal's frequent connection with them inspired them to send their child to school. Her effort did not end there. She even visited school and talked to teachers and head teacher and humbly asked them to pay attention to him.

Ultimately, with the efforts of CM, Bala became regular to the school. It is clearly visible that he has maintained his personal health and hygiene. Now, he frequently participates in extracurricular activities conducted by the project and school itself. Teachers of the school say that Bala obeys them these days which was beyond their expectation previously. Teachers also expressed their happiness stating that Bala's parents are also cautious regarding his study. They visit the school and ask about the progress of their son.

Sisters for Sisters' Education in Nepal

ASN has been implementing “Sisters for Sisters' Education in Nepal” project in Dhading and Parsa districts since March, 2013 in partnership with VSO Nepal with an objective of improving enrollment, retention and learning achievement of the marginalized girls. The major target of this project is little sisters who are studying at primary level and from marginalized families. With the approaches of mentoring to litter sisters by big sisters, community awareness, capacity building and social mobilization, sisters' for sisters project is contributing to the little sisters to enhance their learning achievement and enabling them to keep them safe from sexual abuses and violence.

Duration: March 2013 to February 2017

Areas of Intervention: 5 VDCs of Dhading district and 2 municipalities and 8 VDCs of Parsa district.
Reach: All the children of 24 schools in Dhading and Parsa districts

Major apparatus of the project are big sisters, community mobilizers, bridge classes/Learning support classes, Adult champions and International volunteer experts. With the joint efforts of these all apparatus the following outcomes were achieved by the end of the first phase of this project (Achievements)

- 201 out of school children were enrolled in schools in Parsa District after the successful completion of nine-month bridge class.
- 643 little sisters have improved their learning achievement and increased attendance in schools through the mentoring efforts of 160 big sisters.
- Gender Network has been formulated and mobilized in 24 schools of Parsa and Dhading districts, contributing to establish a gender-friendly environment at each school.



- Teachers and education actors are aware and sensitized on safe school and child protection concept.
- Ward number-27 of Bauwali Sugauli municipality and ward number-7 of Bagwana VDC have been declared as tole free zone.
- District Education Office, Dhading has taken big sister mentoring scheme as an innovative and productive concept in learning and is advocating the impact of this scheme on different educational forums.

Success Stories

An Inquisitive case of Pabita Pariyar

Pabita Pariyar was born in a dalit community in a joint family. She is the elder daughter, with one younger sister and two younger brothers besides her parents. Both of her mother and father are illiterate and belong to dalit caste, with a very low family income.

Pabita was a friendly child, loved to participate in most of the programmes. However, she used to be very afraid of her teachers so that she couldn't talk properly with them and didn't participate in classroom activities. There was no one at her home to guide her in her study and explain her the importance of education. As being elder child of her family, she had to look after siblings, animals and household works. Because of these works she was irregular in school however, she was nominated as a little sister.



One day a big sister Jyotsana Rana Magar visited her home after she was absent for a few days and met her parents, informed them that Pabita was irregular and poor in her study. She was in need to go to school regularly so that she could improve her study. The big sister Joytsana visited little sisters' home time and again and tried to counsel them but they didn't agree with her. Her parents always used to say, what girls will do being educated. One day adult champions formed a team and decided to visit Pabita's home, the team used all the techniques to bring Pabita in school but each step was being unsuccessful. In monthly meetings they put this problem in front of the team and decided to invite 'parents gathering'. In parents gathering community mobiliser (CM) counseled Pabita's parents that girls' education is more important. The CM explained them it's lack of education that they are suffering from lots of problems and their children will suffer with same problems if they won't get education. The CM also told them Pabita can be a pillar of their house and help them in income generation which will improve their living standards, too. After a long conversation they promised to send Pabita to school regularly.

After that day Pabita's attendance in school, her performance in class improved day by day and her perception of teachers also changed. She came closer to big sister and as a result her participation in the programmes and events grew dramatically. She constantly improved her behavior towards teachers and got attention of the whole school by achieving 2nd position. She was greatly encouraged by programmes and her level of awareness increased to a great extent. She became very active and friendly to both teachers and her friends, contributing to build a more child friendly environment at school.

Improving the Quality of Education and Training for Youth in Nepal



The project “Improving the Quality of Primary Education and Training for Youth in Nepal” has a unique concept of combining the livelihood and education together in order to increase the access of children below poverty line and from marginalized communities to school through empowering the youths of their families by providing them with life skills training in one of the trades such as building electrician, dress maker and mobile phone repairer through iLEAD and subsequently improving the quality of education by improving enrolment and retention by implementing child friendly approach and innovative methods of teaching in primary school children through B2B. The project is supported by Aide et Action International; a French INGO and is being implemented in 94 schools across six VDCs of Baglung district and 18 VDCs of Saptari district. The project also intends to connect the children to the sponsors who finally help assist them in learning process. The children also learn other important aspects of overall development like writing letters to their individual sponsors. The project also aims to improve the learning achievement of primary school children through

recreational activities and item response test methodology.

Duration: January 2010 - December 2018

Areas of Intervention: Six VDCs of Baglung district and 24 VDCs of Saptari district

Reach:

15,846 primary school children across 94 schools in two districts and 796 teachers

Accomplishments

- One of the key strengths of ASN has been working through community based organizations (CBOs) and through this project ASN has empowered 94 School Management Committees (SMCs) and Parents Teachers Associations (PTAs), 18 teachers’ resource groups, 24 mothers’ groups and 94 child clubs. While doing so, it is advisable not to forget to establish linkages between these associations with local authorities such as District Education Offices (DEOs) and District Development Committees (DDCs) to create child friendly environment at schools of intervention, improve the learning achievement of primary level children by improving their reading, writing and numeracy skills.
- Through the project ASN has successfully connected 276 children from Baglung and Saptari districts to the sponsors. The sponsors send them back gifts, greeting cards and education materials in return. They also expect the children to write them fluently and thus establish a friendly relation with unknown person who helps them to share their feelings without any fear.
- EGRA (Early Grade Reading Assessment) and EGMA (Early Grade Mathematics Assessment) conducted in all schools of intervention to measure learning achievement of grade four children.
- Empowered the women of both districts to raise

- their voices against domestic violence, and participate in school governance and decision making.
- Book corner established in 22 schools across two districts.
- 72 teachers trained through TRG training on issues and implementation of child friendly environment in school.
- Baglung District was announced as out of school children free zone and ASN was accredited by District Education Office, Baglung for its immense contribution in VDCs of intervention.
- Four intervening VDCs of Saptari district namely Pato, Aurahi, Boriya and Jhutki were announced Tole Free where all children aged 5 and above are enrolled in schools

Success Stories

Every Child is Special

A girl named Aasha Kumari was admitted in grade one in Rastriya Prathmic Vidhalaya, Boriya Katti-8, in the year 2011 after the social mobilizer and other women groups helped her to obtain birth certificate. Though she was enrolled in school, she was unable to attend the school regularly due to her involvement in several works at home like taking care of siblings, grazing pigs and helping her mother in kitchen. The fact that her parents are illiterate did not help her enrollment at school. Her learning achievement was poor but still somehow she managed to attend school till grade three with high irregularity. The social mobilizer and women group of her tole played an important role in sending her to school whatever days she attended it.

Her mother was questioned a number of times about her irregularity and also encouraged to send her to school. However, her mother replied every time that there was no point in studying since they belong to marginalized group and she had no future in studies. She also regretted the fact that since she comes from socially excluded group there was no support and encouragement from school and she had no friend in class. This was the point where the project team intervened with full force and after several meetings with the related stakeholder she was made comfortable at school and ultimately became a center of attraction. This step encouraged her to look after her homework and other aspects of learning. She became regular to come to school and started competing with her classmates in almost every subject.

Finally, she managed to secure first position in her class in annual examination of grade five last year and today she is among the favorite child of her teachers. She is disciplined, soft spoken and caring. She has a number of friends now and enjoys learning at school. It was all possible due to the intervention of the project team and efforts of local stakeholder particularly mother group that noticed an early stimulus in Asha.

Learning

The implementation of education based projects has informed/acquainted the organization with numerous learning. The organization had to overcome a number of challenges for effective implementation of the projects. This was only possible due to an experience and active education team who worked outside their zone of comfort and didn't forget the inputs of an experienced senior management. Thus, overall following learnings were observed during the process of implementation of projects:

- Most of the education projects targeted primary school children for a limited period of two to three years which is insufficient to bring about a holistic change in the learning system. Thus, the projects ended up capacitating a few groups of children and improving their learning achievements rather than focusing on other stakeholders. Also, ASN believes that other important stakeholders of education like parents, school management committees, teachers, non-teaching staff and the community as a whole should be the prime focus of interventions for a longer period of time aligned with some limited objectives.
- Materialistic support to beneficiaries creates dependency among them and thus an inclusive capacity building approach is required for long term benefits. However, materialistic support is required depending upon the nature of beneficiaries involved and geography in focus. Though this creates wrong perception of projects and drives beneficiaries to receive materials rather than learning and improving from the interventions.
- The teaching mechanisms and different categories of teachers such as permanent, temporary, project-based and community-paid hired by the government is only hindering the quality of education being imparted at schools. Thus, a symmetrical analogy is required to capacitate teachers and align them to a single objective of improving quality of education through innovative methods.
- The government has already mandated the concepts of SZOP and CZOP to be practiced at schools compulsorily. The concept is yet to be practiced and is still a theory in majority of schools. Thus, broader initiative is required to implement the concept in practice all over the nation.
- The learning achievement of children varies across the diverse geography of the nation. Thus, learning of different regions like hills and terai should be discussed and good practices of one place should be implemented at other regardless of the nature of activities of the projects to improve the overall learning achievement of children.
- The mentoring scheme of sister for sister education gained widespread acknowledgement from different stakeholders. The innovative concept is capable of improving the enrollment, retention and quality of education drastically and thus can be implemented in other education projects.
- There are thousands of education projects being implemented in Nepal by hundreds of organizations. Overall they are all designed to achieve almost same major objectives. However, there is no analogy among them and best practices and outcomes are not shared. Thus, Government of Nepal should play a role by monitoring and aligning all of them.
- Most of the projects have higher number of activities and to add to our woes the activities wise guidelines are not provided by the project designers. Thus a huge amount of time and energy is consumed in implementing the activities and at times the targeted outcomes are difficult to achieve.

Way forward

The above learning has enabled the organization to rethink the intervention and shape them to meet broader objectives and encounter the challenges in the process of implementation of the projects. ASN has come up with following suggestions as a way forward to future designing and implementation of projects:

- The major challenge to bring ultra-marginalized children to school is the limited or complete absence of livelihood opportunities. Thus, the programmes should focus on livelihood or more such programmes should be introduced in marginalized communities.
- The school governance mechanism has been a talking point since ages but still there are schools with no proper or functioning school management committee particularly in terai region. Therefore, there is still large scope of improvement in school governance and accountability.
- One of the prime focuses of education projects should be mothers as they are the primary caretakers of children and understand their child more than any other actor/s. It is important that we capacitate them first and then focus on children to improve their learning.
- The projects should focus on a level rather than a group. Thus, ASN seeks long term involvement in community schools through projects.
- The staff across different educational projects should communicate, learn, share and establish a mechanism for cross-projects monitoring (internal) and incorporating best practices to create an alignment among project staff and increase the impacts of interventions.
- ASN is determined to advocate and implement various government initiatives such as SZOP, CZOP, SIP in all areas of interventions, with an ultimate aim to enhancing the reach of girls and all sorts of disadvantaged and marginalized children to school.
- In order to address the issues of OSC, it is important to bring all stakeholders together and a strong and effective community level advocacy is required particularly in the terai region which has a large number of OSC compared to other regions. Thus, ASN is motivated to increase the frequency of community level advocacy and capacity building along with the help of related government organizations. Also, ASN aims to improve and strengthen relationship with government organizations.
- ASN aims at strengthening local mechanisms to utilize the school funds allocated by government for the welfare of children at local level.



Thematic Area of Intervention

Theme B: Health

Theme B: Health

Health is an important indicator and means of development. All other aspects of development have less or little importance in view of poor health. The national health policy aims at improving the access to health facilities through extensive primary health care system particularly in rural areas with a vision to capacitate private sector and NGOs in health services to improve the overall health status of the country through adequate training and community participation.

However, the nation is yet to cope with communicable and non-communicable diseases as the incidence of diarrheal disease and acute respiratory tract infections continue to be high (219 and 319 per thousand population). In addition to this, the vector borne disease like malaria, visceral leishmaniasis, lymphatic filariasis, Japanese encephalitis, dengue infection; TB, HIV/AIDS, CVD, diabetes, hypertension and cancer have been major public health problems and their occurrence is increasing emphatically. The deaths

related to cancer, HIV/AIDS, hypertension have been on rise for the last few years. HIV/AIDS adult prevalence rate was 0.21% (2015) and 39,400 people were infected with HIV/AIDS (2015). The health expenditure has been on rise ever since and remained at 5.8% Of GDP (2014) while the education expenditure remained at as low as 4.7% of GDP (2014) which narrates the health struggle of population in the country. Also, maternal and child health have been one of the long prevailing health issues in the country. The maternal mortality stood at 258 deaths per 100,000 populations (2015) and infant mortality at 28.9 deaths per 1,000 live births (2015). Likewise, 30.1% children under the age of five were underweight (2015).

Hence, in order to address the above issues and improve the overall health status of the country, ASN is implementing two projects dedicated to improve the health of reproductive age groups of women and children aged in between one month to six years.



Insights into the Projects

Technical Assistance and Advocacy Support for Effective Implementation of Integrated Management of Acute Malnutrition (IMAM) programme in Dadeldhura and Dolpa districts of Nepal

With the objective of reducing long standing cases of malnutrition in Nepal, ASN is implementing the “Technical Assistance and Advocacy Support for Effective Implementation of Integrated Management of Acute Malnutrition Project” in Dolpa and Dadeldhura districts. The implementation of this project aligns with the Government of Nepal’s commitment to end poverty and hunger and to improve the maternal and child nutrition as outlined in the Multi-Sector Nutrition Plan (MSNP) 2012. IMAM is a strategy to address acute malnutrition which focuses on the integration of effective management of acute malnutrition into the ongoing routine health services at all levels of the health facilities for maximum coverage. It also aims to integrate the management of acute malnutrition across the sectors to ensure that treatment is linked to support for continued rehabilitation of cases and to wider malnutrition prevention programme and services focused on the critical 1000-day window. The broader objective of the project is to increase access to treatment for children with (severe) acute malnutrition by bringing appropriate nutrition services (including raising awareness, outreach and counseling for prevention) nearer to the community through health system and structures of Ministry of Health and Population (MoHP) of Nepal.

Duration: June 2016- July 2017

Areas of Intervention: The project targets to improve the health and nutritional status of children aged under five years in Dolpa and Dadeldhura Districts.



Reach:

Through the project ASN has reached 5,388 pregnant women, 2,248 lactating mothers, 1,873 children (0-5 years), 18,931 children (6-9 years), 757 SAM children and 4,150 MAM children.

Accomplishments

S.N	Activity	DOLPA		DADEL DHURA	
		Target	Achievement	Target	Achievement
1	Number of district stakeholders participated in IMAM program orientation in the district	49	30	51	30
2	Number of health workers trained on District Training of Trainers (DTOT)	25	26	25	40
3	Number of health workers trained on IMAM service delivery mechanism	225	104	275	197
4	Number of CSO staff trained on IMAM programme	5	8	5	8
5	Number of health workers and CSO staff trained in MTOT	5	3	5	3
6	Number of medical doctors and nurses/health workers of local hospitals trained and managed medical complications of malnourished children through establishing Stabilization Center (SC) in the district	12	15	12	20
7	Number of children at age of 6-59 months are screened every month by using MUAC	3,825	956	14,152	3,486
8	Number of SAM children identified from monthly MUAC screening are enrolled and treated with RUTF as per SPHERE standard	159	55	589	138

Success Stories

This is a saga of a child named Bishal Luhar, (24 months) who lives in Parasuram Municipality Ward no-4, Katal of Dadeldhura district. His mother Parbati Luhar brought him to Jogbuda OTC on Ashoj 11, 2073. Upon arrival to the OTC, he weighted 6kg with MUAC 10.8 cm which indicated that he was a case of severe acutely malnourished when compared with the WHO cut off point.



His mother narrated that they live in a joint family and they have lots of household field works to perform. She further said that they belong to poor class with agriculture as their major means of existence, subsistence and sustenance. His mother explained they could not feed their children properly given their business in the field work and sometimes they would not have enough food to cater and fulfill the needs of every member of their family/household.

Ms. Bidya Poudel (Nutrition Officer, Jogbuda OTC) took his medical history and reported that, at the birth he was about 2 to 2.5 kg. His mother informed us that “My son is thin and he does not eat anything properly. I tried all my level best but he is not able to gain his weight. So I was worried about him. Day before yesterday, one of my neighbors visited hospital for treatment and came to know about this newly established OTC and new medicine given for low weight children by one sister over here. She told me about it and so I am here with my son today.”

During the time of admission of Bishal Luhar in Jogbuda OTC – his weight was only 6 kg. He was severely Malnourished with MUAC 10.8 cm. He was treated under OTC for about 42 days. He loved the taste of RUTF. At the time of discharge, he was 9.3 kg with MUAC 14 cm which shows that his nutritional condition has considerably improved. Bishal gained good weight and got discharged from OTC. His mother was taught about the importance of nutritious food, proper child care and also hygiene.

Now as he has been discharged from the OTC his mother is grateful to the Health post and Bidhya ji for helping her son revive to better health. She said that, all of her family members were worried about him. Earlier they took him to Dhangadi hospital as well as India, Delhi for treatment but finally he could get recovery from Jogbuda OTC as his underlying problem of malnutrition was detected and timely addressed by the health personnel at Jogbudha OTC.

Women's Health Project Phase IV



ASN is implementing “Women’s Health Project Phase IV” in collaboration with Population Service International (PSI), a US-based NGO which is funded by LAD. The project aims to improve maternal and child health in Nepal by increasing contraceptive prevalence rate, specifically by increasing access to IUCDs and safe medical abortion service. The need for family planning in Nepal is still high, with 27 percent of married women reporting unmet needs. For the past decade, preventing unintended pregnancies has been an important issue for women's health. Against this background, the Intra Uterine Contraceptive Device (IUCD) has been established either as the most cost-effective method of contraception. The government of Nepal has put forth a great emphasis on promoting the use of contraceptive methods specially the long acting temporary methods like IUCD among the reproductive population of all districts with options to limit or space births and has made family planning methods available through health

institutions and programmes. Aasaman Nepal supports the Government of Nepal/Ministry of Health/Family Planning Division through working in Terai districts with technical and financial support from PSI/N. The main focus of the project is to increase contraceptive prevalence rate with increase in the use of IUCD and increase access to medical abortion among reproductive female populations.

Specific Objectives:

- Improve availability of IUCD services in public sector
- Improve access to IUCD service through PSI/ Nepal's OK Pariwar Swastha Sewa network of private providers
- Improve efficiency and motivation of ok Pariwar Swastha Sewa providers to provide IUCD services
- Improve quality of services provided by the Network providers
- Improve consumer perception and demands for ICUD, and
- Increase women's access to safe abortion service at government certified safe abortion centers.

Duration: 1 February 2016– 30 November 2018

Areas of Intervention: Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusha districts of Terai region

Reach:

All women of reproductive age groups, their influential family members, and private providers of OK Pariwar Swastha Sewa providers/centers of Bara, Rautahat, Sarlahi, Mahottari, Dhanusha districts of Nepal.

Achievements:

SN	Activities	Achievements
1	IPC Training	A total of 48 didi participated in the training
2	District Public Health Office (DPHO) Meeting	Total 20 DPHO meetings organized throughout the year in project districts
3	Reproductive Health Coordination Committee meetings	Total 4 RHCC meetings were conducted.
4	District Project Advisory Committee (DPAC) Meetings	Total 10 DPAC meetings were conducted in the districts of intervention.
5	Local Community Level Stakeholders Meetings	33 local community level stakeholders meetings were conducted.
6	GoN Joint Monitoring Visit	28 monitoring visits were organized in 5 districts in coordination with government stakeholders.
7	Community Based Advocacy Meetings	134 community based advocacy meetings were organized in all districts of intervention.
8	Didi Meeting	54 didi meetings were organized.
9	Provider Owner Meetings	6 meetings were organized by joining the provider owners from Dhanusha, Mahottari and Sarlahi districts together and Rautahat, Parsa and Bara districts together.
10	Special Clinical Days	Special Clinical Days event was added in August and since then 38 special clinical day events have been organized.
11	QA	42 QA (Quality Assurance) were done in districts of intervention
12	Mid Media	66 mid media events were organized.
13	Bhalakusari	294 Bhalakusari activities were organized throughout the year.
14	Inter Personal Communication (IPC) visit	109 IPC visits were successfully completed.
15	Provider Behavior Change Communication (PBCC) visits	It's maintained by Field Officer from Dhanusha, Sarlahi and Bara.
16	House Hold Visits	16215 households were visited by didi (sisters) of each district.
17	Referrals	8225 referrals were made through the project.
18	Provider linkage Card	A visiting card for 34 providers from 6 districts were printed and distributed
19	Mid Media through outsourcing	42 mid media event particularly street drama were organized.
20	Deusi Bhailo Programme	13 events of deusi bhailo and 10 events of jhijhiya were organized to spread family planning message.
21	Radio Talk Programme	98 radio talk programmes were organized in all the districts of intervention.

Additionally, the table below lists the number of beneficiaries (IUCDs inserted), households visited by didi and referrals made through the interventions of didi during the implementation of the project.

Districts	OK IUCDs Insertions				Achieved %	DIDI IPC		DIDI Referrals	
	Projected OK IUCDs Inserts	Didi's IPC	IUCD providers initiated	Total		Projected HHs contacts	No. Of HHS contacts made	Projected no. Of Didi's Referrals	Actual No. Of Referrals
Dhanusha	554	563	15	578	104.33	5544	1618	1944	608
Mahottari	647	180	14	194	29.98	6468	1182	2268	309
Bara	739	652	91	743	100.54	7392	3030	2592	1494
Rautahat	1016	535	185	720	70.86	10164	3243	3560	1768
Sarlahi	647	609	73	682	105.40	6468	3451	2268	1519
Parsa	832	284	135	419	50.36	8316	3691	2916	2527
Total	4435	2823	513	3336	75.21	44352	16215	15548	8225

Success Stories

Jhijhiya Local Festival of Terai

Bibahpanchami is a great Nepalese festival which is celebrated by Hindus mostly in Terai. It was planned to make the day informative for women by addressing the women's health issue by organizing the event (Jhijhiya) during the festival. According to plan, on 7th December, 2016 at Janakpur, Dhanusha district at 5:00 pm Jhijhiya programme was conducted to provide information about family planning (FP) and IUCD in collaboration with Mihilal international hospital Ok network (Janakpur) and Radha Krishna Samudaek Hospital (Mahendranagar). Social mobilizer, Field Officer, Program coordinator along with Jhijhiya team joined the occasion. The community is not well aware of family planning and is shy in talking about it. Once they realized that it's about their health, and then they started interacting. Information about family planning methods and safe abortion was delivered by singing and dancing. Didi made everyone to participate by singing and dancing. During the event, Mrs Malati Sada was one of the clients who was fully motivated by the family planning concept. Later, Ok Didi referred her to the nearest Ok network (Radha Krishna Samudaek hospital, Mahendranagar) by providing referral card. Mrs Malati is 22 years old living with her husband and four children and belong to a poor family. She got married at the age of 12 and conceived her first child while she was merely 14 years old. She agreed on inserting IUCD and subsequently was provided the service on 12th December, 2016. She is fully satisfied and happy with her IUCD insertion. At the end of the week 7 IUCD insertions were done. Connecting a health programme with a cultural programme is effective which covers large number of people.



Improving the livelihood of marginalized groups in Salyan district

With the intention of improving the food and nutrition security of vulnerable and deprived groups of Salyan district through enhanced livelihood, particularly focusing on the right to food, and empowering the community to claim their rights, the food and nutrition security project is being implemented in Salyan District since November 2015 in collaboration with Welthungerhilfe (WHH); a German INGO.

ASN focuses primarily on the substantial improvement in the nutritional status of the household level through the introduction of LANN (Linking agriculture, resource management and nutrition), conducting community-based interventions for acute malnourished children below five and developing IEC material and organizing awareness raising events.

Areas of Intervention: Kaprechaur, Kalimatikalche, Kalimatirampur, Nigalchula, Majkada, Kubindedaha, Laxmipur, Kavra VDCs of Salyan District.

Duration: November 2015- December 2017

Reach

The project targets to reach around 6000 households with a population of approximately 35,000 people representing about 80% of the total households in all 8 VDCs. The target group consists of marginalized ethnic groups such as Magar, Tamang and Gurung and Dalit such as Damai, Badi, Sarki, Gaine and other vulnerable groups identified in those eight VDCs.

Women, people living below poverty line, people in need, and children below five years of age are the priority target groups of consideration throughout the project.

Accomplishment:

- A baseline survey was conducted in all eight VDCs of intervention to collect comprehensive



information on current food and nutrition situation.

- A LANN (Linking Agriculture Natural Resource Management and Nutrition) and Training of Trainers (ToT) workshop was conducted in dexterity with WHH in Chitwan from March 29 to April 2, 2016 that witnessed the participation of four different partners of the financial partner WHH
- A basic training was conducted for LANN facilitators from June 18 to June 29, 2016 in Shreenagar, Salyan. During the training, 3 Female Community Health Volunteers (FCHVs) from each VDC were selected as LANN Facilitators. A total of 29 participants (21 FCHVs and 8 social mobilizers) participated in the training.
- One-day training on Growth Monitoring, Positive Deviance, and Facilitation on Nutrition Camp was organized in Shree Nagar, Salyan on 21st June 2016. A total of 29 participants (21 LANN Facilitators and 8 social mobilizers) participated in the training.
- Nutrition Education and Rehabilitation Programme (NERP) was completed in 8 places of 5 VDCs (Kavra, Kalimati Rampur, Kalimati Kalche, Kupinde, Laxmipur). In total, 182 (90 boys and 92 girls) children with mothers were directly involved in NERP.

- ASN developed different type of IEC materials such as; stickers, folder, handkerchief, friendship band etc.
- Radio Sharada and radio Tahalka have been broadcasting a jingle related to nutrition and food issue since April 2016. It broadcasts 5 times a day. In addition to this, 9 hoarding boards have been designed.
- Media Service Nepal (MSN) was selected for development of Documentary from baseline during the implementation of project. The MSN already visited to Salyan and captured some of the interventions as well as DHO's voice regarding the project activities.
- Seven street dramas were organized in seven VDCs. Health seeking behavior, pregnancy caring, maternal caring, and monthly weight of children, social norms and value regarding child caring and nutrition related messages were disseminated through street drama.
- Two Severely Acute Malnourished children were referred to the NRH Nepalganj and six SAM Children were referred to NRH Ghorahi Dang. After re-screening of SAM children, out of eight SAM children six children were referred to Nutrition Rehabilitation Home (NRH). Among them three children were referred to Nepalganj NRH and three children were referred to Ghorahi, Dang NRH.
- LANN meetings were organized in four VDCs. In 9 Community LANN Meeting, 245 participants (218 Female and 27 Male) participated in meetings.
- As a mandatory process before conducting the NERP, the under three children were assessed with growth monitoring. During this process, 182 children were re-screened.

Learning

- The joint effort of Governmental, Non-Governmental Organizations, VDCs and municipality and other relevant stakeholders is imperative for the successful implementation of the programme and ensure the sustainability of the programme in the long run.
- Mass media mobilization through jingles, audio videos and print Medias creates strong community awareness and is one of the important tools to spread dispersion of Programme's objectives and activities to the larger mass of people.
- Attrition problems from the family members during the treatment period can be high given the geographical hardship of the programme districts and the low level of knowledge of the community people regarding the proper use of Ready to use Therapeutic Food (RUTF).
- Health education campaigns and FCHVs monthly meetings can be used as a platform to inform mothers about the IMAM Programme, treatment modality and the use of RUTF for the treatment of sick children.

Way Forward

- ASN through its health related projects has built substantial experience in working in collaboration with government agencies which provides a discourse for future projects under its jurisdiction.
 - Need for strengthening the advocacy and lobbying at community level is strongly felt and ASN can take lead in the future projects particularly in relation to health, to enhance the community mobilization and community outreach, thus contributing to the bottom up planning process (participation) at the community level.
 - In its upcoming projects, ASN could create a separate placement of health workers working exclusively in field level who could serve well to technically assist the Health Workers in the district.
- A very good citation of this is the assignment of Nutrition Officers in VDC based Out Patient Therapeutic Centers in Dolpa and Dadeldhura District under IMAM Programmes who are working at grassroots level lending technical support to community based health workers viz. FCHVs, ANM, AHW, etc.



Thematic Area of Intervention
Theme C: Livelihood

Theme C: Livelihood

Nepal is among the poorest and least developed countries of the world, with almost one quarter of its population living below the poverty line. The Economic Survey 2011-12 states that the per capita income of Nepal is USD 742 and is ranked 145 (among 186 nations) in Human Development Index with 0.548 points (in year 2016). The economy of Nepal revolves around agriculture as it amounts for one third of the GDP and provides livelihood to three fourth of Nepal's population. The GDP growth rates stood at as low as 2.7% in 2015 due to the devastating earthquake on April 25 and prolonged economic blockade as a result of Madhesh revolution and 3.2% in the year 2016. The industrial activity mainly involves the processing of agricultural products that includes pulses, jute, sugarcane, tobacco and grain. The country has a considerable scope for exploring its potential in hydropower, with an estimated feasible capacity of 42,000 MW and overall capacity of 83,000MW. It also faces several challenges like being a landlocked country with a most difficult geography, civic strife, labor unrest and susceptibility to natural disaster that continuously hinder the nation on its path of development. Approximately 83% of the country's population is rural. The food and living standards of overall population have not improved in previous years. IFPRI Hunger Index 2012 indicates an alarming food situation in the country and the World Food Programme (WFP) estimates around 2.5 million people as dependent on direct food aid by international and national agencies. Also, among 75 districts 42 are identified as chronically food insecure districts and more than 4.4 million people are at risk with regard to their food situation. More than one fifth of the population is under-nourished and has no access to clean and safe drinking water and roughly, every second child is malnourished. In addition to this, the employment rate is around 50% and around 37 percent of the population is illiterate (CIA Fact Book 2010). Women, ethnic



minorities, Dalits and disadvantaged Janajatis are particularly hard hit by poverty; the widespread problem of majority of population of the country. Since 68% of land are covered by hills, the majority of population living around these areas own small fragments of land in the slopes and trace farming is the only way of cultivation. In addition to this 17% plain lands in terai region are highly fertile and produce crops which add to major boost in the GDP. However, a series of low and non-seasonal rainfalls often adversely affect the cultivation, as a result of which the farmers have been unable to produce enough food for themselves over the past few years. Absence of proper irrigation channel around the nation, limited exposure and usage of modern cultivation techniques is responsible behind the food deficit of more than five months per year which also adds to growing problem of malnutrition, especially for mothers and children. Therefore, more than 50% young men and women are forced to look for seasonal or permanent employment in major cities of Nepal or abroad. Thus ASN also focuses livelihood as its major thematic area and at present is implementing three dedicated projects in the field of livelihood.

Insights into the Projects

Training for youth in Nepal

ASN is providing skills-based training in trades of building electrician, dress maker and mobile phone repairer to 300 (annually) youths and adults aged between 18 to 30 years particularly from marginalized communities in Baglung district through iLEAD (initiative for Livelihood Education and Development) concept developed by Aide et Action International Nepal. The main objective is that the school or college dropout youths and adults learn market based skills and are placed on gainful employment or engage in entrepreneurial activities and hence are able to sustain a dignified life in the society. Five different batches of 300 participants (60 in one batch at 20 in each trade) are trained every year. The project also connects and collaborates with local training institutes, chamber of commerce (Baglung) and associations of vendors or service providers for effective implementation and increased placements. The prime focus of the intervention is to target people living below poverty line and hence is unable to send their children to school. It also monitors whether the employment has enabled the concerned beneficiaries to educate their children. The association with MFIs at local level empowers and encourages the trained participants to set up entrepreneurial activities and hence improve their standards of living. Thus, in this way education is connected with livelihood attempts and the marginalized population is mainstreamed. The training graduates are also given orientation on personality development and usage of modern techniques in their preferred job/s and/or self-employment activities.

Accomplishments

- Through livelihood training, 288 youths from



marginalized communities of Baglung district have been successfully trained and among them 238 have been placed to sustainable earning until December 2016.

- Collaboration and networking with local stakeholders and DDC have complemented to a large number of employment across the districts.
- The beneficiaries were oriented with personality development classes and were encouraged to use modern techniques in their work.
- Field exposures to participants have resulted in improved and versatile knowledge of the trade they are involved in and also enhance their skills.
- The implementation of on the job training (OJT) concept enabled the participants to learn and explore the market and develop strategy for entrepreneurship.

Success Stories

The case of migrant Bijay Yonga

My name is Bijaya Yonga. I am from Chalachuli VDC, ward number 8, of Ilam district. I have six members in my family and they are my father, my mother, a brother, a sister, myself and my wife. My parents were able to send me to school up to class 9 despite their poor and weak economy. Ultimately, I had to quit school to support my parents to run the family. Neither I had any educational qualification nor any set of skills to get any employment opportunity. And then I migrated to Baglung in search of a livelihood opportunity. I started working at a motor cycle garage but I was not satisfied with my work.



One day while I was walking towards my room after my usual day's work, I happened to read an advertisement notice which said "opportunities for free vocational training". I rushed to the mentioned contact address and found that Aasaman Nepal runs free vocational training for youths like me in different trades. In a short conversation with people in office, I realized house wiring trade was most suitable for me.

I immediately applied for the vocational training and fortunately I was selected. I started attending the training sessions regularly which continued for three months. I also had the opportunity to work under my trainer during my OJT (On Job Placement) period for a month. And then I started house wiring independently in Baglung Bazar.

I am a married man and hence I need to increase my family income sources. In order to support my family, I also established a small grocery shop with daily household usage items which is looked after by my wife. Since, I often go for house wiring around the VDC my wife runs the shop. I am earning around NRs 5,000 a month these days which has helped me to fulfil the most basic needs of my family. I do not have qualifications in electricians trade but still I am capable of house wiring at a scale required in average Nepali households.

Finally, I would like to add that I am and always will be thankful to Aasaman Nepal for providing people like me with such opportunities.

Youth Employment Project



ASN collaborated with Swiss Contact in early February 2015 as an implementing partner (IP) to implement Youth Employment Project in Mahottari district of Nepal through which ASN was supposed to provide market based skills training to 100 youths from marginalized communities and socially excluded groups in a year. The effective implementation of the project in 2015 resulted in renewal of agreement for the year 2016 too with same responsibilities in the same district. The only difference was the selection of trade for trainees as furniture maker and assistant beautician were replaced with extra batches of trainees in tailoring and mobile phone repairer. The decision was made according to need of the local market.

ASN provided Level-I (CTVET Syllabus) skill training

to a group of 20 trainees in a batch each in the trades: building electrician, mobile phone repairer (2 batches) and dress maker (2 batches). The training consisted of theoretical lectures and practical work based on CTVET syllabus of 390 hours which started in mid-February and ended in mid-May.

As a result, 94 trainees successfully graduated in 2016. Among them 78 candidates have been placed until December 2016 and six of them have flown to gulf countries in search of better employment opportunities. The process of placement is still under way and the team is trying to get the remaining 16 candidates placed as soon as possible. The team is looking forward to all the possible opportunities available in the market. The placed candidates also include seven trainees who have opted entrepreneurship.

In order to achieve the goals of the project, the implementing partner had to work closely with project personnel, local NGOs, employers, industries, Micro Financial Institutions, Banks, Skills Development Training Centers in the district, local industry chambers and associations, District Development Committee (DDC), Village Development Committees (VDCs) and local government line agencies. It was important to collaborate with local structures for effective implementation of the project and avoid duplication of event at local level. The partnership also strengthened ASN's presence in the district and provided an ideal opportunity to key stakeholders of above mentioned organizations to undertake appropriate training to acquire skills for jobs and/or self-employability at local level.

Mechanism of Training:

- Survey for appropriate trade: Just after signing the agreement for the implementation of Youth Employment Project the project team was involved in a deep survey of the market requirements to select the most appropriate

trade skills required in the local market. This was done in order to get maximum outputs through placing the participants after the successful completion of training.

- **Advertisement and flow of information about training:** The introduction of skills-based training in Mahottari district was advertised through local newspapers and electronic media. It was also announced on local radio channels so that the news reached every corner of the district. For the same purpose the DDC and VDCs were informed earlier and several notices were stitched in government offices, ASN's office and other public places.
- **Selection of trainers and assistant trainers:** A trainer and an assistant trainer were selected for each trade through interviews and prioritizing the most experienced candidate for the vacancy.
- **Distribution and Collection of Applications:** Applications were distributed one month in advance so that maximum numbers of interested candidates were reached out and it was made sure that no one was left out. The completed application forms were collected until a week before the beginning of the training.
- **Selection of Trainees:** The application forms were shortlisted based on the guidelines of Swiss Contact and the selection procedures focused on the marginalized candidates with a mixture of Dalit, disadvantaged Janjatis and conflict affected people. Overall, 50 trainees were called for an interview in each trade and a team of experienced representatives comprising two representatives from ASN, one from Swiss Contact, one from DDC and VDC secretary were invited to conduct interview and select the most appropriate candidate for training.
- **Selection of Venue and Conducting trainings:** An appropriate venue was selected for each of the training in consultation with the VDC and DDC. Most of the training took place at VDC building. This contributed to conduct and complete the trainings successfully. For instance, the VDC of Meghnathghorana provided a room to conduct the dress maker training.
- **Exposure to market and enhancing entrepreneurship skills:** During the training the

trainees were oriented about several important aspects of entrepreneurship and requirement level of the then market. In addition to enhancing the entrepreneurship skills the trainees were also oriented about personality development. They were taken to market area during training for practical understanding of the market. The trainees were also informed about various MFI services and other sectors in their locality for obtaining funds for entrepreneurship after completing the training.

- **Conducting skills test through NSTB:** The trainees had to participate in an internal skill test conducted by trainers of IP (Implementing Partner) and were also presented pass or fail status which helped the trainees to prepare themselves for participating in skills test conducted by NSTB (National Skills Testing Board). The result of skill test was shared with the donor and other line agencies.

Accomplishments

- **Almost 94 participants from excluded and marginalized social groups of Mahottari district were trained in life skills.**
- **Placement of trainees:** After the successful completion of training placing them on job in the market or supporting them for entrepreneurship was an important aspect of the skill training. The project was dedicated towards generating skilled manpower who could ultimately improve their living standards. Thus the project team communicated with various enterprises and contract dealers to place the trained candidates. The team also explored appropriate opportunities outside the local network.
- **Introduction of trainees to various MFI and other funding sources:** The trainees who are interested in setting up enterprises or starting their own entrepreneurship are introduced with various local Micro Finance Institutions for obtaining capital at lower interest rate. At times the participants were inspired to collaborate among themselves and collect fund to set up enterprise in partnership. This helps them to understand themselves and community better and at the same time prevent the interest going to MFI or other sources and increase their income level.

- Partnership with other Line Agencies: All the government line agencies were well informed about the project. The partnership with VDCs at local level was a huge success as they provided/permitted to use their building as training hall at the center of the village and thus it was easier for the participants to cover

least distance, contributing to regularly attend the training. Also the Meghnathghorana and Sonamai VDCs supported the dress maker training for the women by providing ten sewing machines. The local government bodies also supported to store training materials at their place.

List of Trainings

S.N	Name of Training	Location	No of Participants completed Training	Start Date	End Date	Participants appeared in Skill Test	No. of Employed participants after completion of training
1	Building Electrician	Meghnathghorana, Mahottari	20	15/02/2016	18/05/2016	20	16
2	Dress Maker	Sonamai, Mahottari	19	15/02/2016	22/05/2016	18	17
3	Dress Maker	Meghnathghorana, Mahottari	20	15/02/2016	21/05/2016	20	13
4	Mobile Phone Repairer	Rauja (Dhamaura), Mahottari	18	10/02/2016	13/05/2016	17	16
5	Mobile Phone Repairer	Ramgopalpur, Mahottari	17	15/02/2016	22/05/2016	17	16
	Total		94			92	78

The above list of trainings showed that altogether 94 persons were selected and participated in trainings with regard to building electricians, dress makers and mobile phone repairers in two VDCs. Of these nearly 92 persons appeared in the tests and 78 got employment after completion of training in their respective skills. Thus, from the

viewpoint of appearing in the tests and getting employment the success rates were 85% and 83% respectively. As per investigating the impacts of training and employment upon the lives of participants/trainees, it would be useful to conduct an independent study by relevant agencies.

Poverty Alleviation Fund

ASN is implementing the project “Poverty Alleviation Fund” in Sarlahi district in collaboration with Poverty Alleviation Fund, an INGO. Sarlahi stands as the 52nd poor district among 75 districts of Nepal and the project is directed towards increasing the living standards of targeted population mostly from marginalized groups by providing them income generating skills and resources. It also increases the access of poor and underprivileged population to the locally available resources and encourages them for self-employment and engaging in income generating entrepreneurial activities. Through the project 104 community based organizations have been created in 2,168 households of targeted population.

Duration: July 2016 to June 2017

Areas of Intervention: Hempur, Jamuniya, Ramwan, Rohuwa, Goraita, Laxmipur Sukhchaina and Sisautiya VDCs of Sarlahi district

Reach

10,975 underprivileged populations (poor women, dalit, disadvantaged janjati, madhesis and other marginalized groups)

Achievements

- 104 community-based organizations have been formed in 7 VDCs for income generating sub projects, among them 81 are still functional.
- The targeted population groups no longer have to borrow capital from local heavy weights and thus are not liable to any interest to be paid to

anyone, subsequently increasing their savings.

- Increased capital for establishing income generating activities and entrepreneurship.
- The changes observed in the living standards of targeted population groups within one year of intervention as they are sending their children to schools and are not dependent on any service provider for daily wage work.
- The targeted population has been encouraged to buy insurance for their cattle, agriculture goods and others.
- They have been encouraged to invest in and utilize the locally available physical resources.



Reconstruction

The devastating earthquake (April 25, and aftershock May 12; 2015) of magnitude 7.8 Mw on Richter scale claimed 8,857 human lives and caused mammoth loss of property and livelihoods. It was estimated that the loss amounted to 34% of the total GDP. The nation stood still after the disaster and almost every one capable of helping rushed to support and show solidarity to the affected people in fourteen major districts of large scale impact. The development sector was not left behind and almost all of them rushed with help within their capacity. Nepal failed miserably to recover from the devastation mostly due to political reason and incompetence in areas of support. However, the development sector is still trying its best to support the nation to recover aftermath of destruction. ASN did not lag behind and after the

initial support it started with full-fledged recovery programmes in Dhading district with a view to support the education chapter in the district. The recent data show only one fourth of the destroyed schools have completed the reconstruction and majority of them are still waiting to begin the reconstruction work. The National Reconstruction Authority established after the earthquake is yet to be filled with skilled personnel. One third of people who lost their houses have received aid from the government recently but a large number of population is still awaiting the aid announced by the government to reconstruct their houses and has passed monsoon and winter twice mostly in open spaces since then. Therefore, ASN is implementing a school reconstruction project in Dhading.

Post-earthquake school reconstruction and rehabilitation project

ASN is implementing “Post-Earthquake School Reconstruction and Rehabilitation Programme” in collaboration with WHH with an objective to provide a safer learning environment by establishing permanent infrastructure after the damage caused by devastating earthquake in four schools of Salyantar and Baseri VDC. The project also aims to harvest rain water by collecting them in tanks and construct adequate number of toilet facilities for boys and girls separately. Thus, through the project ASN is looking forward to spread awareness of safe design and construction techniques among public institutions, local communities and contract builders. The schools under construction through this project are:

- Chakradevi Primary School, Salyantar, Dhading
- Chandeswori Primary School, Salyantar, Dhading
- Janajyoti Primary School, Salyantar, Dhading
- Mahalaxmi Secondary School, Baseri, Dhading



New Initiative

ASN has been working extensively in development sector across the field of education, child protection, health, livelihood, natural resource management and reconstruction for last 17 years. It is important for development NGOs to continuously come up with new initiative to address the needs of people and strengthen networking and collaboration. Thus, while implementing several projects ASN creates opportunities for new initiatives for betterment of society. ASN's several initiatives have found place in policy advocacy previously and set examples for others. ASN intends to increase its reach among people by bringing different stakeholders together to contribute to the overall development of society. The following new initiatives were started by ASN in 2016, aiming at the overall development of organization and increased reach to community through:

Emergency Preparedness and Humanitarian Emergency Response:

Nepal is prone to several natural disasters which cause loss of lives, livelihoods and property. The frequencies of untimely rainfall and droughts have increased over the years. The instances of floods and large scale fire have also scaled up. Although earthquake cannot be predicted with certainty the recent study shows there are high chances of another big scale earthquake in Nepal as the fault lines have shifted over central development region. ASN believes that the best way to respond to a disaster is to be prepared for it round the year and in the process have collaborated with Welthungerhilfe (WHH) for emergency preparedness plan. ASN is a signatory member of the group that consists of seven other organizations and is determined to develop an emergency preparedness and response plan in districts of intervention and capacitate manpower through workshops and orientation. ASN started the process of storing emergency related technical goods. In addition to this, ASN collaborated with Save the Children Nepal for humanitarian preparedness and response with an objective to protect the children of Nepal from potential

human crisis. Under the signatory of MoU, ASN is responsible for providing humanitarian response orientation and emergency response training to partner organizations. Thus ASN has taken a step in new theme being humanitarian response.

Social Corporate Partnership:

ASN has initiated partnership with social corporates, who are interested in making a difference to the community through their investment and market expertise. ASN has been working with international donors for years and has valuable experiences in working with community. The objective behind starting social corporate partnership was to make the national stakeholders responsible and accountable to our inclusive development. It also helps to utilize the resource available within the country and bring a change towards the concept of dependency on foreign donors for every developmental initiative. In the process ASN started partnership with NCELL two years ago and the new collaboration targeted to construct clean and safe drinking water facility at schools of Dhading which are under construction through another project. In addition to this another partnership with NCELL enabled ASN to promote mobile phone repairer training in Mahottari district under youth employment project. Some participants were encouraged for entrepreneurial activities at local level with financial support from the collaborating partner-NCELL. Thus, ASN is further looking to extend its partnership with other possible social corporate. It is already in discussions with a few of them and is determined to collaborate with a few others.

Monitoring of projects through Board Members:

The board members of ASN have been actively working to capacitate the management committee and staff. They are also responsible to look after the policy and make due changes as a result of expansion of the organization. Their inputs have been valuable to the overall development of the organization. In addition to this, the advisory

committee decided to monitor the implementation of projects through board members to increase efficiency of implementation and reach to beneficiaries. Thus, in this way the board members are more involved into the projects, too.

District/Regional/National/International level Seminars:

ASN has been participating in several district, regional, national and international seminars related to the field it works in. With the involvement of ASN at community level for 17 years for implementation of several projects, it has enriched its knowledge and understanding and provided valuable experience particularly about the prevailing situation and needs of community across different regions of the country. Thus ASN is determined to utilize its knowledge, information and experience to organize regional, national and international level seminars in years to come beginning from 2017 for policy advocacy. Since, ASN focuses mostly on education of children it has contributed immensely and documented the creation of child free zone at field level. Through the seminars ASN is determined to advocate for creation of child free zone all over Nepal focusing eight districts of terai at first. ASN is continuously putting its best efforts to create child labor free zone in its areas of intervention since its establishment and thus it believes such platforms are required to guarantee child rights for every child of the country.

Strengthening the existing financial system:

In order to strengthen the existing financial system and timely reporting ASN has introduced a computer based financial entry system at district level that has added value to control at field level. The process of documentation has improved drastically and hence we have been able to meet

the criteria of funding partners in an enhanced way. The outcomes were highly encouraging and now the management has decided to continue with the newly introduced system.

Publication/Visibility:

ASN is publishing the impact covered by the projects in the areas of intervention. In the process ASN collaborated with “Ajako Siksha” that has been publishing the influence of projects to beneficiaries and all related stakeholders fortnightly. It is a major step towards increasing the visibility of the projects as well as the organization. In addition to this, ASN has been disseminating information regarding several projects at local level through local radio programme targeted to widen the reach in community. The process involves complete sharing of information and also presents ideas to the target population about the support they can get through the projects. ASN also makes sure the funding partner is equally visible in the community as the implementing partner is.

A team dedicated to new innovation of projects:

ASN implemented a total of 10 projects under different themes in different districts. The varying natures of the project and its rigorous implementation have enabled the staff with several useful learning experiences and during the processes it (ASN) came across several new innovations in various projects. Thus, to align them together for better understanding of impactful activities in the projects, share the learning and create scope for implementation of those innovations in other related projects ASN came with a team that essentially looks after the innovations made and its impacts. The team is also responsible for collecting innovations from other similar projects in its areas of interventions that pave a way for policy advocacy.

Advocacy

Sixteen years long involvement has enabled Aasaman Nepal to understand the needs of community and address it in proper manner. Thus ASN advocates on various national and international forums on various agendas to address the needs of community people. ASN has raised its voice for several issues in the past and helped government shape its policies. ASN ensures the projects follows government directives during its implementation and advocates for suitable changes at ground level.

School Zone of Peace (SZOP)

In May 2011 the Government of Nepal endorsed a directive declaring all schools, (including school buses) as Zones of Peace. This Schools as Zones of Peace (SZOP) directive was issued to ensure that schools remain a safe haven for children and where teaching and learning could continue unhindered in an atmosphere free of violence and interference.

Being an education centered development organization; ASN takes strong measures to ensure the child rights and their access to quality education. ASN also ensures through its projects that all the schools of intervention and other areas with presence of children are zone of peace. In, the process the organization has had organized several meetings with local stakeholders such as WCF/CAC, CF and SMC members.

It is also creating awareness among parents and sharing innovative ideas to keep their children safe at places other than school. The results are highly positive but only in the areas of intervention. Thus, we should make a collective attempt to ensure all the places related to children are zone of peace.

Children Zone of Peace (CZOP)

Children as a Zone of Peace (CZOP) started as a loose network of institution working

on child rights and protection to campaign against the involvement of children in political demonstrations, protests and other activities apart from education. ASN is one of the founding board members of the collaboration which is now registered as a NGO. CZOP, a national coalition of organizations working in the field of child rights, has emerged as a movement that advocates for protection and promotion of children's basic rights during and after armed-conflicts. Building up on the movements that developed in Nepal in early 2001, this coalition has forged to magnify and strengthen the efforts to declare children as Zones of Peace including establishment of Schools as Peace Zone. Being the founder board member of CZOP, ASN ensures all the objectives of the coalition are implemented especially in terai region following several recent conflicts. It advocates on national and international forums about the safety measures for children and is putting its best efforts to promote child rights.

Local Governance:

ASN has collaboration with local stakeholders in all of its project districts. However, the momentum changed after the introduction of federal system in Nepal. The present composition of local governance is about to change shortly and thus the institutions in Nepal have been working to ensure the system is understood by the actors as well as participants before coming into effect. Thus, through meetings and workshops ASN provide its valuable inputs and shares its lessons learned through implementation of several projects. ASN also acts a bridge between community and local structure for proper utilization of funds available at local level. We also initiate collaboration to use available funds for the betterment of society particularly for uplifting the living standard of youth, women and people from marginalized communities.

Organizational Development

ASN has been putting its continuous efforts to meet the expectation of community as well as grow as an institution. In the process, capacity building programs for project staffs are organized in each individual project and the learning are shared among all staffs annually through workshops and meetings. It has been organizing Annual General Assembly and Annual Review of the Project each year as well as regular board meetings, planning and follow up are organized. It also promotes participatory planning and partnership building for project development through lessons learned of previous successful projects. Thus, moving ahead with these intentions second phase for sisters' for sisters education in collaboration with VSO was planned.

Information Education and Communication (IEC) materials

- Annual Report publication
- Regular web site update
- Year planner publication
- Poster and Pamphlets publication
- Book publication on nutrition,
- Articles about organization in newspaper (Aajako Shikshya)
- Video Documentary of Sabal Shikshya Dia project
- ASN Brochure publication
- Publication of basic level book in Mathali and Bhojpuri language
- Supported in constructing and publishing District Education Plan 2073, Jajarkot
- Sign boards and flex were printed with slogans against child marriage ad dowry system

Coordination and Linkage

Several new projects were commenced in the year 2016 with the existing as well as new partners as a result of continuous coordination with development stakeholders. In the process following were achieved:

- Promotion of Consortium and local partners

approach for implementation of projects

- Strengthen coordination with NCEN, CZOP, SZOP for policy advocacy
- Partnership initiated with Small Scale Industry, Baglung for skill based training to youths, women and people from marginalized communities
- Thematic co-ordination with local and national government structures and communities for effective project implementation

Annual Review

Aasaman Nepal organized Annual Review Meeting in Hotel Queens park, Pokhara on 1st- 2nd January, 2017 (17th- 18th Poush, 2073) in which 71 project staff participated (male- 52, female- 19). The event intended to enhance personal and professional relation among ASN members and staffs across diverse social backgrounds and to present annual achievement of all the ongoing projects as well as collect feedbacks from participants. During the presentations it was realized that ASN has gained wider experience as it has been successfully executing projects of diverse nature and objectives across the country. Most importantly, each member of ASN emphasized that the organization is and will be working for enhancing the quality of education, creating a child labor free zone, contributing in health and livelihood sector to enhance the living standard of youths, women and people from marginalized communities.

Annual General Assembly

ASN is accountable to community people, local and national government and other institutions. It has been practicing timely conduction of General Assembly, presentation of annual budgets, planning, structuring and restructuring its board as well as executive committees on the principle of inclusiveness. In 2016, following important decisions were taken during AGM:

- Membership of general members was renewed and new general assembly consisting of 34 members was formed

- AGM endorsed the income and expenditure of fiscal year 2072/73 with the full consensus of its members
- Internal auditing mechanism introduced
- A new treasurer was elected and a new member was replaced in working committee. However, rest of the structure remains the same



General Assembly Members

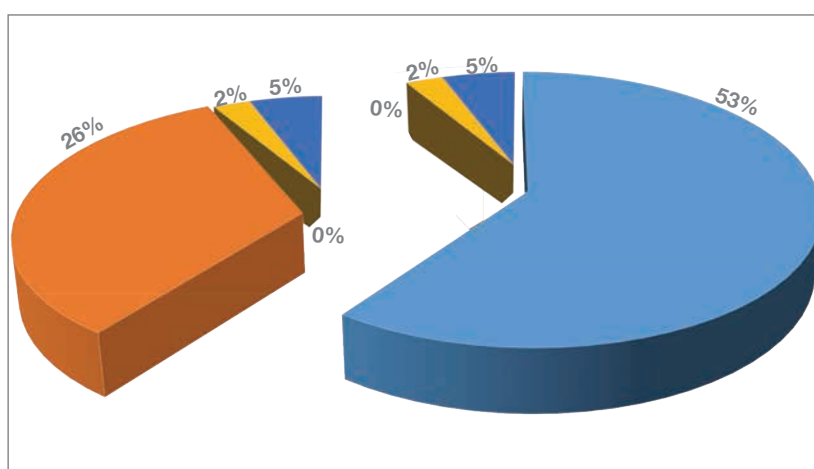


Staff Members

Human Resource Mobilization

ASN had mobilized total 190 (Female 62, Dalit 9) full time and fully paid staff in this year through various programs.

Human Resource Mobilization Chart



■ Male ■ Female ■ Muslim ■ Janajati ■ Disadvantage Group (Dalit)

S.No	Project Name	Total Human Resource
1	Promoting Quality Education for Girls and Marginalized Children in Dhanusha, (Terai) Nepal	15(Female 5 Janjati 1)
2	Strengthening Local Governance for Inclusive Quality Education	35(Female 12)
3	Teaching to Learn	20(Female 5 ,Dalit 5)
4	Sister' for Sister Education in Nepal	21(Female 10,Janjati 2)
5	Improving the Quality of Education and Training for Youth in Nepal	16(Female 6,Dalit 2)
6	Technical Assistance and Advocacy Support for Effective Implementation of Integrated Management of Acute Malnutrition (IMAM) program in Dadeldhura and Dolpa districts of Nepal	15(Female 6,Dalit 1)
7	Women's Health Project Phase IV	12(Female 4,Muslim 1)
8	Improving the livelihood of marginalized group in Salyan district	15(Female 4)
9	Youth Employment Project	25(Female 8,Dalit 1)
10	Poverty Alleviation Fund	7(Female 2)
11	Post-earthquake school reconstruction and rehabilitation project	9
	Total	190

Conclusion and recommendations

The six EFA goals have helped to achieve remarkable progress since they were established in 2000. Some major education needs have not received the attention they deserve, however, fresh priorities have emerged over the past decade.

Many education observers and recent EFA Global Monitoring Reports have highlighted the limited progress in narrowing inequality gaps in education, despite this being a key feature of the EFA agenda. There are two likely reasons for this. One is that the Millennium Development Goals – which have dominated development planning – should have incorporated equity as a core principle, as the EFA goals did. Another is that the lack of measurable equity targets, and of data broken down to show inequalities within countries, has let down the poorest, girls, those with disabilities, and those in rural areas over the past decade.

The first challenge needs to be tackled after 2015 by aligning the broader development architecture with the post-2015 education framework. The second problem underlines the importance of incorporating measurable equity targets in post-2015 goals, a step recommended in this paper.

It is clear that new goals need to address unfinished business and to anticipate future challenges. While an EFA goal focused on the quality of education, this was missing from the MDG framework and so did not receive the attention it deserved.

While not all education priorities can be measured, it is vital that the goals themselves are simple, clear and measurable.

This Report recommends to take into account post-2015 proposals arising from the sub-national, national, regional and international consultations, and also amalgamate/integrate into the wealth of experiences accumulated over the years for taking stock each year of progress towards the unfinished agenda of EFA and achieving the education related goal and targets of SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

List of Partners



Norwegian Embassy



Audit Report

Aasaman Nepal
Janakpurdham, Janakpur, Nepal
Statement of Financial Position
As at 31st Ashad, 2073 (July 15th, 2016)

Amount in NPR


Particulars	Sch.	Current Year	Previous year
Assets			
Non Current Assets			
Fixed assets	5	5,276,664.13	3,905,314.58
Total Non-Current Assets		5,276,664.13	3,905,314.58
Current Assets			
Cash and Cash Equivalents	6	15,387,255.78	6,836,549.05
Advance, Deposit and Prepaid	7	3,559,168.00	3,007,349.83
Debtors and Account Receivables			
Total Current Assets		18,946,423.78	9,843,898.88
Total Assets		24,223,087.91	13,749,213.46
Funds & Liabilities			
Capital Reserve (Project Assets Fund)	5	5,276,664.13	3,905,314.58
Restricted Fund Balance	9	16,632,644.83	8,346,473.58
Total Funds		21,909,308.96	12,251,788.16
Non Current Liabilities:			
Total Non-Current Liabilities		-	-
Current Liabilities:			
Creditors and Payables	8	2,313,778.95	1,497,425.30
Total Current Liabilities		2,313,778.95	1,497,425.30
Total Liabilities		2,313,778.95	1,497,425.30
Total Funds and Liabilities		24,223,087.91	13,749,213.46

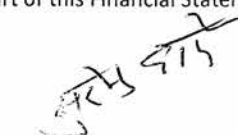
Notes to Financial Statement

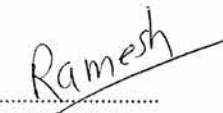
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Schedule 1-10 form integral part of this Financial Statements

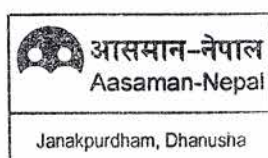
As per our report of even date



Ramshila Thakur
Treasurer


Surendra Bahadur Karki
Chairman


Ramesh Khatriwoda
Sr. Admin /Finance Coordinator


Nawal Kishor Yadav
Executive Director




CA Shesh Mani Dahal
For, S. M. Dahal & Associates
Chartered Accountants

Aasaman Nepal
Janakpurdham, Janakpur, Nepal
Statement of Income and Expenditure

For the period from 1st Sharwan 2073 to 31st Ashad, 2073

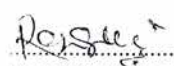
Amount in NPR

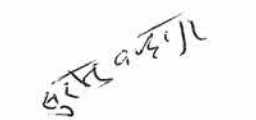
Income	Sch	Current Year	Previous Year
Restricted Grant Received		108,573,228.24	40,262,676.41
Total Income (A)		108,573,228.24	40,262,676.41
Expenditure			
Administrative and General expenses		-	
Project Cost	4	108,573,228.24	40,262,676.41
Total Expenditure (B)		108,573,228.24	40,262,676.41
Excess of Income over Expenditure (A-B)		-	-
Surplus/deficit balance transferred to Balance Sheet		-	-


Significant accounting policies and notes to accounts
Schedule 1-10 form integral part of this Financial Statements


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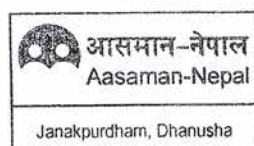
As per our report of even date

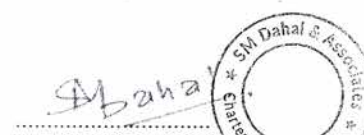

Ramshila Thakur
Treasurer


Surendra Bahadur Karki
Chairman


Ramesh Khatiwoda
Sr. Admin /Finance Coordinator


Nawal Kishor Yadav
Executive Director




CA Shesh Mani Dahal
For, S. M. Dahal & Associates
Chartered Accountants

Date: 2 October, 2016
Place: Kathmandu

Janakpurdham, Janakpur, Nepal

Fund Accountability Statement
For the Financial Period from 1 Shrawan 2072 to 31 Ashadh 2073

Particulars	Sch	Core Fund	AEA	MFA	PAF Dhanusha	PAF Sarlahi	PSI-WHP IV	YEP-Nepal	WHH-Salyan NPL-1036	WHH-Rameshap NPL-1040	WHH-Dhading NPL-1028	VSO-S4S	VSO-T2L	UNICEF-Local Governance
Surplus Carried Forward.		1,884,638.74	118,745.07	2,769,640.36	(261,085.66)	(369,138.21)		49,492.76	-	-	-	1,321,572.17	532,325.72	
Fund Received	1	6,300,054.33	6,408,908.00	9,813,717.51	1,294,413.66	1,392,954.05	2,627,881.00	1,076,606.00	6,136,569.14	9,327,581.52	6,074,622.92	39,508,669.00	9,160,018.00	9,770,630.00
Other Income	2	2,022,829.19						47,431.41						
Assets received	3	5,276,664.13												
Previous Year Adjustment		(759,030.35)												
Total Available Fund		14,725,156.04	6,527,653.07	12,583,357.87	1,033,328.00	1,023,815.84	2,627,881.00	1,173,530.17	6,136,569.14	9,327,581.52	6,074,622.92	40,830,241.17	9,692,343.72	9,770,630.00
Expenditure	4	7,059,505.21	5,580,662.79	12,583,267.31	1,230,791.28	1,611,540.00	1,809,807.59	1,327,140.75	5,557,748.45	5,849,606.98	6,074,622.92	36,668,512.28	9,362,317.82	7,506,393.48
Balance of Fund	9	7,665,650.83	946,990.28	90.56	(197,463.28)	(587,724.16)	818,073.41	(153,610.58)	578,820.69	3,477,974.54	-	4,161,728.89	330,025.90	2,264,236.52
Represented by														
Fixed Assets	5	5,276,664.13												
Cash & Bank Balances	6	2,089,234.69	848,256.28	90.56	3,000.00	25,516.00	730,866.41	75,583.17	197,373.88	3,552,808.50	-	4,089,022.53	101,700.65	1,904,535.02
Advances and Receivables	7	1,003,618.01	114,660.00	-	3,949.72	157,187.56	92,084.00	54,015.00	415,000.00	4,500.00	-	114,292.42	295,087.00	416,092.02
Payable	8	703,866.00	15,926.00	-	204,413.00	770,427.72	4,877.00	283,208.75	33,553.19	79,333.96	-	41,586.06	66,761.75	56,390.52
Balance		7,665,650.83	946,990.28	90.56	(197,463.28)	(587,724.16)	818,073.41	(153,610.58)	578,820.69	3,477,974.54	-	4,161,728.89	330,025.90	2,264,236.52

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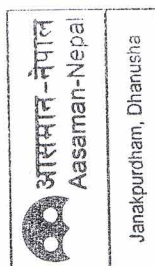
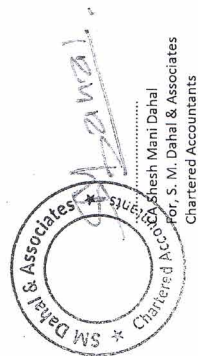
Notes to the Account
 Schedules 1-10 form integral parts of this Financial Statements

Ramshila Thakur
 Ramshila Thakur
 Treasurer

Surendra Bahadur Karki
 Surendra Bahadur Karki
 Chairman

Ramesh Khatiwoda
 Ramesh Khatiwoda
 Sr. Admin/Finance Coordinator

Naval Kishor Yadav
 Naval Kishor Yadav
 Executive Director



Date: 2 October, 2016
 Place: Kathmandu, Nepal

Janakpurdham, Janakpur, Nepal

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Advances and Receivables	7	1,003,618.01	114,660.00	-	3,949.72	157,187.56	92,084.00	54,015.00	33,553.19	79,333.96	-	41,586.06	66,761.75	36,390.52
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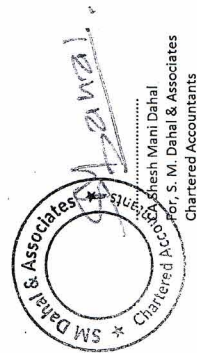
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Ram
Ramesh Thakur
Treasurer

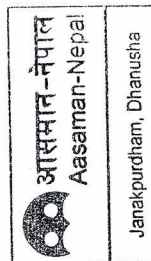
Surendra
Surendra Bahadur Karki
Chairman

Ramesh
Ramesh Khatiwoda
Sr. Admin /Finance Coordinator

Nawal
Nawal Kishor Yadav
Executive Director



Date: 2 October, 2016
Place: Kathmandu, Nepal



Aasaman Nepal District Office

Contract Office:

Mahalaxmasthan, Lalitpur, Nepal
Contract Person: Nawal Kishor Yadav
Tel -+977-1-5171649
Email: aasaman@gmail.com,aasaman@wlink.com.np
Website: www.aasamannepal.org.np

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Email:asnbaglung@gmail.com

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Rauthat, Nepal

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Email: asn.rth@gmail.com

Dhading

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Tel -+977-010-521221
Email: aasamanshading@gmail.com

Jumla

Contract Person :Praveen Joshi
Tel -+977-984849310
Website: www.aasamannepal.org.np

Main Branch/Central Office

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